



3–5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Department  
Customer  
Search



## Materials Needed

*Corduroy* by Don Freeman  
Chart paper  
Marker

# Corduroy

by Don Freeman

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Corduroy*. Three novel words will be introduced today: department (page 5), customer (page 26), and search (page 11). Write the following at the top of the chart paper: Words We Understand.

**BEGIN:** Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

**ACT:** Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Corduroy*.

[Point to and say the name of the author, who is also the illustrator.]

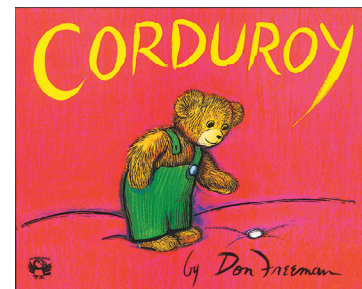
**EXPLAIN:** Today let's talk about three words that are in our book. One word is department. A **department** is a section of a large store. Our book uses the word customer. A **customer** is someone who buys things from other people. Another word in our book is search. The word **search** means to try to find someone or something.

**ACT:** I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]



*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]*

**ASK:** *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (A stuffed bear searching to find his lost button)
- Who were the main characters in our book? (Corduroy and Lisa)
- What happened first? (Lisa found Corduroy and wanted to buy him, but he was missing a button)
- What happened next? (After the store closed, Corduroy went to go find his button in the store)

*[Point to and read each word on your chart.]*

- What is a “department?” (a section of a large store)
- What does “customer” mean? (someone who buys things from other people)
- What does the word “search” mean? (try to find someone or something)

*[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘customer.’ Remember, a customer is someone who buys things from other people. Corduroy was just waking up when the first customers came into the store in the morning.” Point to and describe pictures on pages 11, 14, 15, and 27 that are directly related to the novel words.]*

**RECAP:** Today we read a book about a stuffed bear named Corduroy. A little girl wanted to buy him from the store but he was missing a button on his pants. We talked about the words “department,” “customer,” and “search.”

### Scaffolding Tips

**Extra support** ■ To help children understand the meaning of the word “customer,” describe a time when children have pretended being a “customer” in the dramatic play or other areas of the room. Example: “Remember the time when Jason and Kendra were pretending to have an ice cream store and Jason wanted to buy ice cream from Kendra? Jason was a customer.”

**Enrichment** ■ Invite children to think of a time they were in a store and bought something. Encourage children to share what store they visited and what they purchased. If possible, help children determine if it was bought in a department within the store. Example: They bought a book from Wal-Mart. There is a book department in the store. If they bought the book at a bookstore, the whole store is devoted to books and would not have a book “department.”



### Center Activity

In the dramatic play area, provide props similar to those in today's book: stuffed animals, stuffed toys, purses, wallets, play money, and other items for children to pretend they are shopping for a stuffed animal, like Lisa did in the book.



### Family Child Care

Provide props for older children to retell a version of the story. Provide other types of stuffed animals or toys they would find in a department store. Encourage children to think of something that might not be perfect about the toy and how that particular toy might be purchased by a small child who fixes it.



3–5 YEARS

Large Group



## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Sigh  
Admire  
Dash  
Enormous  
Comfortable

**Review:** Department  
Customer  
Search



## Materials Needed

*Corduroy* by Don Freeman  
Words We Understand  
chart from Day 1  
Marker

## Corduroy

by Don Freeman

**Be Prepared:** This is the second of three repeated readings of *Corduroy*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Corduroy*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a stuffed bear searching to find his lost button)
  - Who were the main characters in our book? (Corduroy and Lisa)
  - What happened first? (Lisa found Corduroy and wanted to buy him, but he was missing a button)
  - What happened next? (after the store closed, Corduroy went to go find his button in the store)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

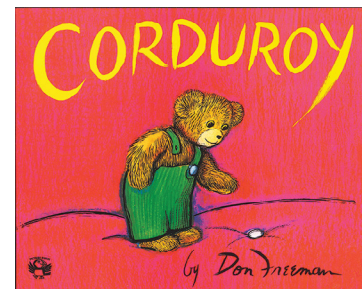
[*Help children recall the meaning of each novel word defined on Day 1.*]

**ACT:** [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



*Example: "We just heard the word 'dash.' Did everyone hear it? 'When he heard the crash he came dashing down the escalator.' Dash means to move fast. When the watchman heard the crash, he moved quickly."*

*Below are the novel words and their definitions for this session:*

- **Sigh** (page 7): To let out a loud breath (due to tiredness, frustration, relief)
- **Admire** (page 16): To like someone or something very much
- **Dash** (page 20): To move fast
- **Enormous** (page 30): Very big (in size or amount)
- **Comfortable** (page 31): Feeling nice and relaxed.]

**EXPLAIN:** We learned five new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what comfortable means. Lisa thought Corduroy would feel nice and relaxed with his straps fixed. What do we see in this picture (page 14) that could also be comfortable?" (chairs and beds)*
- *Define a word without naming it and ask children to identify the word. Example: "What is the word we use when we move fast?" (dash)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Corduroy thought a room in the store was enormous. What might we have in our room that is enormous? What is something outside that we would call enormous?"*

**ASK:** Our book was about a stuffed bear named Corduroy who went searching for his missing button. Are there other ways we know how to find things that are missing?

