



# Activity Guide

800-788-1121

## Corduroy

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### ABOUT THE STORY

In hope of finding a real home, a stuffed toy bear leaves his department store shelf to search for and replace a button missing from his overalls.

### ABOUT THE AUTHOR/ILLUSTRATOR

A native Californian who attended school in Missouri and pursued a career as a musician and artist in New York, Don Freeman returned to California to settle down to creating picture books for children. As prolific as he is popular, Mr. Freeman, who passed away in 1978, left a legacy of books that have delighted and continue to delight generations of new readers.

### INTRODUCING THE STORY

Ask children if they have ever wanted a toy very badly. Tell them that this is the story of a little girl who wants to buy a stuffed bear. Her mother, though, notices that the bear is missing a button from his overalls and doesn't look new. The bear, named Corduroy, sets off to find a new button so that someone will buy him and take him to a new home.

### READING ACTIVITIES

#### **Comprehension/Thinking Skills**

- "Where did Lisa first see Corduroy?"
- "What did Lisa's mother say when Lisa asked if she could have Corduroy?"
- "What did Corduroy do when he realized he was missing a button?"
- "How did Corduroy finally get his button?"
- "How do you think Corduroy felt when Lisa finally took him home?" (*Draw Conclusions*)

#### **Vocabulary**

Write these verbs on the chalkboard. Have children match each word on the left with its definition on the right.

department	huge
overalls	breath deeply
sighed	moving staircase
enormous	pants with straps
escalator	sales area

### CROSS-CURRICULAR ACTIVITIES

#### **Science: Real Bears**

Make reference books and encyclopedia articles about bears available to the group. Ask children to find three facts about real bears and write them down. Children can share their feelings and collect them in a booklet of bear facts.

#### **Language Arts: A Teddy Bear Biology**

Many children will have a teddy bear of their own, or they may have another stuffed animal that they cherish. Ask them to write a brief description of their stuffed toy, including its name, what kind of animal or doll it is, where they got it, and any special characteristics it possesses. Children can bring their stuffed toys in and read their descriptions aloud to the group.

#### **Art: Button Collage**

Ask children to bring in as many varied buttons from home as they can. Collect all the buttons together. Then have the group work together to create a colorful collage on a large piece of poster paper, gluing the buttons in various shapes and patterns. Display the collage in the classroom.

#### **Language Arts: Words and Synonyms**

Have the group write the following words from the story. Then have them think of a synonym for each word.

store	customers	smile
evening	large	sofas
small	waking	paws

### INTERNET ACTIVITY

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

#### **Bear Bounty**

Have the children search the internet using the keywords teddy bear to find examples of the many kinds of teddy bears that people collect. Children can print a picture of the bear they like best or can write a brief description of the bear and share it with the group.



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## Corduroy (Edición en Español)

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### ABOUT THE STORY

In hope of finding a real home a stuffed bear leaves his department store shelf to search for and replace a button missing from his overalls.

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A native Californian who attended school in Missouri and pursued a career as a musician and artist in New York, Don Freeman returned to California to settle down creating picture books for children. As prolific as he was popular, Mr. Freeman, who passed away in 1978, left a legacy of books that have delighted – and continue to delight – generations of new readers.

### INTRODUCING THE STORY

“Have you ever wanted a toy very, very badly?” This is the story of a little girl who wants to buy a stuffed bear. Her mother notices that the bear is missing a button from his overalls and doesn’t look new. Corduroy, the bear, wants a real home as much as the little girl wants to bring him home.

### READING ACTIVITIES

#### Comprehension/Thinking Skills

- “Where did Lisa first see Corduroy?”
- “What did Lisa’s mother say when Lisa asked if she could have Corduroy?”
- “What did Corduroy do when he realized he was missing a button?”
- “How did Corduroy finally get his button?”

### Vocabulary

Review the following Spanish words and their English translations. Point out the similarities in spelling.

los animals	animals
tipos	type
directamente	directly
la lámpara	lamp
el palacio	palace
la sofá	sofa
el botón	button
el guardia	guard
el familia	family

### Vocabulary II

Now review the following Spanish words and their English translations. Point out the *differences* in spelling.

muñecas	toys	el colchón	mattress
la tienda	store	mañana	tomorrow
todo	all	perdido	lost
el piso	floor	pequeño	small

### CROSS-CURRICULAR ACTIVITIES

#### Language Arts: Rules of the Road

Explain that just as people are helped to drive properly by stop signs, traffic lights, and painted lines so are readers helped to read properly by punctuation marks. These tell us when to stop or slow down, how to pronounce words and letters, and how to identify the different types of sentences.

Write the following punctuation marks on the board, identifying and defining them before asking the group to find samples in the story. Compare the marks to those used in English, pointing out their similarities and differences.

Question marks ¿ ? used to identify a sentence as a question.  
See pages 13,21,23,28

Exclamation points ¡ ! used to identify a sentence as an exclamation or strongly expressed statement.  
See pages 7,12,15,17,18,19,21,23,32

Comma , used to tell the reader to slow down, another thought is coming.  
See on almost any page.

Period . used to tell the reader to stop because the sentence is ended.  
See on almost any page.

Tilde ~ used to indicate a nasal pronunciation of the letter ‘n’. Cite and pronounce samples e.g., pequeño, page 17.