

# Here's What You'll Get in the Caps for Sale Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Caps for Sale**  
By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

**Retelling and Summarizing**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
**Caps for Sale** is the story of a peddler, which is a man who travels from place to place selling things. The peddler in this story sells caps. One day, the peddler travelled to the country to sell his caps. He decided to sit down next to a tree to take a nap. The peddler wanted to be sure that his caps would be safe while he napped so he left them stacked on top of his head. While he slept, some mischievous monkeys came and stole the peddler's caps! The peddler has to be very clever in order to trick the monkeys and get his caps back.

**Link to What You Know**  
• Have you ever heard anyone say "Monkey See, Monkey Do"? What does that expression mean?  
• Has anyone stolen something from you? How did you feel?  
• Think of a time when you played a trick on someone. How did you feel?

**Important Words to Know and Understand**  
**Refreshed** - To have more energy and feel less tired or less hot

**2**  
**Learn About Comprehension Strategies**  
✓ Know about the text you read  
✓ Know what to do when you get

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

©BookPages.com

Guided Reading Level

### Retelling and Summarizing Lesson Plan

**Caps for Sale**  
By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 10** - Who is the main character in the book? What does the character do?  
**Page 16** - What is the peddler's problem?  
**Pages 21 to 32** - What did the peddler do when he saw that the monkeys stole his caps. What did he do first, next, then, and last?  
**Page 38** - How did the peddler solve his problem? Do you think the peddler was clever when he found a solution? Why or why not?  
**Page 40** - Where did this story take place? (city, country, past, present). Point to the words or pictures that tell you about the setting.

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized **Caps for Sale**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the characters, events, and the settings in **Caps for Sale**. How does paying attention to the story elements make you a better reader?  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Caps for Sale**. (Remember to include examples from the book!)

©BookPages.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Making Predictions**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Make Predictions While Reading**  
✓ Look for clues that tell you what might happen next  
✓ Look for clues that tell you about the characters and what they might be doing or feeling

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Visualizing**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Visualizing While Reading**  
✓ Notice the words the author uses to describe people, places, things, or events  
✓ Look at the pictures and think about what they might be doing or feeling

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

Making Predictions

Visualizing

**Understanding Text Structure**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Understand Text Structure While Reading**  
✓ Notice the words the author uses to describe people, places, things, or events  
✓ Look at the pictures and think about what they might be doing or feeling

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

Understanding Text Structure

**Answer Key for Retelling and Summarizing with Caps for Sale**

**Your Turn to Practice Retelling and Summarizing with Caps for Sale**

**Page 10:** Who is the main character in the book? What does the character do?  
**Page 16:** What is the peddler's problem?  
**Pages 21 to 32:** What did the peddler do when he saw that the monkeys stole his caps. What did he do first, next, then, and last?

**Answer Key for Making Predictions with Caps for Sale**

**Your Turn to Practice Making Predictions with Caps for Sale**

**Page 10:** Look at the pictures. What predictions can you make? What do you think might happen in the book? Do your predictions match the pictures?  
**Page 16:** Look at the pictures. What predictions can you make? What do you think might happen in the book? Do your predictions match the pictures?  
**Pages 21 to 32:** Look at the pictures. What predictions can you make? What do you think might happen in the book? Do your predictions match the pictures?

**Answer Key for Visualizing with Caps for Sale**

**Your Turn to Practice Visualizing with Caps for Sale**

**Page 3 to 4:** Notice the way the author describes the peddler. How do you imagine the caps might look when the peddler walks? Which words help you visualize?  
**Page 20:** Notice the words on the page. Which words help you visualize the monkeys?  
**Page 38:** Notice the words the author uses to describe the action on this page. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?  
**Page 40:** How do you imagine the caps looked when they fell from the tree? Where did the monkeys go? What do the monkeys look like in your mind? Do the pictures in your mind match the ones in the book? Why or why not?