*[Facilitate a discussion of book connections to children's experiences. Examples:*

- *"Our book today was about a little girl and a stuffed bear named Corduroy. At the end of the book, Lisa fixed Corduroy's pants so he would be more comfortable. Comfortable means feeling nice and relaxed. Where do you feel comfortable? At school? At home?"*
- *"Our book today talked about Corduroy seeing something that was amazing. What did Corduroy see that was amazing? (the room at the top of the escalator) Amazing means something is surprising or wonderful. Have you ever seen something amazing? What was it? What was it like?"*

# Understanding Words *continued*



- *“Today we learned about the word sigh. We sigh when we let out a loud breath. Lisa’s mom sighed when Lisa wanted to spend her money to buy Corduroy. Have you ever heard anyone sigh? Let’s practice sighing. What does it sound like?”*

**RECAP:** We learned more words today when we read *Corduroy*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



## Scaffolding Tips

**Extra support** ■ One of the novel words today is a vocal expression. Demonstrate for children and have children repeat. Example: “Sometimes when we are tired, we let out a sigh. This is what a sigh sounds like. (let out a sigh) Let’s see if you can sigh. Let me hear you sigh.”

**Enrichment** ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: page 20, the night watchman is dashing down the escalator to find out what the noise was; page 26, the room at the top of the escalator was enormous. Ask children, “What part of our story about Corduroy is shown in this picture?”



## Center Activity

Create story sequence cards by photocopying pages from the book and encouraging children to put the pictures in order to match the story. Suggested pictures are pages 3, 5, 9, 15, 21, 25, and 30. Reduce the number of pictures for younger children. Provide a copy of the book to assist children in putting the pictures in the right order.



## Family Child Care

Encourage the preschooler(s) to help you read an age-appropriate book to younger children in your setting. Ask the preschooler(s) to describe some pictures in the book, point to items in the pictures as they are mentioned in the book, and point to the place where you begin reading.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

**New:** Careful  
Accident  
Tight  
Yank

**Review:** Department  
Customer  
Search  
Sigh  
Admire  
Dash  
Enormous  
Comfortable



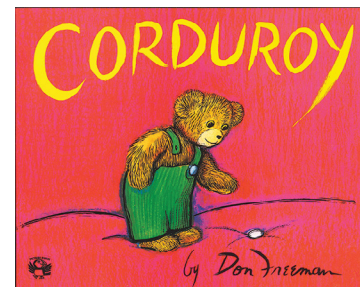
Materials Needed

*Corduroy* by Don Freeman  
Words We Understand chart from Days 1 and 3  
Marker

*Corduroy*

by Don Freeman

**Be Prepared:** This is the third of three repeated readings of *Corduroy*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.



**BEGIN:** [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Corduroy*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a stuffed bear searching to find his lost button)
  - Who were the main characters in our book? (Corduroy and Lisa)
  - What happened first? (Lisa found Corduroy and wanted to buy him, but he was missing a button)
  - What happened next? (after the store closed, Corduroy went to go find his button in the store)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author and illustrator of our book is Don Freeman.

[*Point to the name as you identify the author and illustrator.*

*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the five words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*

- Then define the novel word and connect the definition to the book.

*Example: "I just read the word 'yank.' Did everyone hear it? 'He yanked and pulled with both paws until pop!' The word 'yank' means to pull suddenly. Corduroy yanked on the button."*

*Below are the novel words and their definitions for this session:*

- **Careful** (page 10): Thinking about what you are doing because you want to do it right
- **Accident** (page 12): Something happens that is not planned or expected
- **Tight** (page 17): Hard to move or make loose
- **Yank** (page 18): To pull suddenly]

**EXPLAIN:** We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Here is a picture of Corduroy pulling a button on a mattress (page 17). How is he pulling the button?" (yanking it)*
- *Define a word without naming it and ask children to identify the word. Example: "Corduroy saw the button on the mattress and tried to pull on it. The button would not move. It was firmly connected to the mattress. What is another word for something that is firmly connected to something else?" (tight)*
- *Encourage children to think about a novel word in another context. Example: "Corduroy was looking for a button and he accidentally stepped on the escalator. He had not planned on going up the escalator. Have you ever done something that you did not plan to do? Did you ever do something by accident?"*

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"How did Corduroy learn he was missing a button? Why do you think he tried to find his button?"*
- *"Corduroy stepped onto the elevator by accident. Why did Corduroy think the elevator might be a mountain?"*



# Understanding Words *continued*



- “At the end of our book there is a picture (page 31) of Lisa fixing Corduroy’s button. What do you think Corduroy is feeling while Lisa fixes his button?”]

**RECAP:** We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *Corduroy*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words help us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]

## Scaffolding Tips

**Extra support** ■ If children seem confused about the word “tight,” identify something in the room that might be considered tight or difficult to move. Example: the cubbies are tight against the wall.  
■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: “Corduroy was careful when he got off his shelf. When we are careful, we think about what we are doing. What do you think would happen if Corduroy was not careful getting off of his shelf?”

**Enrichment** ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Why? Example: “Were you surprised that Corduroy did not find his missing button in the store? Were you surprised when Lisa came back and spent her money to purchase Corduroy?”

## Center Activity

Provide a collection of buttons in the manipulative center for children to count and sort.

## Family Child Care

In the book, Corduroy was missing a button on his overalls. Invite children to go on a button hunt. Encourage children to go around the house looking for different kinds of buttons. What kinds of buttons were found? What did they look like? Where did they find the buttons? (shirts, pants, coats, shoes, chairs)