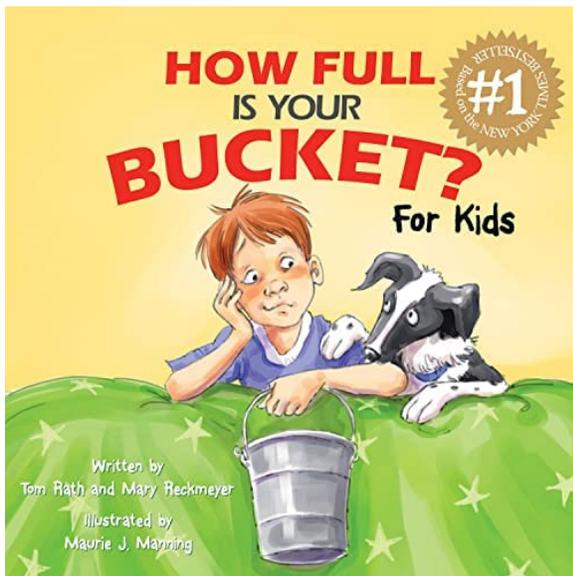


Lesson Plan 01

Animals Have Feelings, Too!

Goal(s):

Understanding and identifying how human and dog feelings connect and showing compassion for yourself and dogs.



Objectives:

At the end of this lesson, students will be able to:

1. Make connections between their own feelings and dogs' feelings.
2. Analyze the impact of respectful behavior toward other people and dogs.

Subject(s):

Health, Language Arts, Social Emotional Learning

TEKS:

Health (b)(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to: (A) define self-esteem and ways it is formed, including identifying areas for one's personal growth.

LA 3 (b) Knowledge and skills. (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and (E) develop social communication such as conversing politely in all situations. (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.



Social Emotional Learning:

Social Awareness

- Identify and describe how others are feeling.
- Recognize and value that different people have different perspectives.
- Express empathy for others.

Time:

Total Time: 75-90 minutes

Lesson: Three 30-minute sessions

Assessment: One 15-30 minute session
(Time estimates are approximate)

Materials:

- Teacher copy of the book “How Full is Your Bucket?” by Tom Rath and Mary Reckmeyer
 - [Find this book on Amazon](#)
 - [Find this book on YouTube](#)
- Device for each student, or the teacher may present or project to the class
- Teacher copy of Discussion Questions 01.1
- Chart paper (or whiteboard) and markers to replicate the T-Chart Example 01.1
- Teacher copy of the book “The Stray Dog” by Marc Simont
 - [Find this book on Amazon](#)
 - [Find this book on YouTube](#)
- Teacher copy of Discussion Questions 01.2
- Chart paper (or whiteboard) and markers to replicate the Venn Diagram Example 01.2
- Print a class set of the Sorting Activity | Lesson 01 Assessment Worksheet
- Class set of scissors and glue
- Teacher copy of Sorting Activity | Lesson 01 Assessment Answer Key

Vocabulary:

Empathy - understanding what someone else is feeling.

Compassion - saying kind words or doing something helpful to let others know you understand how they feel.

Stray - not in the right place; separated from the group or target.

Drain - to run out, leaving it empty, dry, or drier.

Activity 1:

Use the Discussion Questions 01.1 for this lesson plan to generate ideas before, during, and after reading the book aloud to the class.

Read aloud the book, "How Full is Your Bucket?" by Tom Rath and Mary Reckmeyer.

After reading, pair the students with a buddy for the following discussion and activity.

Prepare a large T-Chart Example 01.1 to record the class discussion.

Ask students: "What drains your bucket?"

After discussing with their buddy, ask students to share their ideas.

Record the students' answers on the large T-Chart in the appropriate column.

Then ask students: "What fills your bucket?"

Record the students' answers on the large T-Chart in the appropriate column.

Activity 2:

Use the Discussion Questions 01.2 for this lesson plan to generate ideas before, during, and after reading the book aloud to the class.

Read aloud the book, "The Stray Dog." by Marc Simont.

After reading, prepare a large Venn Diagram Example 01.2 to record the class discussion.

Ask students:

- "What fills their buckets?"
- "What fills a dog's bucket?"
- "What fills both buckets?"

Record the students' answers on the large Venn Diagram in the appropriate section.

