

# {Toby and Tutter}

Therapy Dogs



## GRADE 2 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 display? What about Tutter? Are you more like Toby or Tutter? Use evidence (an example) from the book to support your answer.

### ELA Standard

<http://www.corestandards.org/ELA-Literacy/RI/2/7/>

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### Objectives

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

### Materials

Toby and Tutter book

Toby and Tutter photographs, focusing on their faces and body positions that highlight emotions (see appendix)

Optional: Document camera, overhead projector

Chart paper and markers or interactive whiteboard

Books- 5 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.

### 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."



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## GRADE 2 LESSON **EMOTIONS**

Estimated time: 30 minutes

Teacher shows students many photographs of Toby and Tutter from the book on the document camera, overhead projector, or just 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 five-page books (five pages of copy paper stapled together.) Students can write a story that has a beginning, supporting details in the middle, and end on their five-page book.

### **Closing/Evaluation**

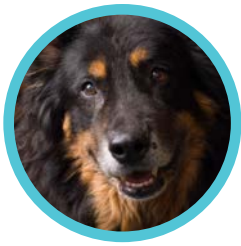
Teacher can invite several students to read their books aloud to the class.

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!"

### **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



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GRADE 2 LESSON **EMOTIONS**

Estimated time: 30 minutes

## **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. Teacher may meet individual students' needs by providing a three-page book or allowing students to add pages to their five-page book.

## **Homeschool Modifications**

This lesson translates well to the homeschool setting without modification.

## APPENDIX (PHOTOS)



















# {Toby and Tutter}

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## GRADE 2 LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 40 minutes

### Key Concepts/Big Ideas

- Toby and Tutter are similar and different in many ways.
- Essential questions:
  - What do you think it's like to be Toby?
  - What do you think it's like to be Tutter?
  - What kind of person might benefit from Toby's company? What about Tutter's?
- How are you and your partner similar? How are you different?
- Every person experiences things differently. Perspective-taking; standing in someone else's shoes.

### ELA Standard Lesson 1

#### CCSS.ELA-LITERACY.RI.2.9

<http://www.corestandards.org/ELA-Literacy/RI/2/9/>

Compare and contrast the most important points presented by two texts on the same topic.

### Objectives

Using a Venn Diagram, students will sort Toby and Tutter's attributes, identifying ways in which Toby and Tutter are similar and different.

Students will identify ways in which they are similar to Toby or Tutter.

In pairs, partners will complete a Venn Diagram identifying ways in which they are similar 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: 8-10 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 5 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.



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## GRADE 2 LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 30 minutes

- Same favorite playground game; different favorite playground game.
- Same favorite food; different favorite food.
- Same favorite toy; different favorite toy.

### 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. Encourage students to think about Toby and Tutter's behaviors as well as their physical attributes.

Teacher: "What's the same about Toby and Tutter? How are they similar?"

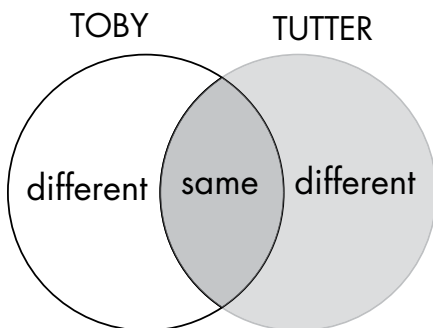
"What's different about them?"

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

"Let's brainstorm some traits that describe Toby and Tutter." (Some examples could include: brave, shy, patient, excitable, calm, anxious, etc.)

"Do you relate to any of these traits? Are you more like Toby or more like Tutter? How so?"

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.



#### 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."



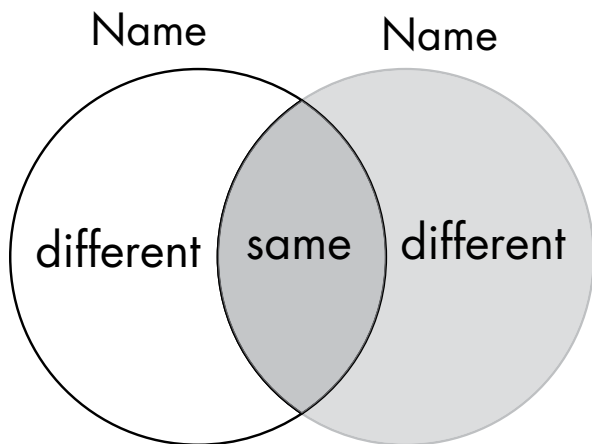
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## GRADE 2 LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 30 minutes



### **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 similar and different Both dogs 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 students identify traits of Toby and Tutter, and compare each dog's traits? 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.

