



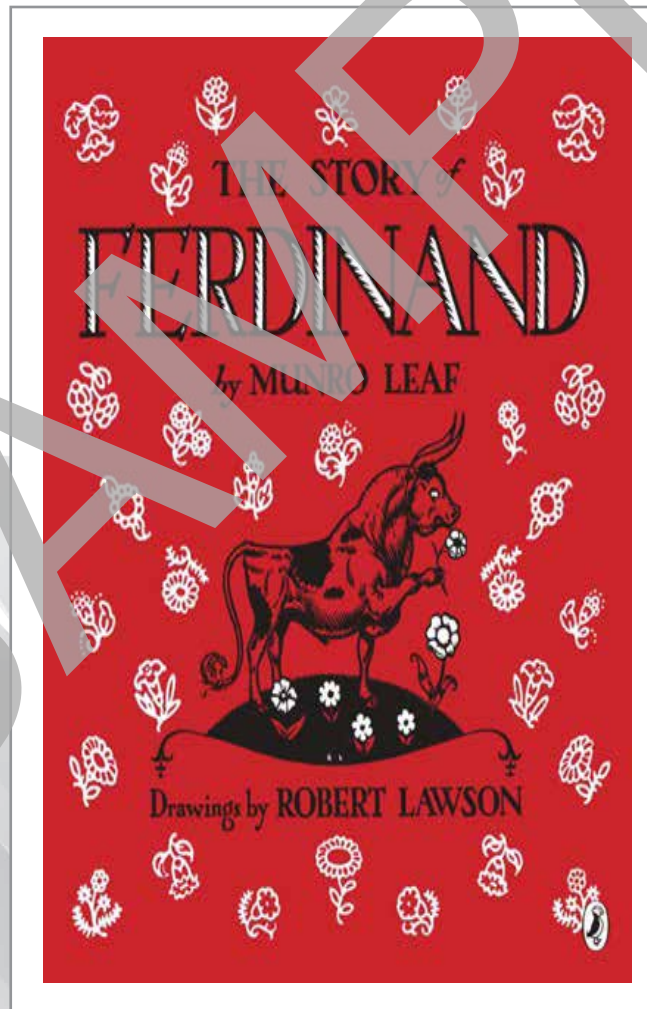
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Story of Ferdinand

Munro Leaf



READ, WRITE, THINK, DISCUSS AND CONNECT

The Story of Ferdinand

Munro Leaf

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Summary

Ferdinand the bull, “having an understanding mother,” grows up quietly smelling the flowers, as the other bulls prepare to fight in the bullring. Unfortunately for Ferdinand, he gets stung by a bee just as some men are choosing a bull to fight in Madrid.

Ferdinand’s debut in the ring is less than successful, and he is sent back home to happily smell the flowers.

About the Author

Munro (Wilbur) Leaf was born in Hamilton, Maryland on December 4, 1905. He died of cancer, at the age of 71 on December 21, 1976. He attended the University of Maryland and received a graduate degree in English Literature from Harvard University in 1931.

He was a high school teacher and football coach for two years, and then became a manuscript reader for Bobbs-Merrill. He then became an editor and director at A. Stokes in New York. In 1934, he decided to write and illustrate his own books for children. The first book was *Grammar Can Be Fun*. He tried to take the dullness out of grammar.

In 1936 he became famous as the creator of Ferdinand, which he claimed to have written in twenty-five minutes on a rainy afternoon. The book has been translated into sixteen languages and over 2.5 million copies have been sold.

He was invited by the U.S. Department of State to serve as a global “everyman” from 1961 to 1964. Leaf and his wife traveled to over twenty countries, speaking with children, educators, publishers, and librarians. As a result of the tours that he made for the State Department, Leaf wrote *I Hate You! I Hate You!* He said, “It took me 62 years to think this up, and it is my most satisfying work.”

Leaf believed that today’s children would shape tomorrow’s world, and that writing for the young was his contribution to a better future.

Initiating Activities

You may choose to do one of these activities before reading the story and the other activities after reading the story. However, they are appropriate at any time.

1. Cork: Ferdinand’s favorite spot was out in the pasture, under a cork tree.

If you have a cork bulletin board in the room, leave a section uncovered, and have a big arrow pointing to it. Have question marks on the arrow. Hang some cork stoppers and coasters in the area. Tie ribbon or string onto them for easy hanging.

Cork: The outer tissues of the stem of the cork oak tree, that in young stems consists of epidermis, cortical tissue, and periderm. In the older stems, the layers consist of secondary phloem and periderm, that attains great thickness, and is porous. This is used commercially for cork stoppers and insulation. The cork oak is an evergreen oak tree of the Mediterranean region.

Ask if anyone knows of what the bulletin board, the stoppers, and the coasters are made.

Discuss cork with the group. What is it? Where does it come from?

Ask for uses of cork. List. For example:

Stoppers

Insulation

Bulletin boards

Coasters for drinking glasses

2. Spain: Put up the bulletin board suggested for Spanish Language. If you do not have knowledge of the Spanish language, invite someone in to help you teach a few basic words to the children.

Get posters of Spain from travel agents or write to an embassy or consulate for information. Display in the area. (This is another opportunity to invite volunteers to share travel experiences with the children.)