Assessment:

Distribute the class set of the Sorting Activity | Lesson 01 Assessment Worksheet to students, along with scissors and glue.

Instruct students to cut out the activity cards from page 1. Once the activity cards are cut out, instruct the students to sort the cards by which activities "Fill" a dog's bucket and which activities "Drain" a dog's bucket. Then students should glue the cards into the correct boxes on the T-Chart located on page 2.

Compare answers with the Sorting Activity | Lesson 01 Assessment Answer Key.

Teacher Tip:

Bring a plastic bucket to class and have the students fill it with school activities that fill up their buckets (i.e., activities they love). Have the students write their name and activity on a piece of paper, then fold it and place it in the bucket. Then share at the end of the week. The students can repeat the activity each month to see how they change as the year progresses.



Lesson Plan 01

Discussion Questions 01.1

Activity 1 | “How Full is Your Bucket” Discussion Questions

Before Reading

1. What do you notice about the cover? *Show the cover.*
2. What genre do you think this story will be? (realistic fiction with a fantasy element)
3. What do you think this book is about?

During Reading

1. How does Anna feel when she knocks the blocks over? Why does she feel that way? (p. 4)
2. What do you think Grandpa means when he says we all have an invisible bucket? (p. 6)
3. Besides Felix, who notices the bucket above his head? (p. 8)
4. What kind of morning is Felix having? How does this affect his bucket? (p.16)
5. Look at Buster, the dog, on pages 10, 12, and 13. What do you notice about him?
6. How does Felix feel when he reads his story to the class? What happens to his bucket? (p. 20)
7. What happens to Felix’s bucket when he puts a drop in someone else’s bucket? (p. 26)
8. Why doesn’t Felix scold Buster when he tears Anna’s doll? (p. 28)
9. What are some ways that Felix shows empathy towards others? Compassion?

After Reading

1. What does the bucket represent? Is it a literal or figurative bucket?
2. What are some things that fill your bucket? (Record on T-Chart)
3. What are some things that drain your bucket? (Record on T-Chart)

Lesson Plan 01

Discussion Questions 01.2

Activity 2 | “The Stray Dog” Discussion Questions

Before Reading

1. What do you notice about the cover? Show the cover.
2. What genre do you think this story will be? (nonfiction - based on a true story)

During Reading

1. What do the kids think when they see the dog? How do you think the dog feels when he sees the family? (p. 4)
2. What do the kids and the dog do all day? What effect do you think this has on the kids' invisible buckets? The dog's bucket? (p. 6)
3. Why doesn't the family take Willy, the dog, home with them? What do you think about them just leaving him in the park? (p. 10)
4. How is the family feeling during the week? How do you know? (p. 12)
5. How is the next Saturday different from the previous Saturday? (p. 14)
6. How does Willy feel when caught by the dog warden? When do the kids claim him as theirs? What effect would this have on his invisible bucket? (p. 20)

