

The  
Early Years Count  
**Literacy**  
Connection



## Buffalo Fluffalo

Written by Bess Kalb  
Illustrated by Erin Kraan

*Infant/Toddler edition*

### Overview of Book

Buffalo Fluffalo is snarly, gnarly and surly. But why? Other animals try to be his friend but Buffalo Fluffalo won't have it. It takes a rain storm for Buffalo Fluffalo to be his real self. Is it too late for friends?

Genre: Picture

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Buffalo Fluffalo* to introduce in your room:

miffed  
chat

tubular  
wee

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

Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

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

### Connecting with HighScope Curriculum

#### COR Advantage

Social and Emotional  
Development  
Item D  
(*Emotions*)  
Item G (*Community*)

Language, Literacy  
and Communication  
Item N (*Phonological  
awareness*)

Social Studies  
Item FF (*Knowledge of  
self and others*)

### Reading Tips

Read this story with a slow but steady pace to capture the rhyme scheme. Stop and wonder, "Why do you think Buffalo Fluffalo is so surly (or angry or mean)?" Give time for the children to try and figure this out. After the rain reveals how small Buffalo is, ask, "Did you think he was going to be so "wee"- so small?" Make time to talk about how the animals tried to be friends and that it never mattered to them what Buffalo looked like.

Three readings are recommended to familiarize children with the story. During each reading the adult can 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.

Use hand mirrors, paper and crayons at **Small Group Time** and encourage children to make faces and draw different emotional expressions. Use terms from the story (frown, furrow, snarl, smile, grin, happy)

Imitate the animals in the story at **Large Group Time**.

Huff and stomp around for **transitions**.

### Around the Room

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

Place other animal books representing different genres in the **Book Area** for comparison. Examples include "Grandfather Buffalo" by Jim Arnosky and "The Gruffalo" by Julia Donaldson.

Add to the animal collection in the **Block Area** and encourage acting out the story.

Add PVC pipes to the **Block Area** so cars can go through the "tubular tunnels".

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *Buffalo Fluffalo*:

What part of the story did you liked the most? Why?

What would you do if you tried to be friends with someone who acted like Buffalo Fluffalo?

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

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[www.famconn.org](http://www.famconn.org)

Facebook—  
[@famconnsjc](https://www.facebook.com/famconnsjc)

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### @ Home

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

As you read this story with your child, pause often to talk about how the characters are acting, and what they are saying. Ask questions like, "Why do you think is he acting so mean?" Talk about how the other animals continue to be nice to Buffalo Fluffalo even after he refuses their kindness. When it is clear that Buffalo Fluffalo is wee and actually very small ask, "Why do you think he was trying to be big all the time?" add, "I wonder if trying to be something he is not is what made him so surly and cranky?" This could become a very interesting and on-going discussion, one that gets more thoughtful each time you read this book together.