

Here's What You'll Get in the Corduroy Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
Corduroy
By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Meet **Corduroy**, a bear who once lived in the toy department of a big store. Corduroy wanted nothing more than for someone to take him home. He wanted someone to love. He wanted to belong to someone. One day, a shopper named Lisa stopped and looked directly into Corduroy's eyes. She wanted to take Corduroy home, but her mother accused Corduroy of looking old. He had lost one of the buttons on his green overalls. Now it is up to Corduroy to find a new button for his overalls and a special someone he can call his very own.

Link to What You Know
• What does it mean to feel lonely? Think of a time when you felt lonely.
• Think of a time you explored a new place. Where were you? How did you feel as you explored the place?
• What is a department store? Which department stores have you been to?

Important Words to Know and Understand
Corduroy - A strong cotton fabric with vertical ribs

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.
The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in the book to their own lives.
The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.
The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections Lesson Plan

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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 2 - Corduroy is waiting for someone to take home and love him. Can you think of other things that wait for people to take them home?
Page 10 - Do you remember the first time you went on an escalator? Make a **text to text** connection. How do you feel when you ride on an escalator?
Page 17 - The night watchman is responsible for looking after the store at night. Have you heard stories about the police keeping people safe at night?
Page 24 - Lisa uses the money she saved in her piggy bank to buy Corduroy. Have you read about other characters in other books who save up for something they want? Tell about your **text to text** connection.

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Corduroy**? How did your prior knowledge help you, as a reader?
Talk - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.
Write - Write about the connections that you made while reading **Corduroy**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Corduroy**. (Remember to include examples from the book!)

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Retelling and Summarizing
Corduroy
By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

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3
Retell and Summarize While Reading
✓ Think about the important events in the story
✓ Write the events in order
✓ Write the setting
✓ Write the characters
✓ Write the problem
✓ Write the solution

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

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Retelling and Summarizing

Making Predictions
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3
Make Predictions While Reading
✓ Think about the important events in the story
✓ Write the events in order
✓ Write the setting
✓ Write the characters
✓ Write the problem
✓ Write the solution

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Making Predictions

Answer Key for Retelling and Summarizing with Corduroy

Your Turn to Practice Retelling and Summarizing with Corduroy

Cover: Look at the title of the book. What do you think the story is about?

Page 1: What do you think the story is about?

Page 2: What do you think the story is about?

Page 3: What do you think the story is about?

Page 4: What do you think the story is about?

Page 5: What do you think the story is about?

Page 6: What do you think the story is about?

Page 7: What do you think the story is about?

Page 8: What do you think the story is about?

Page 9: What do you think the story is about?

Page 10: What do you think the story is about?

Page 11: What do you think the story is about?

Page 12: What do you think the story is about?

Page 13: What do you think the story is about?

Page 14: What do you think the story is about?

Page 15: What do you think the story is about?

Page 16: What do you think the story is about?

Page 17: What do you think the story is about?

Page 18: What do you think the story is about?

Page 19: What do you think the story is about?

Page 20: What do you think the story is about?

Page 21: What do you think the story is about?

Page 22: What do you think the story is about?

Page 23: What do you think the story is about?

Page 24: What do you think the story is about?

Page 25: What do you think the story is about?

Page 26: What do you think the story is about?

Page 27: What do you think the story is about?

Page 28: What do you think the story is about?

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Page 31: What do you think the story is about?

Page 32: What do you think the story is about?

Page 33: What do you think the story is about?

Page 34: What do you think the story is about?

Page 35: What do you think the story is about?

Page 36: What do you think the story is about?

Page 37: What do you think the story is about?

Page 38: What do you think the story is about?

Page 39: What do you think the story is about?

Page 40: What do you think the story is about?

Page 41: What do you think the story is about?

Page 42: What do you think the story is about?

Page 43: What do you think the story is about?

Page 44: What do you think the story is about?

Page 45: What do you think the story is about?

Page 46: What do you think the story is about?

Page 47: What do you think the story is about?

Page 48: What do you think the story is about?

Page 49: What do you think the story is about?

Page 50: What do you think the story is about?

Page 51: What do you think the story is about?

Page 52: What do you think the story is about?

Page 53: What do you think the story is about?

Page 54: What do you think the story is about?

Page 55: What do you think the story is about?

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Page 57: What do you think the story is about?

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Page 62: What do you think the story is about?

Page 63: What do you think the story is about?

Page 64: What do you think the story is about?

Page 65: What do you think the story is about?

Page 66: What do you think the story is about?

Page 67: What do you think the story is about?

Page 68: What do you think the story is about?

Page 69: What do you think the story is about?

Page 70: What do you think the story is about?

Page 71: What do you think the story is about?

Page 72: What do you think the story is about?

Page 73: What do you think the story is about?

Page 74: What do you think the story is about?

Page 75: What do you think the story is about?

Page 76: What do you think the story is about?

Page 77: What do you think the story is about?

Page 78: What do you think the story is about?

Page 79: What do you think the story is about?

Page 80: What do you think the story is about?

Page 81: What do you think the story is about?

Page 82: What do you think the story is about?

Page 83: What do you think the story is about?

Page 84: What do you think the story is about?

Page 85: What do you think the story is about?

Page 86: What do you think the story is about?

Page 87: What do you think the story is about?

Page 88: What do you think the story is about?

Page 89: What do you think the story is about?

Page 90: What do you think the story is about?

Page 91: What do you think the story is about?

Page 92: What do you think the story is about?

Page 93: What do you think the story is about?

Page 94: What do you think the story is about?

Page 95: What do you think the story is about?

Page 96: What do you think the story is about?

Page 97: What do you think the story is about?

Page 98: What do you think the story is about?

Page 99: What do you think the story is about?

Page 100: What do you think the story is about?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and
Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making
Connections

Making Predictions

Title: _____


Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write your prediction below.	Write your prediction below.	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>
		Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>
		Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>
		Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making
Predictions


Vocabulary Connections Resources

Vocabulary Connections	Corduroy By: Don Freeman Grade Level: 2 / Guided Reading Level: K
Important Words to Know and Understand in "Corduroy"	
Corduroy A strong cotton fabric with vertical ribs	
Escalator A set of electric stairs that moves continuously on a belt	
Night Watchman A person whose job is to watch and guard property at night	 an the owners are away
Overalls Loose pants that are held up with shoulder straps	
Palace A large stately house	

Important Words to Know and Understand in Corduroy Word List

Vocabulary Connections

By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

<p style="font-size: 24px; font-weight: bold; margin: 0;">Door</p> 	<p style="font-size: 24px; font-weight: bold; margin: 0;">Escalator</p> 
<p style="font-size: 24px; font-weight: bold; margin: 0;">Overalls</p> 	<p style="font-size: 24px; font-weight: bold; margin: 0;">Palace</p> 

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<p style="font-size: 24px; font-weight: bold; margin: 0;">Night Watchman</p> 
--

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100

Picture Vocabulary Sorting Cards | CiboolPogee.com

Word and Picture Sorting Cards

Vocabulary Connections

Corduroy
By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

Corduroy

A strong cotton fabric with vertical ribs

Escalator

A set of electric stairs that moves continuously on a belt

Night Watchman

A person whose job is to watch and guard property at night or when the owners are away

Overalls

Loose pants that are held up by shoulder straps

Palace

A large stately house

Step by Step Directions:

1. Cut on the dotted line
2. Fold on the solid line
3. Glue, tape or secure the top of each Card to Close

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">By: Don Freeman Grade Level: 2 Guided Reading Level: K</p>		
<p>Corduroy is a/an noun verb adverb adjective</p> <p>Definition of Corduroy:</p> 	<p>Escalator is a/an noun verb adverb adjective</p> <p>Definition of Escalator:</p> 	<p>A Night Watchman is a/an noun verb adverb adjective</p> <p>Definition of A Night Watchman:</p>
<p>Corduroy looks like this:</p> 	<p>Escalator looks like this:</p> 	<p>A Night Watchman looks like this:</p>
<p>Corduroy reminds me of:</p> 	<p>Escalator reminds me of:</p> 	<p>A Night Watchman reminds me of:</p>
<p>I saw this word in</p> 	<p>I saw this word in</p> 	<p>I saw this word in</p>


Interactive Vocabulary Notebook Cards

Vocabulary Connections

Corduroy
 By Don Freeman
 Grade Level: 2 | Guided Reading Level: K

Corduroy


By Don Freeman



A new word that I learned in this book is:

If I like... _____

If I don't... _____



Name: _____

By Step One 2. Read the text. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or to it as a bookmark.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800kPages.com

Personalized Vocabulary Bookmark

Word Games

with Words from Carduroy

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Across






- A large stately house
- A strong cotton fabric

Down

- Someone who guards property at night
- Paints with shoulder straps
- Electric stairs

Read the word below each teddy bear. Then use the code to color the bears.

Nouns = brown
Verbs = yellow

Bearator
Carduroy
Right Watchman
Overalls
Palace


Word Games

from Carduroy

Each vocabulary word goes in the crossword puzzle below.






Word Bank

CORBUROY
ESCALATOR
NIGHT WATCHMAN
OVERALLS
PALACE



Word Bank

CORBUROY
ESCALATOR
NIGHT WATCHMAN
OVERALLS
PALACE

Bearator
Carduroy
Right Watchman
Overalls
Palace

Name: _____

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Word Games and Answer Key

Vocabulary Connections

Name: _____

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Name: _____

Visualize

Draw a picture to illustrate the meaning of the word.

Connect to Your Life

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

your reading that is new to you in the first column.

before gazed after the sentence where the word appears.

the word means in the second column.

your definition makes sense based on the context clues in the third column.

I Think the Word Means	Context Clues	Real Definition	
		<input checked="" type="checkbox"/>	

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Vocabulary Word Extension Activities

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Word Family: "- igh"

Background:
When the letters "igh" are used together, they make the long /i/ sound.

Examples:

light
frightened
right
sight
fight
bright
sighed

Materials and Preparation:

- A Copy of Corduroy by
- Chart Paper
- Word Family: "- igh" Ph
- Sorting Cards (1 set per
- Match Up Score Sheet
- Match Up Directions
- Word Family: "- igh" W
- Optional - Word Detect

Word Work

By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce Word Family: "- igh"

- Draw the students' attention to the chart paper.
- Explain that when the letters "igh" are used together, they make the long /i/ sound.
- Review syllables. Invite students to share words that contain a long /i/ sound (examples: light, kite, bright, while, sight).
- Record any words that contain "igh" on the chart paper.
- For example, write the word "light" on the chart paper. You may want to use a different colored marker to write the "igh".
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that do follow the pattern on the chart paper.

Sample Anchor Chart

Word Family: "- igh"	
light	right
fight	sight
bright	while
height	weight

Step 2: Connect Word Work to Reading

Word Family: "- igh" in the Text

- Tell the students that the book they will be reading today has a lot of "- igh" words.
- Show them page 7 in Corduroy. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the "- igh" words: (bright, sighted). Add the words to the chart paper. The word straight is also on page 7. Identify the word straight as being an oddball, or a word that doesn't belong in the "- igh" word family. Explain that the letter 'a' is controlling the letter 'i', making it silent. Say the word straight together. Enunciate the long /a/, to illustrate the difference between straight and bright.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read Corduroy.

Examples of Word Family: "- igh" Found in the Text

bright	sight	right
sighted	light	weight
height	weight	right

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards belong to the "- igh" Word Family.
- Model how to play Match Up.
- Divide students into pairs and allow them to play Match Up (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing Match Up.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Word Family: "- igh" Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for Word Family: "- igh" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Match Up

Student Directions

Materials:
Sorting Cards

Players:
2 or more

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Suffix - ing

Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with suffix "-ing" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Word Family: "- igh"

Word Work Practice Page

Directions:
Circle the words that belong to the "- igh" word family in the word bank below. Practice writing the words.

Word Bank
tonight light straight flight
eight bright sighted right

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record					
Title: Corduroy		Guided Reading Text Level: K		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
Page				E SC E SC	
2 Corduroy is a bear who 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.				MSV MSV	
3 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.					
4 Then one morning a little girl stopped and looked straight into Corduroy's bright eyes.					
"Oh, Mommy!" she said. "Look! There's the very bear I've always wanted."					
"Not today, dear." Her mother sighed. "I've spent too much already. Besides he..."					
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Corduroy CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about Corduroy to answer each of the following questions.		
1. We read that Corduroy is in a department store for most of the story. How does that help us understand Corduroy's problem?		
<input type="radio"/> A In order to leave, someone has to want him enough to pay for him.		
<input type="radio"/> B Departments stores are very big.		
<input type="radio"/> C Corduroy wants to stay there, not live in a tiny room.		
<input type="radio"/> D Corduroy is a toy, so he is in the toy department.		
2. Which of these details does not support the theme of love and friendship?		
<input type="radio"/> A Lisa came back with her own money.		
<input type="radio"/> B Lisa sewed a new button on Corduroy.		
<input type="radio"/> C Corduroy tried to pull a button off a doll.		
<input type="radio"/> D Lisa had a bed ready for Corduroy.		
3. Corduroy is sad when Lisa's mom mentions _____.		
<input type="radio"/> A He decides to go looking for his button.		
<input type="radio"/> B He begins to cry and decides to run away.		
<input type="radio"/> C He gets angry and says that he does not want to be there.		
<input type="radio"/> D He is embarrassed and hides behind a shelf.		
4. Why does Corduroy repeat, "I've always wanted..."?		
<input type="radio"/> A He wants everything he sees.		
<input type="radio"/> B He wants us to know that he has never had a friend like him.		
<input type="radio"/> C All he really wants is a new button, but he is afraid to ask for it.		
<input type="radio"/> D It shows how grateful and happy he is when he finds a friend.		
5. When does Corduroy's problem begin to be solved? (RL 2.5)		
<input type="radio"/> A When he finds the button on the mattress.		
<input checked="" type="radio"/> B When Lisa comes back to buy him.		
<input type="radio"/> C When Lisa's mom says that she has spent enough money already.		
<input type="radio"/> D When he rides on the escalator and thinks it is a mountain.		
6. How do Lisa and her mother see Corduroy's missing button differently? (RL 2.6)		
<input checked="" type="radio"/> A Lisa is willing to fix it, but her mother sees it as a reason not to buy him.		
<input type="radio"/> B Lisa is upset by it, but her mother doesn't even notice.		
<input type="radio"/> C Both of them think it makes Corduroy worthless.		
<input type="radio"/> D Lisa complains about it, but her mother says it makes Corduroy even cuter.		
7. What do the words and illustrations tell you about the night watchman? (RL 2.7)		
<input type="radio"/> A They show how he is afraid when he hears the noise upstairs.		
<input type="radio"/> B They show how upset he gets that someone left a bear in the wrong place.		
<input type="radio"/> C They show he is lazy and doesn't want to put things back.		
<input checked="" type="radio"/> D They show he is kind and helpful by putting things back where they go.		
8. The department store and Lisa's room are different in all these ways except _____. (RL 2.9)		
<input type="radio"/> A The department store is enormous, but Lisa's room is small.		
<input type="radio"/> B The department store is lonely for Corduroy, but Lisa's room is full of love.		
<input checked="" type="radio"/> C The department store is perfect, and Lisa's room is awful.		
<input type="radio"/> D The store is busy and loud, but Lisa's room is calm and cozy.		
9. What is one connection most people could make with Corduroy the bear? (RL 2.10)		
<input type="radio"/> A Most people have not seen an escalator.		
<input checked="" type="radio"/> B We all want to feel that we have a friend that likes us just the way we are.		
<input type="radio"/> C We all need to have green overalls.		
<input type="radio"/> D We all know how it feels to be a teddy bear.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)


Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book **Corduroy**, Corduroy lost a button. The word "button" has two f's right next to one another. Look at the words below. All of the words below have two of the same letters next to one another. Find those words in the puzzle.

button	overalls	doll	giraffe	little
shoppers	green	mommy	small	floor
mattress	fuzzy	biggest	carried	piggy



r	a	b	i	g	g	e	s	t	o	p	r
s	w	o	v	e	r	a	l	l	s	l	L
f	a	d	e	g	e	r	t	s	h	t	e
l	m	k	l	x	e	y	u	d	o	l	l
o	s	f	w	o	n	b	a	s	p	u	m
o	b	u	t	t	o	n	t	d	p	l	o
r	q	z	n	i	l	g	g	h	e	e	m
s	p	z	a	f	i	d	i	n	r	b	m
v	i	Y	m	a	t	t	r	e	s	s	y
c	g	p	e	z	t	r	a	z	y	m	s
a	g	n	o	m	l	r	f	u	l	a	m
x	y	s	y	t	e	b	f	v	e	l	s
m	l	c	a	r	r	i	e	d	w	l	f

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Corduroy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Corduroy" correlate with the following English Language Arts Common Core State Standards for second grade.
Retelling and Summarizing Lesson Plan and Resources
Reading: Literature
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.5 – Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action.
RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Corduroy CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Corduroy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Corduroy" correlate with the following English Language Arts Common Core State Standards for second grade.
Making Connections Lesson Plan and Resources
Reading: Literature
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Corduroy CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Corduroy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Corduroy" correlate with the following English Language Arts Common Core State Standards for second grade.
Making Predictions Lesson Plan and Resources
Reading: Literature
RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 – Describe how characters in a story respond to major events and challenges.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Corduroy CCSS Alignment @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Corduroy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Corduroy" correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Connections Lesson Plan and Resources
Language
L.2.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b – Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Corduroy CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Corduroy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Corduroy" correlate with the following English Language Arts Common Core State Standards for second grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.
Corduroy CCSS Alignment @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Curduroy Super Pack

3 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Corduroy

El foro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

Página 6:
Has aprendido mucha información sobre este libro en poco tiempo. ¿Quiénes son los personajes. cuál es el escenario. cuál es el problema de Corduroy. cómo planea resolver su problema?

Página 16:
El escenario de la historia ha cambiado. Nombra los lugares que Corduroy ha visitado en los grandes almacenes. ¿Qué problemas ha encontrado en esos lugares?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Answer Key

Volver a contar y resumir con Corduroy

El foro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?
Las respuestas varían. Podrían incluir: El personaje principal es un oso llamado Corduroy, porque así es como se llama el libro y el personaje en la portada es un oso.

Página 6:
Has aprendido mucha información sobre este libro en poco tiempo. ¿Quiénes son los personajes. cuál es el escenario. cuál es el problema de Corduroy. cómo planea resolver su problema?
Las respuestas varían. Podrían incluir: Hasta el momento, los personajes son Corduroy, Lisa y su madre, el escenario de este libro es una tienda departamental, Corduroy tiene dos problemas: quiere tener a alguien a quien amar, y le falta un botón para que nadie elija él. Él planea ir a buscar un botón en la tienda por departamentos.

Página 16:
El escenario de la historia ha cambiado. Nombra los lugares que Corduroy ha visitado en los grandes almacenes. ¿Qué problemas ha encontrado en esos lugares?
Las respuestas varían. Podrían incluir: Corduroy abandonó el departamento de juguetes, subió a la escalera mecánica y se dirigió al departamento de muebles. Se cayó de la cama y tiró una lampara en el departamento de muebles.

Nombre: _____ ©BookPages.com

Sample answers written in Spanish

Hacer Conexiones con Corduroy

Página 2:
Corduroy está esperando que alguien lo lleve a su casa y lo ame. ¿Puedes pensar en otras cosas que esperan que la gente les lleve a casa?
Las respuestas varían. Podrían incluir: Los niños esperan que las personas los adopten.

Página 10:
¿Recuerdas la primera vez que subiste a una escalera mecánica? ¿Cómo te sentiste?
Las respuestas varían.

Página 17:
El vigilante nocturno es responsable de cuidar la tienda por la noche. ¿Has oído historias sobre la policía que mantiene a la gente a salvo por la noche? Haz una conexión texto al mundo.
Las respuestas varían. Podrían incluir: guardias de seguridad en escuelas, aeropuertos que se aseguran de que cumplan con la ley.

Tu turno para practicar: Hacer Conexiones con Corduroy

Página 2:
Corduroy está esperando que alguien lo lleve a su casa y lo ame. ¿Puedes pensar en otras cosas que esperan que la gente les lleve a casa?

Página 10:
¿Recuerdas la primera vez que subiste a una escalera mecánica? ¿Cómo te sentiste cuando viajabas en una escalera mecánica?

Página 17:
El vigilante nocturno es responsable de cuidar la tienda por la noche. ¿Has oído historias sobre la policía que mantiene a la gente a salvo por la noche? Haz una conexión texto al mundo.

Nombre: _____ ©BookPages.com

Making Connections

Hacer predicciones con Corduroy

Página 5:
¿Qué predicciones puedes hacer sobre Lisa? ¿Qué crees que hará cuando se vaya de Corduroy?
Las respuestas varían. Podrían incluir: Lisa se quedará con el juguete, creo que volverá por él.

Página 8:
¿Qué predicciones puedes hacer sobre Corduroy? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Corduroy abandonó el departamento de juguetes, creo que volverá por él.

Página 16:
Corduroy ha tenido algunos problemas. ¿Qué crees que pasará después? ¿Por qué piensas eso?

Tu turno para practicar: Hacer predicciones con Corduroy

Página 5:
¿Qué predicciones puedes hacer sobre Lisa? ¿Qué crees que hará cuando se vaya de Corduroy?

Página 8:
¿Qué predicciones puedes hacer sobre Corduroy? ¿Dónde crees que Corduroy irá a buscar su botón perdido? ¿Por qué piensas eso?

Página 16:
Corduroy ha tenido algunos problemas. ¿Qué crees que pasará después? ¿Por qué piensas eso?

Nombre: _____ ©BookPages.com

Making Predictions

Writing About Reading with Optional CCSS Alignment

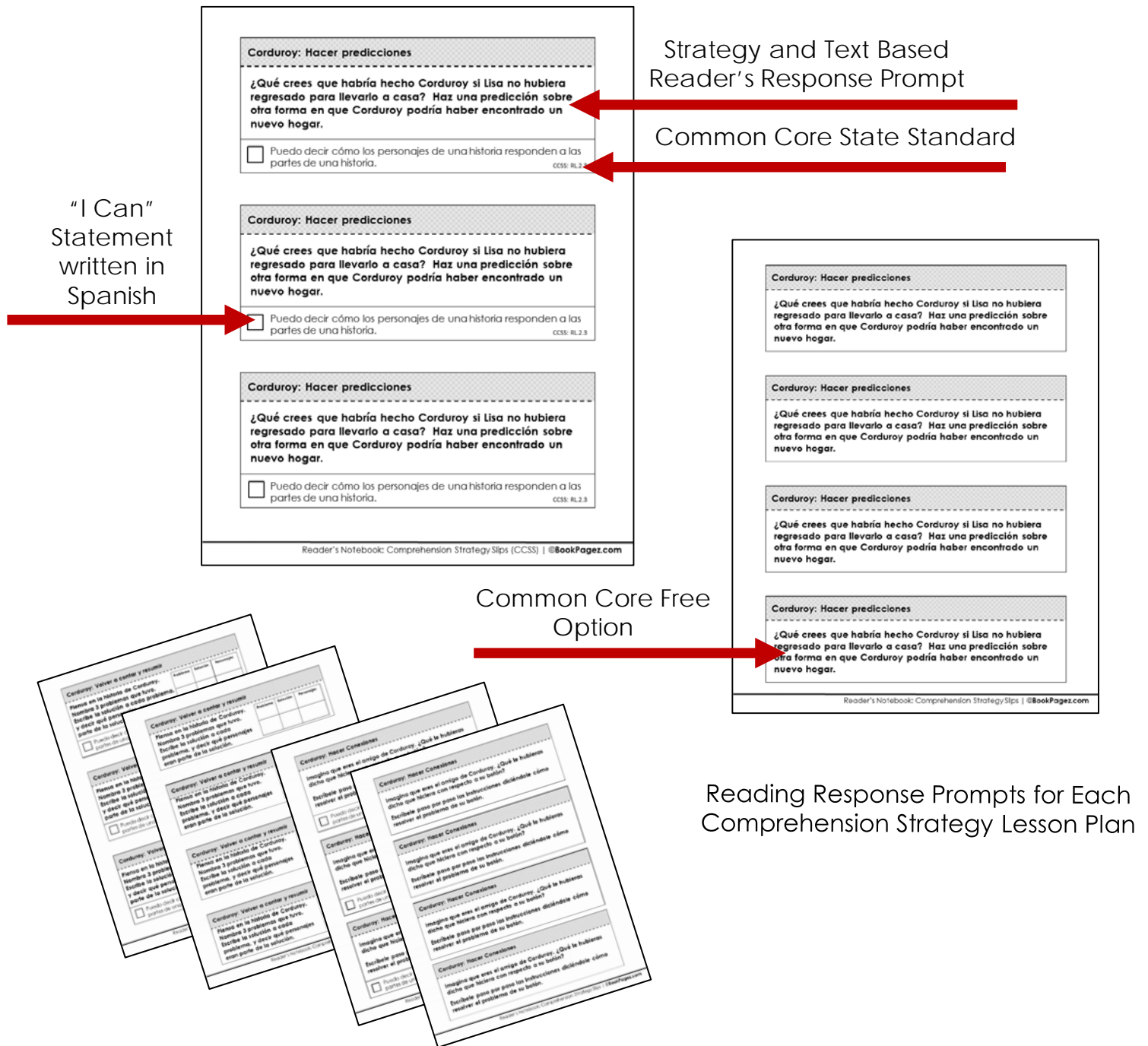
"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



3 Comprehension Strategy Graphic Organizers

Valer a contar y resumir
(Stilo)

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en este espacio.

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

Indicaciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu respuesta en el recuadro del lector.

Comprehension Strategy Graphic Organizer | ©BookPages.com

Retelling and Summarizing

Hacer conexiones
(Stilo)

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a mi mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu respuesta en el recuadro del lector.

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Making Connections

Hacer predicciones
(Stilo)

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
¿Qué te hace pensar esto?	¿Qué te hace pensar esto?	¿Qué te hace pensar esto?

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu respuesta en el recuadro del lector.

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Making Predictions