

## Lesson Plan

Grade Level: Kindergarten

Lesson #9

“Circus Caps for Sale” - What does the illustration say?



### Standards Met

#### **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.RL.K.10**

Actively engage in group reading activities with purpose and understanding.

#### **CCSS.ELA-LITERACY.SL.K.2**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### Notes

This lesson can be replicated or increased in complexity using other illustrations from the story.

### Learning Target

- I can describe what new information an illustration brings to a story.
- I'll show this by conversing with my classmates about my ideas.

### Materials Needed

Copy of “Circus Caps for Sale”

Large print or projection of the county fair illustration page

## **Do Now**

The teacher reads the story “Circus Caps for Sale” to the class up to the page where Pezzo sees the fairgrounds. It is up to the teacher’s discretion if they want to read the text on the page first or ask the students to observe the image alone.

## **Activity 1**

The teacher projects or displays a large print of the page on which Pezzo first sees the fairgrounds. After showing the image, the teacher asks the students what they see. Students can be encouraged to provide as much detail as possible. A volunteer student can be the designated pointer, or students can come up one by one. Depending on the level of the class, students can try to keep their own running list of things they see.

The teacher can clarify unfamiliar elements--such as the word “TICKETS” on the banner in the center of the illustration or what a ferris wheel is if the students are unfamiliar with the term.

## **Activity 2**

The teacher now reads the text aloud:

Sure enough, the nearer  
he got, the clearer he saw that it  
was indeed a county fair.

The Ferris wheel turned.  
The merry-go-round went  
round and round.  
And at the far end  
of the square, the peddler saw  
an enormous circus tent.

The teacher asks the students to identify which of these items they see in the illustration. Then, the teacher asks the students to point out what they see in the picture that is *not* described in the text. Students are

encouraged to talk with their classmates about what the differences are between the picture and the words.

### **Activity 3**

The teacher reconvenes the class and begins a discussion with the students about the county fair. Some possible questions:

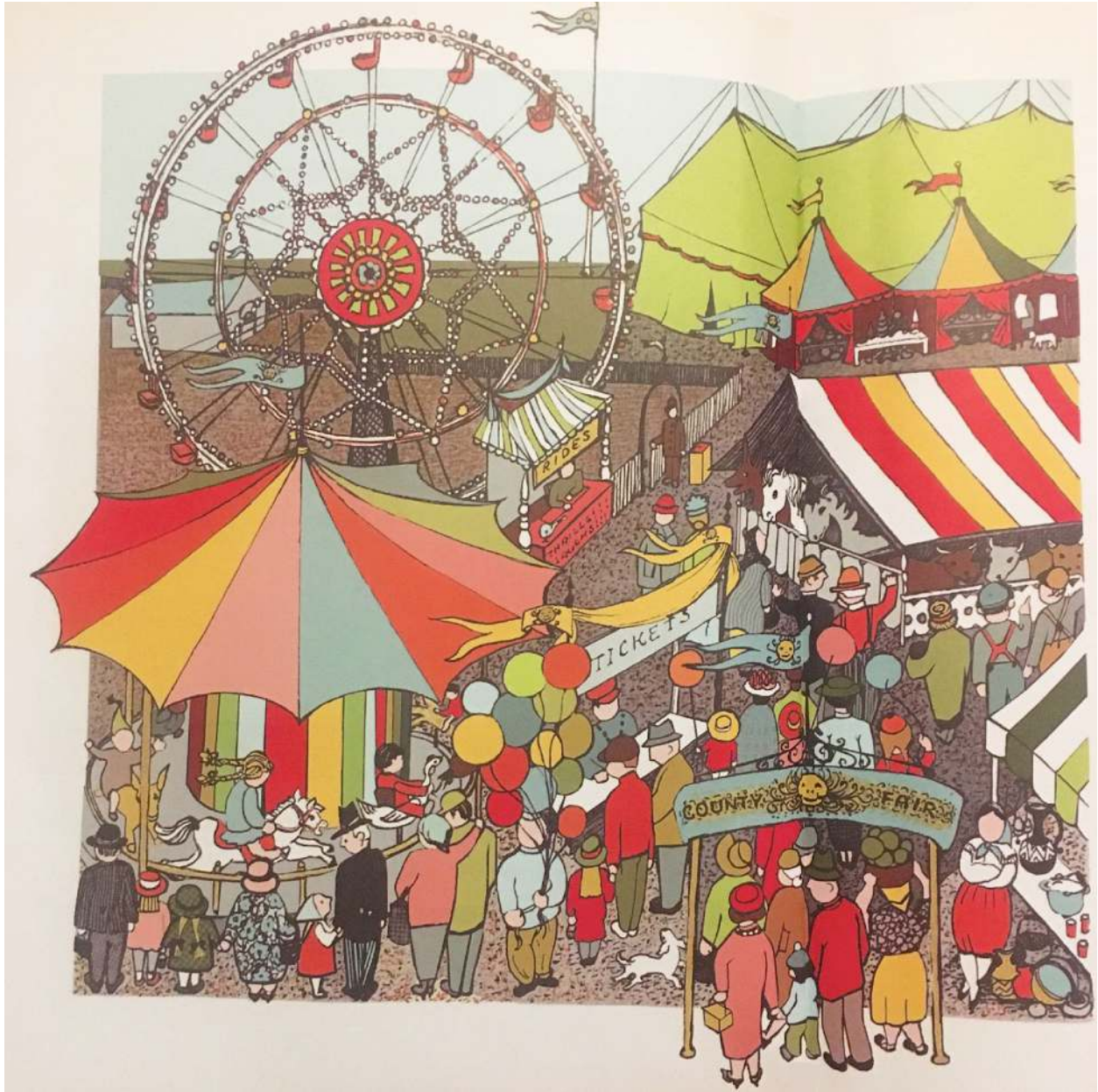
- What do you think the county fair would be like if it only had a ferris wheel, a merry-go-round, and a circus tent?
- Have you been to a county fair before? What did you see?
- How is the picture different than the text?
- What do you think it is like at this fair based on what you see in the picture?

### **Closure**

Students share what they think should be in the picture that the illustrator didn't include.

### **Printable Materials**

Illustration of Pezzo's first sight of the fair



Sure enough, the nearer  
he got, the clearer he saw that it  
was indeed a county fair.

The Ferris wheel turned.  
The merry-go-round went  
round and round.

And at the far end  
of the square, the peddler saw  
an enormous circus tent.