

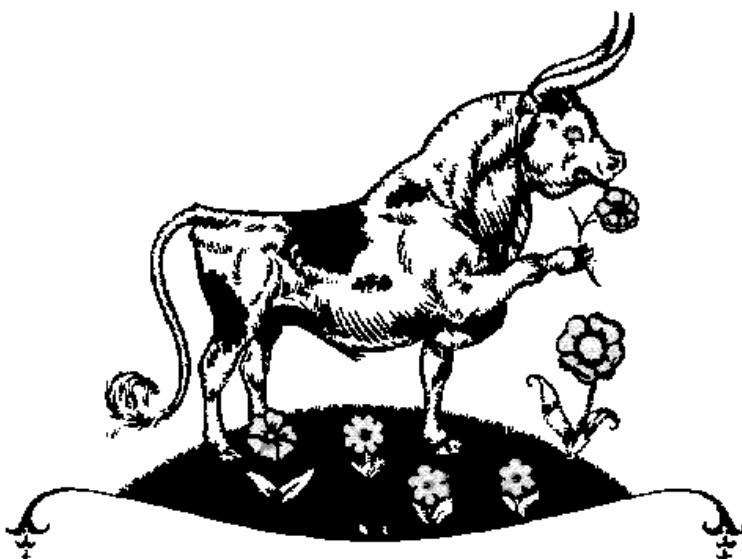


Imagination Celebration Fort Worth

Presents



Ferdinand the Bull



Kindergarten and Grade 1
October 17-19, 2006
Teacher Resource Guide



Dear Kindergarten and First Grade Teachers,

Imagination Celebration is pleased to provide the enchanting classic story of Munro Leaf's beloved **Ferdinand the Bull** in the form of giant puppets that float across the stage. We are bringing the Hudson Vagabond Puppet Theatre from New York to the Will Rogers stage on February 17-19, 2006, and your classes are invited to be the audience. Please ask the lead teacher for your grade level or the principal for more information on the specific day and time of the performance you will attend.

This study unit was developed to support the TEKS for Kindergarten and First Grade in the areas of science, social studies, language arts, math, and the arts. A copy of the Imagination Celebration ImagineNote for *Ferdinand the Bull* will be provided for each of your students. Buses are provided to each school for this event.

In this tale, Ferdinand, the bull, would much rather smell flowers than fight. He is much different from the other bulls, but is happy that way. One day several men come to find the fiercest bull for their bullfights. At that moment, Ferdinand is stung by a bee and he responds rather fiercely to the pain and is immediately chosen. Yet, when it comes to the actual fight, Ferdinand just sits in the middle of the ring and smells the flowers. No one can persuade him to show even a bit of anger. They send Ferdinand home and he lives very happily among the flowers.

There are three websites that you need to visit to get study guides and more information:

1. www.icfw.org Imagination Celebration's website with links to the other sites.
2. www.pages.prodigy.net/poss/ferdinand/main.htm for a copy of the original text and illustrations of the book *The Story of Ferdinand*.
3. www.hvpuppets.org for a study guide on conflict resolution related to Ferdinand.

Imagination Celebration has been providing arts-related programs for FWISD students for eighteen years. We are a non-profit organization that raises money in the community to fund programs such as *Ferdinand the Bull*. We hope that you and your students enjoy the performance and we would love to have pictures and letters from each classroom after you see the show (send them to Imagination Celebration via school mail). See you at the performance!

Ginger Head
Founder and Director
Imagination Celebration

Judy Satterwhite
Education Specialist
Imagination Celebration

THE SCIENCE OF FERDINAND

The Sense of Smell

1. Noses Activity

Go to the Imagination Celebration website (www.icfw.org) to get a color copy of the delightful animal noses (*look under Programs, then Ferdinand*) or use the enclosed copies. Laminate and cut apart, if possible. Use in many ways—organize by animal classification (mammal, reptile, etc.), organize by habitat (jungle, water, meadow, etc.), hold up two animals and discuss how they are alike and how they are different. Add language arts skills by selecting a nose and naming all the things that nose might smell.

2. The Five Senses/Smell Activities

Big Idea: The sense of smell helps us to enjoy life and helps us learn about unsafe conditions.

