DISTANCE LEARNING: PET PERMISSIONS

Atlanta Humane Society will connect your Distance Learning experience to the following grade-appropriate curriculum standards.
The Center for Puppetry Arts and the Atlanta Humane Society are teaming up to bring you this unique collaboration! During our Distance Learning Program, students will learn all about wild animals and pets with a focus on discovering how to ask for **Pet Permissions** to pet dogs and cats. Your students will have an opportunity to create and build their very own hand puppet dog or cat to practice and reinforce their newly learned skills!

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*Standards revised and updated 7/2017.*

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ISTE Standards

Empowered Learner:
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Creative Communicator
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Pre-Kindergarten

National Core Arts Standards

VA:CR1.1.PKA
Engage in self-directed play with materials

VA:CR1.2.PKA
Engage in self directed, creative making.

VA:CR2.1.PKA
Use a variety of art making tools

VA:CR2.2.PKA
a. Share materials with others

VA:CR2.3.PKA
Create and tell about art that communicates a story about a familiar place or object.

VA:RE.7.2.PKA
Distinguish between images and real objects.

VA:CN10.1.PKA
e. Explore the world using descriptive and expressive words and art-making.
Kindergarten

English Language Arts Common Core Standards

CCSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2
Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly

National Core Arts Standards

VA:CR1.2.KA
Engage collaboratively in creative art-making in response to an artistic problem.

VA:CR2.1.KA
Through experimentation, build skills in various media and approaches to art making.

VA:RE.7.2.KA
Describe what an image represents.

VA:CN10.1.KA
Create art that tells a story about a life experience.

Next Generation Science Standards

K-LS1-1.
Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

K-ESS3-1.
Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-2-ETS1-1
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
**First Grade**

**English Language Arts Common Core Standards**

**CCSS.ELA-LITERACY.SL.1.1**
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.1.2**
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.1.3**
Ask and answer questions about what the speaker says in order to gather additional information or clarify something that is not understood.

**CCSS.ELA-LITERACY.SL.1.4**
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**National Core Arts Standards**

**VA:CR1.2.1A**
Use observation and investigation in preparation for making a work of art.

**VA:CR2.1.1A**
Explore uses of materials and tools to create works of art or design.

**VA:CR2.2.1A**
Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

**VA:CR2.3.1A**
Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

**VA:RE.7.2.1A**
Compare images that represent the same subject.

**Next Generation Science Standards**

**1-LS1-1.**
Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.* [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

**K-2-ETS1-1**
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**K-2-ETS1-2**
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
**Second Grade**

**English Language Arts Common Core Standards**

**CCSS.ELA-LITERACY.SL.2.1**
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**
Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**National Core Arts Standards**

**VA:CR1.1.2A**
Brainstorm collaboratively multiple approaches to an art or design problem.

**VA:CR1.2.2A**
Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

**VA:CR2.1.2A**
Experiment with various materials and tools to explore personal interests in a work of art or design.

**VA:CR2.2.2A**
Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

**VA:CR2.3.2A**
Repurpose objects to make something new.

**VA:RE.7.2.2A**
Categorize images based on expressive properties.

**VA:CN10.1.2A**
Create works of art about events in home, school, or community life.

**Next Generation Science Standards**

**2-LS4-1.**
Make observations of plants and animals to compare the diversity of life in different habitats.

[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

**K-2-ETS1-1**
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**K-2-ETS1-2**
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.


**Third Grade**

**English Language Arts Common Core Standards**

**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

**CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**National Core Arts Standards**

**VA:CR1.1.3A**
Elaborate on an imaginative idea.

**VA:CR1.2.3A**
Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

**VA:CR2.1.3A**
Create personally satisfying artwork using a variety of artistic processes and materials.

**VA:CR2.2.3A**
Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

**VA:RE.7.2.3A**
Determine messages communicated by an image.

**Next Generation Science Standards**

3-LS3-2.
Use evidence to support the explanation that traits can be influenced by the environment.[Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]
Pre-Kindergarten

Georgia Early Learning and Development Standards Addressed:

Physical Development and Motor Skills
PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.
PDM1.4d Communicates the importance of safety rules.
PDM1.4f Can name people who keep them safe and healthy.
PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures, and tastes.

Social and Emotional Development
SED2.4a Effectively Uses words, sentences and actions to communicate needs, ideas, opinions and preferences.
SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.
SED2.4c Uses pretend-play to show emotions of self and others.
SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.
SED3.4a Independently follows rules and routines.
SED4.4d Seeks out adults as a resource for help and assistance.

Approaches to Play and Learning
APL2.4a Demonstrates eagerness to learn about new topics, ideas and tasks.
APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.
APL3.4d Persists in trying to complete a task after previous attempts have failed.
APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

Communication, Language, and Literacy
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4b Listens to and follows multi-step directions.
CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.
CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.
CLL6.4a Listens and differentiates between sounds that are the same and different.

