

CHICAGO SHAKESPEARE THEATER



CURRICULUM GUIDE

JUNE 18–JULY 14, 2024

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Corduroy

Determined to go home with Lisa, Corduroy journeys through a department store in search of his missing button. In Corduroy's quest to find his button, he leaves a trail of delightful messes, and the Night Watchman is desperate to find the culprit. At the same time, Lisa attempts to do chores and charm her mom so she can bring her new friend Corduroy home. *Corduroy* is a delightful story about friendship, determination, home, and joy.

The play *Corduroy* is based on Don Freeman's beloved books *Corduroy* and *A Pocket for Corduroy*.

Before the play...

Go to your local library and check out *Corduroy* by Don Freeman. Create an exciting storytime by including stuffed animals, grandparents, or pets as "audience" members! Multiple readings of the same book create opportunities for deeper understandings of the story, the characters' emotions, and the key themes throughout the tale..



In the first READ through...

- Read with vocal variation and facial expressions.
- Select 5 vocabulary words and enhance them by: pointing to a picture, using hand gestures, and changing your tone of voice.
- Add additional commentary about the illustrations, the character relationships, and the main character's physical and emotional state.

In the second READ through...

- Try some new choices in tone and facial expressions to bring the characters further to life.
- Introduce additional vocabulary words and share definitions as needed.
- Ask questions (see below) throughout to encourage recall, empathy, and understanding of the plot, characters, and conflict.

- PAGE 6** For a while, no one wanted to take Corduroy home. How do you think that made him feel?
- PAGE 7** Lisa really wants to take Corduroy home. Why won't her mother buy the teddy bear?
- PAGE 9** Why does Corduroy need to find his missing button?
- PAGE 16** What sounds or faces might Corduroy make as he "admires" the furniture?
- PAGE 27** When Corduroy woke up in the morning, he saw Lisa smiling at him. Does he know why she returned to the department store?
- PAGE 31** Corduroy says, "this must be home." What is it about Lisa's room that feels like home? What makes you feel at home?

Discussion questions after multiple readings

What makes a good friend? How do you feel when you're with your friends?
Why are Lisa and Corduroy both happy to have a new friend?



In the third READ through...

- ④ Choose one scene for children to act out as you read the book aloud.
- ④ Select a scene that focuses on a specific theme you'd like to explore. For example, the final scene of the book highlight's themes around home and friendship.
- ④ Assign roles to each volunteer "actor."
- ④ Encourage children to express emotions and create their own dialogue.



PLAY through!

- ⑥ Select one person to play the Night Watchman. Everyone else plays toys in the department store. Encourage each person to pick a different toy than their friends and think about what kinds of toys they might see in a department store!
- ⑥ Give each participant a moment or two to practice embodying the toy. For example, if they're a stuffed bunny, they would hop around the room (safely)!
- ⑥ Instruct all participants to close their eyes while you hide a button in the room.
- ⑥ The toys try to find the button without the Night Watchman catching them. When the Night Watchman shines their light, freeze! If the Night Watchman catches a toy moving, the toy trades places with the Night Watchman.
- ⑥ The toy who finds the button wins! Switch roles & play again.



Definitions

OV•ER•ALLS

pants that have shoulder straps

ES•CA•LA•TOR

electric stairs that go up and down

PA•LACE

a very large house, usually belonging to a king or a queen

AD•MI•RING

looking at with wonder, joy, and/or respect

YANKED

grabbed forcefully

DA•SHING

moving or running really quickly

CU•STO•MER

a person who goes into a store to buy something

PI•GGY BANK

a place to save your money

FRIEND

someone you know and enjoy spending time with



3 Things to Look and Listen for During the Performance

Look for...

1. Lisa whispering in Corduroy's ear.
What do you think she's telling him?
2. A sweater. Who knitted the sweater?
3. Beach balls. How many are in the audience?

Listen for...

1. Coins shaking. Which character
has a piggy bank?
2. A vacuum. Who does it chase?
3. A blender. Who turns on the blender?



After the Play

Make Your Own Teddy Bear Ears!

