



Book Title/Author

Tuesday Tucks Me In: The Loyal Bond between a Soldier and his Service Dog by Luis Carlos Montalván and Bret Witter

Florida State Standards

Priority Standard:

LAFS.2.RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe

Supporting Standards:

LAFS.2.RI.3.7 – Explain how specific images contribute to and clarify text.

LAFS.2.RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.RI.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.RI.1.2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

LAFS.2.W.1.2 – Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.

LAFS.2.W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Preparation/Resources Needed

Book *Tuesday Tucks Me In*
 Paper for creating Venn Diagram (Thinking Map)
 Paper for writing paragraph

Genre

nonfiction

AR/Lexile Level

3.4/not available

Reading Content Focus

*Compare and contrast service dogs and pet dogs
 *Identify Main idea and details

Vocabulary

disabled, veteran, nightmares, flashbacks, vest (harness), mission, crowded

Essential Questions

*How do service dogs help disabled veterans?

 *How are service dogs the same and different than pet dogs?

 *How do temporal words (first, next, last) assist in explaining reasons in informational/explanatory writing?

Big Idea

*Service dogs can help disabled veterans live more independent and happy lives.

 *Service dogs are like pet dogs in many ways, but they still have several different responsibilities that pet dogs do not have.

 *Temporal words assist in clearly identifying reasons used when writing informational text.

Differentiation (Access and Enrichment)

Access – Provide students with a paragraph that includes temporal words (first, next, last) to guide their writing. Also provide students with sentence starters as needed.

Enrichment - Encourage students to write sentences using their own words. Have them use the information in the Venn Diagram (Thinking Map) to write their paragraph. Encourage students to add details.

Internet Resources

[Facts about service dogs for kids](#) and [fun quiz about what you have read](#)

Book’s website - [Tuesday Tucks Me In](#)

[Video of Luis and Tuesday](#)

[Short quiz on book](#)

[Help Tuesday Find the Shoe Maze](#)

[Places Tuesday Visits Word Search](#)

[Training center for service dogs in your area](#)

(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)

Activate Background Knowledge:

Introduce students to service dogs and how they help many different types of people using the “[facts about service dogs for kids](#)” and take the [fun quiz](#) together.

Help students make a connection between what they have learned about service dogs and how they can help a disabled veteran. Use the inside flap of the book and/or the website [Tuesdaytucksmein.com](#) to assist in making this connection.

You may want to read pages 38 and 39 in the back of the book before reading the story.

Teach/Model:

Share the front cover with the students and talk about the author and illustrator. After reading the title, help students understand that Tuesday is the dog.

Q: Who do you think that Tuesday is tucking in?

Read the first page.

Q: Who is Luis?

Read the next page.

Q: Who is telling the story (Tuesday – first person narrative)

Read the next two pages.

Q: What is a disabled veteran?

Q: How many of you sleep with your pet to help you sleep? (text to world connection)

Read the next page.

Q: Ask if they have ever seen someone with a dog wearing this type of harness in a store. (text to world connection)

Q: Why do you think this harness is important?

Read the next three pages.

Q: What did we learn about petting a service dog? (ask first)

Read the next two pages.

Q: How is Tuesday like other dogs? (He likes to run and play in the park.)

Read the next three pages.

Q: Why does Tuesday that taking the subway is a serious mission?

Q: How does Tuesday help Luis on the subway ride?

Read the next two pages.

Q: Where are Tuesday and Luis?

Read the next three pages.

Q: Tuesday does something that makes him like other dogs, what is it?

Read the remainder of the story.

Q: What does the author mean when he says “...Tuesday tucks me in...”?

If you didn't read pages 38 and 39 at the beginning of the story, you might want to read it now to give additional details about how service dogs help those people who are disabled.

Guided Practice:

Working together as a class, create a Venn Diagram (or a Double Bubble Thinking Map) to compare service dogs for disabled veterans and regular dogs that are pets. Have students create their own on a separate piece of paper as you go.

Independent Work:

Using their Venn Diagram (or Double Bubble Map), have students respond to one of the following prompts:

- *How are service dogs and pet dogs same and different?
- *How can service dogs help disabled veterans?

You can also have students complete the [short quiz](#) provided by the author.

Extension Activities:

Students can complete the [Help Tuesday Find the Shoe Maze](#) or [Places Tuesday Visits Word Search](#)

Show the short [video of Luis and Tuesday](#) talking to a group of students.

Look for a [training center for service dogs in your area](#) to see if they can come visit your class.

Have students create a poster as part of a "Service Dog Awareness" campaign helping others understand how important service dogs are to our disabled veterans.

Creative Writing Activity – What if your students could have an animal to help them? What kind of animal would they have? What would it help them with? How would this service animal compare to Tuesday in the book?

Class Discussion – Tuesday helps Luis with day-to-day tasks and helps make Luis a happier person. What are things students can do to help others in their class/school/world. Brainstorm how students can help others.

Writing Activity – Using the book as a model, have students write about a day in the life of an animal with that animal as the narrator. Students can write as if they are a family pet, a wild animal, or an animal you are studying in another subject.

Assessment

Formative Assessment:

- *observations and anecdotal notes of student participation in classroom discussions and activities.

Summative Assessment:

- *Completion of graphic organizer and/or written paragraph.
- *Completion of short quiz.