

# Enhancing Vocabulary and Comprehension Through an Interactive Read-Aloud Routine: Lesson Plans

## Read-Aloud Text

*Corduroy*

## Author

Don Freeman

## Lesson Overview

This set of documents is designed to guide teachers in planning weekly interactive read-aloud lessons that support English learners in building vocabulary depth and comprehension skills.

## Materials and Instructions for Teachers

This set of materials includes the following:

- A lesson plan for the read-aloud text
- Printable sticky notes of lesson components for each day of the lesson
- Vocabulary cards with visuals and student-friendly definitions

## How to Use the Materials

Teachers can use the **lesson plan** for guidance on how to divide each text over multiple days, and to plan vocabulary, oral language, and comprehension development activities for each day.

Teachers can use the **sticky note template** to insert components of the lesson plan into the read-aloud text. To use, print one page of the template and then place a regular sized sticky-note in each of the six boxes on the page. Run the template with the sticky-notes through the printer, printing it again. Unpeel the sticky notes from the page and insert them on the appropriate pages of the read-aloud text.

Teachers can print the **vocabulary cards and visuals** for each of the target vocabulary words covered in the lesson. Teachers use these vocabulary cards when presenting and teaching the new words and can post the cards on a classroom word wall.

## Lesson Plan

Title: Corduroy

Author: Don Freeman

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
<b>Chunk 1:</b> pages 1–15			
<p><b>sigh:</b> to breathe in and out making a long sound I <b>sighed</b> when ____.</p> <p><b>gasp:</b> to breathe in suddenly in a way that can be heard I <b>gasped</b> when ____.</p>	<p>Why do you think Corduroy wants someone to buy him and take him home?</p> <p>How do you think the girl felt when her mom told her she couldn't have Corduroy?</p>	<p>Corduroy is a bear in the department store who wants a home. A girl wanted to take him home, but her mom said no because he was missing a button. He starts looking for his missing button in the store.</p>	<p>What do you predict will happen tomorrow?</p> <p>Turn to your partner and tell him or her about your prediction.</p> <p>Write about it in your reading response journal.</p>
<b>Chunk 2:</b> pages 16–23			
<p><b>wander:</b> to walk slowly across or around an area, usually without a clear direction I <b>wandered</b> around the ____.</p> <p><b>yank:</b> to suddenly pull something quickly and with force I <b>yanked</b> the ____.</p>	<p>What do you think the night watchman will do with Corduroy?</p> <p>How do you think Corduroy feels? Why?</p>	<p>Corduroy <b>wandered</b> around the store looking for his button. A watchman found him and asked him how he got upstairs.</p>	<p>What do you predict will happen tomorrow?</p> <p>Turn to your partner and tell him or her about your prediction.</p> <p>Write about it in your reading response journal.</p>
<b>Chunk 3:</b> pages 24–32			
<p><b>flight:</b> a set of stairs between one floor and the next I climbed the <b>flights</b> of stairs at ____.</p> <p><b>fasten:</b> to join together the two sides of a coat, shirt, bag, etc., so that it is closed I <b>fastened</b> my ____.</p>	<p>How do you know the girl really wanted Corduroy?</p> <p>How do you think Corduroy feels at the end of the story?</p> <p>How do you know?</p>	<p>The girl went back to the store with her savings and bought Corduroy. She brought him home and <b>fastened</b> his overalls. They were both happy to have a new friend.</p>	<p>Write about a special friend or family member that you have.</p> <p>Why are they so special to you?</p> <p>Turn to your partner and tell him or her about it.</p> <p>Write about it in your reading response journal.</p>

## Previewing Activity

Make a prediction. What do you think the story will be about based on the title and pictures?

Turn to your partner and tell him or her about it.

## Questions

Why do you think Corduroy wants someone to buy him and take him home?

How do you think the girl felt when her mom told her she couldn't have Corduroy?

## Vocabulary

**sigh:** to breathe in and out making a long sound

**gasp:** to breathe in suddenly in a way that can be heard

## Example Gist

Corduroy is a bear in the department store who wants a home. A girl wanted to take him home, but her mom said no because he was missing a button. He starts looking for his missing button in the store.

## Sentence Frames

I **sighed** when \_\_\_\_\_.

I **gasped** when \_\_\_\_\_.

## Lesson Closure

What do you predict will happen tomorrow?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

What do you think the night watchman will do with Corduroy?

How do you think Corduroy feels? Why?

## Vocabulary

**wander:** to walk slowly across or around an area, usually without a clear direction

**yank:** to suddenly pull something quickly and with force

## Example Gist

Corduroy **wandered** around the store looking for his button. A watchman found him and asked him how he got upstairs.

## Sentence Frames

*I **wandered** around the \_\_\_\_\_.*

*I **yanked** the \_\_\_\_\_.*

## Lesson Closure

What do you predict will happen tomorrow?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

How do you know the girl really wanted Corduroy?

How do you think Corduroy feels at the end of the story?

How do you know?

## Vocabulary

**flight:** a set of stairs between one floor and the next

**fasten:** to join together the two sides of a coat, shirt, bag, etc., so that it is closed

## Example Gist

The girl went back to the store with her savings and bought Corduroy. She brought him home and **fastened** his overalls. They were both happy to have a new friend.

## Sentence Frames

*I climbed the **flight** of stairs at \_\_\_\_\_.*

*I **fastened** my \_\_\_\_\_.*

## Lesson Closure

Write about a special friend or family member that you have.

Why are they so special to you?

Turn to your partner and tell him or her about it.

Write about it in your reading response journal.