

Book: <i>Corduroy</i> by Don Freeman	
Grade Level: 2nd	
Topic: Fluency and Reading Comprehension	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> -How does the reading strategy of modeling help improve a student's fluency? -How does a student's fluency improve their reading comprehension abilities? 	<p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> -Modeling helps students understand what fluency sounds like and improves their rate, accuracy, phrasing, segmentation and expression while reading. -By being a fluent reader, students are able to focus their attention on understanding the text and are therefore better able to interpret the text and make connections among ideas in the text.
<p><i>Students Will Know...</i></p> <ul style="list-style-type: none"> -How to predict details of the book based on the cover art -When to correct a word when he or she pronounces incorrectly while reading if the word does not make sense in the sentence -How to read at a steady pace to demonstrate a level of fluency -How to address punctuation properly when reading aloud -Vocabulary from the book and how to use the words in context -The title and author, main character, supporting characters, setting, problem and solution of the book -The sequential order of the main events of the book 	<p><i>Students Will Be Able To...</i></p> <ul style="list-style-type: none"> -Work individually and, if needed, with the assistance of the teacher -Read out loud to practice fluency -Read with proper expression -Adjust intonations in their voice based on punctuation in the text -Understand the details of the book -Pace their speech so that the listener can understand and make sense of the word(s) he or she is pronouncing while reading -Complete a graphic organizer on the story map -Draw a picture of their favorite activity they shared with Corduroy -Fill in a timeline with events in the correct order from the book -Analyze how repeated reading was or was not helpful with their understanding of the book and their fluency while reading it
<p><u>Materials:</u></p> <ul style="list-style-type: none"> -copies of "Corduroy" for every student and teacher -post-its -chalk -chalkboard -Corduroy bear -composition notebook -Reader's Theatre script -GO -reading logs -posters of events in book -handouts of Journal Assignment -rubric 	

Pre-Assessment:

- Talk about what the story is about based on the cover art, who the main character is, and what they think might happen based on the illustration on the back of the book
- List the words *escalator*, *palace* and *department store* on the board and ask the student's if they have ever seen or heard the words before. Then ask if anyone can explain what he or she thinks the word means. After students tell their ideas, teacher will clarify proper uses of each word.

Formative Assessment:

- Journal entry and picture about the activities they shared with Corduroy during his overnight visit at their home.
- Discussion of sequence of events
- Graphic organizer
- Student self-assessment of repeated reading effectiveness

Summative Assessment:

- Reader's Theatre

Adaptations:

For struggling readers we would adapt the reading log so that the student could share reading the story with a parent or older sibling so they would read every other page and won't be so daunting for the child. For the story map activity we would partner up students placing those who are struggling with students who understand better and can help their partner catch up.

For readers who are academically advanced and seem bored because they are not being challenged, we would expect a lengthier journal with more detail and higher quality writing. We would also have them write sentences using the vocabulary words discussed in class for homework.

Procedures:

Day One:

1. Introduce the book *Corduroy* to the class and write the three vocabulary words: *escalator*, *palace* and *department store* on the board for them to keep in mind while they read.
2. Ask the student's if they have ever seen or heard the words before. Then ask if anyone can explain what they think the word means. After students tell their ideas, teacher will clarify proper uses of each word. Reinforce that knowing these vocabulary words will help them understand the story.
3. Show the students the cover art of the book. Ask them what they think the story is about; who the main character might be and what might happen to the main character by the end of the book by showing the back cover art. Explain that being able to predict helps you understand the story while you are reading.
4. The teacher will read the story out loud to the class stopping to ask questions like: Who is *Corduroy*? What do you think will happen next? How does the little girl feel about *Corduroy*? What would you do if you were the little girl? How do you think *Corduroy* felt by himself in the department store? Discuss how answering questions asked by the teacher while reading will help them remember what is read and recall information from the text.
5. Introduce the journal assignment: Tell students that the little girl is going on vacation and asked our class to babysit *Corduroy* for her because she cannot take him with her. The class will take turns every night taking *Corduroy* home with them. They need to write a journal entry about what they did with *Corduroy* for the time they spent together and draw a picture of their favorite thing they did with *Corduroy*. The student will present their story and picture to the class the next day.
6. Assign homework: read the whole book *Corduroy* out loud to yourself while sitting in front of a mirror to practice fluency (repeated reading). Give them a log to have their parents sign to show that they completed the reading (parents will be given a note about the required daily reading of the book).

