

Unit 1

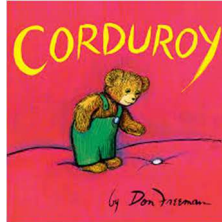


Week 3

Corduroy Read Aloud

Standards:

ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3
ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Corduroy*
- vocabulary picture cards

Vocabulary:

- blinked: close and open your eyes quickly
- escalator: a set of stairs that move
- amazing: surprising
- evening: almost night
- flashlight
- department store: A store that sells many different things
- overalls
- shoulder strap
- palace : a very large house, usually belonging to a king or a queen
- admiring: looking at and liking
- topple: fall
- night watchman: a security guard who makes sure that nobody gets into the store after it closes for the night
- dash: going really fast
- exclaimed: cried out loud
- customer: somebody that is visiting a store to buy something
- Blink
- enormous: very big
- Shoulder
- sigh
- Customer
- thread: a fine string used to sew things

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|--|---|
| | <ul style="list-style-type: none">● admire: looking at and liking● search: looking for something |
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Preparation: Set up materials.

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

“The title of this book is *Corduroy*. The author is Don Freeman, he wrote the story. He is also the illustrator. He made the pictures.”

Here on the cover, we see Corduroy. Corduroy is a stuffed toy bear who lives in a department store. In this story there is also a little girl named Lisa, and Lisa’s mother. Corduroy wishes that someone would buy him and take him home. But when Lisa asks her mother to buy Corduroy for her, her mother says she can’t buy him on this day. Let’s read the story and find out why Lisa’s mother said no, and what Corduroy does after that.”

“The girl looks sad too. I don’t think she minds that Corduroy’s overalls are missing a button.”

“Corduroy had never seen an **escalator**, a set of stairs that move, before and he thinks it might be a mountain since he is going up as you have to do when you climb a mountain.”

“This must be a **palace!**” Corduroy gasped. “I guess I’ve always wanted to live in a palace.”
“Corduroy thinks the furniture department of the department store is a **palace**--a very big and fancy home where kings and queens live-- because there are many beds and chairs and lamps.”

Show cover, pointing to the title, author’s, and illustrator’s names.

Introduce the main character and the story problem, using the illustrations on the cover

Page 1 Point to Corduroy

Page model “sigh”

Point to the spot of the missing button

Page 8 Point to escalator

Page 11 model gasping

Page 11 point to all of the furniture.

“Some mattresses have buttons sewn onto them to keep the mattress inside filling in place.”

“-- and off the mattress Corduroy **toppled**”

“The night watchman is making sure that nobody comes into the store after it closes for the night.”

“When he heard the crash he came **dashing** down the escalator.”

“The little girl was one of the first **customers**, people that come into the store to buy things. I think that she wanted to make sure that no other customer would get there before her to buy Corduroy.”

The room was small, nothing like that **enormous**, very big, palace in the department store.”

Page 14 point to Corduroy falling off the bed

Page 16 Model dashing motion

Page 18 Point at flashlight

Page 26 Model blinking

Discussion Questions(s):

- Why was Corduroy concerned that he had lost a button?
- What do you think that Corduroy is thinking here when the night watchman pulls the cover of his face and looks at him?
- How did Lisa feel when her mother told her that she couldn't buy Corduroy?

Second Read

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book before and we remember the title.....”

“Here we see Corduroy and Lisa both looking sad. Lisa’s mother had said that she couldn’t buy Corduroy today because she had already spend too much money and he didn’t look new because of his missing button on his shoulder strap. Corduroy decides to go look for his lost button and meets the night watchman. We’re going to read the story once more.”

“A **department store** sells all kind of items. Corduroy is sitting in the toy department along with other stuffed animals and toys.”

*Hold up the book, show cover.
Children respond. Read and underline the title again.*

Show pages 4 & 5. Re-orient children to the story.

Page 1

“He’s lost the button on one of his **shoulder straps** - the thin long piece of material that goes over Corduroy's shoulder that buttons to the top of his overalls so they don’t fall down-”

Page 3

“Corduroy was **amazed**. He was surprised to see such an **enormous** place with so much furniture that it reminds him of a **palace**.”

Page 10

He wandered around **admiring** the furniture - he likes it -”

Page 12

“The night watchman is surprised to hear the loud bang because he thinks he is the only one in the store since it is night time and all customers have left. He might think that somebody broke into the store.”

Page 17

“Corduroy was just waking up when the first **customer** - shopper - came into the store in the morning.”

Page 22

“Corduroy thinks that Lisa is a friend because Lisa had prepared a bed for Corduroy and sewn a button on his **overalls**. Friends do nice things for each other.”

