

Lesson Plan

Grade Level: 2nd Grade

Lesson #8

“Circus Caps for Sale” - Practice Makes Perfect

Standards Met

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.7

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

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Notes

For this lesson, a paragraph is considered to be 4 or 5 related sentences. The complexity can be shifted accordingly for more advanced students or students who struggle with writing.

Learning Target

- I can use evidence from a text as well as my own experience to explain a plot point in a story.
- I'll show this by writing a paragraph explaining why Pezzo is able to carry caps on his head when nobody else can.

Materials Needed

Copy of “Circus Caps for Sale”

Picture from the story of the circus folk trying to stack caps with text

Do Now

The teacher asks the students to share something they are good at—art, dance, sports, music, reading, etc. The teacher then asks them why they think they are so good at it.

Activity 1

The teacher writes the word “PRACTICE” on the board. Students are asked to work with a partner to come up with a definition for what the word means to them, as well as a list of things someone needs to keep in mind while practicing for anything. Once all students have completed their lists, they can share them with the class.

Activity 2

The teacher asks the students to recall the story of Circus Caps for Sale (as well as the other stories if the class has read them). They are then asked to identify why Pezzo is not like other peddlers. (In this case, it is because he carries his wares on his head and not his back.)

Students turn to the page where the circus folks try to recreate Pezzo’s “stunt.” The teacher can highlight that these circus folks are talented and good at what they do. But why can’t they stack the caps on their heads like Pezzo?

The teacher then asks the students to think back on all of the stories about Pezzo. At this time, students who may be struggling or confused can be reminded of the first discussion about practicing. Because we know Pezzo from all of the other stories, and because he’s always carried his caps on his head, we can make a guess that Pezzo has had a lot of practice at this skill.

Activity 3

Once students have expressed their ideas verbally, they can begin the writing process. Students should compose a paragraph explaining why Pezzo is able to carry his caps on his head when other talented people cannot.

Closure

Students are invited to share when they will be practicing their talent next.

Printable Materials

Picture from the story of the circus folk trying to stack caps

Accompanying text from the story



Then one of the clowns tried to put on the caps, but when he got to the first blue cap, all the caps fell down.

Everybody tried.

Even one of the jugglers tried, but when he got to the last red cap, all the caps fell down.

“Aha!” said the big boss. “Perhaps it is not such an easy trick, after all! And if it is not such an easy trick to do, my friends, does it not belong in the circus?”

“Yes, yes!” shouted all the circus people. So, the big boss sent two tall men to find the little peddler.