



Lesson Plan: “What Do YOU Like?”

Writing Passion-Powered Picture Books

<https://www.virtualteacher.com.au/images/What%20DoYouLike-ebook.pdf>

Year Level: Years 2–6

Lesson Duration: 2–3 sessions (45–60 mins each)

Focus Areas: English, Visual Arts, Digital Technologies

Outcomes:

- Students identify and explore personal interests.
- Students write short narrative or descriptive texts based on their passions.
- Students illustrate their stories using traditional drawing or AI-generated images.
- Students reflect on the creative process and the power of their own voice.

Session 1 – Discover Your Passion

Objective: Students reflect on their unique interests and how these can inspire storytelling.

Activities:

1. **Read Aloud & Discuss:**
Read *What Do You Like?* aloud. Pause for students to react and share their favourite “likes” from the book.
2. **Brainstorm & Share:**
Ask: “What do YOU like?”
Prompt students with quirky or unusual examples:
“Is there something you’re obsessed with? Something you know a lot about? Something other people think is weird, but you love?”
Students list 3–5 interests in their notebooks or on a shared class board.
3. **Creative Thinking Prompts:**
Ask:
 - “What if your passion came to life?”
 - “What kind of world does your passion live in?”
 - “Could your interest be a character?”
 - “What’s the wildest adventure your passion could go on?”
4. **Mini Story Outline:**
Students choose **one passion** and write a quick outline:
 - **Title**
 - **Main character (can be the child or their passion)**
 - **Setting**
 - **Something unexpected that happens**

Session 2 – Write Your Story

Objective: Students develop a short story inspired by their passion.

Activities:

1. **Model a Short Story:**
Share a sample 3–5 sentence story based on an example (e.g., “The Day the Vacuum Cleaner Flew to the Moon”).
 2. **Draft Writing:**
Students write their own 3–10 sentence story. Focus on:
 - Clear beginning, middle and end
 - Use of imagination
 - Descriptive detail that shows their passion
 3. **Peer Share or Teacher Conference:**
Students share stories in pairs or small groups, giving positive feedback on what makes each story unique.
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Session 3 – Illustrate It!

Objective: Students illustrate their story using hand drawing or AI-generated imagery.

Option A – Traditional Drawing:

- Students create 1–2 illustrations using pencils, pens, watercolours or collage.
- Tie the illustration to key scenes or characters in their story.

Option B – AI Illustration (if available):

- Introduce how AI images are made through prompts (e.g. using [Craiyon](#), [Krea](#), Bing Image Creator, or Leonardo).
 - Students create prompts like:
“A dancing dinosaur on a rainbow stage”
“A golden train that flies over volcanoes”
 - Generate 1–2 images and print or display digitally.
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Extension Activities:

- **Publish** a class book of all the student stories (printed or digital).
- Create a **gallery walk** with printed stories and illustrations.
- Record **audio versions** of students reading their stories aloud.
- Create a class **Passion Wall** with their “likes” and story titles.

Reflection Prompts:

- What did you learn about yourself?
- How did it feel to turn your passion into a story?
- Would you like to write more about this interest?
- How do your interests make you unique?

NSW Curriculum Learning Outcomes

ENGLISH – K–6 Syllabus (2022)

Stage 2 (Years 3–4)

EN2-1A – communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

EN2-2A – plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

EN2-3B – uses effective handwriting and publishes texts using digital technologies.

EN2-10C – thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

Stage 3 (Years 5–6)

EN3-2A – composes, edits and presents well-structured and coherent texts.

EN3-5B – discusses how language is used to achieve a widening range of purposes.

EN3-7C – thinks imaginatively, creatively, interpretively and critically about information, ideas and texts.

EN3-9E – recognises, reflects on and assesses the effectiveness of their own and others' learning.

CREATIVE ARTS – VISUAL ARTS K–6

Stage 2

VAS2.1 – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

VAS2.2 – uses the forms to suggest the qualities of subject matter.

VAS2.4 – acknowledges that artists make artworks for different reasons and that various interpretations are possible.

Stage 3

VAS3.1 – investigates subject matter in an attempt to represent likenesses of things in the world.

VAS3.2 – makes artworks for different audiences, assembling materials in a variety of ways.

VAS3.4 – communicates about the ways in which subject matter is represented in artworks.

DIGITAL TECHNOLOGIES – SCIENCE & TECHNOLOGY K–6 (S&T K–6)

Stage 2 & 3 – Digital Technologies Content Strand

ST2-2DP-T / ST3-2DP-T – plans and uses materials, tools and equipment to develop solutions for a need or opportunity.

ST2-11DI-T / ST3-11DI-T – investigates how digital systems represent data and how data is transmitted and stored.

ST2-12DI-T / ST3-12DI-T – plans and uses digital systems to collect, manage and present data creatively to meet student needs.