

# **Lesson Plan**

Grade Level: 2nd Grade

Lesson #2

“Caps for Sale” - Read to a Friend

## **Standards Met**

### **CCSS.ELA-LITERACY.RL.2.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

### **CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

### **CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

## **Notes**

This lesson is best done over the course of a few classes while studying the book. Students in the second-grade class should be comfortable reading the text prior to working with their listeners.

The teacher can arrange for the students to read with a younger class. Another suggestion is for a teaching team to invite family members in to be read to. As students are working in partnership with another group of students or with family members, the lesson is an excellent community-building opportunity.

## **Learning Target**

- I can role-play with a partner in order to practice reading aloud to someone, all while making decisions that highlight my own favorite parts of the book.
- I'll show this by reading the book “Caps for Sale” aloud.

## **Materials Needed**

Copies of “Caps for Sale” for each student.

## **Do Now**

Students are asked if they remember a time when someone told them or read them a great story. They are asked to reflect on what that person did to make the story come alive. Students share out with the class; the teacher (or a scribe) can write down read-aloud strategies on the board.

## **Activity 1**

The students are told that they will read the story to someone who hasn't read it with them yet, but that they first need to practice. Students partner up with someone in the class and practice reading parts of the story to each other. Students should use different voices for the narrator and Pezzo.

The teacher asks each student to pick out their favorite part(s) and get creative with their re-tellings. For example:

- The reader can encourage the listener to repeat the monkeys' chant, “Tsz tsz tsz.”
- The reader can ask the listener to point out objects on the page (“What is in the tree?” “How many caps do you see?”).
- The reader can choose their favorite pages and ask their listener questions about it.

Once the reader has practiced with a partner, the partner can provide them with feedback about things they liked and things they can do to improve. The reader and the listener then switch places and repeat Activity 1 so everyone gets a chance to give and receive feedback on their read-aloud strategies.

## **Activity 2**

The class meets with their assigned listeners, whether they be pre-k students, senior citizens, middle or high school mentors, parents, or community members.

Each student sits down with their reading partner, making sure to introduce the title and author/illustrator of the book to their listener. Then, the reader takes their time reading the book aloud. When finished, the reader can engage their listener in a discussion about the book while the rest of the class finishes reading.

**Closure**

Students return to the class and share their experiences, including what their audience thought of the story.

**Printable Materials**

None needed.

Name:

# “Caps for Sale” Story Map



## Setting

Where does the story take place?

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## Characters

Who is in the story?

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Beginning

Middle

End

Beginning	Middle	End
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