

{Toby and Tutter}

Therapy Dogs



GRADE 1 LESSON EMOTIONS

Estimated time: 30 minutes

KEY CONCEPTS/BIG IDEAS:

- People experience many different emotions.
- Toby and Tutter have very different emotions. What emotion does Toby mainly show? What about Tutter?
- Are you more like Toby or Tutter? Use evidence (an example) from the book to support your answer.

ELA Standard CCSS.ELA-LITERACY.RI.1.6

<http://www.corestandards.org/ELA-Literacy/RI/1/#CCSS.ELA-Literacy.RI.1.6>

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Objectives

In a large group, students will actively discuss emotions as assessed by participation.

Students will analyze photographs of Toby and Tutter as assessed by participation.

With support, students will develop a three-page story that has a beginning, middle, and end as assessed by completion of book.

Materials

- Toby and Tutter book
- Toby and Tutter photographs, focusing on their faces and body positions that highlight emotions (see appendix)
- Document camera or overhead projector (optional)
- Chart paper and markers or interactive whiteboard
- Books- 3 pages of copy paper stapled into books for writing stories, crayons, pencils, markers

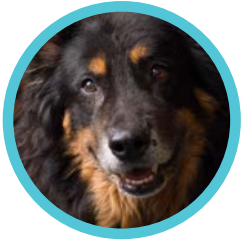
Hook

Teacher: "Watch my face and see if you can guess what I'm feeling. When you have a guess, put your thumb up (or raise your hand, or whatever silent indicator the teacher has established for students to silently indicate they are ready to share.) Teacher makes several exaggerated "feelings faces" (excited, afraid, sad, surprised, happy, etc.) Students guess what feeling face the teacher is making.

Teacher: "Who can model some more feelings faces for the group?" Take a volunteer or two to model.

Then, students can play the same feelings faces game with a partner.

Teacher: "Now that we've practiced making lots of different feelings faces, let's brainstorm a list of emotions. Emotions is another word for feelings. Who can name an emotion?" Teacher writes student suggestions on chart paper or interactive whiteboard. After teacher writes each emotion, a student can draw an illustration/"emoji", next to the word.



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GRADE 1 LESSON EMOTIONS

Estimated time: 30 minutes

Activity

Large Group: Discussion.

Teacher: "Toby and Tutter both experience emotions. We read about them in the book, and we can see their emotions in the photographs in the book. Let's look closely and see if we can learn more about Toby and Tutter's emotions."

Teacher shows students photographs of Toby and Tutter from the book on the document camera, overhead projector, or using the photographs in the book itself with children gathered closely around.

Some questions to lead discussion: "What do you notice about the pictures of Toby? How does he stand? How do his ears and face look? Can you see how he is feeling by looking at the photos?" "What do you notice about Tutter? Does he stand like Toby? How do his face and ears look? Can you see how he is feeling by looking at the photos?"

Teacher: "Tutter describes Toby as **brave**. What do you think brave means?" Provide wait time. Field student responses. "Let's look at the pictures and find photos of Toby being brave."

Toby describes Tutter as **afraid**. What do you think afraid means?" Provide wait time. Field student responses. "Let's look at the pictures to find photos of Tutter being afraid."

Teacher: "Do you think Toby is always brave, or do you think sometimes he is afraid, too, just like Tutter?" Provide wait time. Field student responses.

Teacher: "Do you think Tutter can be brave enough to be a therapy dog? Why or why not? How could Tutter get better at being brave? Do you think Tutter can still be good at his job of being a therapy dog, even if he's not brave?" Provide wait time. Field student responses.

Independent or Small Group

Teacher: "Think of a time you were brave like Toby or afraid like Tutter. Today, you'll write and illustrate a story about that time."

Provide students with three-page books (three pages of copy paper stapled together.) Students can write a story that has a beginning, middle, and end on their three-page book.

Closing/Evaluation

Teacher can invite several students to read their books aloud to the class.

Teacher: "People experience so many different emotions. There are times when we are all brave like Toby and afraid like Tutter. We can all do hard jobs, just like them!"



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GRADE 1 LESSON **EMOTIONS**

Estimated time: 30 minutes

Evaluation

Did student participate in all discussions during this lesson? Yes or No

Did student draw and illustrate a book about feeling brave or afraid, including a beginning, middle, and end, and supporting details? Yes or No

Modifications/Accommodations

Teacher may wish to pull some students into small groups to provide additional support for the writing portion of this lesson.

