

Grade/Unit #	K Unit 2
Lesson #	11
Objective:	- Explain how the Peddler feels at the end of the story. - Students will practice planning out their drawings and sentences. - Students will learn how to stretch out a word, listening to the first, middle, and ending sounds, and add multiple labels. - In shared writing, students will practice writing a sentence, using finger spaces, and adding 1-2 dominant sounds in each word they hear.
Target Task	How does the peddler feel at the end of the story?
Writing Expectations	- Students will draw an illustration that shows the peddler and how he feels. - With teacher prompting and segmenting support, students will attempt to include labels for some of the words. - Some students might only include the first sound. - Some students might only include the initial and ending sounds in a word. - Some students might successfully segment CVC words. - With teacher prompting and modeling, some students will attempt to include a sentence to answer.
Standards:	RL.K.2— With prompting and support, retell familiar stories, including key details. RL.K.3— With prompting and support, identify characters, settings, and major events in a story. L.K.1, L.K.4, L.K.6, RL.K.1, RL.K.10, RL. K.6,SL.K.1, SL.K.2, SL.K.6
Materials:	- Book: <i>Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business</i> by Esphyr Slobodkina  K.2.11 Target Task.pdf

Building Background and Engagement: (5 minutes)

- Say: “Today, we will read *Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business*. In this book, a **peddler**, or a man who walks around and sells things, is trying to sell caps, or hats. He travels from town to town, trying to convince people to buy his hats.
- Today, we will think about how the peddler feels in the story.. We can figure out how the peddler and the monkeys are feeling by what they say, what they do, and also how they look in the illustrations. Knowing how the characters are feeling will help us better understand the text.”

Engaging with the Text: (15 Minutes)

- Read aloud the text to students to model fluent reading. Pause to ask questions below:
 - Page 6. How does the peddler feel before going to the country? Why?
 - He was a little sad because no one would buy his caps. He was hungry and did not have any money for lunch.
 - Page 14. How does the peddler feel when he wakes up? Why?
 - At first, he felt well rested! But then the peddler feels surprised/confused when he wakes up, because he does not have all his caps and they are gone!
 - Page 26. How does the peddler feel now?

- *The peddler is frustrated and angry because the monkeys took his caps. He is yelling at the monkeys. He thinks this is the best way to get them back. The monkeys just repeat his actions, which makes him even angrier.*

- Page 32. Why does the peddler throw his cap?
 - *He throws his cap because he is really angry. He has given up on trying to get his caps back!*
- End. How does the peddler feel at the end?
 - *He is happy because the monkey gave him back all his caps*

Building Deeper Meaning: (30 Minutes)

Writing Name (3 minutes)

- Circulate and give students feedback and support as needed:
 - Start letters from the top.
 - Use your nameplate to write your name (Use a highlighter for students who cannot copy their nameplates.)

THINK- DRAW(10 minutes)

- (2 minutes) Read the target task prompt. Ask students, “**How does the peddler feel at the end of the story?**” **Turn and Talk**
 - *He is happy.*
 - *He is happy he got his caps back.*
 - *He is happy selling his hats.*
 - *He is happy the monkey gave him his caps.*

- **Additional Supports:** *As needed, prompt students to explain by asking them, “Why do you think he feels happy?” “What made him happy?”*

- (3 minutes) Teacher Model
 - Ask, “If we are drawing and writing about how the peddler feels, what should we draw?” “Where is our setting, who should we draw?”
 - *We should draw the peddler and his caps.*
 - *We should draw the grass and the trees.*
 - *We should draw the monkeys.*

- **Model drawing the peddler and his caps. Ask students, “How can we show how the peddler feels in our drawings?”**

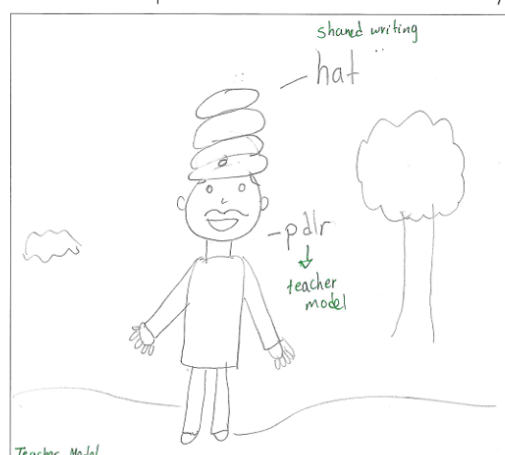
- (5 minutes) Cover your drawing and send students to draw. As students draw, narrate what they are drawing and the shapes they are using to continue giving others ideas.

