



{Toby and Tutter}

Therapy Dogs



KINDERGARTEN LESSON **EMOTIONS**

Estimated time: 25 minutes

Key Concepts/Big Ideas

- Toby and Tutter both feel emotions. Study the photographs in the book. Listen to the author's words. What emotions does Toby feel? What about Tutter? (Toby feels mostly brave. Tutter feels mostly afraid.)
- When have you felt brave? When have you felt afraid?
- Brainstorm list of feelings/emotions.

ELA Standard

CCSS.ELA-Literacy.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Objectives

With support, students will analyze photographs from Toby and Tutter as assessed by participation.

With support, students will brainstorm a list of emotions and give examples of each as assessed by participation.

Students will draw a picture showing a time they were brave like Toby or afraid like Tutter as assessed by completion of drawing.

Materials

- Toby and Tutter book
- Toby and Tutter photographs, focusing on their faces and body positions that highlight emotions
- Optional: Document camera, overhead projector
- Chart paper and markers or interactive whiteboard
- Copy paper or drawing paper, 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.

After several rounds of this guessing game, teacher can ask students to play a few rounds 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.



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KINDERGARTEN LESSON **EMOTIONS**

Estimated time: 25 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 many photographs 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.

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?" Provide wait time. Field student responses.

Independent or Small Group

Students draw a picture of a time they felt brave like Toby or afraid like Tutter.

Closing/Evaluation

Teacher brings students back to large group meeting area and invites them to share their drawings. Teacher: "Raise your hand if you're more like Toby." "Raise your hand if you're more like Tutter." Teacher can share which dog s/he is more like, too.

Evaluation:

Did student participate in all discussions? Yes or No

Did student complete drawing? Yes or No

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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KINDERGARTEN LESSON **EMOTIONS**

Estimated time: 25 minutes

Modifications/Accommodations

Teacher could have students write about their brave or afraid story, or dictate it to a teacher to add a writing component to this lesson.

Homeschool Modifications

This lesson translates well to the homeschool setting without modification.

APPENDIX (PHOTOS)











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KINDERGARTEN LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 35 minutes

Key Concepts/Big Ideas

- Toby and Tutter are the same. Toby and Tutter are different.
- My family members and I are the same. My family members and I are different.
- The people in my house are the same. The people in my house are different.

ELA Standard Lesson 1

CCSS.ELA-Literacy.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Objectives

With support, students will identify ways in which Toby and Tutter are the same and different.

With support, students will sort Toby and Tutter's attributes on a Venn Diagram.

Students will draw pictures of their family, identifying ways in which members 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 interactive whiteboard. Template attached.
- Drawing paper, crayons, markers, colored pencils, other desired coloring tools.

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 3 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.



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KINDERGARTEN LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 35 minutes

- 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.

Activity

Large Group 10 minutes

Gather students back to large group meeting space. Display pictures of Toby and Tutter. 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.

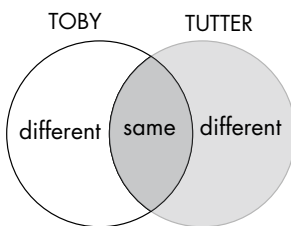
Teacher: "Let's look at Toby and Tutter. In some ways, they are the same. In some ways, they are different."
Allow think time.

"How are Toby and Tutter the same?" Field responses, providing additional information where necessary.

"How are Toby and Tutter different?" Field responses, providing additional information where necessary.

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

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

Students will illustrate and color a picture of their family, focusing on how members of their family are alike and different.



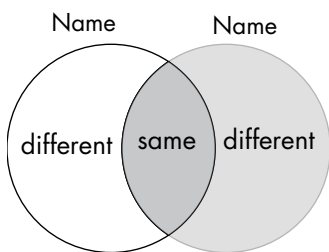
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KINDERGARTEN LESSON **SIMILARITIES AND DIFFERENCES**

Estimated time: 35 minutes



Closing/Evaluation

Call students back to meeting place when drawings are finished.