**Answer Key for Understanding Text Structure with Caps for Sale**

**Your Turn to Practice Understanding Text Structure with Caps for Sale**

**Page 3:** How is the author using description to tell about the peddler. What words does the author use to describe the peddler?  
**Pages 7 to 10:** How is the author using a sequence text structure to tell you about the peddler's work in the country. What did he do first, next, then, and last? Why do you think the author used this text structure here?  
**Page 38:** How is the author using cause and effect. What does the peddler do? What do the monkeys do?  
**Pages 32 to 38:** How is the author using a problem and solution text structure. What is the problem? How was the problem solved?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free  
Option

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

## Caps for Sale: Making Predictions

What do you think the peddler learned from his walk in the country? What do you think the peddler will do with his caps the next time he naps in the country? Why do you think so?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
Title: \_\_\_\_\_  
What is this book about?  
Is it fiction or non-fiction?  
Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and  
Summarizing

**Making Predictions**  
Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making  
Predictions

**Visualizing**  
Title: \_\_\_\_\_  
What page did you use to practice visualizing?  
Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

**Text Structure You Might See While Reading**

Description	Sequence	Problem and Solution	Cause and Effect


Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding  
Text Structure




## Vocabulary Connections Resources

## Important Words to Know and Understand in *Caps for Sale* Word List



<h2>Vocabulary Connections</h2> <p>By: Esphyr Slobodkina Grade Level: 2 / Guided Reading Level: K</p>	
<p><b>Important Words to Know and Understand in "Caps for Sale"</b></p> <p><b>Cap</b> A small soft hat that often has a hard curved part (called a visor, brim, or bill) that extends out over your eyes</p> <p><b>Checked</b> A pattern made of squares with different colors</p> <p><b>Peddler</b> A person who travels from place to place selling small amounts of things</p> <p><b>Refreshed</b> To have more energy and feel less tired or less hot</p> <p><b>Wares</b> Things that are being sold by someone</p>	
<p>Vocabulary Word List   ©BookFazes.com</p>	

**Vocabulary Connections**

Cops  
By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

<b>Cap</b>	<b>Checked</b>	<b>Peddler</b>
		

<b>Refreshed</b>	<b>Wares</b>	
		

1. Cut out the cards.

2. Sort on the table into 3. Draw, figure or figure out (say) of each card to show

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

## Vocabulary Connections

**Caps for Sale**  
 By: Esphyr Slobodkina  
 Grade Level: 2 / Guided Reading Level: K

<b>Cap</b>	<b>Checked</b>	<b>Peddler</b>
A small soft hat that often has a hard curved part (called a visor, brim, or bill) that extends out over your eyes	A pattern made of squares with different colors	A person who travels from place to place selling small amounts of things

**Step by Step Directions:**

1. Cut out the bottom line.
2. Fold on the solid line.
3. Glue, tape or staple the top of each Cap to Close.

<b>Refreshed</b>	<b>Wares</b>
To have more energy and feel less tired or less hot	Things that are being sold by someone

©BookPages.com

## Word and Definition Sorting Cards

<b>Vocabulary Connections</b> By: Ephyie Skoblikova Grade Level: 2 / Guided Reading Level: K		
<b>Cap is a/an</b> noun verb adverb adjective  <b>Definition of</b> <b>Cap:</b>      	<b>Checked is a/an</b> noun verb adverb adjective  <b>Definition of</b> <b>Checked:</b>      	<b>Peddler is a/an</b> noun verb adverb adjective  <b>Definition of</b> <b>Peddler:</b>      
<b>Cap looks</b> like this:     	<b>Checked looks</b> like this:     	<b>Peddler looks</b> like this:     
<b>Cap reminds</b> me of:    	<b>Checked reminds</b> me of:    	<b>Peddler reminds</b> me of:    
<b>I saw this word in</b>    	<b>I saw this word in</b>    	<b>I saw this word in</b>    

**Cap is a/an**  
 noun verb  
 adverb adjective  
 Reading level: K  
 By: Ephyie Skoblikova


**Checked is a/an**  
 noun verb  
 adverb adjective  
 Reading level: K  
 By: Ephyie Skoblikova

**Peddler is a/an**  
 noun verb  
 adverb adjective  
 Reading level: K  
 By: Ephyie Skoblikova

## Interactive Vocabulary Notebook Cards

## Word Games

### with Words from Caps for Sale



**Word Bank**  
 CAP  
 CHECKED  
 PEDDLER  
 REFRESHED  
 WARES

**Directions:** Use the words in the word bank to fill in the blanks in the sentences below.

- It's smart to wear a \_\_\_\_\_ when it's cold outside.
- The artist sold her \_\_\_\_\_ at the street fair.
- A \_\_\_\_\_ is a salesman.
- The water put a red and white \_\_\_\_\_ cloth on the table.
- The baseball player felt \_\_\_\_\_ after refreshing water on his face.