- **Additional Supports:**
 - What shapes could you use to draw the head/ arms/legs/ feet?
 - What details can you include to show ____?
 - Model for individual students as needed, on a separate paper or sticky note.
 - Encourage students to draw more details to show the setting.

Name Mrs. Mondragón

K.2.11 Target Task

How does the peddler feel at the end of the story?



He feels _____.

Review Note: word for now, but not when we learn long vowel sounds :)

THINK- WRITE (16 minutes)

- (12 minutes) **Teacher Model**
 - Remind students that kindergarten writers can label their drawings to help people understand what they drew.
 - (2 minutes) Model adding your labels, make sure to think aloud about the **first, middle, and ending sound** you hear for each of your labels.
 - Label the following words:
 - **pedler:** /p/ /ě/ /d/ /l/ /r/ → **kinder spelling:** pedlr or pdlr
 - **hat** → /h/ /a/ /t/
 - Have students segment and label this with you. You can also have them label “cap” instead.
 - Have students tell their partner what else they will label in their drawings.
 - Make sure to remove your model.
 - (2 minutes) Send students to add their labels
 - Shout-out students who stretch out the words.
 - Model writing a sentence!
 - *Note: We do not expect all students to do this, but some may be ready to write. This is also good practice for their spelling word, ‘he.’*
 - Tell students that now they can write a sentence. “I want to write a sentence that tells how the peddler feels.
 - **He feels ____.** → **Book spelling:** “He feels ____.” Tell students it is EE saying /ě/
 - 1. Repeat the sentence 2x and model counting the words on your fingers to orally plan.
 - 2. Draw lines on your HWT mud line for each word and emphasize, including finger spaces in between words.
 - 3. Stretch out each word and write it down using Kindergarten spelling.
 - **he** → /h/ /ě/
 - Ask students what letter makes the /h/ sound? *H*
 - Ask students what letter do we have to keep in our heart because it breaks the rules and makes the /ě/ sound in he? *E*
 - *Note: Students only have to keep the E in their hearts until they learn the long vowel sounds in word study (Week 14).*
 - **feels** → /f/ /ě/ /l/ /s/ → **Kinder spelling:** fels
- (5 minutes) Independent Writing
 - Tell students that it is their turn to try to finish the sentence. Turn and tell your partner, “How does the pedler feel at the end?”
 - **Additional supports:**
 - Call on a couple of students to share their sentences. Show them how to plan it out on their fingers, then have them try.
 - If students are not ready, or are pre-emergent writers, you can use a highlighter to write the sentence stem ‘**He feels ____.**’ on their paper, then have them try to write one word to describe where the kids are. It is okay if they only include 1-2 sounds.
 - If students are overwhelmed by writing a sentence, they can focus on including labels and the initial sounds they hear.
 - Give students this resource as needed: [BOY Kindergarten Wall Card Reference](#)

- **Give feedback:** As you circulate, mark papers and give scholars targeted, bite-sized feedback. Ideas for feedback include:
 - Check marks or smileys for correct letter sounds
 - Circle mistakes
 - Finger spaces

Closing: (5 minutes)

- Bring students back to the rug to close out the lesson and highlight one student's work that included:
 - Detailed drawings
 - Multiple labels
 - Who had finger spaces
 - Included a sentence
- If your team has this book as an Emergent Reader, have students reread the story with you and have them practice "reading" the story to a friend. If they finish early, they can practice retelling the story

This is a student sample from SY25, when they wrote about how the peddler felt in the middle. This is an excellent example of a student who included multiple characters and labels with initial sounds. They are meeting expectations in the ideas section of our [rubric](#), and approaching expectations in the writing section.