Ask 3 or 4 students to share how their families are the same and how they are different.

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 their family members are the same and different? Yes or No

Modifications/Accommodations

Some students may need support identifying characteristics of Toby and Tutter or the people in their families.

Teachers may provide additional support to students who need it by creating a small group during the drawing 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 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.

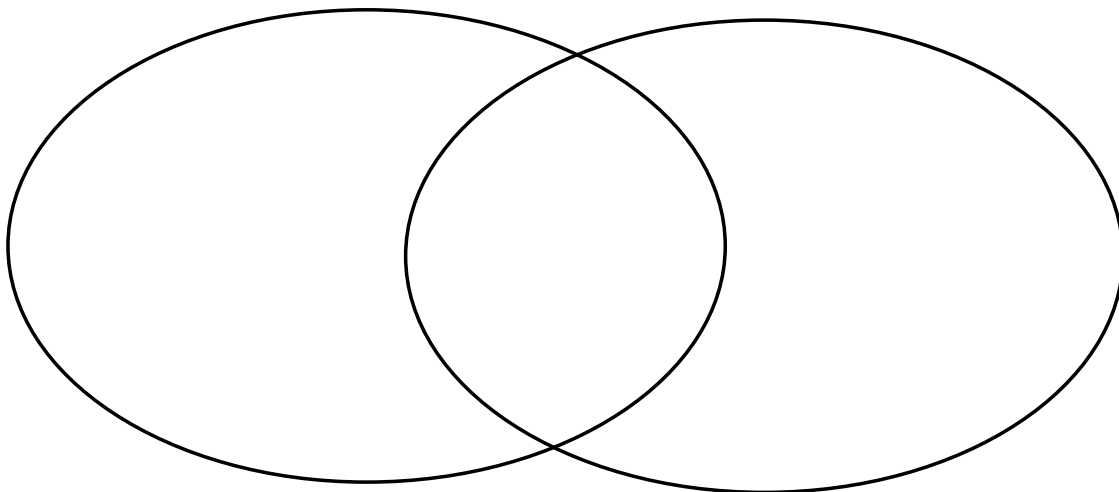
APPENDIX (PHOTOS)



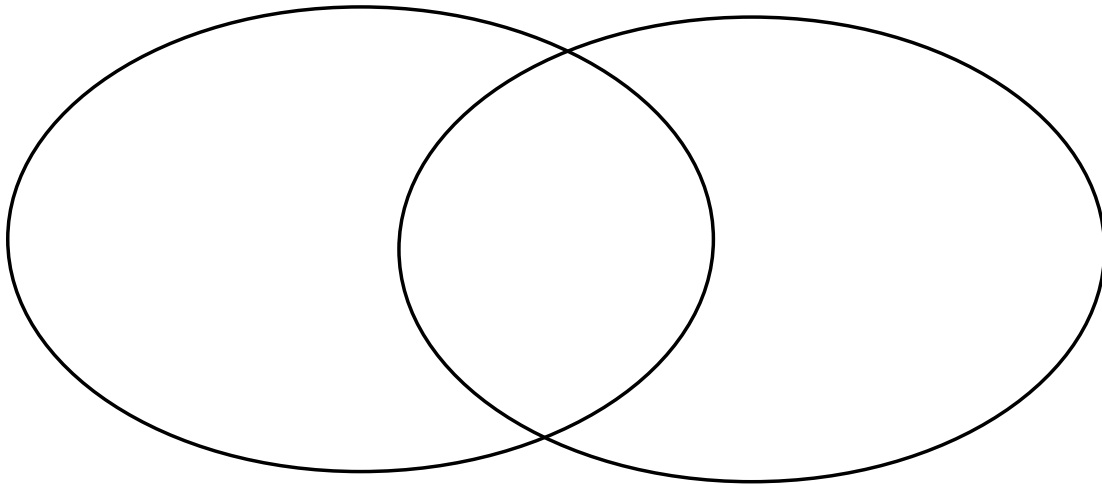








TITLE



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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KINDERGARTEN LESSON PERSEVERANCE AND PERSISTENCE

Estimated time: 30 minutes

Key Concepts/Big Ideas

- Sometimes things are hard for Tutter.
- Are there things that are hard for you?
- 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 and not giving up

ELA Standard **CCSS.ELA-LITERACY.SL.2.5**

CCSS.ELA-Literacy.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

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 letter sounds, etc.) Did you quit or did you persevere?" Field student responses, validating each experience.



