

READ-ALOUD CONNECTIONS



Grade Band:

2-3

Text:

Pete the Cat and the Treasure Map by James Dean - 420L - *fiction text*

Objective:

Students will share an adventure with Pete the Cat as he searches for treasure.

Vocabulary:

crumpled, treasure, steers, nods, glittering,

Sight Words:

across, it's, where, we'll, what, isn't, everyone, down, thanks

Engagement:

What would you expect to hear about in an adventure that involves a treasure map?

Social Skills:

Self-efficacy, social engagement, reflection (from CASEL Playbook, p. 31)

Before Reading:



Ask the engagement question: What would you expect to hear about in an adventure that involves a treasure map?
What was common about student responses? How could their responses be categorized?

Introduce the vocabulary by having students look through their book to find the words. Can anyone share the meaning of the words they know and/or what they think the word means in the story?

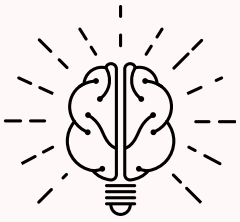
Discussing Belonging:



Discuss the concept of “belonging” with students. Divide the class into small groups or pairs and have each group create a poster that reflects “belonging” from the book and from their life experiences.

Notice/Wonder: Ask students what they noticed about the conversations they had about “belonging” and how Pete helped the “drummer” belong to the crew? What do students wonder about how to help their friends feel a stronger sense of belonging?

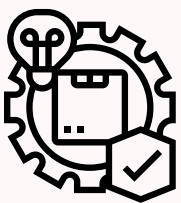
Senses:



Ask students to pretend to be the octopus and as they listen to the story, have them think about what the octopus would see, hear, and feel during the story.

Have students share with a partner, guiding the conversations as appropriate.

Compare:



Find other books that have a treasure map theme and ask students to compare the author’s choice of language and the illustrator’s choice of images.

Have students share with a partner, guiding the conversations as appropriate.

Extensions:



- Have students create a treasure map with symbols and a compass.
- Have students design a game with questions from the book that start with Who, What, When, Where, or Why. Students answering the questions must find the evidence in the text to support their responses.
- Allow students to act out scenes from the book for a different class, emphasizing the conversations and actions of the characters.

Closing:



Use the strategy “Pass It On” from the CASEL Playbook (p. 31) to help students think about what they learned and what they would like to learn next related to maps. Students can write or draw in their boxes, as appropriate. The number of boxes can also be adjusted.

Reflection:

Lesson Reflection

Engaging with vocabulary

1 2 3

Discussing “Belonging”

1 2 3

Connecting senses to the octopus

1 2 3

Comparing treasure map books

1 2 3

Engagement with extensions

1 2 3

Sharing ideas learned (Pass It On)

1 2 3

Use this scale to reflect on the connections students made through the initial and subsequent lessons related to this book.

1 = needs a revisit
2 = almost there
3 = solid

What would be a success?
What are some next steps?