Cognitive Development and General Knowledge
CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.
CD-SC1.4a Uses sense to observe, classify and learn about objects and environment.
CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles.
CD-SS1.4a Describes his/her family structure and family roles.
CD-SS2.4a Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.
CD-CR4.4a Participates in dramatic play presentations.
CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.
CD-CR4.4c Represents a character by using voice inflections and facial expressions.
**CD-CR4.4d** Participates in dramatic play to express thoughts, feelings and creativity.

**CD-CP1.4a** Recognizes cause-and-effect relationships.

**CD-CP1.4b** Explains why simple events occur using reasoning skills.

**CD-CP1.4c** Draws conclusions based on facts and evidence.

**CD-CP2.4c** Uses information gained about familiar objects and people, and can apply to a new situation.

**CD-CP3.4c** With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.
**Kindergarten**

**English Language Arts Georgia Standards of Excellence**

ELAGSEKSL1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

ELAGSEKSL2
Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKSL3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

ELAGSEKSL6
Speak audibly and express thoughts, feelings, and ideas clearly

**Visual Arts Georgia Standards of Excellence**

VAK.CR.1
Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

VAK.CR.2
Create works of art based on selected themes.

VAK.CR.3
Understand and apply media, techniques, and processes of two-dimensional art.

VAK.CR.4
Understand and apply media, techniques, and processes of three-dimensional art.

VAK.CR.5
Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

VAK.PR.1
Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

VAK.CN.3
Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

**Science Georgia Performance Standards**

SKCS1.
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS6.
Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

b. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

SKL1.
Students will sort living organisms and non-living materials into groups of observable physical attributes.
b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops).

**SKL2.**
Students will compare the similarities and differences in groups of organisms.
   a. Explain the similarities and differences in animals. (color, size, appearance, etc.)
   e. Recognize that you are similar and different from other students. (senses, appearance).
First Grade

**English Language Arts Georgia Standards of Excellence**

**ELAGSE1SL1**
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  c. Ask questions to clear up any confusion about the topics and texts under discussion.

**ELAGSE1SL2**
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELAGSE1SL3**
Ask and answer questions about what the speaker says in order to gather additional information or clarify something that is not understood.

**ELAGSE1SL4**
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Visual Arts Georgia Standards of Excellence**

**VA1.CR.1**
Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

**VA1.CR.2**
Create works of art based on selected themes.

**VA1.CR.3**
Understand and apply media, techniques, and processes of two-dimensional art.

**VA1.CR.4**
Understand and apply media, techniques, and processes of three-dimensional art.

**VA1.CR.5**
Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

**VA1.PR.1**
Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

**VA1.CN.2**
Integrate information from other disciplines to enhance the understanding and production of works of art.

**Science Georgia Performance Standards**

**S1CS1.**
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

  a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S1CS4.**
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

  a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
  b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
  c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.
S1CS5.
Students will communicate scientific ideas and activities clearly.
   a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion

S1CS7.
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
   d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S1L1.
Students will investigate the characteristics and basic needs of plants and animals.
   d. Compare and describe various animals—appearance, motion, growth, basic needs.
**Second Grade**

**English Language Arts Georgia Standards of Excellence**

**ELAGSE2SL1**
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  
  b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  
  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**ELAGSE2SL2**
Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

**ELAGSE2SL3**
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Visual Arts Georgia Standards of Excellence**

**VA2.CR.2**
Create works of art based on selected themes.

**VA2.CR.3**
Understand and apply media, techniques, and processes of two-dimensional art.

**VA2.CR.4**
Understand and apply media, techniques, and processes of three-dimensional art.

**VA2.CR.5**
Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

**VA2-CN.2**
Integrate information from other disciplines to engage in the understanding and production of works of art.

**Science Georgia Performance Standards**

**S2CS1.**
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

  a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S2CS4.**
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

  a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
  
  b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
  
  c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
  
  d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

**S2CS5.**
Students will communicate scientific ideas and activities clearly.

  a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

**S2CS7.**

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Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.
**Third Grade**

**English Language Arts Georgia Standards of Excellence**

ELAGSE3SL1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

ELAGSE3SL2
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE3SL3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Visual Arts Georgia Standards of Excellence**

VA3.CR.2
Create works of art based on selected themes.

VA3.CR.3
Understand and apply media, techniques, processes, and concepts of two-dimensional art.

VA3.CR.4
Understand and apply media, techniques, processes, and concepts of three-dimensional art.

VA3.CR.5
Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

VA3.CN.1
Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

VA3.CN.2
Integrate information from other disciplines to enhance the understanding and production of works of art.

**Science Georgia Performance Standards**

S3CS1.
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

b. Offer reasons for findings and consider reasons suggested by others.

c. Take responsibility for understanding the importance of being safety conscious.