



# {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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## 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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## **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)**











