**Caps for Sale** Using the DREAMS (Daily Reading, Enriching Activities, Multi-Sensory) Approach

Special Area: Preschool
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Length of Unit: 9 Lessons

I. **ABSTRACT**
Research has repeatedly shown the benefits of a child who is read to daily. The DREAMS approach structures all of the learning goals of the Core Knowledge sequence around a specific book each day. This insures that classroom children are read to at least once per school day. DREAMS also provides children with a variety of activities involving their senses to further develop concepts introduced in the story and to further develop children’s language skills. This unit is an example of DREAMS using the story *Caps for Sale* by Esphyr Slobodkina. Teachers pick and choose which centers they will use for the story. The story may be completed in one day or over several days.

II. **OVERVIEW**
A. This is a full-year program addressing all of the goals and objectives from the *Preschool Sequence*.
B. For the purpose of brevity, only one of the books is detailed in the lessons below. Appendix A will list all current books with Lesson Plans designed for them. Appendix B will organize the books by the calendar year.
C. Goals and Objectives
   1. Attend and listen to picture books with storylines (30 minutes), as well as books of other genres, such as information books (15 minutes). (Level II, page 48)
   2. Retell a story that has been read aloud; include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and an ending. (Level II, page 49)
   3. Predict events in a story. (Level II, page 49)
   4. Point to: the title of a book, the top, bottom or middle of a page, the beginning of the book, where to start reading a book, the end of the book. (Level II, page 50)
   5. Identify and express physical sensations, mental states, and emotional feelings, using words. (Level II, page 31)
   6. Express a personal opinion. (Level II, page 33)

III. **BACKGROUND KNOWLEDGE**
B. Access to the Internet. Resources available on authors, shared lesson plan and craft ideas related to books, and great links for non-fiction resources such as bears, space, and plants.

IV. **PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS**
A. For many children, preschool/pre-kindergarten is their first exposure to a classroom setting. Therefore, there are few prerequisites needed for instruction, as it is the teacher’s objective to lay the foundation. However, the following skills would greatly enhance the learning environment:
1. Recognize and respond to own first name
2. Attend and listen during a group activity
3. Sit among other children during a group activity, remaining in own physical space without disrupting or interfering with others.

V. RESOURCES
A. Caps for Sale by Esphyr Slobodkina
B. Variety of caps and hats
C. Lyrics for “Five Little Monkeys Jumping on the Bed” (Appendix A)
D. Handout of outline of letter C on 8½ x 11 paper (Appendix B)
E. Coins (pennies, nickels, dimes and quarters)
F. Crayons
G. 5 circles of each color (red, blue, gray, brown, checked)
H. Large sheet of paper with graphing squares drawn to chart the hats
I. Bananas
J. Bowls
K. Forks
L. Spoons
M. Plastic knives
N. Napkins
O. Scale
P. Barrel Full of Monkeys game (or another manipulative that can be weighed)
Q. Circle cutouts of various colors and sizes
R. White 8½ x 11 paper
S. Glue
T. Bean Bags
U. Taped line on the floor

VI. LESSONS
Lesson One: Share the Story
A. Daily Objectives
1. Follow accepted rules for group behavior (Level I, page 19)
   a. Attend and listen during a group activity while others speak.
   b. Wait turn to speak in a group.
   c. Sit among other children during a group activity, remaining in own physical space without disrupting or interfering with others.
2. Attend and listen to picture books with storylines. (Level I, page 48)
3. Identify and express mental states and emotional feelings, using words. (Level II, page 31)
4. Predict events in a story. (Level II, page 49)
5. Provide a story ending consistent with other given story events.
6. While listening to the recitation of a familiar fingerplay, perform the associated hand and body gestures that have been previously taught. (fingerplays for “Five Little Monkeys Jumping on the Bed”, and for “Five Little Monkeys Teasing Mister Alligator”) (Level II, page 41)

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. Caps for Sale by Esphyr Slobodkin
2. Variety of caps and hats

D. Language of Instruction
1. Teacher: author, character, cover, illustration, illustrator, page, read, title, attention, fingerplay, next, then, first
2. Students: monkey, cap, peddler, red, blue, gray, brown, checked

E. Procedures/Activities
1. Show the students a variety of caps. Lead them to realize that caps and hats are different words for the same things. What part of their body do they use when they wear hats? Where might they wear a cap? Does anyone have a favorite cap?
2. Show the children the cover of the book. What do they see? (There is a man in a tree. Two monkeys are behind the tree. A stack of caps is on the ground.) The title of this story is Caps for Sale. The author is Esphyr Slobodkina. What does the author do? (Writes the words of the story) Esphyr Slobodkina is also the illustrator. What does the illustrator do? (Draws the pictures.) What do they think might happen in the story?
3. Read the story. Pause to let children predict what might happen next, and to help with the order of the hats.
4. Have children discuss the story. Topics might include: Why did the monkeys take the hats? What else could the salesman have done to retrieve his hats? How would the children have handled the situation?
5. Close story time with everyone singing “Five Little Monkeys Jumping on the Bed” and “Five Little Monkeys Sitting in a Tree.”

