



{Toby and Tutter}

Therapy Dogs



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

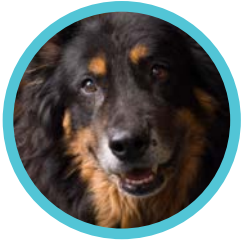
- Drawing paper
- Pencils
- Crayons, colored pencils, markers, etc.
- Prepared teacher story

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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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)





