



Lollypop Farm

Paws & Read CURRICULUM CONNECTIONS



Spark a love for learning through the power of the human-animal bond with Lollypop Farm's Paws & Read. Led by experienced Humane Educators, this interactive program promotes literacy, empathy, and emotional growth by tapping into children's natural connection with animals. Paws & Read offers a supportive, non-judgmental space where young learners can build confidence and compassion together.

OBJECTIVES

- Analyze text and illustration in a book to understand how choices impact classmates and our community
- Read about the experiences of animals to better understand our own emotions
- Tap into students natural curiosity to bond with animals
- Model safe and respectful behavior towards classmates, relating this to animals

VOCABULARY

- | | | |
|----------------------|----------------|---------------|
| • consent | • kindness | • perspective |
| • body language | • veterinarian | • respect |
| • 5 needs of animals | • emotion | |



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ELA STANDARDS

PreK

- PKR1: Participate in discussions about a text. (RI&RL)
- PKR9: Make connections between self, text, and the world. (RI&RL)
- PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.
- PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.

Kindergarten

- KR1: Develop and answer questions about a text.
- KR2: Retell stories or share key details from a text.
- KR7: Describe the relationship between illustrations and the text.
- KR8: Identify specific information to support ideas in a text.
- KR9: Make connections between self, text, and the world.
- KSL6: Express thoughts, feelings, and ideas.

Grade 1

- IR2: Identify a main topic or central idea in a text and retell important details.
- IR3: Describe characters, settings, and major events in a story, or pieces of information in a text.
- IR9: Make connections between self and text (texts and other people/ world).
- IW4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization artwork, or other).
- ISL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- ISL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Grade 2

- 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
- 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
- 2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events.
- 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
- 2R9: Make connections between self and text (texts and other people/ world).
- 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Grade 3

- 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
- 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
- 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text.
- 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

SEL BENCHMARKS

- 2A.1a. Recognize that others may experience situations differently from them.
- 2A.1b. Use listening skills to identify the feelings and perspectives of others.
- 2C.1a. Identify ways to interact with others that protect personal and collective safety and wellbeing, including establishing, maintaining, and respecting boundaries.
- 2C.1b. Demonstrate adaptability in social contexts that consider community and personal wellbeing.
- 3A.1a. Explain how their actions impact self and others.
- 3A.1b. Create, understand, and practice shared classroom expectations that support the wellbeing of self and others.