

# The Early Years Count Literacy Connection



## Find Fergus

Written and illustrated by  
Mike Boldt

*Preschool edition*

### Overview of Book

Fergus the bear is not very good at hiding. He tries and tries, but he's still pretty easy to find. With coaching from the author and reader together, Fergus practices and practices until he learns to be very good at hiding after all!

Genre: Picture/fiction

### Vocabulary

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

behind                      practice  
crowd                      countdown  
animal names in book

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 1.5*

Language, Literacy and  
Communication  
Item R (*Writing*)

Mathematics  
Item S (*Numbers and  
counting*)  
Item V (*Patterns*)

Science & Technology  
Item BB  
(*Observing and classifying*)  
Item DD  
(*Natural and physical world*)

### Reading Tips

Use the text elements in the book to add to the silliness of the story. Watch for the exclamation marks and words that are bold and larger than the rest; make sure to emphasize these through your voice/volume. Ask questions throughout like, "Why can we see Fergus behind the tree?" and, "Where did Fergus get a marker?" Read over the first and last lists, compare and try to locate the items on the second list together.

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.

Have 10 random items in children's baskets at **Small Group Time** for counting and sorting. Have children count backwards as they put the materials away.

Encourage a game of hide and seek at **Outside Time**.

Hide children's name cards around the room before **Arrival** and have them locate before signing in. Prompt the children with position/direction terms like *behind*.

### **Around the Room**

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

Add new writing materials in the **Writing Area** and to other areas that will encourage children to create lists.

Add *I Spy* and *Where's Waldo* books to the **Book Area**.

Add shells, cubes, pebbles and other small items to the **Toy Area** for children to explore making and seeing patterns or hiding a specific one among the others.

### **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 *Find Fergus*:

How else could Fergus have hidden?

What would you do if you were in a big crowd?

What have you gotten good at because you practiced?

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

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

Facebook—  
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### **@ 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 *Find Fergus* with their child. Here's a sample message you can send:

Have fun with your child as you read *Find Fergus* together. Ask questions like, "Where should he hide next?" or, "Where would you hide if you were Fergus?" Count down from ten to one together. Have fun with the large fold-out page—look for other things like rabbits with carrots or moose in glasses; find and count the acorns. Play hide and seek together and use words from the story like *easy*, *hard* and *behind*. Play "I spy with my little eye" while on errands or while doing chores together like setting the table. These games help your child distinguish specific details like colors or shapes and locate and identify items such as cars or people with scarves on.