**Lesson Title: Pete the Cat**

Grade: First

Time: 2 to 3 Lessons Spanning 45-60 mins each

**AL COS Standards related to this lesson:**

English/Language Arts:

Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]

Demonstrate understanding of the organization and basic features of print. [RF.1.1] a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]

Objective(s):

Students will listen to the story Pete the Cat and retell the story including key details and demonstrating the central message of the story by creating original paintings of Pete the Cat and participating in an interactive written retelling.

Materials:

Book-Pete the Cat: I Love My White Shoes

Paper in 9” x 9’ squares

Tempera Paints

Oil pastels or sharpie markers

Paint brushes

Paper

Pencils

Markers

Boo-Boo Tape

Procedure:

* Gather students in the meeting area of the classroom. Read aloud Pete the Cat: I Love My White Shoes. Discuss the story with the class. Re-read the story and encourage the class to join in with parts that are familiar.
* Discuss with students the details of what happened first, next, after that, etc. being certain to use signal words to show sequence of details of the story.
* Transition students from the whole group meeting area to individual seats. Remind st when they return to their seats they will find paper, pencils, and sharpie markers. They will need a paper and a pencil to start the lesson.
* Using the directed line drawing directions provided in the www.deepspacesparkle.com directions for how to draw Pete the Cat, model how to draw Pete step-by-step and have the students complete each step along with you. Circulate and monitor for students who may need assistance, help and redirection.
* Once each student has drawn Pete, have the students trace over the pencil lines using a black sharpie marker.
* Model for students how to paint Pete. Assign children different colors for his shoes so that there are Pete’s wearing all the colors represented in the story.
* As students complete their paintings, have them move work to a designated area to dry.
* While the Pete paintings are drying, have students draw the things in the story that caused Pete’s shoes to change colors.
* Working with students in pairs and/or small groups, assign different groups to write about different parts of the story.
* Provide sentence stems to scaffold student writing (Ex. Pete the Cat was…, First, Pete…)