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 is 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, names 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
a. “Where did Lisa first see Corduroy?”
b. “What did Lisa’s mother say when Lisa asked if she could have Corduroy?”
c. “What did Corduroy do when he realized he was missing a button?”
d. “How did Corduroy finally get his button?”
e. “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 it’s definition on the right.

<table>
<thead>
<tr>
<th>Department</th>
<th>Huge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overalls</td>
<td>Breath deeply</td>
</tr>
<tr>
<td>Sighed</td>
<td>Moving staircase</td>
</tr>
<tr>
<td>Enormous</td>
<td>Pants with straps</td>
</tr>
<tr>
<td>Escalator</td>
<td>Sales area</td>
</tr>
</tbody>
</table>

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.
Corduroy (Edición en Español)

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

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

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

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.

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.