Animals
Transition and Learning Center Cards
Creative Commons Licensing
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:
  to Share — to copy, distribute and transmit the work
  to Remix — to adapt the work

Under the following conditions:
  Attribution — You must attribute the work in the following manner:
  Noncommercial — You may not use this work for commercial purposes.
  Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
http://creativecommons.org/licenses/by-nc-sa/3.0/

Credits
Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.
Animal Hospital
Animal Hospital

Roles:
- veterinarian
- veterinarian technician
- groomer
- receptionist
- pet/animal owner

Suggested phrases to use:
- Let's take an X-ray of the bird's wing so we can see if it is hurt.
- This cat needs a bandage because her leg is broken.
- There are six animals at the animal hospital today.
- I am examining the horse's ear.
- What happened to this animal?

Student conversations:
- Help students give each other single-step and multi-step directions describing how to conduct exams and treat animals.
- Facilitate extended conversations about exams and helping animals.

Facilitating emergent writing:
- Write appointments in appointment book.
- Label animal carriers.
- Write plans for treatment and medication.
- Write or draw X-rays to show where animals are hurt.
Animal Hospital

Roles:
veterinarian, veterinarian technician, groomer, receptionist, pet/animal owner, animal

Suggested phrases to use:
• Let's take an X-ray of the bird's wing so we can see if it is hurt.
• This cat needs a bandage because her leg is broken.
• There are six animals at the animal hospital today.
• I am examining the horse's ear.
• What happened to this animal?
• There are six animals at the animal hospital today.
• There are six animals at the animal.
• This cat needs a bandage because her leg is broken.
• So we can see if it is hurt.
• Let's take an X-ray of the birds wing.

Student conversations:
• Help students give each other single-step and multi-step directions describing how to conduct exams and treat animals.
• Facilitate extended conversations about how to conduct exams and treat animals.
• Help students give each other single-step and multi-step directions describing how to conduct exams and treat animals.

Facilitating emergent writing:
• Write in the appointment book.
• Label animal carriers.
• Write appointment slips.
• Write appointment slips.

Vocabulary:
eyes  
for  
examines  
paws  
X-rays  
appointment  
tail  
groomer  
vet tech  
bandage  
owner  
medicine  
Veterinarian  

Animal Hospital
elephant (mammal)
shark (fish)
penguins (bird)
toucan (bird)
ladybug (insect)

panda (mammal)

eagle (bird)

flamingo (bird)
turtle (other)

goldfish (fish)

duck (bird)

clownfish (fish)
Animals

butterfly (insect)
donkey (mammal)

Animals

grasshopper (insect)
beetle (insect)
Animals

frog (other)

cow (mammal)

cat (mammal)

raccoon (mammal)
chicken (bird)

chimp (mammal)

rabbit (mammal)

ant (insect)
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.