Day Two:

1. Have the student who took home *Corduroy* the past night present their journal and story.
2. Draw a timeline on the board (from beginning to end of the book). Prepare several important events in the book on a piece of paper. Hold up each event and ask who thinks they know when the event took place and have them put it on the timeline until the whole story is mapped out. Give the students an opportunity to make any changes in the order of the events (allow them to talk with each other in their table groups). Tell the students that it is important to know the sequence of events in a story and being able to recall the information demonstrates good comprehension.
3. Assign homework: read the whole book *Corduroy* out loud to yourself while sitting in front of a mirror to practice fluency (repeated reading). Give them a log to have their parents sign to show that they completed the reading.

Day Three:

1. Have the student who took home *Corduroy* the past night present their journal and story.
2. Give the students a worksheet that will demonstrate their individual comprehension of the story including things like main character, setting, and plot. Talk about the importance of knowing specific details about the story that can aid in understanding and help them organize the information.
(<http://printables.scholastic.com/printables/f.jsp?id=35536>)
3. Assign homework: read the whole book *Corduroy* out loud to yourself while sitting in front of a mirror to practice fluency (repeated reading). Give them a log to have their parents sign to show that they completed the reading.

Day Four:

1. Have the student who took home *Corduroy* the past night present their journal and story.
2. Post the words *easier*, *the same* and *harder* on the board. Ask them if reading the book every night made reading it easier, the same, or harder than before. Give each student a sticky note and have him or her put their sticky note under whatever category they feel. Once all the students have placed their sticky notes, have a student volunteer from each category and have them explain their answer. Explain that practicing repeated reading helps you become a reader and improves your understanding of the story.
3. Summative assessment (Group Reader's Theatre)

Journal Assignment Sheet

The little girl is going on a vacation with her family and needs our help watching Corduroy until she gets home. Every night one student from our class will take Corduroy home with them. You will write in the journal about the things that you did together so the little girl can read about what a fun time Corduroy had with our class. You will also draw a picture of your favorite thing you and Corduroy did together. BE CREATIVE!

Your journal entry should be at least 10 sentences long with details. Pay attention to grammar and punctuation!

Reflection Journal Rubric

*for teacher

Criteria	5	3	1	0
Content (x2)	Entry is detailed, sentences are complex and the entry is 10 or more sentences long.	Entry is somewhat detailed and some sentences are complex and the entry is 7-10 sentences long.	Entry lacks detail and sentences are basic and the entry is 4-6 sentences long.	Entry has little to no detail and sentences are basic and the entry is 3 sentences or less.
Mechanics	All or almost all of my entries use correct spelling and grammar.	Most of my entries use correct spelling and grammar.	Few of my entries use correct spelling and grammar.	None of my entries use correct spelling and grammar.
Completion	All entries are present, in order, and together.	All entries are present, but are either not together or in order.	All entries are not present, but they are together or in order.	All entries are not present, nor are they together or in order.

TOTAL _____/20

Corduroy Reading Log

Read the book Corduroy for three nights in a row for practice.

Date: _____
Initials: _____

Corduroy
by Don
Freeman

Date: _____
Initials: _____

Date: _____
Initials: _____

Events of Book
(to be put on large pieces of paper and used for group timeline)

The little girl comes by the store and asks her mother to buy her Corduroy.

Corduroy searches the store to find his lost button.

Corduroy goes up the escalator to another level of the department store.

Corduroy wanders onto a mattress and tries to pull off a button.

Corduroy falls and knocks over a lamp.

A watchman hears a noise and searches the department store.

The watchman finds Corduroy hiding under the sheets.

The watchman carries Corduroy back to his shelf in the toy department.

The little girl comes to the store to buy Corduroy.

The little girl takes Corduroy home.

The little girl sews a new button onto Corduroy's overalls.

Reader's Theatre

A Reader's Theatre Version of Corduroy by Don Freeman

Reader's Theatre writer: Kay Smidt

List of Speakers:

Narrator

Corduroy

3 Shoppers

Dad

Little Girl (Lisa)

Mother

Night Watchman

Saleslady

Narrator: Corduroy is a bear who once lived in the toy department of a big store. Day after day, he waited with all the other animals and dolls for somebody to come along and take him home. The store was always filled with shoppers buying all sorts of things, but no one ever seemed to want a small bear in green overalls.

Shopper #1: Oh, look at that pretty doll in the pink dress. Isn't she beautiful? I wonder how much she costs. I want to buy her and give her to my sister for her birthday!

Shopper # 2: I think that big, stuffed rabbit with the blue bow tie would make a fun gift to put in an Easter basket.

Shopper #3: Daddy, can you buy me that rocking horse?

Dad: If you're a really good boy, maybe Santa will give it to you for Christmas.

