



UNIT 1: FAMILY / WEEK 4

# Read Aloud: *Corduroy*

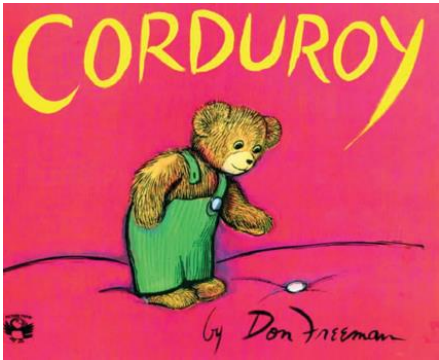
Standard Connection:  
**ELA.RL.PK.4.1-7,9-10**  
**ELA.SL.PK.4.1-4,6**  
**ELA.L.PK.4.1,1c,4,6**

## Enduring Understanding(s):

- A family is a group of people that care for and support each other.

## Essential Question(s):

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary
<ul style="list-style-type: none"> <li>• <i>Corduroy</i></li> <li>• vocabulary picture cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>blinked:</b> close and open your eyes quickly</li> <li>• <b>escalator:</b> power-driven set of stairs that ascend/descend</li> <li>• <b>evening:</b> almost night</li> <li>• <b>flashlight:</b> small battery-operated portable light</li> <li>• <b>furniture department:</b> section in a store that sells furniture</li> <li>• <b>overalls:</b> pants that have shoulder straps</li> <li>• <b>palace:</b> a large, decorated house</li> <li>• <b>shoulder:</b> part of the arm that is next to the neck</li> <li>• <b>sigh:</b> taking a deep breath and making a sound</li> <li>• <b>thread:</b> material twisted together into a continuous strand</li> <li>• <b>admiring:</b> looking at and liking</li> <li>• <b>searching:</b> to look for something</li> </ul>
Books	
	

First Read	
Preparation: <i>Set up materials.</i>	
<b>Children will:</b> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop understanding of main events</li> </ul>	
<p>“The title of this book is <i>Corduroy</i>. The author is Don Freeman. He wrote the story. He is also the illustrator; he made the pictures.”</p>	<p><b>Show</b> front cover, pointing to Don Freeman’s name.</p>
<p>“Here is Corduroy.”</p>	<p><b>p. 1</b></p>

“ <b>Overalls</b> are a kind of clothes that have <b>shoulder</b> straps to keep them fastened. Lisa’s mother notices Corduroy’s strap is unfastened.”	p. 3 <b>Model</b> “sigh.”
“An <b>escalator</b> is a set of stairs that move. People use them to go up and down from one floor to another.”	p. 8
“Corduroy thinks the <b>furniture department</b> of the department store is a <b>palace</b> - a very big and fancy home where kings and queens live-because there are many beds, chairs, and lamps.”	p. 11 <b>Point</b> to all of the furniture.
“ <b>Admiring</b> something means that you really like it.”	p. 12 <b>Model.</b>
“The night watchman is using a <b>flashlight</b> to help him see where he is going when it is dark.”	p. 16 <b>Point</b> to the flashlight.
“Corduroy is <b>blinking</b> his eyes-he is opening and closing them very quickly.”	p. 24 <b>Model.</b>
“Lisa is using a needle and <b>thread</b> to sew a new button on Corduroy’s <b>overalls</b> .”	p. 27 <b>Point</b> to the needle and thread. <b>Close</b> the read.

**Discussion Question(s):**

- Lisa really wanted to buy Corduroy, but her mother didn’t want to spend more money. Why else did she not want to buy him? What did Lisa do?

## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

"We read this book before. We know the title of this book is *Corduroy*. Today we're going to remember the story."

"For a long time, nobody wanted Corduroy, but something different happened one morning. What happened?"	p. 1
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"Why did Lisa's mother say that she couldn't buy Corduroy?"	p. 3
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"When Corduroy realizes that his button is missing, what is his plan?"	p. 5
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"How did Corduroy know that it was nighttime?"	p. 6
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"What surprised Corduroy?"	p. 8
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"Why does Corduroy think he is in a <b>palace</b> when he got off the <b>escalator</b> ?"	p. 11
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"What happened when Corduroy pulled on the button?"	p. 15
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"When Corduroy woke up in the morning, he saw that Lisa was back and she was looking at him. Does he know why she returned to the department store?"	p. 22
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"How do you think Lisa feels to be bringing Corduroy home? How can you tell?"	p. 25 <b>Close</b> the read.
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### Discussion Question(s):

- If Lisa bought Corduroy with her own money, she must have really wanted to have him. Why do you think she wanted him so much?
- Why did Corduroy say 'you must be a friend' to Lisa when she hugged him?
- What do you think Lisa did with Corduroy after she sewed his button back on?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- How does Lisa feel when her mother said she couldn't buy Corduroy?  
How do you know?
- Corduroy didn't know he was missing a button until he heard Lisa's mother say, "He's lost the button on one of his shoulder straps!" How do you think Corduroy felt when he heard that?

## 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.

### Discussion Question(s):

- Why are Lisa and Corduroy both happy to have a new friend?
- Do you sometimes play with toys or stuffed animals and pretend they are your friend(s)? How is that similar to or different from playing with your real friends?