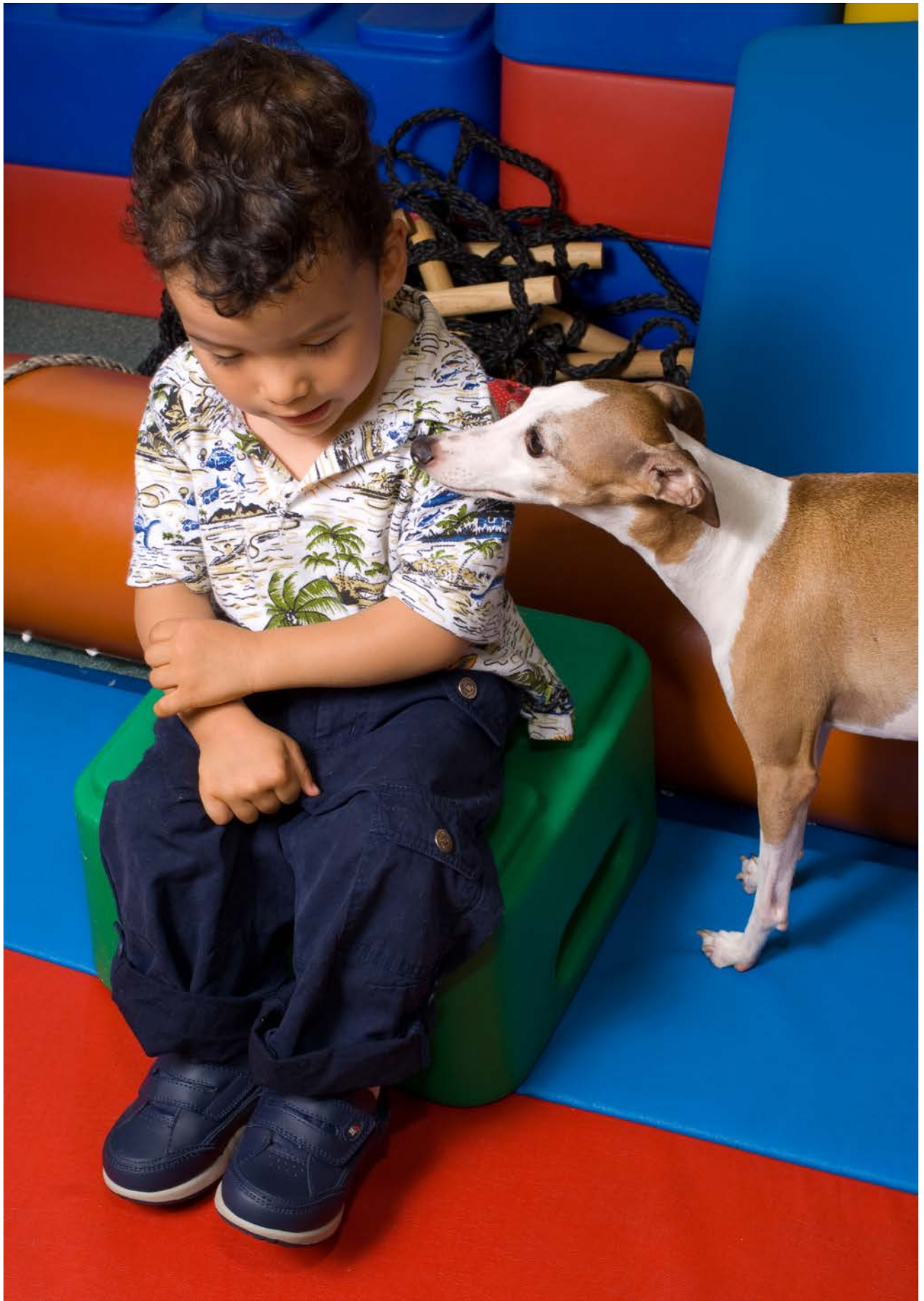
Teacher may also break the lesson into two sessions if necessary.

