

Lesson Plan

Grade Level: 2nd Grade

Lesson #9

“Circus Caps for Sale” - Lucky Item

Standards Met

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.8

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

Notes

This lesson is designed to be an extended project during which students are encouraged to revisit and revise their work. An optional extension is to have students illustrate their stories, as well.

Learning Target

- I can construct a narrative about an existing character, using my own experience as inspiration.
- I'll show this by writing a story about how Pezzo the character came to own his checked cap.

Materials Needed

Copy of “Circus Caps for Sale”

Do Now

The teacher asks the student what the word “lucky” means to them.

- What does it feel like to be “lucky”?
- When have you felt “lucky”?
- Why did you feel that way?

Activity 1

Students think about whether they have their own lucky item.

- What is your lucky item?
- Where did it come from?
- Why is it so important to you?
- What makes it lucky?
- Has it brought you luck?
- If you don’t have something lucky, do you think you’ll ever find one?

Students can share their responses out loud in class or as part of small group/partner discussions.

Activity 2

The teacher asks students to recall the events of the Caps for Sale books they have read in class.

Following this discussion, the teacher reads the following lines from “Circus Caps for Sale”:

**Then the peddler put on his jacket
and his lucky cap, picked up his
wares, and was ready to go to work.**

The teacher asks students how Pezzo's cap might have brought him luck throughout the stories. Students can turn-pair-share or work with a small group to recall at least 2 instances from the books where Pezzo had luck on his side.

The class comes together for a group discussion about these key moments throughout the series.

Activity 3

It is not stated in the books how Pezzo's checked cap came to be so special, so it is the students' job to come up with the story. Students can work on their own or with a partner to create a narrative describing how Pezzo came to own his lucky checked cap. These short stories should have a clear beginning, middle, and end. Pezzo's character traits and his actions in the story should also be considered.

While writing their stories, students can be encouraged to think back on the questions from the beginning of the lesson about their own lucky item. Some students might find it helpful to imagine asking Pezzo those questions and basing their stories on how they think he might respond. Each student should strive to write at least half a page to start.

Activity 4

Once students have written the first draft of their stories, they can meet with the teacher and/or peers to discuss what they have so far. The teacher can provide each student with pointed feedback on their narrative and/or writing mechanics. Students can make revisions as many times as the teacher deems necessary.

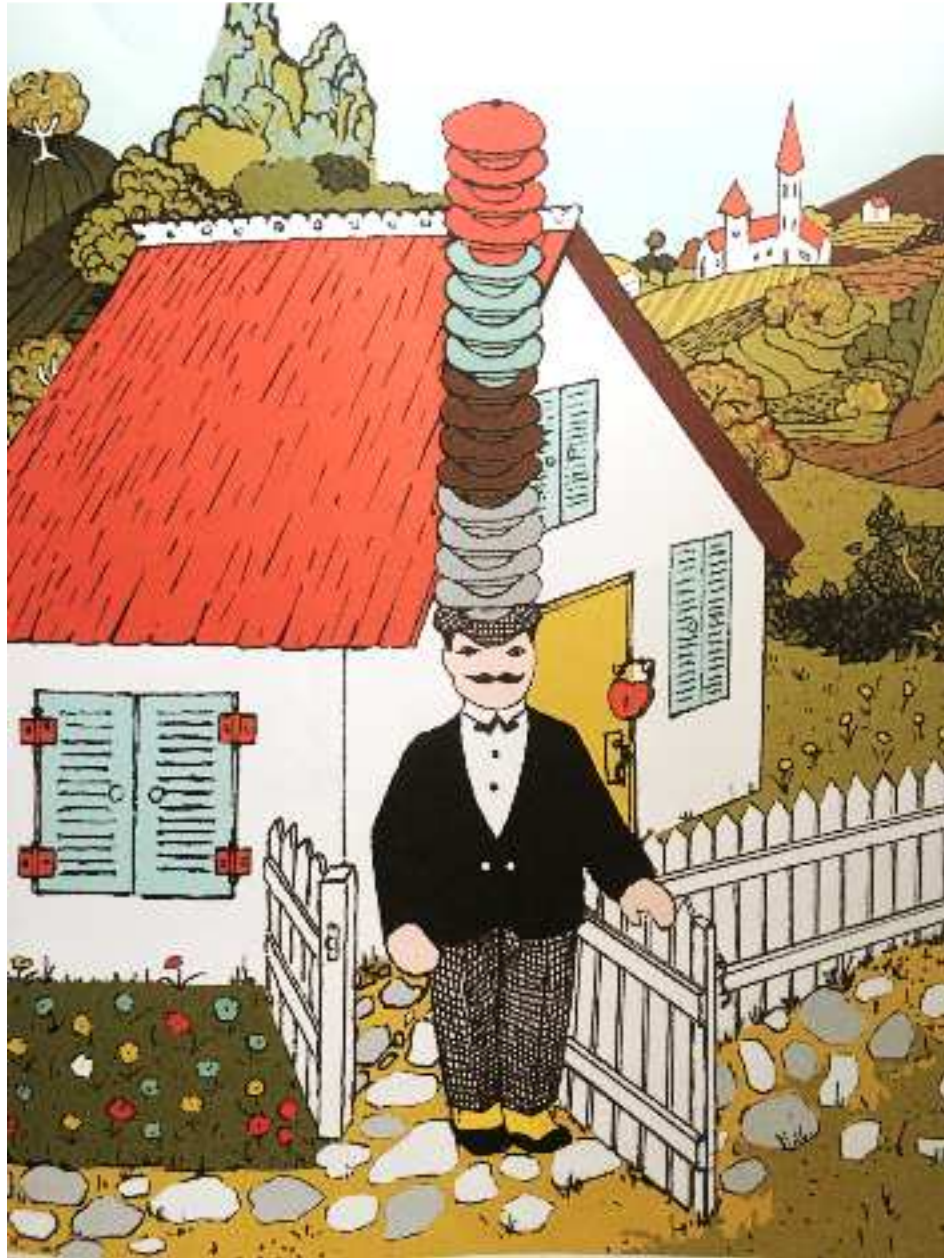
Closure

The teacher invites students to share.

Printable Materials

Picture of Pezzo in his cap

Accompanying text



Then the peddler put on his jacket and his lucky cap, picked up his wares, and was ready to go to work.