



Title: Pete the Cat and the Treasure Map	Lesson Sequence: 1 lesson
Year Level: Year 1	Subject: English
Curriculum: Content Descriptors aligned to the Australian Curriculum	
<p>Language:</p> <ul style="list-style-type: none"> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444 - Scootle) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787 - Scootle) <p>Literature:</p> <ul style="list-style-type: none"> Discuss how authors create characters using language and images (ACELT1581 - Scootle) Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832 - Scootle) 	
<p>Resources:</p> <ul style="list-style-type: none"> Book – Pete the Cat and the Treasure Map (by James Dean) or Youtube link Create a character 	<p>Where to find?</p> <p>https://youtu.be/2WjxCo6K9Q4</p> <ul style="list-style-type: none"> Included below
Lesson 1: Create a Character	Time: 40 minutes
<ol style="list-style-type: none"> 1. Read the book to students, stopping throughout to discuss what is happening with the characters, storyline, etc. 1. After reading, talk to students about the characters, how did they look, what was their role in the story? 2. Explain to students that they will complete a worksheet independently. Students will draw a pirate character to be included in this story and write a sentence about how it would fit into this story. Students can choose to draw an animal or a human character. 3. First, model the drawing on the board with whole class (I do). Explain that there are body part shapes on their worksheet for them to copy if needed. Discuss your character as you draw and explain why you chose to draw those characteristics. 4. Deliver expectations of the task again and hand out worksheets 5. Give students time to draw their character while you monitor and scaffold students as required (You do). 6. Engage class back as a group and model the justification part of the task. Explain that students need to write a sentence about how their character will fit into the story (eg. Captain parrot steals Pete the Cats' hat and hides in under the deck. He is a bad guy in the story). 7. Create a sentence together on the board using the character that you drew earlier. Gain ideas from students. Students can volunteer to write part of the sentence too. 8. Explain that students will now write their sentences independently. 9. Give time for students to complete their justification and encourage them to share their ideas with the class. Observe and support students throughout. 10. Students can colour their character, the worksheet and glue into appropriate book or collect to display in classroom. 	