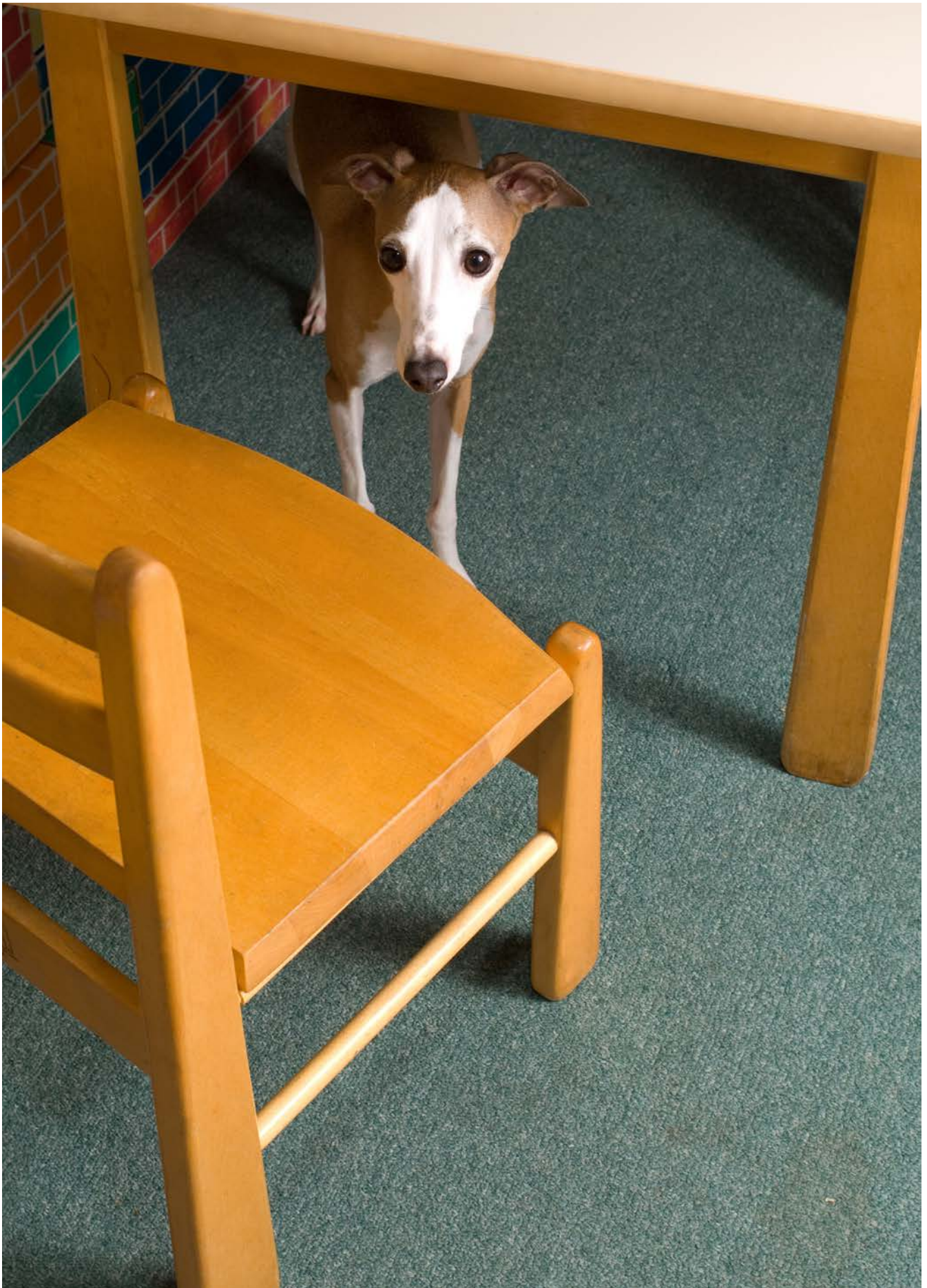
Homeschool Modifications

This lesson translates well to the homeschool setting without modification.

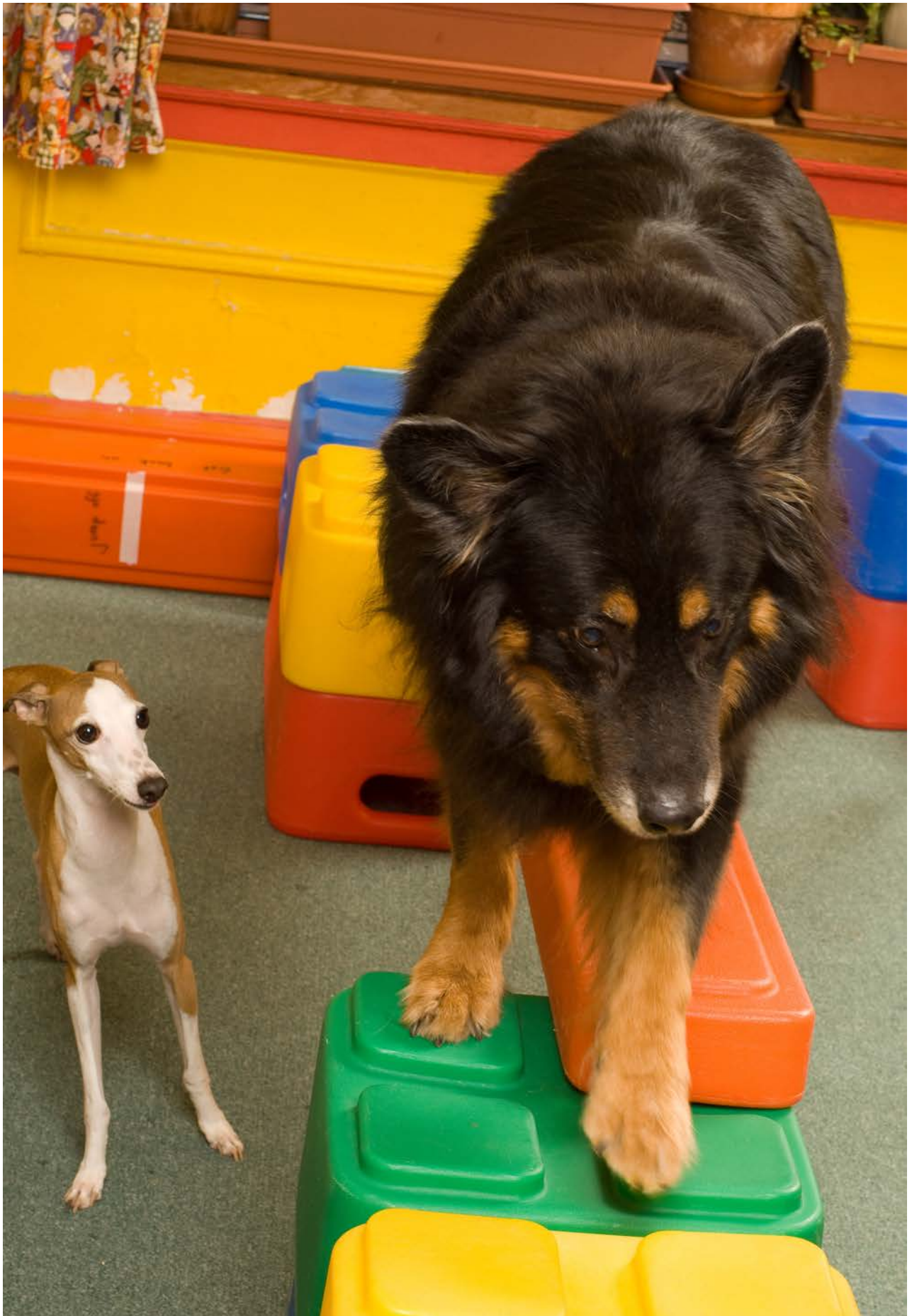
APPENDIX (PHOTOS)



