

Materials	-“The Tail of Rupert: How a Stressed-Out Pup Found Peace” book -Optional: chart paper, drawing paper and crayons/colored pencils (students can complete a Response to Literature after the book while younger students can draw a picture to show how Rupert changed from the beginning to the end of the book.)
Goal of the Lesson:	Students will be able to: -Identify the main events and characters in the story. -Recognize and describe feelings experienced by the main character. -Identify the problem and solution in the story. -Connect the story’s lesson to their own experiences. -Understand the basic practices of mindfulness and how to use it.

Read Aloud Plan for: *The Tail of Rupert: How a Stressed-Out Pup Found Peace*

Grade: K-3 (can be adapted for pre-K and grade 4)

Time needed: 30-45 minutes

Pre-Reading: Book Introduction and Building Prior Knowledge (5-10 minutes)

Question:	Expected Response:
Book Intro: Show the cover of the book and ask, “what do you think this story might be about?”	“A dog!” Also encourage students to use the background to give them possible clues about the setting! -Prompt students to say more by asking, “how does he look on the front of the book?”

Building prior knowledge: “The title of this book calls Rupert a “stressed-out” pup. What does it mean to be stressed? Follow up: “Have you ever felt this way?” -For younger students: simply tell them that “stressed-out” means worried. And pose a think aloud, “I wonder what Rupert would be worried about in this book.”	“Stressed-out means worried.” (Older students may have more sophisticated language and use “anxious”) -Allow a few students to share a time they felt worried or stressed-out.
Hook: “Now that we know what “stressed-out” means, let’s start! This book is all about an adorable pup named Rupert who can’t help but feel “stressed-out” or worried from time to time. Don’t get too worried about Rupert though, we’re going to read about how Rupert tackles his problems, so he’s not worried anymore!	N/A

Read Aloud (10-15 minutes) with think alouds, turn and talks, and whole class discussions

Question Type:	Response:
Think aloud after, <i>“he’s one stressed-out pup”</i> : I think we just met our main character, Rupert! It sounds like he has a problem we’re going to learn more about; let’s keep our listening ears ready to learn more.	N/A
Turn and talk after, <i>“leaving mom and dad that worried him.”</i> How does Rupert feel on this page? What makes him feel this way?	Rupert feels stressed out after leaving mom and dad at doggie day care.
Turn and talk after, <i>“what did that even mean?”</i> How does Rupert feel? What made him feel this way?	Rupert is worried/stressed/anxious because a new baby came back to his house! He’s also feeling frustrated because he doesn’t know how to “relax.”
Think aloud after, <i>“he couldn’t stand getting wet!”</i> It sounds like Rupert is trying all kinds of ways to feel better and nothing is working! I wonder what will help him feel better!	N/A

Turn and talk after, <i>“the less he heard the horns and hammering outside,”</i> how did Rupert solve his problem?	Rupert used mindfulness and breathing to calm down and feel better!
Turn and talk after, <i>“just be his pawsitively perfect self,”</i> How does Rupert change in the story? Prompt: How did he feel in the beginning of the story? How did he feel at the end of the story?	In the beginning of the book, Rupert felt stressed out by lots of different things: loud noises, leaving mom and dad at day care, and a new baby! At the end of the book, Rupert was able to relax and overcome his stress with mindfulness.
Turn and talk and whole class discussion: Have you ever felt like Rupert and what made you feel that way?”	Allow students to share with a partner before whole class discussion.

Mindfulness Practice after the read aloud (5-10 minutes)

Tips:

- Check out the 5 easy steps at the back of the book!
- Start small, especially with young children. The entire mindfulness session could be around 3-5 minutes.
- Gradually build your time to give your students more time with deep breathing exercises.
- The use of a chime or bell can be helpful to signal when to start/stop mindfulness practice.
- At the end of the session, have students share out what they heard, smelled, felt during their mindfulness experience.