**Directions:** Count the number of consonants in each of the words in the word bank.

CAP	CHECKED	PEDDLER	REFRESHED	WARES

1      2      3      4      5      6      7      8      9

Number of Consonants

Name: \_\_\_\_\_

©BookPages.com

**Word Games**

### in Caps for Sale

Fill in the blanks in the sentences below.

\_\_\_\_\_ wear a \_\_\_\_\_ cap \_\_\_\_\_ when it's cold outside.

The artist sold her \_\_\_\_\_ wares \_\_\_\_\_ at the street fair.

A \_\_\_\_\_ peddler is a salesman.

The water put a red and white \_\_\_\_\_ cloth on the table.

The baseball player felt \_\_\_\_\_ refreshed after drinking water on his face.

Count the number of consonants in each of the words in the word bank.

CAP	CHECKED	PEDDLER	REFRESHED	WARES

1      2      3      4      5      6      7      8      9

Number of Consonants

Name: \_\_\_\_\_

©BookPages.com

**Word Games**

### in Caps for Sale

Fill in the blanks in the sentences below.

\_\_\_\_\_ wear a \_\_\_\_\_ cap \_\_\_\_\_ when it's cold outside.

The artist sold her \_\_\_\_\_ wares \_\_\_\_\_ at the street fair.

A \_\_\_\_\_ peddler is a salesman.

The water put a red and white \_\_\_\_\_ cloth on the table.

The baseball player felt \_\_\_\_\_ refreshed after drinking water on his face.

Count the number of consonants in each of the words in the word bank.

CAP	CHECKED	PEDDLER	REFRESHED	WARES

1      2      3      4      5      6      7      8      9

Number of Consonants

Name: \_\_\_\_\_

©BookPages.com

## Word Games and Answer Key

[illegible]

## Vocabulary Word Extension Activities

[illegible]


## Caps for Sale

By Esphyr Slobodkina

Grade Level: 2 / Guided Reading Level: K

### Caps for Sale


By Esphyr Slobodkina



A new word that I learned in this book is:

What if \_\_\_\_\_?

What if \_\_\_\_\_?



Name: \_\_\_\_\_

**By Esphyr Slobodkina**

A story, vocabulary, & comprehension vocabulary card, and your vocabulary card to test knowledge of this A.A. Boone book.

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

### Word Work

By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
Hard and Soft "C" Sound

**Background:**  
A word contains the letter "c." The "c" is pronounced as either a hard "c" (cat) or a soft "c" (city). If the letters

**Examples:**

Hard "C" Sound
caps
country
carry
couldn't

**Materials and Preparation:**

- A Copy of Caps for Sale
- Chart Paper
- Hard and Soft "C" Sound Sorting Cards (I set per pair)
- Go Fish Directions
- Does It Sound Hard or Soft?
- Optional - Word Detective worksheet

### Word Work

By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

**Step 1: Introduce the Focus of Word Work**

**Introduce Hard and Soft "C" Sounds**

- Draw the students' attention to the chart paper.
- Explain that when a word contains the letter "c," the "c" is pronounced as either a hard "c" (cat) or a soft "c" (city).
- Write the word "cat" in the first column on the chart paper below "Hard 'c' Words." You may want to use a different colored marker to write the letter "c".
- Write the word "city" in the second column on the chart paper below "Hard 'c' Words." You may want to use a different colored marker to write the letter "c".
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper (refer to figure 1.1 for sample responses).

**Sample Anchor Chart**

Hard "C" Sound	Soft "C" Sound
caps cat country	city cents city

**Step 2: Connect Word Work to Reading**

**Hard and Soft "C" Sounds in the Text**

- Tell the students that the book they will be reading today has a lot of hard and soft "c" words.
- Show them **page 1** of *Caps for Sale*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that hard and soft "c" words (hard "c" words: caps, carrying, carried, cap). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Caps for Sale*.