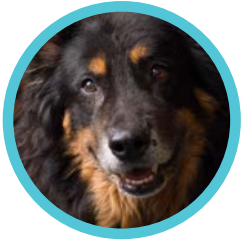












{Toby and Tutter}

Therapy Dogs



GRADE 1 LESSON SIMILARITIES AND DIFFERENCES

Estimated time: 35 minutes

Key Concepts/Big Ideas:

- Toby and Tutter are the same and they are different.
- My classmates and I are the same and we are different.

ELA Standard

CCSS.ELA-LITERACY.RI.1.3

<http://www.corestandards.org/ELA-Literacy/SL/1/2/>

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Objectives

Students will identify ways in which **Toby** and **Tutter** are the same and different.

Students will sort Toby and Tutter's attributes on a Venn Diagram.

In pairs, partners will draw and fill out a Venn Diagram identifying ways in which they are the same and different.

Materials

- Toby and Tutter book
- Interactive WhiteBoard, dry erase marker board, chalkboard, easel and paper, or any other way to make a list
- Venn Diagram drawn on large paper or displayed on Interactive whiteboard.
- Venn Diagrams copied on copy paper—enough for 1 per pair of students. Template attached.
- Pencils

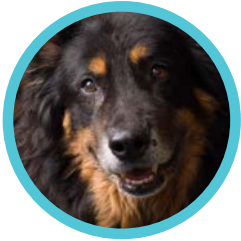
Hook: 7-8 minutes

Gather students in large group meeting space.

Teacher: "Let's think about same and different! We're going to play a game. When I say, go, you'll quickly find someone in our class who matches my description. So, if I say 'Find someone with the same color shoes as you,' what will you do? (Field responses.) If I say, 'Find someone with different colored hair than you,' what will you do? (Field responses.) Do you understand the game?"

Play the game. Go through 4 rounds each of same and different. Examples:

- Same colored shoes; different colored shoes.
- Same colored hair; different colored hair.
- Same colored shirt; different colored shirt.
- Same favorite TV show; different favorite TV Show.
- Same favorite book; different favorite book.
- Same favorite playground game; different favorite playground game.
- Same favorite food; different favorite food.
- Same favorite toy; different favorite toy.



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GRADE 1 LESSON SIMILARITIES AND DIFFERENCES

Estimated time: 35 minutes

Activity

Large Group: 10 minutes

Gather students back to large group meeting space. Display pictures of Toby and Tutter. Have students look closely at the pictures of Toby and Tutter's feet, ears, tails, etc.

Teacher: "What's the same about Toby and Tutter?"

"What's different about them?"

"How did Toby and Tutter act the same in the book?" "How did Toby and Tutter act differently in the book?"

Write students responses on sentence strips, paper, or in an interactive whiteboard document. Students will sort their responses to the questions, below, on a Venn Diagram. Teacher should have a poster-sized Venn Diagram prepared on paper, or a Venn Diagram on the interactive whiteboard. See attached Teacher Materials for a Venn Diagram template and explanation of Venn Diagrams. Support students to sort their responses into a Venn Diagram of how Toby and Tutter are different and alike.

Extension question for discussion or writing prompt: Are you more like Toby or more like Tutter?

Independent or Small Group: 10 minutes

Have students find a partner (or assign students to a partner.) Give each pair of students a Venn Diagram paper.

Teacher: "With your partner, use the Venn diagram to chart how you're the same and how you're different. You can use both words and pictures to complete the diagram. Remember, you'll label each circle one of your names."

Closing/Evaluation:

Call students back to meeting place when drawings are finished.

Ask 3 or 4 student pairs to share their Venn Diagrams.

Teacher: "Toby and Tutter are the same and they are different. Both work hard to help people."

Evaluation:

Did student participate in discussions throughout lesson? Yes or No

Did student identify ways in which Toby and Tutter were the same and different? Yes or No

Did student describe ways in which they are the same and different as their partner using the Venn Diagram format? Yes or No

Modifications/Accommodations:

Some students may need support identifying characteristics of Toby and Tutter. Teachers may provide additional support to students who need it by creating a small group during the partner breakout time and scaffold questions during discussions.

