

Pete the Cat Learns Where Things Are

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Grade Level: Kindergarten and First Grade

Subject: Social Emotional Learning

CT Concept: Decomposition

STANDARDS

SL.K.1a-b, 2 and 3

LESSON OBJECTIVES / LEARNING TARGETS

Students will learn the different areas of our school building.
Students will be introduced to the idea of Decomposition.

LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

Q & A - What can you find in a school building? What is Decomposition?

Discussion : We are going to break down the different parts of our school and go on a tour to discuss each one. (5 minutes)

Read "Pete the Cat: Rocking in my School Shoes" by Eric Litwin (5 minutes)

Discussion: How did Pete the Cat move around in his School shoes? (Discuss how we will walk through the building, staying together in a line, and not talking.) (3 minutes)

Go on a tour of school and read prompts from "Pete" at different locations and learn where they need to go next on their tour. (20-25 minutes)

Closing Activity - (20 minutes)

We will then discuss the different areas of our school. As a class, we will create a map of our school. Students will be assigned one location to illustrate and combine into a class book.

Post Assessment: Discuss how we decomposed the school

MATERIALS / CURRICULUM

Book: "Pete the Cat: Rocking in my School Shoes" by Eric Litwin

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VOCABULARY

Decomposition - Breaking apart the different pieces or parts of something
 Tour - Going around a place and exploring different things
 Cafeteria - Place where you eat a meal
 Gymnasium - Where we are taught different games and exercise as a class
 Expectation - What we are supposed to do during a certain time
 Secretary - Person in the front office that answers phones and helps people
 Principal - Person in charge of the whole school
 Office - Where the school Secretary and Principal's offices are located
 School Nurse - Person that helps you at school when you do not feel well or get hurt
 Library - Where you can look at and borrow books
 Classroom - Where we do most of our learning for the school year
 Hallway - Where we walk to get from one place to another
 Polite - Saying "Thank you" and "Please" are some examples

Not all of these vocabulary words will be explicitly taught, some will be taught through a visual representation.

LESSON DESCRIPTION

WHAT IS THE TEACHER DOING?

WHAT IS THE STUDENT DOING?

Introduction:

Using chart paper to document answers, ask students "What is found in a school building?"

Students are giving input on what they think is in a school.

Using a second piece of chart paper document students' answers for the question "What is decomposition?"

Students are giving input on what they think the word decomposition is.

Main Body:

Read "Pete the Cat: Rocking in my School Shoes" by Eric Litwin to students. At the end of the book there is a card that tells us where to begin our tour. We will start here after a brief discussion. As a class we will discuss how Pete the Cat moves around in his School shoes? Discuss how he walked vs. ran, used an inside voice, etc. This will set up expectations on how the students should walk in the hallway.

Students are listening to the story and participating in the discussion about what Pete did in the story.

As a class, we will line up and begin a tour of our school. The first card at the end of our book has

Students will help decipher clues left by Pete and follow a guided tour throughout the school as a class.

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<p>instructed us to continue to the music room. At each location, the cards that were left by "Pete" will instruct us on where to go next. Final card will lead us back to the classroom.</p>	
<p>We will then discuss the different areas of our school. As a class, we will create a map of our school.</p> <p>Students will be assigned one location to illustrate and combine into a class book.</p>	<p>Students will be reflecting on where different areas of the school are while they take their tour. Then matching pictures to the titles on the map to create a school map for the classroom.</p> <p>Students will each be writing the title of an area in the school and illustrating a picture of what that area looked like in small groups. The students will be using blank paper, pencils, and crayons.</p>
<p>Ending:</p>	
<p>Reflect on closing questions as a class "What is found in a school building?" and "How did we decompose our school?"</p> <p>Teacher can individually ask students, recording on a clipboard for assessment data.</p>	<p>During group discussion students will be reflecting on what they learned about where areas of the school are and how breaking down the school relates to decomposition.</p> <p>Can be done individually for assessment data.</p>

ASSESSMENT PLAN

Core Content Assessment:

Pre and post assessment: Class discussion on - "What is found in a school building?"

CT Concept Assessment:

Pre- Assessment discussion: "What is decomposition?"

Post Assessment: "How did we decompose the school?" Discussion in a whole group or individually if data is needed.