

Lesson Plan

Grade Level: Kindergarten

Lesson #8

“Circus Caps for Sale” - Find the Words I 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

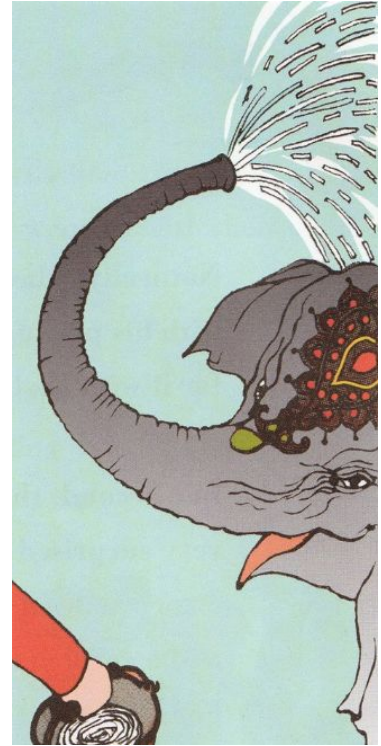
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Notes

This lesson can be increased in complexity by using different pages from the book that contain more advanced sentence structure and vocabulary. Certain uncommon words, such as “peddler,” are covered in the previous stories but may need to be retaught.

Learning Target

- I can make connections between the words I see on the page and the illustration beside them.
- I’ll show this by finding sight words I know and using context clues and the illustration to understand new words in a sentence.



Materials Needed

Copy of "Circus Caps for Sale"
Prints of select pages for each student
Digital projection of page (optional)

Do Now

Introduce the book "Circus Caps for Sale" as another sequel to the Caps for Sale series.

Activity 1

The teacher presents students with an image of the first two pages of the story that show and describe Pezzo waking up in the morning.

Early one morning,
Pezzo the peddler woke up.
He jumped out of bed
and began to dress.

First he put on his socks.
Next he put on his clean white shirt.
Then he put on his fine
black-and-white checked trousers.
And last he put on his
fancy yellow shoes.

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

Some words, including *peddler*, *trousers*, and *wares*, may be troublesome for some students as they are not commonly used. Words such as *dress*, which has different meanings depending on the part of speech, may also require additional instruction.

Students start to break down the text by identifying the words they know. One at a time, students will use a pointer to find one word they know from

this page. The teacher can underline or point to each word that a student identifies.

Activity 2

Individually or in small groups, students look at the words they have identified and see if they can find them in the picture. Each student can circle the items they recognize in the illustration to try to make text connections.

Activity 3

The class reconvenes and the teacher asks the students to identify the following in the illustration:

- Pezzo the peddler
- Bed
- Socks
- Clean white shirt
- Black-and-white checked trousers
- Fancy yellow shoes
- Jacket
- Lucky cap

Children can also be asked what in the illustration makes them know this scene takes place in the morning.

Closure

The class then reads the page aloud while the teacher or select students point out the associated items.

Printable Materials

Illustration of Pezzo in his bed
Accompanying text



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Pezzo the peddler woke up.
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