



# {Toby and Tutter}



Therapy Dogs

## 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.



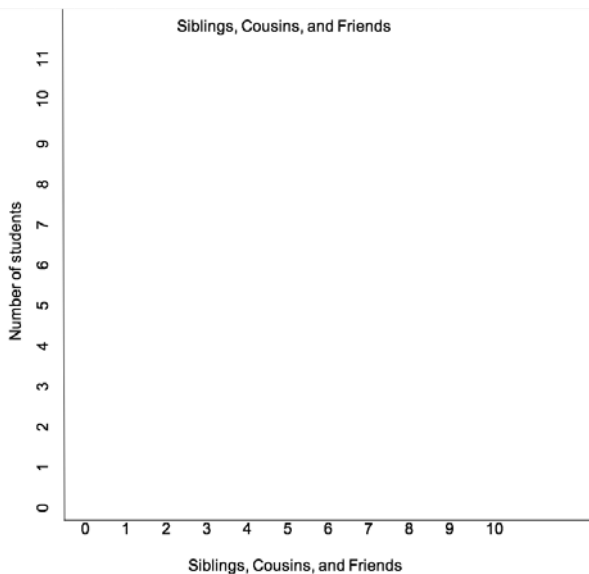
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Teacher: "What do you notice about our data? Most? Least?"

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.

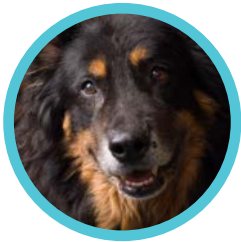
"Do you ever fight with your siblings, cousins, or friends?" Provide wait time. Field student responses.

"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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## 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)**





