

Lesson Plan

Grade Level: Kindergarten

Lesson #5

“More Caps for Sale” - Words I Don’t Know

Standards Met

CCSS.ELA-LITERACY.RL.K.4:

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.7:

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Notes

This lesson can be increased in complexity by using different pages from the book that contain more advanced sentence structure and vocabulary. Certain words, such as “peddler,” may need to be taught in advance of the lesson.

Learning Target

- I can identify words I don’t know in a text.
- I’ll show this by finding sight words I know and using context clues and the illustration to read a sentence.

Materials Needed

Copy of “More Caps for Sale”

Large prints of select pages or digital projection.

Do Now

Show the illustration of Pezzo in his bed. Ask the class what they think Pezzo might be doing based on their understanding of the story and the illustrations.

Activity 1

The teacher projects an image of the pages or writes the words on a large sheet of chart paper or the board if a projector or large print out are not available:

But the peddler could not fall asleep.

He turned on his right side.

No sleep.

He turned on his left side.

No sleep.

He lay on his back.

No sleep.

Then he looked out the window into the tree.

And what do you think he saw?

Students begin by identifying the words they know. One at a time, students will use a pointer to find one word they know from this page. Words that the class is not sure about will then be taken out and broken down on the board.

Activity 2

Now that the class has identified words they do not yet know, the teacher will work with students in small groups to break down and identify the trouble words. (For example, "turned" in particular may give kindergarten students some trouble, as it is a past tense word. Breaking it down into "turn" and "ed" will help students understand the meaning.)

For the words “right,” “left,” and “back,” students can try to sound out the words and also recognize the patterns of the sentences. For example, if someone is trying to get comfortable in bed and they turn to the right, they also might turn to the left and onto their back. They can also use the illustration to aid them in understanding these prepositional phrases.

Closure

Once each student has made it through the sheet, the class reconvenes in a circle, reads the page aloud together, and acts it out to show their understanding.

Printable Materials

Pezzo in his bed

Accompanying text



But the peddler could not fall asleep.

He turned on his right side.

No sleep.

He turned on his left side.

No sleep.

He lay on his back.

No sleep.

Then he looked out the window into the tree.

And what do you think he saw?