



{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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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

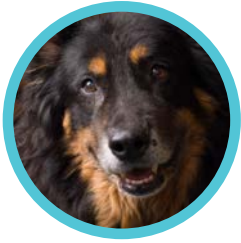
Teacher: "Think of a time you were brave like Toby or afraid like Tutter. Today, you'll write and illustrate a story about that time."

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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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)