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KINDERGARTEN LESSON PERSEVERANCE AND PERSISTENCE

Estimated time: 30 minutes

Activity

Independent or Small Group 20 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

Have several students share out about their writing.

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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KINDERGARTEN 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?

ELA Standard Lesson 5

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.

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.



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KINDERGARTEN 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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KINDERGARTEN LESSON **HELPING OTHERS**

Estimated time: 25 minutes

Key Concepts/Big Ideas

- Toby and Tutter help children. They are helpers. What helpers do you know? How can you be a helper?
- I can help others. Helpers anchor chart

ELA Standard

CCSS.ELA-Literacy.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

Objectives

With support, students will identify how Toby and Tutter help others.

With support, students will contribute to a discussion about helping others.

Students will use a combination of pictures and words to show how they help others as assessed by completion of task.

Materials

- *Toby and Tutter* book
- 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, show this 2:52 minute video from The Good Dog Foundation about how dogs help humans heal.

<https://youtu.be/OvuI7OE0pBM>

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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KINDERGARTEN LESSON **HELPING OTHERS**

Estimated time: 25 minutes

Independent or Small Group

Students will use a combination of words and pictures to tell about how they help others. Examples: helping Mom 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 an illustration of helping others, using a combination of pictures and words? 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

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

Therapy Dogs International

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

The American Occupational Therapy Association, Inc.

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

APPENDIX (PHOTOS)









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KINDERGARTEN LESSON **FAMILY**

Estimated time: 20 minutes

Key Concepts/Big Ideas

- Toby, Tutter, and their human mom are a family.
- Families come in all different kinds and sizes.

ELA Standard/Math Standard

CCSS.ELA-Literacy.R1.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Objectives

With support, students will contribute to a discussion about types of families as assessed by active 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
 - 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

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 our siblings, cousins, or friends."

Teacher draws the following pictograph on chart paper or interactive whiteboard.



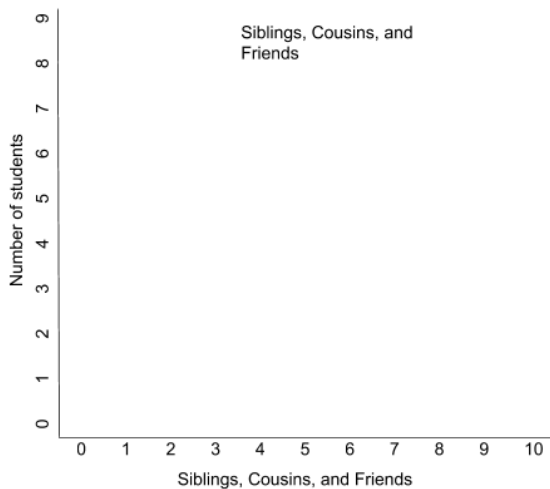
{Toby and Tutter}

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KINDERGARTEN LESSON **FAMILY**

Estimated time: 20 minutes



Teacher: "What do you notice about our data? How many people have 0 brothers and sisters? How many have 1? 2? More? What's the most brothers and sisters a student has? What's the least?"

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.

"How do Toby and Tutter help each other? And how can families help each other?" Provide wait time.
Field student responses.



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KINDERGARTEN LESSON **FAMILY**

Estimated time: 20 minutes

Independent or Small Group

Students will create a picture of 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 are lucky to have a human mom who cares for them, and to have each other. We're lucky to have our families, too."

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.

Homeschool Modifications

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

APPENDIX (PHOTOS)



