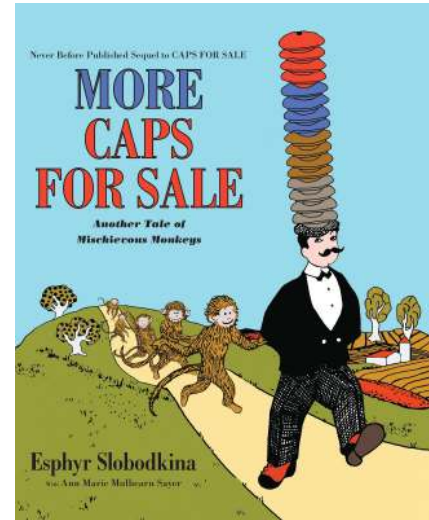


Lesson Plan

Grade Level: Pre-K

Lesson #4

“More Caps for Sale” - Recall and Retell



Standards Met (CT ELDS)

L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text

L.48.14 Ask and answer simple who, what, where and why questions related to story or text

L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text

L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)

Notes

Question prompting is entirely up to the teacher based on their knowledge of the students and their capabilities. At some point during the lesson, the teacher should try to push students to identify the main events of the story “Caps for Sale”. However, there may be some moments from “Caps for Sale” in addition to the main plot points that stood out to your students. As such, this lesson is easily modified to allow students to recall and retell the parts of the story they enjoyed.

Learning Target

- I can recall characters and events from a story.
- I’ll show this by conversing with the teacher acting out moments of the story with my classmates.

Materials Needed

Copy of "Caps for Sale"

Copy of "More Caps for Sale"

Do Now

Teacher and students sit in a circle and teacher passes around the copy of "Caps for Sale" for the students to explore.

Activity 1

Once the students have had a look at the cover of "Caps for Sale," the teacher can ask the class who remembers some of the characters or the events of the story.

Depending on student responses, the teacher can pose a series of targeted questions to help the students recall the story. Some suggested questions:

- Point to Pezzo and ask students to identify him. They may not remember his name; this is an opportunity to do a call/response so students can practice his name.
- "What does Pezzo wear on his head?" or "Where does Pezzo keep his caps?" (A: His caps; his head.)
- "Who are Pezzo's friends" The teacher can then turn to a page with the monkeys and prompt students to make monkey sounds and noises. (A: The monkeys.)
- "How do we know the monkeys are Pezzo's friends?" (A: The monkey gave him back his caps.)
- "What happened to Pezzo's caps?" (A: The monkeys took them.)
- "Where does Pezzo find the monkeys?" (A: In the tree.)

Activity 2

Once the students have been reminded of the story, the teacher can ask students what their favorite parts were. If the students cannot recall the story, the teacher might act out the following scenes with the students:

- "Right foot, left foot, all in step"
- "You monkeys you, you give me back my caps!"
- "Tsz, Tsz, Tsz!"

Activity 3

The teacher reads “More Caps for Sale,” asking the students what they think might happen at appropriate points in the book.

Closure

The teacher asks students which parts of the story they enjoyed. Depending on the level of student understanding, the teacher might ask students which book they liked more.

Printable Materials

No printable materials needed.