Materials:

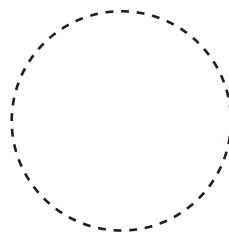
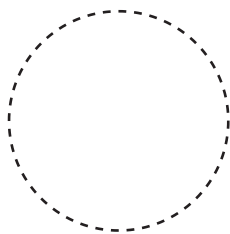
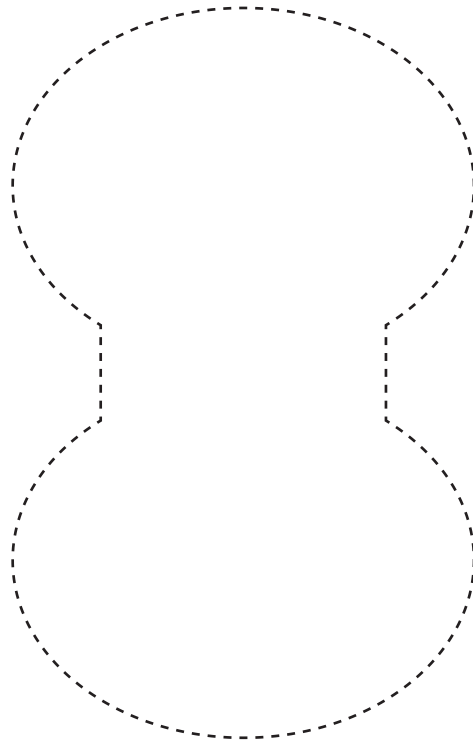
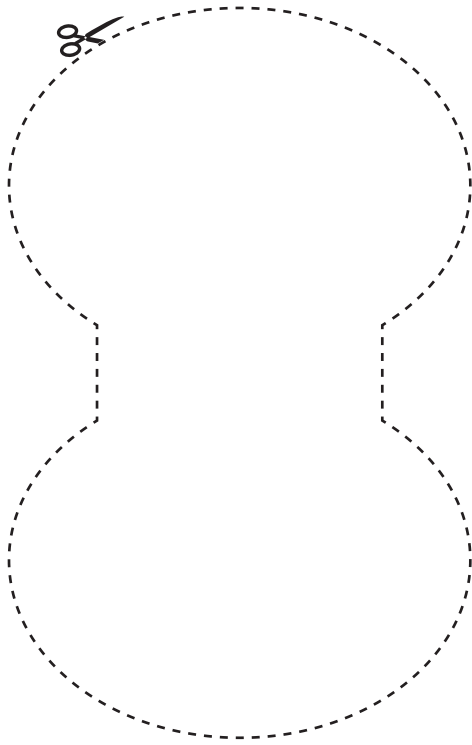
- ① Headband
- ② Adhesive-backed felt
- ③ Glue
- ④ Cotton balls

Instructions:

1. Cut out the ear template on the next page and trace the pattern on your felt pieces.
2. Cut out the pieces of felt needed for:
 - the large part of the ear
 - the inner part of the ear
3. Adhere the inner ear to the outer ear and then stick the back and front of each ear together.
4. Put a small amount of stuffing in each ear. This is to help the ears stand up and fill them out.
5. Glue each ear to the sides of the headband.



Teddy Bear Ears Template



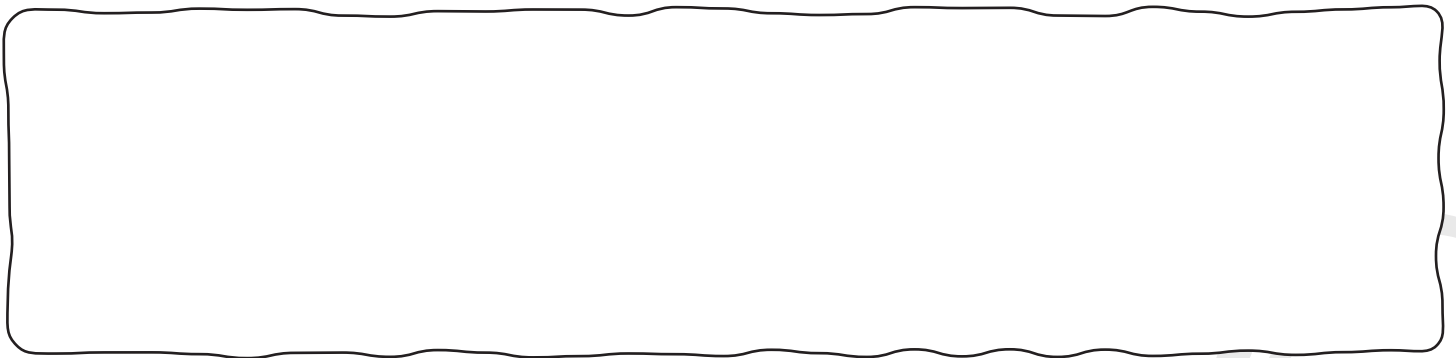
Performance Review

My name is _____.