Page 28

Discussion Question(s):

- When Lisa is telling Corduroy that she can buy him with money from her piggy bank, the other stuffed animals seem to be looking at Lisa and smiling. What do you think they might be thinking?
- Have you ever wanted something a lot and your mother or father said, No, you can’t have that. It is too expensive.”? How did that make you feel? What did you say?
- Do you think that Lisa has any brothers and sisters? Why do you think that?

Third Read:

Children will:

- Reconstruct parts of the story with the teacher

- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.”</p> <p>“What is happening here?”</p> <p>“Why can’t Lisa buy Corduroy?”</p> <p>“And here we remember.....”</p> <p>“Why does Corduroy think the escalator is a Mountain?”</p> <p>“Corduroy thinks he is in a palace because, we “We know what is happening here.....”</p> <p>“What happens next?”</p> <p>“Why did the night watchman came dashing down the escalator?”</p> <p>“And here.....”</p> <p>“What do you think the night watchman was thinking about how Corduroy got upstairs?”</p>	<p><i>Hold up the book and show the cover. Underline and read the title. Your comments will be mostly in response to what children say.</i></p> <p><i>Page 2</i></p> <p><i>Page 3</i></p> <p><i>Pages 4-5</i></p> <p><i>Pages 8-9</i></p> <p><i>Pages 10-11 Pages 12 -13</i></p> <p><i>Say before turning to page 14</i></p> <p><i>Page 16</i></p> <p><i>Page 18</i></p> <p><i>Page 19</i></p>
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“And next....”	<i>Say before turning to page 20</i>
“We remember.....”	<i>Page 22</i>
“Here we remember....”	<i>Page 24</i>
“How do you think Lisa feels about bringing home Corduroy? Why?”	<i>Page 25</i>
“What is happening here?”	<i>Pages 26-27</i>

Discussion Questions(s):

- In three stories we read, stuffed animals made the children feel happy: Lisa was happy with Corduroy, the baby in *Crybaby* was happy with the wooly sheep, and Peter, in *Peter’s Chair*, had a stuffed alligator that he took with him when he ran away. Why did they all like their stuffed animals so much?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Suggested Transition Activity First Read	Literacy/Language Skills Supported
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<p>See instructional guidance above for pp. 21, 39, & 71</p> <p>“Today, I’m going to dismiss you by colors in your clothing. I’m going to find colors in our storybook, <i>Corduroy</i>.”</p> <p>“If you are wearing green, like Corduroy’s overalls, (point) you may . . .”</p> <p>“If you wearing pink, like Lisa’s coat (point, you may . . .”</p> <p>“If you are wearing white, like Lisa’s kerchief (point), you may . . .”</p> <p>“If you are wearing yellow, like the color of the letters in the title <i>Corduroy</i>, you may . . .”</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -literacy terms support (letters, words, write) -category labels (clothing, colors) <p><u>Indirect</u></p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing...”)
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<p>Suggested Transition Activity</p> <p>Second Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names. “</p> <p>“If your name begins with C like Corduroy (underline title and point to letter), you may . . .”</p> <p>“If your name begins with L, like Lisa, you may . . .”</p> <p>“If your name begins with E like escalator, you may . . .”</p> <p>“If your name begins with O, like overalls, you may . . .”</p> <p>“If your name begins with P, like palace, you may . . .”</p> <p>“If your name begins with F, like flashlight, you may . . .”</p> <p>NOTE: Use children’s nametags to provide instructional support for children who need it. If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> letter ID vocabulary exposure <p><u>Indirect</u></p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentences -letter-sound connections, over time, as children engage in this activity AND the first <i>sound</i> in first name activity, and begin to link their name’s first letter to their names first sound

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them today by naming clothing items.</p> <p>“If you are wearing overalls, like Corduroy (point), you may get ready for . . .”</p> <p>“If you are wearing, a dress like the doll on the toy shelf (point), you may . . .”</p> <p>“If you are wearing short sleeves like the doll, you may . . .”</p> <p>“If you are wearing a blouse like the saleslady, you may . . .”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -category labels (clothing, colors) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them by items that <u>fasten</u> on clothing. (define fasten again)</p> <p>“If you are wearing something with buttons, like on Corduroy’s shoulder strap, you may . . .”</p> <p>“If you are wearing something with a zipper, you may . . .”</p> <p>“If you are wearing something that has laces, you may . . .”</p> <p>“If you are wearing something with snaps, you may . . .”</p> <p>“If you have something with Velcro, you may . . .”</p>	<p>Direct</p> <ul style="list-style-type: none"> vocabulary support (clothing item names) -category labels (clothing, colors) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)