**Examples of Hard and Soft "C" Sounds Found in the Text:**

caps	came
carried	place
cents	became
caring	country
city	

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

### Word Work

By: Esphyr Slobodkina  
Grade Level: 2 / Guided Reading Level: K

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are hard and soft "c" words from the book.
- Review each word.
- Model how to play *Go Fish*.
- Divide students into pairs and allow them to play *Go Fish* (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of *Does It Sound Hard or Soft? Word Work*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for hard and soft "c" sounds in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

### Go Fish

Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. They **never take turns taking cards** from the deal pile until each has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have \_\_\_\_\_?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go fish!"
- If **Player 1** gets a match, he or she places the matching cards **face up** on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If he then has a match, he places the matching cards **face up** and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all your cards in matching pairs. The first player to "go out" wins.

**Deal Pile**  
Each player takes 5 cards from the pile.

Independent Word Work Practice | ©BookPagez.com

Extension Activity

### Word Detective: Hard and Soft "C" Sounds

Extension Activity

**Directions:**  
Be a word detective!

Be on the lookout for hard and soft "c" sounds while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

### Does It Sound Hard or Soft?

Word Work Practice Page

**Directions:**  
Read each of the words in the word bank below. Circle all of the words that have a soft "c" sound. Then sort the words into the chart. Remember, a **soft c** sounds like s and a **hard c** sounds like k.

**Word Bank**

caps	cell	fact	carry	city
place	call	sack	cents	country

Hard "C" Sounds	Soft "C" Sounds

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency



Running Record					
Title: <i>Caps for Sale</i>		Guided Reading Text Level: K		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	Once there was a peddler who sold caps. But he was not like an ordinary peddler carrying his wares on his back. He carried them on top of his head. First he had on his own checked cap, then a bunch of gray caps, then a bunch of brown caps, then a bunch of blue caps, and on the very top a bunch of red caps.				
Tested By: _____ @BookPagez.com					

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



Caps for Sale CCSS Assessment	
Name: _____	Score: / 9
<b>Directions:</b> Use what you know about <i>Caps for Sale</i> to answer each of the following questions.	
<b>1. Which of these is important to understanding how the peddler solved his problem?</b> <input type="radio"/> A His caps were 50 cents. <input type="radio"/> B Monkeys imitate what they see. <input type="radio"/> C The peddler took a long nap. <input type="radio"/> D The peddler sold different colored caps.	
<b>2. What lesson did the peddler learn (the main message)?</b> <input type="radio"/> A Monkeys are always taking things. <input type="radio"/> B Red caps are the best, and he should sell them for \$1.00. <input type="radio"/> C He should sell something else, not just caps. <input type="radio"/> D Finding a different way to explain something may help you solve a problem.	
<b>3. How did the peddler first respond to the monkeys taking his caps?</b> <input type="radio"/> A He shook his finger at them and told them to give the caps back. <input type="radio"/> B He shook the tree hoping the caps would fall. <input type="radio"/> C He stomped his feet and told them to give the caps back. <input type="radio"/> D He laughed at how cute they looked.	
<b>4. Which of these is an example of repetition from <i>Caps for Sale</i>?</b> <input type="radio"/> A when the peddler falls asleep under the tree <input type="radio"/> B when no one wanted to buy a cap <input type="radio"/> C how the monkeys respond to the peddler yelling at them. <input type="radio"/> D when the peddler began to feel hungry	
CCSS Assessment! 2nd Grade Reading Standards for Literature	