Homeschool Modifications:

This lesson can be modified for a smaller homeschool setting by focusing on sorting Toby's and Tucker's attributes using the Venn diagram. Homeschoolers could extend the lesson by making lists of each family member's attributes and sorting those using a Venn diagram.

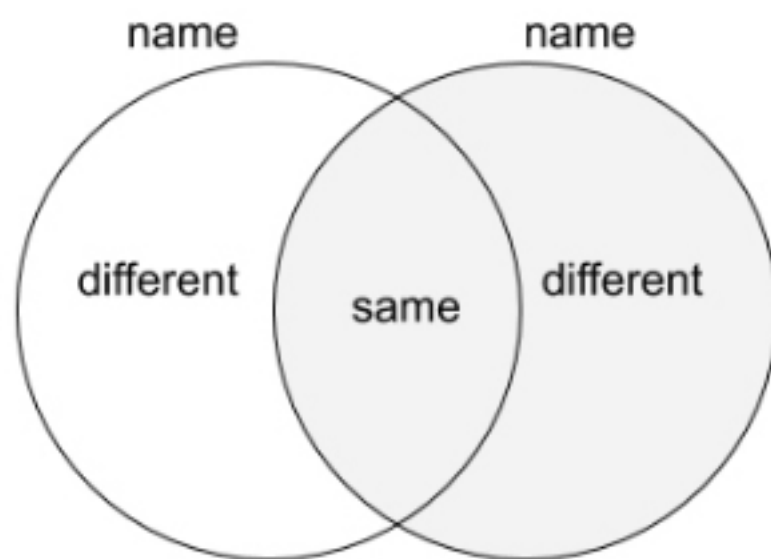
APPENDIX (PHOTOS)

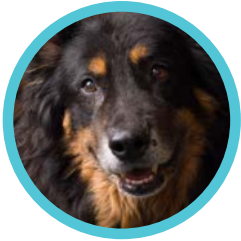












{Toby and Tutter}

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GRADE 1 LESSON PERSEVERANCE

Estimated time: 35 minutes

Key Concepts/Big Ideas:

- Sometimes things are challenging for Tutter.
- Are there things that are challenging for you? Can you think of a time when you faced a challenge and succeeded? Have you ever wanted to quit something hard but stuck with it?
- Teacher- prepare ahead of time a story about something that was hard for you to do or learn, and how you overcame the obstacle-how you persisted and persevered.
- Higher level thinking skill: goal-setting. Children can think of something hard they want to accomplish, and set a goal of accomplishing it! Brainstorm steps along the way to success.
- Vocabulary word: perseverance- working really hard to accomplish a goal and not giving up

ELA Standard

CCSS.ELA-LITERACY.SL.1.5

<http://www.corestandards.org/ELA-Literacy/SL/1/5/>

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Objectives

In a large group setting, students will actively discuss overcoming obstacles and setting goals as assessed by participation.

In a small group setting, students will use a combination of words and pictures to illustrate a time they needed to persevere as assessed by completion of writing and drawing.

Materials

- Drawing paper
- Pencils
- Crayons, colored pencils, markers, etc.
- Prepared teacher story

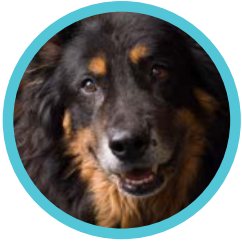
Hook: 5-7 minutes

Gather students to large group meeting area.

Refer to Tutter, in Toby and Tutter. "Tutter wants to be a therapy dog like Toby. Tutter has to work really hard to be like Toby. Tutter is shy and anxious. He has to work hard to help the children. Tutter uses perseverance because he wants to be a therapy dog. He doesn't quit when things are hard."

Teacher tells a personal story here about a time when s/he encountered something challenging and had to persevere. As teacher tells story, model writing it on large paper for students to observe. Illustrate the story. To group: "Have you ever done something that was really hard? (examples: learning to ride a bike, learning to read, etc.) Did you quit or did you persevere?"

Field student responses, validating each experience.



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GRADE 1 LESSON **PERSEVERANCE**

Estimated time: 35 minutes

Activity

Independent or Small Group: 25 minutes

Students will use a combination of words and illustrations to write about a time they persevered through a challenge. Teacher may pull small groups here if necessary, or move around the room to support students as they work independently.

Closing/Evaluation:

Closing: Have several students share out about their writing. Teacher could assemble all student writing about perseverance into a motivational class book to keep in the classroom library.

Evaluation:

Did student participate in the discussion about perseverance? Yes or No

Did student complete the work as assigned, using a combination of words and illustrations? Yes or No

Modifications/Accommodations:

The student work portion of this lesson may be completed in small groups or independently per the teacher's knowledge of the group.

Homeschool Modifications:

This lesson translates well to the homeschool setting without modification.

Extension:

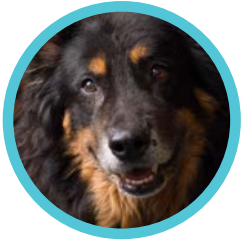
Goal-setting. Teacher works with individual students to identify something s/he wants to learn (examples: addition within 10; reading higher level books; playing with more children at recess, etc.) Teacher asks student: "How do you think you can accomplish this goal?" Teacher and student develop several attainable steps to reach the goal. Teacher and student track progress together.