Put up a world map. Make a circular rim to put around the country of Spain.

Get a tape or recording of the opera *Carmen*, by Bizet. Play as background music for this activity, and others.

Ask for volunteers to identify the country marked by the circular rim and the music.

Do a KWL about Spain. Using mailing or butcher paper, make three sections on a large sheet.

The first section will be marked K, and everything that the group KNOWS about Spain will be recorded in this section. If some of the information is incorrect, put it up anyway, as it will be crossed off later, after more information is LEARNED.

The second section will be marked with a W. In this section, list all of the questions about Spain that the children WOULD like to have answered.

The last section will be marked with an L. As questions are answered, and more information LEARNED, that information will be recorded in this section. Any new information that proves something wrong in the K section will cause that information in the K section to be crossed out.

3. Work Clothes: Gather some clothes that are definitely “work clothes,” and are easily identified as such by children. Include some hats. Have both on display. For example:

- Shirts with patches on them, such as police and fire
- Hard hats
- Apron of a waiter/waitress
- Chef hat

Have ready books or pictures showing the people who participate in the fighting of the bull. Who wears clothes like these? Discuss.

Assign a group to gather more information about the clothing worn in the bullring.

Story Map

Characters _____

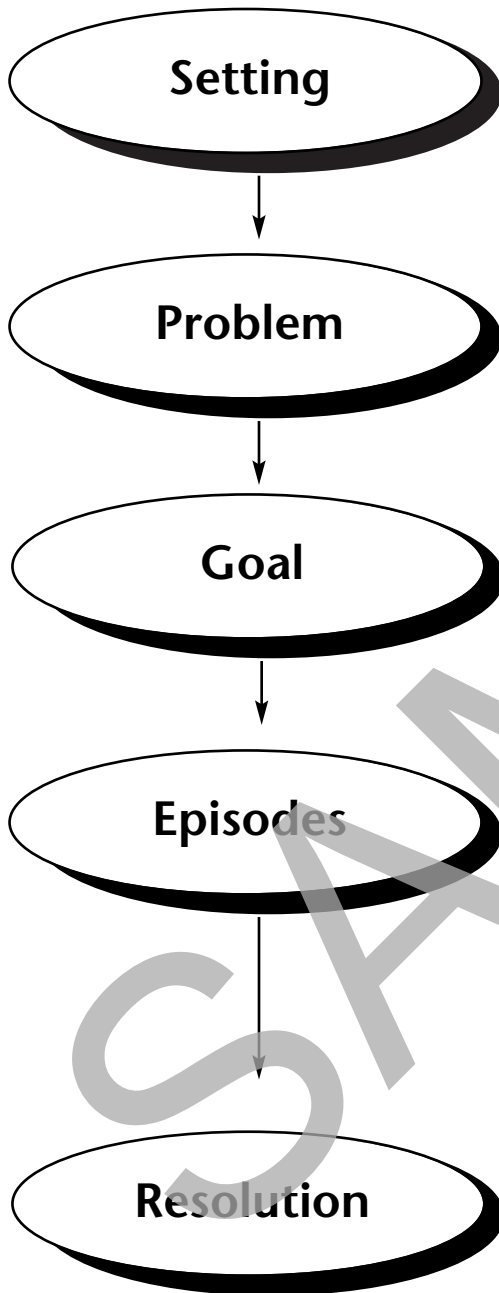
Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____



Sculptures Out of “Throwaways”

Before starting this activity, ask the children to bring in “throwaways” from home.

egg cartons
spools
tile

juice cans
wallpaper
shirt cardboard

yarn
cardboard cylinders
scraps of wood

boxes
film cans
hardware

Ask your local telephone company for some wire discards. The wire will serve to help to bind things together, if necessary.

After saving a sufficient supply, put out the materials, and some white glue.

Explain to the children that the glue has to “set” after it is applied, so each item to be added to the sculpture has to be held in place for a short time.

Before starting, you may want to show the children some of the photographs from the book mentioned in the Pablo Picasso activity, or some pictures of sculptures from a different source.

Encourage the children to use their own ideas, and to create a sculpture that is pleasing to oneself.

The base needed for the sculpture depends upon the sculpture itself. A weighted egg carton, a piece of wood, a cork tile, or a box make good bases upon which to build.

If none of these will serve, use clay or a salt dough as a base.

Salt Dough Recipe

2 cups all purpose flour
1 cup salt
1 cup water

Combine flour and salt in a large flat bottomed bowl, and mix well with a spoon.

Add water, a little at a time, mixing as you pour, to form a ball. (Additional water may be needed, depending on the humidity. Take care not to add too much so that dough becomes sticky.)

Knead 7-10 minutes, until dough has a smooth, yet firm, consistency. Place dough in a plastic bag, to prevent drying.

Enjoy the Music From the Opera *Carmen*

With the music in the background:

Use art media to express your feelings.

paint watercolors chalk craypas soft pencil clay etc.

Get some scarves or other material, and dance to the music. Use some rhythm sticks, or other available musical instruments, or clap you hands in time to the music. Write a poem to go with the feel of the music. Express how the music makes you feel in some other way.