F. Assessment/Evaluation
1. Direct observation of student participation.

Lesson Two: Literacy Center
A. Daily Objectives
1. Recognize the letter C.
2. Given a spoken word/picture, give the beginning sound. (Level II, page 57)
3. Use various tools and techniques in completing art projects. (Level II, page 96)
4. Identify a penny and a quarter. (Level II, page 69)
5. Carry out directions accompanied by a preliminary demonstration. (Level II, page 22)
6. Once initiated, work in an orderly, persistent fashion in completing a task with a definite end, even if difficulty is encountered. (Level II, page 23)

B. Grouping
1. Small group instruction

C. Materials and Preparation
1. Handout with the outline of the uppercase letter C on it
2. Variety of coins (penny, nickel, dime, quarter) one of each coin for each child in the group
3. Crayons with the wrappers removed
4. Tape

D. Language of Instruction
1. Teacher: materials, technique, coin, shape, size, alphabet, capital letter, directions, letter, outline, sound, uppercase letter, word, follow directions
2. Teacher and Children: under, behind, front, inside, penny, quarter, first, next, hen

E. Procedures/Activities
1. “The Cap Salesman wanted to sell his caps for money. Coins are one type of money. Each coin is worth a different amount of money.”
2. “Who knows what this coin is?” (Hold up a penny. Guide students to appropriate answer if necessary.) “How much is a penny worth?” (Guide students to appropriate answer if necessary.) Place a penny in front of each child. Repeat for the other coins. Allow children a short amount of time to explore the coins.
3. “What sound does the word cap begin with?” /k/ “What sound does the word coin begin with?” /k/ “Do cap and coin begin with the same sound?” (yes) Hold up a crayon. “What is the name for this?” (crayon) “What sound do you hear at the beginning of the word crayon?” /k/
4. “What letter stands for the /k/ sound in cap, coin, and crayon? (C) “What shape do we use to make the uppercase letter C?” (big curve) Give each child the C Handout. “Let’s use our fingers to trace the letter C. Remember to stay inside the outline of the letter.”
5. “Today we are going to make rubbing of coins on the letter C. To do this we will tape a coin to the back of your paper. Make certain that it is inside the outline of the letter C. Now you will use the side of your crayon to rub over the area where your coin is. The image of the coin will appear on your paper. Now we will use another coin and use a different color (another /k/ word). We will continue until our C is full of coins.” Show an example of finished project.
6. Make certain the student names are on papers.

F. Assessment/Evaluation
1. Participation in discussion
2. Ability to follow directions to complete project
3. Identification of penny and quarter
4. Identification of Letter C
5. Identification of phoneme /k/

Lesson Three: Math Center
A. Daily Objectives
1. Classify objects using a single criterion (color). (Level 11, page 63)
2. Create and verbally describe a pattern using concrete objects. (Level 11, page 64)
3. Count groups of concrete objects up to six objects in a group.

B. Grouping
1. Small group instruction

C. Materials and Preparation
1. 5 circles of each color (red, blue, gray, brown, checked)
2. Poster Board with a grid drawn on it. Make each square at least 4 inches wide.

D. Language of Instruction
1. Teacher: in order, sort, the same as, count, how many, shape, pattern, continue the pattern
2. Children: same, different, more than, less than, equal, all, none, circle

E. Procedures and Activities
1. “When the monkeys threw down the salesman’s caps, he had to put them all back in order. What was the order that he liked the caps to be in?” (checked, brown, gray, blue, red)

2. “Those pesky monkeys have been at it again. They have mixed up all the caps. What shape are these caps?” (circles) “Let’s sort these caps by color.” Let the students work as a team to sort the caps.

3. “Now we are going to put the caps on this graph to see how many of each color we have. Let’s start with the checked caps.” Have each student put a checked cap on the chart, starting at the bottom, until there are no checked hats left. Then have the students count the caps, starting at the bottom and counting their way up. Repeat for each color.