APPENDIX (PHOTOS)









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GRADE 1 LESSON WORKING TOGETHER

Estimated time: 30 minutes

Key Concepts/Big Ideas:

- Toby and Tutter are good at different things. These are their strengths. They use their strengths to work together.
- What are you good at?
- We can learn a lot and get a lot more done by working together. Everyone benefits when we work together!

ELA Standard Lesson 5

<http://www.corestandards.org/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.

Objectives

With support, students will contribute to a discussion about working together as assessed by participation.

In a small group, students will make a collaborative mural using a combination of pictures and words as assessed by collaboration and participation.

Materials

- Toby and Tutter book
- Large paper- could be posterboard, butcher paper, etc.
- Drawing paper, crayons, markers, colored pencils, other desired coloring tools.

Hook: 5-7 minutes

Gather students in large group meeting space.

Teacher: "Toby and Tutter are good at different things, but they work together to help the children who come to their house! Why is working together important?" Provide wait time. Field student responses.

Teacher: "Let's look closely at some photographs in the book. How do Toby and Tutter work together? How do Toby and his human mom work together?" Provide wait time. Field student responses.

Teacher: "How can we work together at school?" Provide wait time. Field student responses.

Activity

Large Group: 5 minutes

Teacher: "Next, we are going to work together to make something really great. We will work together in small groups to make a mural. A mural is a big piece of art. You will all contribute to making a mural about Toby and Tutter. You will use pictures and words. You can work together to sound out the words you choose to write. You will talk together to make a plan for your mural. Then you can use art supplies to make your mural.

What questions do you have for me?" Field questions about collaborative mural project.

Group students into groups of 4. Give each group a large piece of paper for their mural.

As students work, move around the room supporting them as they work together to plan their murals and sound out words.



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GRADE 1 LESSON **WORKING TOGETHER**

Estimated time: 30 minutes

Independent or Small Group: 10 minutes

Students work in small groups to create their mural.

Closing/Evaluation:

Call students back to meeting place when drawings are finished.

Ask groups to share about their murals and how they worked together. What did each person do on the mural?

Teacher: "Toby and Tutter work together to help the children. We work together at school, too!"

Evaluation:

Did student participate in discussions throughout lesson? Yes or No

Did student collaborate in his/her group to make the mural? Yes or No

Modifications/Accommodations:

It is best to have groups planned out ahead of time for this lesson.

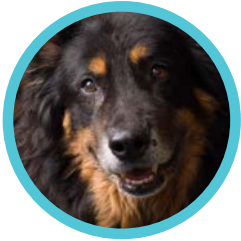
Homeschool Modifications:

Homeschoolers can make murals with whomever is in their homeschool group, with their homeschool teachers, or on their own.

APPENDIX (PHOTOS)







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GRADE 1 LESSON HELPING OTHERS

Estimated time: 25 minutes

KEY CONCEPTS/BIG IDEAS:

- Toby and Tutter help children improve their skills.
- They are therapy dogs. Have you ever seen a therapy dog working?
- What did you notice?
- What other helpers do you know?
- How can you help others?
- How I Help anchor chart

ELA Standard Lesson 4 CCSS.ELA-LITERACY.RI.1.1

<http://www.corestandards.org/ELA-Literacy/RI/1/1/>

Ask and answer questions about key details in a text.

Objectives

After reading the book, students will discuss how Toby and Tutter help others with a partner, as assessed by participation.

Students will contribute to a discussion about helping others as assessed by participation.

Students will write and illustrate three ways they can help others as assessed by completion of task.

Materials

- Toby and Tutter book
- Toby and Tutter at work photo
- Chart paper and marker or interactive whiteboard
- copy paper or drawing paper, crayons, pencils, markers

Hook

Teacher shows students pictures of Toby and Tutter in their human mom's therapy room.

Teacher: "Toby and Tutter help children meet their goals. Some children need help learning to walk, or learning to hold things, for example. Toby and Tutter are therapy dogs. How do you think they help children?" Provide wait time. Field student responses.

If allowed, Teacher can show this 2:52 minute video from the Good Dog Foundation about how dogs can help humans heal:

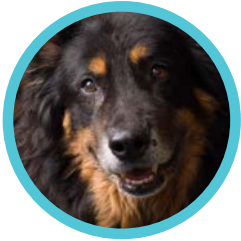
<https://youtu.be/OvuI7OEOpBM>

Activity

Large Group: Discussion.

Teacher: "So Toby and Tutter are dogs who help people. Who are some people you know who are helpers?" Provide wait time.

Field student responses. Teacher writes student responses on chart paper or interactive whiteboard. Examples include: teachers, nurses, doctors, therapists, occupational therapists like Toby and Tutter's mom, fire fighters, EMTs, garbage collectors, mail carriers, and more. Students can help illustrate the list at a later time, if teacher desires.