Narrator: Then one morning a little girl stopped and looked straight into Corduroy's bright eyes.

Little Girl: Oh, Mommy! she said. Look! There's the very bear I've always wanted.

Mother: Not today, dear. I've spent too much already. Besides, he doesn't look new. He's lost the button to one of his shoulder straps.

Narrator: Corduroy watched them sadly as they walked away.

Corduroy: I didn't know I'd lost a button. Tonight I'll go and see if I can find it.

Narrator: Late that evening when all the shoppers had gone and the doors were shut and locked, Corduroy climbed carefully down from his shelf and began searching everywhere

on the floor for his lost button. Suddenly he felt the floor moving under him! Quite by accident he had stepped onto an escalator – and up he went!

Corduroy: Could this be a mountain? I think I've always wanted to climb a mountain.

Narrator: He stepped off the escalator as it reached the next floor, and there, before his eyes, was a most amazing sight – tables and chairs and lamps and sofas, and rows and rows of beds.

Corduroy: (gasp) This must be a palace! I guess I've always wanted to live in a palace.

Narrator: He wandered around admiring the furniture.

Corduroy: This must be a bed. I've always wanted to sleep in a bed.

Narrator: And up he crawled onto a large, thick mattress. All at once he saw something small and round.

Corduroy: (crying in excitement) Why, here's my button!

Narrator: And he tried to pick it up. But, like all the other buttons on the mattress, it was tied down tight. He yanked and pulled with both paws until POP! Off came the button – and off the mattress Corduroy toppled, BANG, into a tall floor lamp. Over it fell with a CRASH! Corduroy didn't know it, but there was someone else awake in the store. The night watchman was going his rounds on the floor above. When he heard the crash he came dashing down the escalator.

Night watchman: Now who in the world did that! Somebody must be hiding around here.

Narrator: He flashed his light under and over sofas and beds until he came to the biggest bed of all. And there he saw two fuzzy brown ears sticking up from under the cover

Night watchman: Hello! How did you get upstairs?

Narrator: The watchman tucked Corduroy under his arm and carried him down the escalator and set him on the shelf in the toy department with the other animals and dolls. Corduroy was just waking up when the first customers came into the store in the morning. And there, looking at him with a wide, warm smile, was the same girl he'd seen only the day before.

Little Girl: I'm Lisa, and you're going to be my very own bear. Last night I counted what I've saved in my piggy bank and my mother said I could bring you home.

Saleslady: Shall I put him in a box for you?

Little Girl: Oh, not thank you.

Narrator: And she carried Corduroy home in her arms. She ran all the way up four flights of stairs, into her family's apartment, and straight to her own room. Corduroy blinked. There was a chair and a chest of drawers, and alongside a girl-size bed just the right size for him. The room was small, nothing like that enormous palace in the department store.

Corduroy: This must be home. I know I've always wanted a home!

Narrator: Lisa sat down with Corduroy on her lap and began to sew a button on his overalls.

Little Girl: I like the way you are, but you'll be more comfortable with your shoulder strap fastened.

Corduroy: You must be a friend. I've always wanted a friend.

Little Girl: Me too!

Narrator: And she gave him a big hug.

**Readers Theatre Rubric
*for teacher**

Name: _____

	Excellent	Good	Needs works
Oral Delivery <i>Volume</i>	Consistently speaks loudly enough for audience to hear <i>8-10 pts.</i>	Usually speaks loudly enough for audience to hear <i>4-7 pts.</i>	Speaks too soft or loud to hear. <i>0-3 pts.</i>
Oral Deliver <i>Clarity</i>	Words are pronounced correctly and easily understood <i>8-10 pts.</i>	Most words are pronounced correctly and easily understood <i>4-7 pts.</i>	Many words pronounced incorrectly, to fast or slow, mumbles <i>0-3 pts.</i>
Oral Delivery <i>Reads with expression</i>	Consistently reads with appropriate expression <i>8-10 pts.</i>	Usually reads with appropriate expression. <i>4-7 pts.</i>	Reads with little or no expression. <i>0-3 pts.</i>
Oral Delivery <i>Reads in turn</i>	Takes turns accurately on a consistent basis. <i>8-10 pts.</i>	Takes turns accurately on a somewhat consistent basis <i>4-7 pts.</i>	Takes turns rarely on a consistent basis <i>0-3 pts.</i>
Cooperati on with group	Consistently works well with others <i>8-10 pts.</i>	Sometimes work well with others. <i>4-7 pts.</i>	Difficulty in working with others. <i>0-3 pts.</i>

Total points: ___/40

Story Map