4. When complete, have students answer the following types of questions. *Which color does the salesman have the most of? Which color does he have the least of? Which colors are of equal amount?*

F. Go a Little Further
1. Students can color their own individual graphs to record the information shown on the graph.

G. Assessment
1. Sort circles by color
2. Count caps up to 5
3. Identify more than, less than, and equal to

Lesson Four: Sensory Center
A. Daily Objective
1. The students will use language to describe their exploration of a banana using their senses.

B. Grouping
1. Small group instruction

C. Materials and Preparation
1. 1 banana per child
2. bowls
3. forks
4. spoons
5. toppings (sprinkles, nuts, syrup)
6. paper towels

D. Language of Instruction

E. Procedures and Activities
1. “What kind of foods do you think monkeys like to eat?” (Accept reasonable answers, but prompt students towards bananas.)
2. “What does a banana look like?” (color, shape, etc.) “Where do banana’s come from?” (trees, warm places)
3. “What does a banana feel like?” (Let children feel the banana while it is still in its peel. Help the children to peel the banana, discussing the differences between the peel and the fruit inside.)
4. “What does a banana smell like?” (Accept reasonable answers. Let children smell the peel and the fruit and describe any differences or similarities they discover.)
5. “Is a banana hard or soft?” (Give students a chance to respond before they mash their bananas with the forks. Give students a chance to respond again after they have mashed their bananas.)
6. “What does a banana taste like?” (Let students take a taste and describe the flavor. Then let the students add toppings to their banana mash and eat it.)

7. Students are responsible for cleaning up the table to ready it for the next group.

F. Assessment
1. Use of language to describe sensory experiences with bananas.

Lesson Five: Science Center

A. Daily Objectives
1. Identify monkeys as living things
2. Identify monkeys as animals
3. Identify the jungle as the habitat for monkeys (Level II, page 86)
4. Listen to non-fiction books on cassette about monkeys and jungle animals. (Level II, page 48)
5. Look at non-fiction books showing monkeys in their habitats. (Level II, page 48)

B. Grouping
1. Small groups or individual students

C. Materials and Preparation
1. Cassette player
2. Books
   a. *Koko’s Kitten* by Francine Patterson and Ronald H. Cohn
   b. *Monkey* by Caroline Arnold
   c. *Amazing Monkeys: A National Geographic Pop-up Book* by National Geographic Society Staff
   d. *Orangutans (Checkerboard Animal Library Monkey Series)* by Mae Woods
   e. *A Monkey Baby Grows Up (Baby Animals Series)* by Joan Hewett
   f. *Monkeys* by Deborah F. Dennard
   g. *Very First Things to Know about Monkeys* by Sarah Albee
   h. *Funny Faces: Monkeys and Apes* by Valerie Tracqui
   i. *Busy Monkeys* by John Schindel
   j. *Baby Chimpanzee* by Patricia Pingry
   k. *Monkeys and Apes* by Scholastic Books
3. Cassettes
4. Monkey puppet cutouts
5. Crayons
6. Scissors
7. Glue

D. Language of Instruction
1. Teacher only: birth, development, habitat
2. Teacher and Children: air, alive, animal, breathe, grow, heart, jungle, living, move, lungs, smell, taste, touch, water, not living

E. Procedures and Activities
1. Students choose which activity they wish to do. There are three activities available at this center.
   a. Book Exploration: Nonfiction books about monkeys and jungle animals
b. Books on Tape: Listen to the story on a cassette either by itself, or while following along with a book.


F. Assessment
1. Student response to verbal questions:
2. Is a monkey living or non-living?
3. How do you know?
4. Is a monkey a plant or an animal?
5. How do you know?
6. Where does a monkey live?
7. Where else can you see monkeys?
8. How is a monkey like you?
9. How is a monkey not like you?

Lesson Six: Music Activity

A. Daily Objectives
1. Listen to, sing, and perform children’s songs and fingerplays individually or with others. (Level II, page 92)
2. Act out a nursery rhyme, poem, or fingerplay (Level II, page 15)

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. Cassettes, CD’s or records
2. Song book with lyrics
3. Monkey puppets (optional)
4. Songs include the following:
   . “Five Little Monkeys Jumping on the Bed”
   . “Five Little Monkeys Sitting in a Tree”
   . “Monkey”
   . “Pop Goes the Weasel”
   . “Monkey with a Coconut”
   . “Monkey in the Middle”

D. Language of Instruction
1. Teacher only: fingerplay, imitate, copy, repeat, voice, recite
2. Student and Teacher: sing, song, listen, loud, same

E. Procedures and Activities
1. Have students join the teacher at the rug
2. Ask the students if they know of any songs that are about monkeys. Have them look through the songbook if they cannot think of any.
3. If it is a song the children have already sung, choose one child to be the song leader. That child will face the class. If puppets or other song props are available, the song leader may use them. The class will sing along with that child and copy the movements he makes. Encourage the children to use their loud voice for singing (as some children may sing in a whisper voice). Repeat the activity, choosing another child to be the song leader.
4. If the song is a new song, have the children listen while you recite the song, demonstrating the movements that go with the song. Then have the children imitate your movements and they sing along. Ask for a volunteer to be song leader. Let them lead the class for the song activity.
5. Repeat for as many songs as you have or for as much time as you have for the activity.