{Toby and Tutter}

Therapy Dogs



GRADE 1 LESSON HELPING OTHERS

Estimated time: 25 minutes

Independent or Small Group:

Students will write and illustrate three ways they help others. Examples: helping parent wash dishes; helping teacher stack the chairs at the day's end; helping clean up toys after play time; helping a friend tie her shoes, etc.

Closing/Evaluation:

Teacher invites students back to large group meeting area. Students share their illustrations and describe how they are helpers! Drawings can be made into a class book to keep in classroom library, if teacher wishes.

Evaluation:

Did student contribute to class discussions, identifying ways Toby and Tutter help others, as assessed by participation? Yes or No
Did student complete three illustrations with written explanations? Yes or No

Modifications/Accommodations:

Teachers could work in small groups or 1:1 with students who need extra support writing words for the written portion of this lesson.

Homeschool Modifications:

This lesson presents a wonderful opportunity for homeschoolers-to get out in their community and learn about therapy dogs and other helpers in person! Contact an organization, below, and go visit a therapy dog; help arrange a therapy dog visit to a local library; visit a local fire station; plan a family/homeschool community service project to help others.

Extension Suggestion:

This would be the perfect lesson to bring a therapy dog to school for a visit. Many libraries utilize therapy dogs on occasion, and could be a resource for finding someone able to bring a therapy dog for a visit!

The Good Dog Foundation is an excellent resource.

<http://thegooddogfoundation.org/>

The Alliance of Therapy Dogs is another great resource.

<https://www.therapydogs.com/>

Additional resources:

Petpartners.org

www.petpartners.org

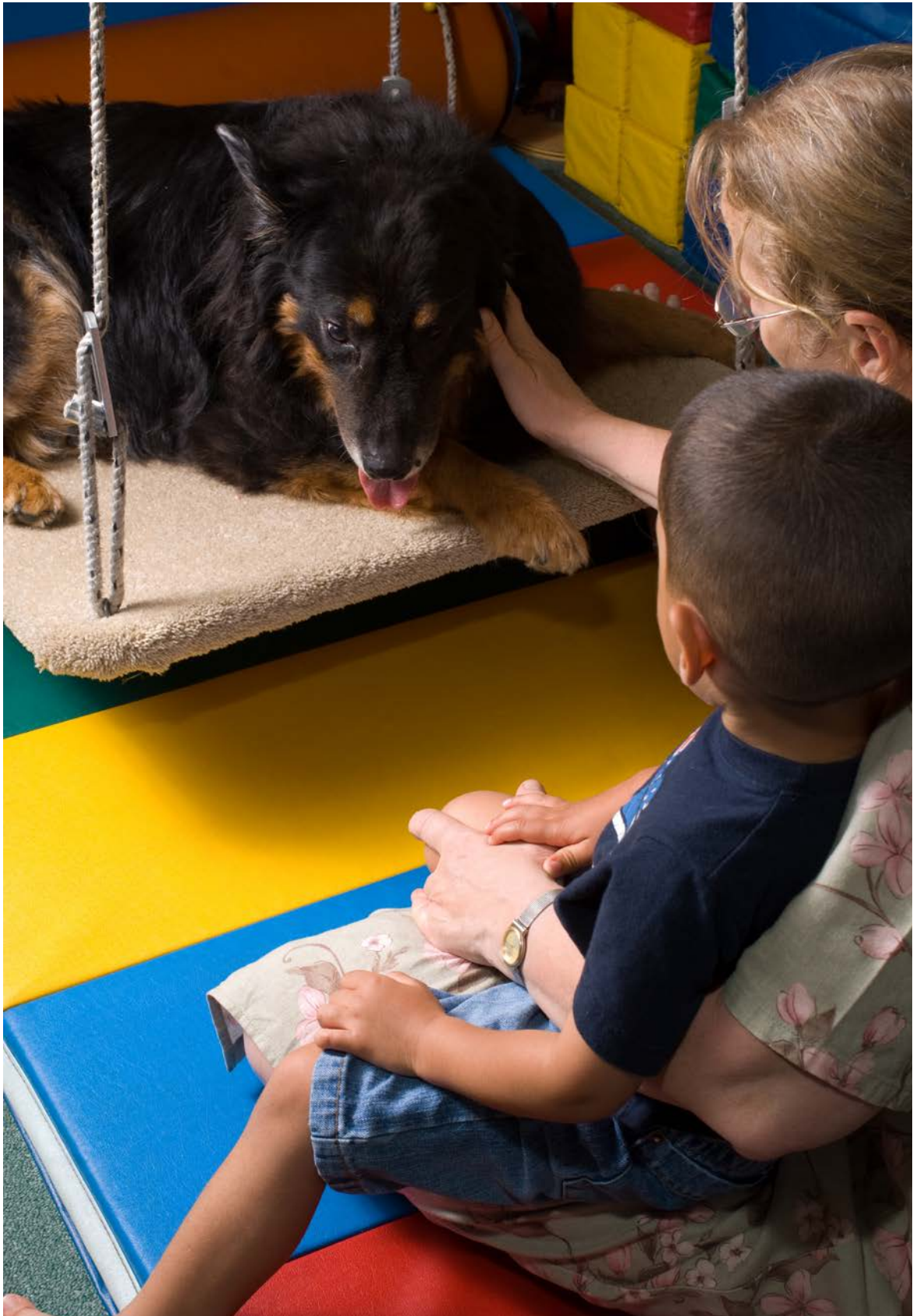
Therapy Dogs International

www.tdi-dog.org

The American Occupational Therapy Association, Inc.