After Reading

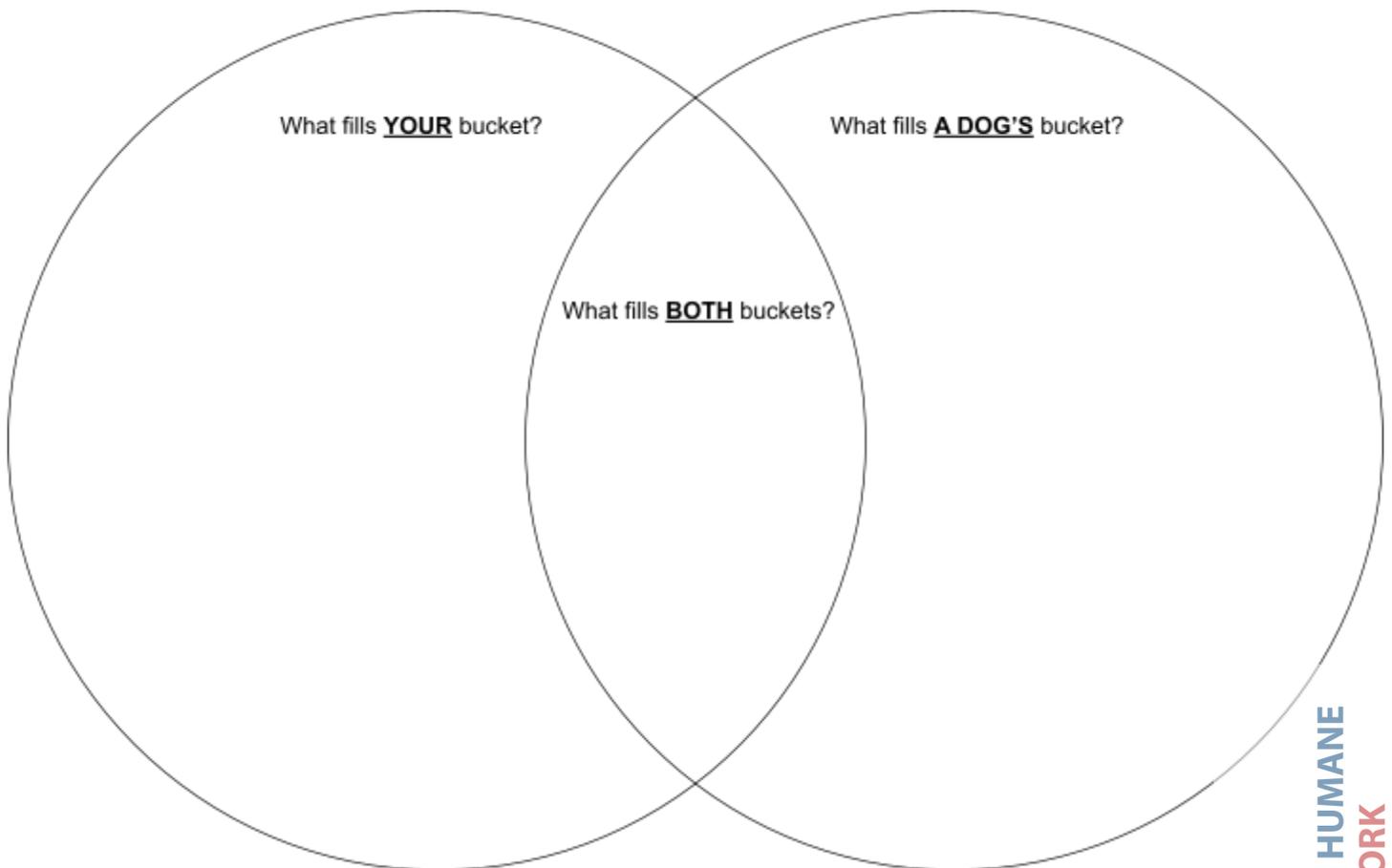
1. How does Willy's life change from the beginning to the end of the story?
2. How do you think Willy felt when the family left him in the park?
3. What do you think he did all week living as a stray?
4. In what ways does the family show empathy towards Willy? Compassion?

Lesson Plan 01

Venn Diagram Example 01.2

Activity 2 | Filling Multiple Buckets Venn Diagram

Use the Discussion Questions 01.2 for this lesson plan to generate ideas before, during, and after reading the book aloud to the class. Records the students' answers on a large Venn Diagram in a similar structure as seen below:



Lesson Plan 01

Sorting Activity | Assessment 01

Answer Key:

Activities that “Fill”

Activities that “Drain”

Having a warm safe place to sleep.	Being left alone for a long time.
Playing fetch.	Being around scary, unpredictable people.
Having clean water to drink.	Being outside alone when it is really hot or cold.
Being included in a family.	Having fleas, ticks, or worms.
Being taken for a walk.	Not being able to do “dog things” like sniffing.
Having good food to eat.	Being chained up.



Sorting Activity Assessment Worksheet

Cut out all of the activity cards:

Having a warm safe place to sleep.	Playing fetch.
Being left alone for a long time.	Being around scary, unpredictable people.
Being outside alone when it is really hot or cold.	Having clean water to drink.
Being included in a family.	Having fleas, ticks, or worms.
Not being able to do “dog things” like sniffing.	Being taken for a walk.
Being chained up.	Having good food to eat.



Animals Have Feelings Too | Lesson 01 Sorting Activity

Name _____

Date _____

Sort the cards by which activities “Fill” and which activities “Drain.” Glue the cards into the correct spots on the T-Chart below:

Fill	Drain





AWAREness Journal

NAME _____

SKETCH

Draw the animal covered in your lesson.



FAVORITE

What was your favorite part of this lesson?



WRITE

Answer your teachers writing prompt following the lesson you just completed.