Caps for Sale CCSS Assessment Answer Key	
<b>Directions:</b> Use what you know about <i>Caps for Sale</i> to answer each of the following questions.	
<b>1. Which of these is important to understanding how the peddler solved his problem? (RL.2.1)</b> <input type="radio"/> A His caps were 50 cents. <input checked="" type="radio"/> B Monkeys imitate what they see. <input type="radio"/> C The peddler took a long nap. <input type="radio"/> D The peddler sold different colored caps.	
<b>2. What lesson did the peddler learn (the main message)? (RL.2.2)</b> <input type="radio"/> A Monkeys are always taking things. <input type="radio"/> B Red caps are the best, and he should sell them for \$1.00. <input type="radio"/> C He should sell something else, not just caps. <input checked="" type="radio"/> D Finding a different way to explain something may help you solve a problem.	
<b>3. How did the peddler first respond to the monkeys taking his caps? (RL.2.3)</b> <input checked="" type="radio"/> A He shook his finger at them and told them to give the caps back. <input type="radio"/> B He shook the tree hoping the caps would fall. <input type="radio"/> C He stomped his feet and told them to give the caps back. <input type="radio"/> D He laughed at how cute they looked.	
<b>4. Which of these is an example of repetition from <i>Caps for Sale</i>? (RL.2.4)</b> <input type="radio"/> A when the peddler falls asleep under the tree <input type="radio"/> B when no one wanted to buy a cap <input checked="" type="radio"/> C how the monkeys respond to the peddler yelling at them <input type="radio"/> D when the peddler began to feel hungry	
CCSS Assessment! 2nd Grade Reading Standards for Literature   BookPagez.com	

Answer Key







# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
In the book **Caps for Sale**, the monkeys stole many different colored caps. Say the word in each cap and decide which short vowel sound you hear. Use the color code box below to color the caps.

	<b>Short a = red</b>	<b>short e = blue</b>	<b>short i = green</b>
	<b>short o = yellow</b>	<b>short u = gray</b>	

cents	back	sell	hungry
cap	hands	red	checked
rest	head	walk	lunch
long	slept	fifty	
up	his	peddler	

Extension Activity | ©BookPages.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Retelling and Summarizing Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sale CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Making Predictions Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sale CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Visualizing Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sale CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Understanding Text Structure Lesson Plan and Resources</b>
<b>Reading: Literature</b> <b>RL.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b> <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b> <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b> <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sale CCSS Alignment   ©BookPages.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b> <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sale CCSS Alignment   ©BookPages.com

Common Core State Standards Correlation
Caps for Sale Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sale" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Word Work Lesson Plan and Resources</b>
<b>Reading: Foundational Skills</b> <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Caps for Sale CCSS Alignment   ©BookPages.com

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Caps for Sale Super Pack

## 4 Comprehension Strategy Practice Pages

### Visualizing Practice Page

**Tu turno para practicar: Visualizar**  
con Caps for Sale (Gorras a la venta)

**Página 2 a 4:**  
Observe la forma en que el autor describe al vendedor ambulante. ¿Cómo te imaginas que se verán las gorras cuando camine el vendedor ambulante? ¿Qué palabras te ayudan a visualizar?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 20:**  
Observe las palabras en la página. ¿Qué palabras te ayudan a visualizar a los monos?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 25:**  
Observe las palabras que usa el autor para describir la acción en esta página. ¿Las imágenes en tu mente coinciden con las del libro? ¿Cómo son lo mismo? ¿En qué se diferencian?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

©BookPages.com

### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Visualizar**  
con Caps for Sale (Gorras a la venta)

**Página 2 a 4:**  
Observe la forma en que el autor describe al vendedor ambulante. ¿Cómo te imaginas que se verán las gorras cuando camine el vendedor ambulante? ¿Qué palabras te ayudan a visualizar?

*Las respuestas varían. Podrían incluir: Creo que las gorras pueden oscilar de un lado a otro. Los colores de las gorras me ayudan a visualizar.*

**Página 20:**  
Observe las palabras en la página. ¿Qué palabras te ayudan a visualizar a los monos?

*Las respuestas varían. Podrían incluir: Las palabras que me ayudan a visualizar a los monos son los colores de las gorras en las cabezas de los monos.*

**Página 25:**  
Observe las palabras que usa el autor para describir la acción en esta página. ¿Las imágenes en tu mente coinciden con las del libro? ¿Cómo son lo mismo? ¿En qué se diferencian?