F. Assessment
1. Teacher observation of student preparation

**Lesson Seven: Gross Motor Activity**

A. Daily Objectives
1. Move through space with obstacles, using various movements to surmount the obstacles. (Level II, page 14)
2. Participate in group games such as Follow the Leader. (Level II page 15)

B. Grouping
0. Whole group instruction

D. Materials and Preparation
1. If inside, students can use obstacles found in the classroom such as chairs and tables.
2. If outside, students can use playground equipment.

E. Language of Instruction
1. Teacher only: backward, balance, crawl, forward, hop, imitate, moving, obstacle, rules, sideways, somersault, roll
2. Teacher and Children: climb, fast, jump, move, run, stop, walk

F. Procedures and Activities
1. Tell the class they are going to play a game called Monkey See, Monkey Do. It is almost the same as Follow the Leader, except that the leader is going to act like a monkey. Everyone has to do the same monkey moves that the leader does.
2. The teacher will be the leader the first time the game is played. Lead the children around the classroom, walking like a monkey and chattering like a monkey. Climb over a chair, twirl around, jump in the air, etc. Encourage the children to imitate your every move, just like the monkeys did in the *Caps for Sale* story.
3. Choose a student to be the next monkey leader.
4. If students are outside, encourage them to use the playground activity such as slides and climbing bars.

G. Assessment
1. Student participation
2. Teacher observation of student skills

**Lesson Eight: Library Center**

A. Daily Objectives
1. Attend and listen to picture books with storylines as well as books of other genres, such as informational books. (Level II, page 48)
2. Attend and listen to books with minimal or no illustrations during a 15 minutes reading. (Level II, page 48)
3. Using cover and illustration cues, locate those books in a collection of books that pertain to a general topic or might answer a question. (Level II, page 50)

A. Grouping
0. Small group and individual instruction

B. Materials and Preparation
1. Books (and cassettes if available)
a. *Caps for Sale* by Esphyr Slobodkina
b. *Curious George* books by H.A. Rey
c. *Goodnight Gorilla* by Peggy Rathman
d. *One Gorilla* by Atsuko Morozumi
e. *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
f. *Naughty Little Monkeys* by Jim Aylesworth
g. *Little Gorilla* by Ruth Lercher Bornstein
h. *Monkey See, Monkey Do (Hello Reader! Series)* by Marc Gave
i. *What’s for Lunch?* By Eric Carle

2. Cassette player with headphones

C. Language of Instruction
1. Teacher Only: author, beginning, character, cover, illustration, illustrator, page, read, title
2. Teacher and Children: after, end, first, finally, next, then

D. Procedures and Activities
1. Children can go to the Library Center any time their other work is complete. Books and cassettes are available depending on the theme and/or story of the day. Books are available for just looking through, or for listening to on cassette while the student “reads” along. During free time, or when parent volunteers are available, adults will read stories the children bring to them.

E. Assessment
0. Student participation
0. Student retelling of stories they have heard or books they have looked at.

**Lesson Nine: Computer Center**

A. Daily Objectives
1. Ask appropriately for the help of an adult when needed.
2. Given a choice of several familiar activities, choose one and use it independently for a sustained period of time.

B. Grouping
1. Small group and individual instruction

C. Materials and Preparation
1. Computer
2. Internet access
3. Teacher sites
4. Teacher and student sites
D. Language of Instruction
   1. Teacher only: computer, keyboard, mouse, monitor, launch, exit, program, Internet, website, point and click

E. Procedures and Activities
   1. The computer is available for student use at various times throughout the day. The teacher demonstrates the activities that are available for student use. Icons of the available programs should be left on the monitor. Students are to ask for help when and if needed.
   2. When using the computer, remember to monitor student activity, even if internet security safeguards are in place.

F. Assessment
   1. Student Participation
APPENDIX A
Monkey Songs

Monkey in the Middle
by The Learning Station

Monkey see, monkey do.
Do you want to follow monkey, too?
There’s a monkey in the middle, just because,
You got to do what that little monkey does.
Follow monkey, follow monkey, follow monkey, follow monkey.

