

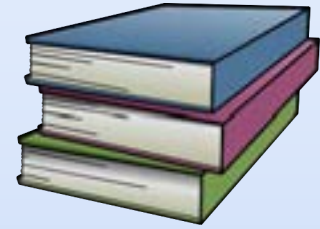


# A Place for Pete

Exploring Setting  
Through Visual Art



# THE LESSON:



Students play the role of:

Artist



&



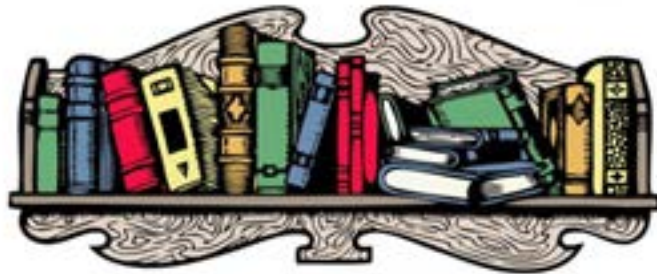
# ELA Content Standard

## **2.RL.MC.6.1**

Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

## **2.RL.MC.8.1b**

Read or listen closely to describe how cultural context influences characters, setting, and the development of the plot.



# Visual Arts Standard (National)

## ***Anchor Standard 1:***

Generate and conceptualize artistic ideas and work.

## ***Anchor Standard 2:***

Organize and develop artistic ideas and work.



# Objectives

For ELA and Art Standards

## ELA

The student will be able to analyze a selected Pete the Cat text to determine the setting and describe its influence on the plot through a written sentence, meeting these goals by achieving a three of four per category on the provided rubric.

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# Objectives

For ELA and Art Standards

## ART

The student will be able to create a painting to demonstrate the setting of a selected Pete the Cat text, meeting rubric standards of three to four per category for artistry and creativity.

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# Materials

- **Pete the Cat books:**
  - *Pete the Cat's Trip to the Supermarket*
  - *Pete the Cat: Scuba-Cat*
  - *Pete the Cat and the Treasure Map*
  - *Pete the Cat's Train Trip*
  - *Pete the Cat: Old MacDonald had a Farm*
- **Paper:** 8.5" x 11" white sheets, assorted colors of construction paper, and large lined writing paper cut into two-line slips
- **Scissors**
- **Glue sticks**
- To allow for creativity and individuality in projects, **additional materials** such as,
  - Scraps of fabric,
  - Small pom poms,
  - plastic googly eyes,
  - markers,
  - acrylic paint, etc.

# Procedures



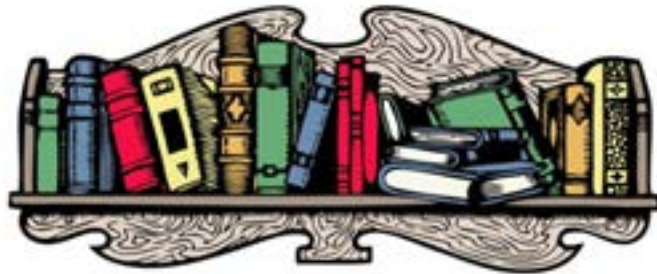
After a week-long **mini ELA unit** on Pete the  
Cat books, students will use this **art project**  
to help develop their understanding of  
**setting.**

# Procedures

1. After reading the fifth and final Pete the Cat text for the week, introduce the project to the students with a challenge for them to artistically and creatively depict the setting from one of the texts read in the week.

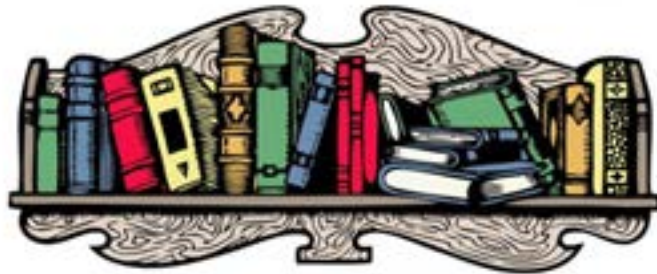
# Procedures

2. Review the meaning of setting and explain its impact on the plot. Work with the students to create an example **anchor chart** to portray connections between the setting and the plot for the texts.



# Procedures

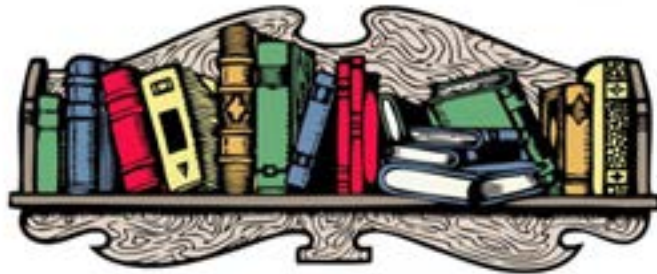
3. Allow the students to examine class copies of the five Pete the Cat texts and **select a text** to use for their art project.



# Procedures

4. Demonstrate how to write a sentence connecting setting and the plot of a selected Pete the Cat text.

For example, if a student selected *Pete the Cat's Trip to the Supermarket*, the student could write, "Because Pete was hungry and had no food, he went to the supermarket with his dad."



# Procedures

5. On the pre-cut slips of lined paper, have the students **compose a sentence** making this connection.



# Procedures

6. Provide **art supplies** for the students to artistically and creatively portray the setting for their selected text.

Students may primarily use construction paper cut and glued to their large white paper to portray images and detail, but they are allowed to use colored backgrounds and incorporate the additional mixed materials as they desire.



# Procedures

7. Allow time for students to complete their projects.  
Monitor the needs of students and provide guidance as needed.





# Procedures

8. Once the projects are complete, students will **turn in** their projects.



# Procedures

9. After the projects have been assessed on the rubric, display them in the classroom or hallway.



# THE END