Teachers may extend lesson by providing a writing prompt related to this lesson. "How can I get along with people who are different than me?"

### **Homeschool Modifications**

This lesson can be modified for a smaller homeschool setting by focusing on sorting Toby's and Tutter'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)



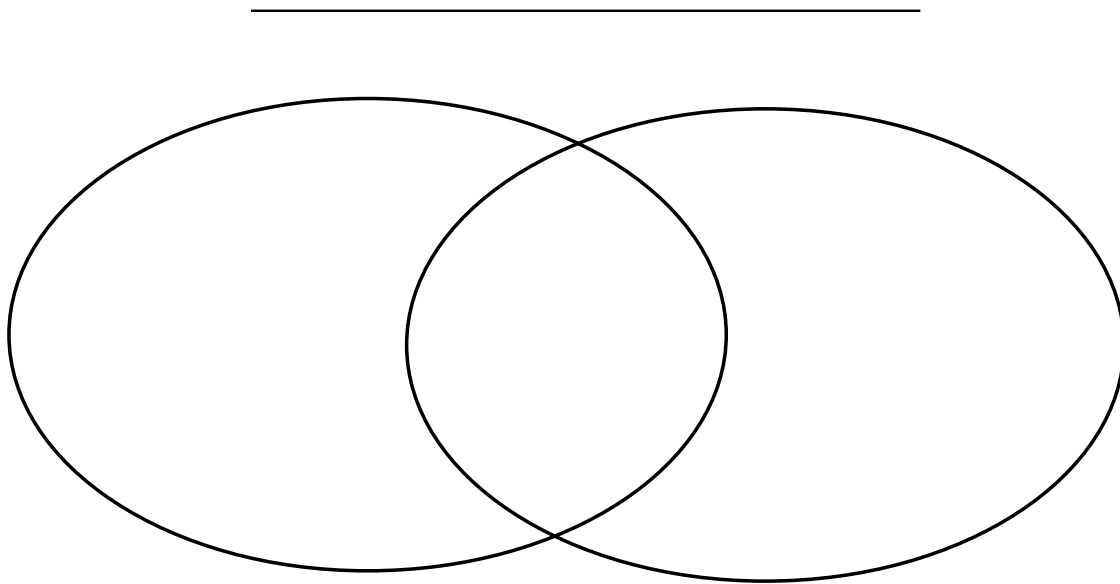






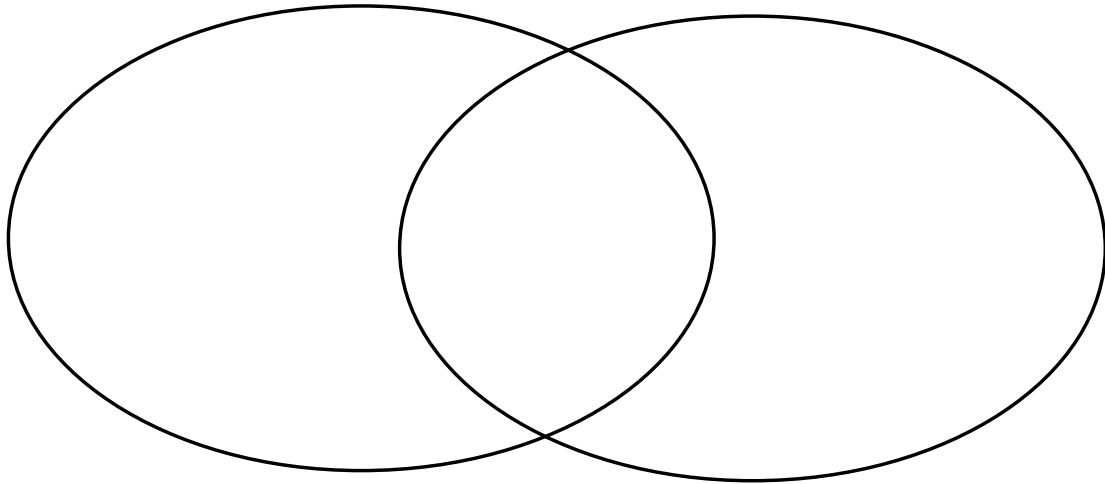








TITLE



Subject #1

Shared  
properties  
or characteristics

Subject #2

A Venn diagram comparing two subjects.  
Two overlapping circles or ovals.  
Write differences in the outer circles and  
common characteristics in the overlapping area.



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## GRADE 2 LESSON PERSEVERANCE AND PERSISTENCE

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.2.5

<http://www.corestandards.org/ELA-Literacy/SL/2/5/>

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences 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.