*Las respuestas varían.*

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

**Volver a contar y resumir**  
con Caps for Sale (Gorras a la venta)

**Tu turno para practicar: Volver a contar y resumir**  
con Caps for Sale (Gorras a la venta)

**Página 1:**  
¿Quién es el personaje principal en el libro? ¿Qué hace el personaje?

**Página 1:**  
¿Cuáles son los problemas que enfrenta el vendedor ambulante?

**Página 14:**  
¿Cuál es el problema del vendedor ambulante?

**Páginas 21 a 32:**  
¿Qué hizo el vendedor ambulante cuando vio que los monos robaron sus tapas? ¿Qué hizo primero, luego, y último?

Nombre: \_\_\_\_\_

©BookPages.com

**Hacer predicciones**  
con Caps for Sale (Gorras a la venta)

**Tu turno para practicar: Hacer predicciones**  
con Caps for Sale (Gorras a la venta)

**El forro:**  
Visita previa predicción. ¿Las predicciones coinciden con las imágenes?

**Página 12:**  
Mira la imagen. ¿Qué predicciones puedes hacer? ¿Qué crees que le pudo haber pasado a las gorras del vendedor ambulante? ¿Tu predicción tiene sentido en el cuento?

**Página 24:**  
¿Cómo recuperará el vendedor las gorras de los monos? Predice lo que el vendedor podría hacer para resolver su problema.

Nombre: \_\_\_\_\_

©BookPages.com

**Entender la estructura del texto**  
con Caps for Sale (Gorras a la venta)

**Tu turno para practicar: Entender la estructura del texto**  
con Caps for Sale (Gorras a la venta)

**Página 2:**  
Aquí el autor está usando la descripción para contar sobre el vendedor ambulante. ¿Qué palabras usa el autor para describir al vendedor ambulante?

**Páginas 7 a 10:**  
Aquí el autor está usando una estructura de texto de secuencia para contar sobre la caminata del buhonero en el país. ¿Qué hizo primero, luego, y último? ¿Por qué crees que el autor usó esta estructura de texto aquí?

**Página 23:**  
Aquí el autor está usando causa y efecto. ¿Qué hace el vendedor ambulante? ¿Qué hacen los monos?

Nombre: \_\_\_\_\_

©BookPages.com

Retelling and Summarizing

Understanding Text Structure

Making Predictions

# Writing About Reading with Optional CCSS Alignment

## Strategy and Text Based Reader's Response Prompt

## Common Core State Standard

"I Can" Statement written in Spanish

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

☐ Puedo decir quién, qué, dónde, cuándo, por qué y cómo después de leer los cuentos. CCSS: RL.2.1

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

☐ Puedo decir quién, qué, dónde, cuándo, por qué y cómo después de leer los cuentos. CCSS: RL.2.1

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

☐ Puedo decir quién, qué, dónde, cuándo, por qué y cómo después de leer los cuentos. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

## Common Core Free Option

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

**Caps for Sale (Gorras a la venta): Volver a contar y resumir**

Dibuja 4 cajas en tu cuaderno.

En el primer recuadro, dibuja lo que primero hizo el Vendedor. En el segundo cuadro, dibuja lo que hizo luego. En el tercer cuadro, dibuja lo que hizo después de eso. En la cuarta casilla, dibuja lo que hizo al final.

Luego, escribe una oración que diga qué imagen es más importante para la historia.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**

Titulo: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

**Instrucciones:**

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha lo pegues en tu cuaderno del lector.

Gráficos de comprensión | ©BookPagez.com

Retelling and Summarizing

**Hacer predicciones**

Titulo: \_\_\_\_\_

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
Escríbelo en la predicción	Escríbelo en la predicción	¿Correcto? <input type="checkbox"/> Incorrecto <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> Incorrecto <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> Incorrecto <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> Incorrecto <input type="checkbox"/>

**Instrucciones:**

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha lo pegues en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Visualizar**

Titulo: \_\_\_\_\_

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo:

Escríbelo algunas de las palabras que la autora usó para ayudarte a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

**Instrucciones:**

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha lo pegues en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

**Entender la estructura del texto**

Titulo: \_\_\_\_\_

Estructura del texto	Dónde has usado la estructura del texto	Cómo ha usado la estructura del texto más allá
Página:		
Página:		
Página:		
Página:		
Página:		

**Instrucciones:**

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha lo pegues en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure