

The  
Early Years Count  
**Literacy**  
Connection



## Corduroy

Written and Illustrated by  
Don Freeman

*Preschool edition*

### Overview of Book

Lisa and her mom are shopping when Lisa spots Corduroy the bear in his green overalls. She leaves him at the store but Corduroy spends the night trying to find his missing button in case Lisa comes back and wants to take him home. How will he do it?

Genre: Picture

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Corduroy* to introduce in your classroom:

suddenly	wander
escalator	palace
night watchman	dashing

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage

Approaches to Learning  
Item A  
*(Initiative and planning)*

Item D  
*(Emotions)*

Creative Arts  
Item AA  
*(Pretend play)*

Item EE  
*(Tools and technology)*

### Reading Tips

Read this story in a slow and gentle pace to give the children time to see the pictures and watch Lisa and Corduroy's expressions. When Lisa's mom says no ask, "Have you wanted something at the store that you just could not have? Look at Lisa's face. Tell me what you think she feels." As Corduroy makes his way through the store ask, "Would you be scared?" When the night watchman comes ask, "What do you think will happen now?" Take time to allow the children to comment and ask questions. Ask how they feel about the ending.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

For **Small Group Time**, have the children use lacing cards. Remind them it is like Lisa sewing Corduroy's button on his overalls. Sort buttons by color and size as back-up.

Pretend to be night watchmen at **Clean Up Time**. Tip-toe around the room and look closely with flashlights for toys left out.

Take a look at all the toys Corduroy shares his toy shelf with in the book. At **Greeting Time**, have a vote on favorite toys from the shelf.

### Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Make sure there are lots of babies and baby clothes in the **House Area**. Encourage the children to dress and undress them at Work Time.

Encourage 'palace' building in the **Block Area**. Use beds from doll houses to furnish the rooms like the bed department in Corduroy.

Add "Good Night Gorilla" to the **Book Area**. Compare the night watchman in Corduroy with the zoo keeper.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Corduroy*:

What do you think made Lisa want Corduroy so much?

Do you have a favorite toy? Can you tell us about it?

If you and Lisa were friends, what would you like to do together?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
**The Family Connection:**

website—  
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Facebook—  
@famconnsjc

phone—  
574-237-9740

### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Corduroy* with their child. Here's a sample message you can send:

As you read Corduroy with your child, focus on Lisa's face at different times. Ask your child how they think Lisa feels at the different times in the story (disappointment, worry, love, excitement, etc). There are several times where you can ask your child to make predictions. For example, "What do you think happened to Corduroy's button?", "What will the night watchman do with Corduroy?" and, "Do you think Lisa will come back?" Talk about items you and your child use that have buttons. If you have extra buttons, place them on a tray and ask your child to sort them in different ways. For example, by color, size, or number of holes.