Chorus:
Now the monkey in the middle takes a bow,
There’s a new little monkey gonna show us how.
Monkey’s in the middle, just because,
You got to do what that little monkey does.
Follow monkey, follow monkey, follow monkey, follow monkey.

Now the monkey in the middle takes a bow,
There’s a new little monkey gonna show us how.
Monkey’s in the middle, just because,
You got to do what that little monkey does.
Follow monkey, follow monkey, follow monkey, follow monkey.

Now the monkey in the middle takes a bow,
There’s a new little monkey gonna show us how.
Monkey’s in the middle, just because,
You got to do what that little monkey does.
Follow monkey, follow monkey, follow monkey, follow monkey.

Monkey see, monkey do.
Step in the middle, be a monkey too.
We’re all monkeys in the middle, just because
WE can do anything any monkey does.
Follow monkey, follow monkey, follow monkey, follow monkey.

**Monkey**  
by David Polansky

Love to eat bananas by the bunch.  
Love to eat ‘em for breakfast.  
Love to eat ‘em for lunch.  
‘Cause I’m a Monkey. (See my tail.)  
Yeah. I’m a Monkey.

Swingin’ from the tallest trees,  
Swingin’ through the breeze  
To anywhere I please  
‘cause I’m a Monkey (See my tail.)  
Yeah. I’m a Monkey.

I’ve got brothers and cousins in my family;  
Like baboons, gorillas, gibbons, and the chimpanzee;  
Marmosets, orangutans, and mandrills too,  
And I see a little Monkey when I look at you.

Love to eat bananas by the bunch.  
Love to eat ‘em for breakfast.  
Love to eat ‘em for lunch.  
‘Cause I’m a Monkey. (See my tail)  
Yeah. I’m a Monkey.

Polansky, David. “Monkey” *Songs for Teaching* [On-line]. Available URL:  
http://songsforteaching.homestead.com/Polansky.html
Monkey With a Coconut
by Geof Johnson

Monkey with a coconut was sitting in a tree.
Monkey with a coconut was making fun of me.
I told him that I’d like to have a coconut too.
He said if you want it this is what you’ve gotta do.

He said clap clap clap.
He said clap clap clap.

Monkey with a coconut was sitting way up high,
And the silly monkey had a twinkle in his eye.
I said I want a coconut, I’m hungry don’t you see?
He said if you want it, then you’ve got to follow me.

He said stomp stomp stomp.
He said stomp stomp stomp.

Monkey with a coconut was sitting on a limb.
Monkey with a coconut had made me mad at him.
I said don’t try to stop me, I’ll leave no matter what.
He said wait a minute if you want a coconut.

He said jump jump jump.
He said jump jump jump.

Monkey with a coconut was sitting in a tree.
Monkey with a coconut had got the best of me.
I told him that I’m leaving and I’ve made up my mind,
He said ‘fore you leave me won’t you try it one more time.

He said clap clap clap.
He said clap clap clap.

Five Little Monkeys Sitting in a Tree

Five little monkeys swinging in a tree
Teasing Mr. Alligator
“Can’t catch me!”
Along came Mr. Alligator, quiet as can be
SNAP

Four little monkeys swinging in a tree
Teasing Mr. Alligator
“Can’t catch me!”
Along came Mr. Alligator, quiet as can be
SNAP

Three little monkeys swinging in a tree
Teasing Mr. Alligator
“Can’t catch me!”
Along came Mr. Alligator, quiet as can be
SNAP

Two little monkeys swinging in a tree
Teasing Mr. Alligator
“Can’t catch me!”
Along came Mr. Alligator, quiet as can be
SNAP

One little monkey swinging in a tree
Teasing Mr. Alligator
“Can’t catch me!”
Along came Mr. Alligator, quiet as can be
SNAP

No more little monkeys swinging in a tree
But there is Mr. Alligator
Just as fat as he can be.
Pop Goes the Weasel

All around the cobbler’s bench,
The monkey chased the weasel.
The monkey though ‘twas all in fun,
   POP! Goes the weasel.

A penny for a spool of thread
   A penny for a needle
That’s the way the money goes
   POP! Goes the weasel.
Five Little Monkeys Jumping on the Bed

Five little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Four little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Three little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

Two little monkeys jumping on the bed
One fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

One little monkey jumping on the bed
He fell off and bumped his head
So Momma called the doctor and the doctor said
No more monkeys jumping on the bed!

No little monkeys jumping on the bed
None fell off and bumped his head
So Momma called the doctor and the doctor said
Put those monkeys back in bed!