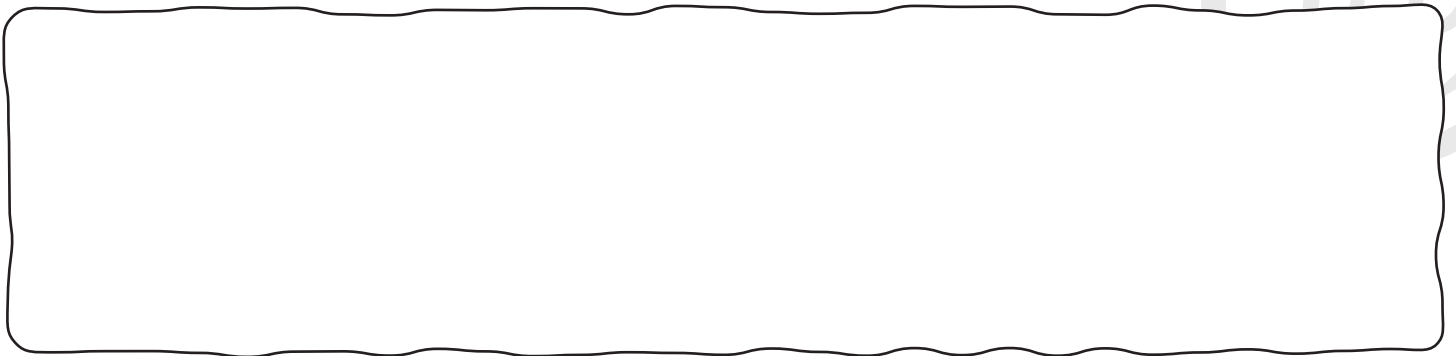
I saw *Corduroy* at Chicago Shakespeare Theater with _____.

My favorite character was...

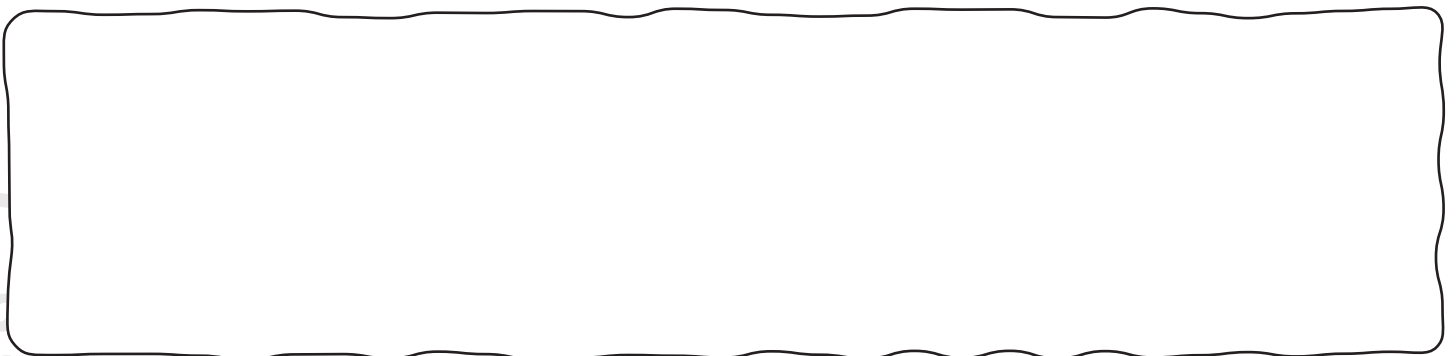
Draw or write your responses in the boxes.



I laughed when...



I learned...



Color in Corduroy!



Connect the Dots!



Illinois State Standards for Activities

Storytime

SUBJECT AREA	STANDARD ADDRESSED
ENGLISH LANGUAGE ARTS	1.A.ECd Identify emotions from facial expressions and body language. 1.A.ECb Respond appropriately to questions from others. 1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. 1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.
FINE ARTS	26.B.Kc Create or perform story elements and characterizations. 26.A.Kb Participate in drama activities.
SOCIAL EMOTIONAL LEARNING	32.A.Ka Learn to identify the feelings and perspectives of others.

Watching the Play

SUBJECT AREA	STANDARD ADDRESSED
FINE ARTS	25.B.Ka Describe or respond to their own creative work or the creative work of others. 25.B.Kb Respond to artistic creations or events. 25.A.ECb Begin to appreciate and participate in dramatic activities.
SOCIAL EMOTIONAL LEARNING	30.A.ECa Recognize and label basic emotions. 30.C.ECd Demonstrate engagement and sustained attention in activities.

Teddy Bear Ears

SUBJECT AREA	STANDARD ADDRESSED
FINE ARTS	25.A.ECd Investigate and participate in activities using visual arts materials.

Performance Review

SUBJECT AREA	STANDARD ADDRESSED
ENGLISH LANGUAGE ARTS	1.A.ECd Identify emotions from facial expressions and body language. 1.A.ECb Respond appropriately to questions from others.

Connect the Dots

SUBJECT AREA	STANDARD ADDRESSED
MATHEMATICS	6.A.Ka Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals



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