In a group setting, students will share their work and tell about a time they persevered as assessed by participation.

### 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 2 LESSON PERSEVERANCE AND PERSISTENCE

Estimated time: 30 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 each student share out about their writing and tell their story. 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

Did student share out their work and tell a story? 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 2 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

#### CCSS.ELA-LITERACY.SL.2.2

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

Recount or describe key ideas or details from 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 sentences 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.



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## GRADE 2 LESSON **WORKING TOGETHER**

Estimated time: 30 minutes

### **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.

#### **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 Modification:**

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 2 LESSON **HELPING OTHERS**

Estimated time: 30 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? Why do you think therapy dogs are a useful tool in helping people? How can you help others? Give an example of a time you've helped someone recently.
- I can help others.

### **ELA Standard**

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

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### **Objectives**

Students will identify ways that Toby and Tutter help the children in occupational therapy as assessed by participation. Students will contribute to a class discussion about helping others as assessed by participation. Students will complete a creative poster including both illustrations and written descriptions identifying four ways they plan to help others this week

### **Materials**

- Toby and Tutter book
- Chart paper, markers, or interactive whiteboard
- Large construction paper, crayons, pencils, colored pencils, markers, etc. for poster-making

### **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, show this 2:52 minute video from The Good Dog Foundation about how dogs help humans heal.

<https://youtu.be/Ovul70E0pBM>

### **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.



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## GRADE 2 LESSON **HELPING OTHERS**

Estimated time: 30 minutes

### **Independent or Small Group**

Students create posters highlighting four ways they will help others this week. Posters should contain illustrations and written descriptions of each task students plan to complete.

### **Closing/Evaluation**

Teacher invites students back to large group meeting area. Students share their posters and describe how they are helpers! Posters can be displayed in the classroom or hallway to motivate students to be helpers.

### **Evaluation**

Did student contribute to class discussions, identifying ways Toby and Tutter help others, as assessed by participation?  
Yes or No

Did student complete a poster containing four 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 go out into 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**

<https://www.petpartners.org/>

**Therapy Dogs International**

<https://www.tdi-dog.org/>

**The American Occupational Therapy Association, Inc.**

<https://www.aota.org/>

## APPENDIX (PHOTOS)



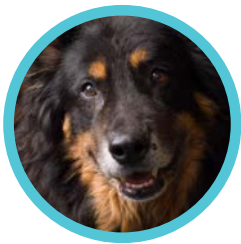












# {Toby and Tutter}

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## GRADE 2 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/2/4/>

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### CCSS.MATH.CONTENT.2.MD.D.10

<http://www.corestandards.org/Math/Content/2/MD/D/10/>

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

### 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.  
Students will write 4 sentences about their families, using appropriate uppercase and lowercase letters and punctuation, with 80% accuracy.

### Materials

- Toby and Tutter book
- 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. Refer to this definition as you move through the lesson.

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





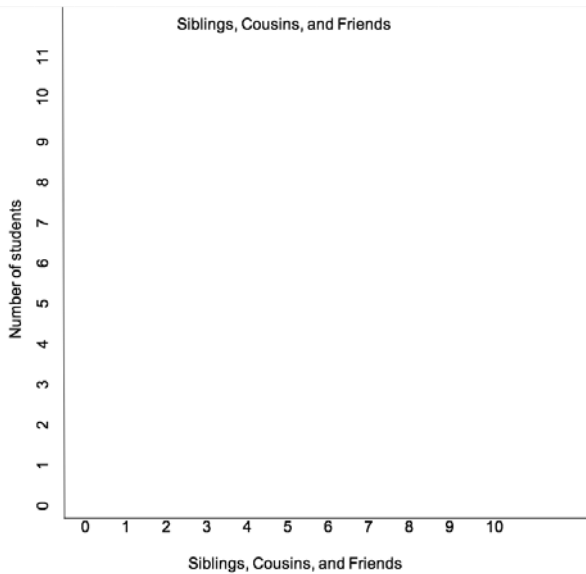
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## GRADE 2 LESSON FAMILY

Estimated time: 30 minutes



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

Teacher: "What other data can we gather about our families? Let's think of how we could set up a pictograph to represent that 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, sister, cousin, or close friend?" 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.

"Is your brother, sister, or cousin better at something than you? If so, what? How does that make you feel? How could you improve at that?"

"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, sister, or cousin better at some things than you are? How does that make you feel?"



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## GRADE 2 LESSON FAMILY

Estimated time: 30 minutes

### Independent or Small Group

Students will create a picture of their family. Students can label each family member and write 4 sentences 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!

### 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

Did student use correct uppercase and lowercase letters and punctuation with at least 80% accuracy?  
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)

