



# Read Aloud Transcript

Language Arts KA Module 13: Letter Cc

## Corduroy

By: Don Freeman

Book ISBN #: 0-590-30907-2

### Objectives:

- Students will make predictions.
- Students will listen for and identify words that start with the /c/ sound.
- Students will show story comprehension by responding to questions.
- Students will order the events in the story.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a book about a teddy bear named Corduroy. What sound do you hear at the beginning of "Corduroy?"</i>
Call on a student to answer. Say:	<i>That's right! We hear the /c/ sound at the beginning of the name "Corduroy." What letter are we learning this week that makes the /c/ sound?</i>
Call on a student to answer. Say:	<i>Right! The letter Cc makes the /c/ sound! We are going to listen for the /c/ sound at the beginning of words as we read today. Each time you hear "Corduroy" as I read, put your hands on your head! If you hear OTHER words that begin with the /c/ sound, put your hands on your shoulders. Let's practice! Listen closely: "There is a bear named Corduroy (hands on head) who likes to cuddle (hands on shoulders)." Way to go! On "Corduroy" you put your hands on your head! When you heard "c-c-cuddle," you put your hands on your shoulders!</i>

Hold up the cover again and say:

*The title of the story is Corduroy (hands on head). The author and illustrator is Don Freeman. That means that he wrote the words and drew the pictures. Don Freeman wrote a story about a little bear's adventure. Let's find out what happens!*

### During Reading

Directions	Teacher Script
Read page 5. On word "Corduroy," check for hands on head. On "come," check for hands on shoulders. Provide praise and encouragement when students hear the /c/ sound at the beginning of words. Ask:	<i>Our story begins with Corduroy on a shelf at a big toy store. What is Corduroy hoping will happen?</i> <i>Answer: Someone will take him home.</i>
Call on students. Say:	<i>Yes, Corduroy wants a little girl or little boy to take him home. Do you think that will happen?</i>
Call on a few students to hear their predictions. Say:	<i>Let's read and find out!</i>
Read pages 6-7. On page 7, check for hands on head on "Corduroy." Ask:	<i>Why doesn't Lisa's mom want to buy Corduroy? Answer: She spent too much already, and he doesn't look new because his button is missing.</i>
Call on a few students to answer both parts of the question. Say:	<i>Yes, mom spent too much, and Corduroy is missing a button. Did you notice that? Let's make a prediction. A prediction is a guess or an idea of what will happen next. What do you think Corduroy should do next?</i>
Call on a few students to hear their predictions. Say:	<i>Those are great ideas. Let's see what Corduroy decides to do!</i>

Read pages 8-13. On page 9, check for hands on shoulders on "can." On page 10, check for hands on head on "Corduroy" and hands on shoulders on "climbed" and "carefully." On page 13, check for hands on shoulders on "could" and "climb." Ask:	<i>What is Corduroy searching for?</i> <i>Answer: His missing button.</i>
Call on a student. Ask:	<i>Why does Corduroy think the escalator is a mountain?</i>
Call on a student to answer. Encourage them to share if they have ever been on an escalator and if it felt like a mountain to them.	<i>Corduroy doesn't know what an escalator is, but he must know a little bit about a mountain! Let's make a prediction. Let's predict where the escalator will take him. Any ideas?</i>
Call on students to hear their predictions. Say:	<i>Let's see if any of our predictions are correct!</i>
Read pages 14-15. Check for hands on head on "Corduroy." Ask:	<i>Were any of our predictions correct? (Pause and allow students to respond yes or no.) Where did the escalator take Corduroy? Answer: He arrived at the next floor, where there were mattresses and furniture for sale.</i>
Call on a student to answer. Say:	<i>Right! And Corduroy thinks this is a palace even though it's the next level up in the store. Let's see if he finds his button here!</i>
Read pages 16-17. Check for hands on shoulders on page 16 on word "crawled" and page 17 on word "cried." Say:	<i>Is that really his button?</i>
Call on a student to answer. Say:	<i>No! It's the button from the mattress! Do you think he will be able to get the button off?</i>
Call on students to hear their predictions. Say:	<i>Let's read to find out!</i>

Read pages 18-25. As you read, check for hands on head and shoulders on page 18 for "came" and "Corduroy." Page 19: "crash." Page 20: "Corduroy" and "crash." Page 22: "came" and "cover." Page 24: "Corduroy" and "carried." Say:	<i>Corduroy ended up just where he started! Did he get the button?</i>
Call on a student to answer. Say:	<i>No, he didn't. Poor Corduroy. He doesn't look brand new. Do you think someone will still buy him and take him home?</i>
Call on a few students to hear their predictions. Say:	<i>Let's find out what happens in the end!</i>
Read pages 26-32. Check for hands on heads and hands on shoulders. Page 26: "customers" and "came." Page 27: "counted" and "could." Page 28: "carried" and "Corduroy." Page 30: "Corduroy." Page 31: "Corduroy" and "comfortable." Page 32: "Corduroy." Say:	<i>Corduroy found a home at the end, and he even got a new button! What a great ending for Corduroy!</i>

After Reading	
Directions	Teacher Script
After finishing the story complete the <u>Corduroy: Story Events</u> interactive activity with the students. They will be ordering the events of the story using the ordering interactive. Say to the students:	<i>Corduroy had quite an adventure in this story! Each week, you practice retelling the story in your module. We are going to practice retelling this story by putting the story events in order.</i>
Pull up the activity link so that the students can see it. Say:	<i>I am going to post a link to this activity for you to complete. Look at the picture and read the words for each event listed from the story. Then click on each event and drag it to place it in the right order. You will place the beginning of the story at the top, the middle events below it, and the end at the bottom.</i>

<p>Demonstrate how to click and move each event on the interactive, but do not put them in the right order. Post the link to the ordering interactive in the meeting chat box. Provide assistance for students who need help accessing the link.</p>	<p><i>I just posted the link to the chat. Click on the link and put the events of the story in the correct order. Remember to place what happened at the beginning on the top, the middle events below the beginning, and the end at the bottom. When you are done, put your thumb up so that we can discuss the answers as a class.</i></p>
<p>Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students.</p>	<p><i>Let's look at the interactive together. What picture shows the first thing that happened in the story?</i></p>
<p>After the students answer, click and drag the picture of a girl looking at a bear in a store to the top.</p>	<p><i>Right! Lisa saw Corduroy at the toy store! What happened next?</i></p>
<p>After a student answers, continue with the rest of the story events, providing assistance so that students order the story correctly. Correct answer:</p> <ul style="list-style-type: none"> <li>-Corduroy is on an escalator.</li> <li>-Corduroy finds a button on a bed.</li> <li>-The night watchman finds Corduroy.</li> <li>-The girl comes back to buy Corduroy.</li> <li>- Corduroy arrives home with the little girl, and she sews a button on Corduroy.</li> </ul> <p>Say:</p>	<p><i>Way to go! We put the events of the story in the correct order. Who wants to use the pictures to retell the story?</i></p>
<p>Allow a few students to practice retelling the story. Say:</p>	<p><i>Retelling the story with pictures helps you understand the story so much better! You did a fantastic job. As you retell your module stories, be sure to add as many details as possible about the events of the story, just like we did today!</i></p>