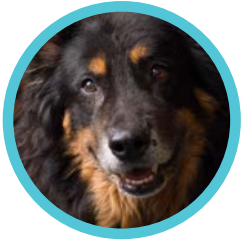
<https://www.aota.org>

APPENDIX (PHOTOS)









{Toby and Tutter}

Therapy Dogs



GRADE 1 LESSON **FAMILY**

Estimated time: 30 minutes

Key Concepts/Big Ideas:

- Toby, Tutter, and their human mom are a family.
- What does family mean? Develop a group definition.
- Families come in all different kinds and sizes. Who is in your family?

ELA Standard/Math Standard

<http://www.corestandards.org/ELA-Literacy/RI/1/4/>

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.MATH.CONTENT.1.MD.C.4

<http://www.corestandards.org/Math/Content/1/MD/C/4/>

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Objectives

Students will contribute to a discussion about types of families as assessed by active participation.

Students will collect and graph data on a pictograph representing their families as assessed by participation.

Students will draw a picture of their families to contribute to a family quilt as assessed by completion of family quilt square drawing.

Materials

- Toby and Tutter book
- Toby and Tutter together photo
- Chart paper and marker; or, interactive whiteboard.
- Drawing paper
- Art materials- crayons, colored pencils, markers, watercolor paints, etc. Any art materials teacher wants to use are appropriate for this lesson.

Hook

"What does family mean? Who has an idea about this word's meaning?" Provide wait time. Call on students and write their responses. Develop a class definition of family. Be open to students developing a definition that is relevant to them as a class.

Teacher: "Toby and Tutter are dog brothers. They play together. Do you have a brother, sister, cousin, or close friend?"



{Toby and Tutter}

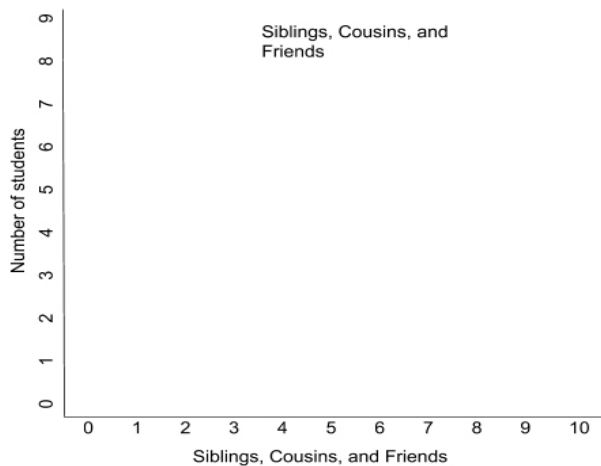
Therapy Dogs



GRADE 1 LESSON FAMILY

Estimated time: 30 minutes

Field student responses. "Let's make a pictograph of these special people in our lives."
Teacher draws the following pictograph on chart paper or interactive whiteboard.



Teacher: "What do you notice about our data?"

Activity

Large Group: Discussion.

Teacher: "Toby and Tutter are dog brothers. They play together. Sometimes they feel competitive with each other. They help each other, too! Do you have a brother or sister?" Provide wait time. Field student responses.

"Do you like to play with your siblings, cousins, or friends?" Provide wait time. Field student responses.

"Do you ever fight with your siblings, cousins, or friends?" Provide wait time. Field student responses.

"How can families help each other?" Provide wait time. Field student responses.

Teacher: "Toby is better than Tutter at some things. What is Toby better at?" Provide wait time. Field student responses. "Is your brother or sister or friend better at some things than you are? How does that make you feel?"

Independent or Small Group:

Students will create a picture of their family. Students can label each family member and write a sentence about their family. Teacher may staple or glue all pictures together to make a classroom family quilt. The class can create a quilt square for Toby and Tutter, too!



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GRADE 1 LESSON **FAMILY**

Estimated time: 30 minutes

Closing/Evaluation:

Teacher: "Our families are all different! Toby and Tutter's family might be different than yours or mine, but everyone loves and supports each other and they all work together."

Evaluation:

- Did student participate in discussions? Yes or No
- Did student understand the data collection process/making of pictograph? Yes or No
- Did student create a family drawing? Yes or No

Modifications/Accommodations:

Teacher could prepare die cuts or printed pictures for students to graph their data of the pictograph, if desired. If not desired, students can draw a picture of themselves on the relevant number on the pictograph, or simply make an X.

Teacher could modify discussion questions in order to make them relevant for her/his particular grouping of students.

If students are engaged in the pictograph activity, this lesson can be extended by making additional pictographs for: Pets in My Family; Total People in My Family, etc. Students can also use clipboards and paper to formulate their own research questions and collect their own data.

Homeschool Modifications:

Homeschool students can collect data from their families, including cousins and other homeschool friends to make their pictographs.

APPENDIX (PHOTOS)