Materials: sandpaper, cinnamon stick, cutout pictures of flowers, cotton ball or fabric, pictures or picture books of animal noses (or nose pictures provided), various pieces of food (apple, potato, orange, lemon, grapefruit, etc.), four containers with clear liquid (water, mineral oil, vinegar, alcohol), 10 baby food jars (each one containing a scent such as alcohol, garlic powder, onion, cinnamon, etc.)

Encountering the Idea:

1. Read *The Story of Ferdinand* by Munro Leaf. Identify the smells in the story. List them on a chart as pleasant and unpleasant.
2. Give students four containers with clear liquid (water, mineral oil, vinegar, alcohol). Students classify the contents according to whether it smells or does not smell.
3. Light a match. Ask students what they smell. What does the smell tell them? Discuss and list how the sense of smell warns us of danger. Examples: smoke from fire, bad smell in rotten foods, smell of gas from a stove, a skunk's spray. Brainstorm other ways the sense of smell helps us in times of need.
4. Use pictures of animal noses and have the children name the animal that goes with the nose. Try some of the activities in the previous activity.

Exploring the Idea:

Science:

1. Each child opens one baby food jar at a time and sniffs. Each child places a picture of what he/she thinks is inside on top of the jar. Then students compare results and decide on the correct match after discussion.
2. Working in pairs, students take turns being blindfolded and trying to identify food substances given to eat. Next, they pinch their noses and remain blindfolded while they eat the food (apple, potato, orange, lemon, grapefruit, etc.) They check to see which foods they could identify without smelling them.

Mathematics:

1. Have students graph which nose the class liked the best.
2. Create sets of noses (snouts, trunks, etc.) by sorting pictures
3. Create nose patterns (with pictures or prints of noses).

Art:

1. Mix aromatic oils or extracts into tempera paints and use to paint pictures.
2. Rub a piece of sandpaper with a cinnamon stick. Students cut the sandpaper into squares and punch a hole at the top of each square. They put a piece of yarn through the hole to make a necklace. Students verbally express what a cinnamon smell reminds them of.
3. Draw or trace and cut out pictures of flowers. In the center of each flower, glue a cotton ball or fabric dipped in aromatic oil or extract. Display their flower garden and describe it using appropriate vocabulary related to the senses. Students can write descriptive words on butterfly

cutouts and hang or staple around the flowers. Students discuss why butterflies are attracted to flowers (sight, smell).

Drama:

Have students pantomime smelling different smells such as flowers, smoke, perfume, dirty socks, rotten eggs, etc. Have one of the students pantomime an event, and a partner guesses what the smell is.

Applying the Idea:

Present this situation to your students: You go on a trip in your car with your family. You take sandwiches to eat, but you stop at a restaurant to eat instead. The next day you decide to eat your sandwiches, but when you open the package, the sandwich smells “funny.” What should you do?

Oral Closure and Assessment:

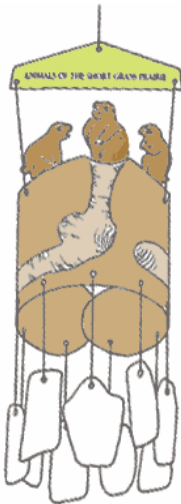
1. How can the sense of smell warn us of danger?
2. If a person is blind, how can he or she tell if there’s a fire or other danger?
3. Why is the sense of smell so important?
4. Describe the best smell and the worst smell you’ve experienced. How did it make you feel?
5. What part of your body do you use to smell with?
6. How does the sense of smell help us enjoy life?

Animals and Plants in Texas Meadows

1. Meadow Activity

Ferdinand loved to sit in his meadow under the cork tree in Spain and smell the flowers. *If Ferdinand sat in a meadow in Texas*, what kind of tree might he be sitting under? What kind of flowers might he smell? What Texas animals might he see? Find a tree on the playground and section off a square of land around it. Let your small detectives look for signs of life –use magnifying glasses if you have them! For a more thorough study, try the following activity.

2. **Make a Prairie Mobile--** Find the following website for a great mobile on Texas wildlife for a class mobile project.



Go to Texas Parks and Wildlife website:

www.tpwd.state.tx.us/learning/resources/activities/regions/prairie_teacher.phtml

Look for:

Prairies and Lakes Activities - Teachers and Parents Page

Then find:

Student Pages for Prairies and Lakes:

Next locate:

Fun Activities for the Prairies and Lakes!

Make a Prairie Mobile!

What lives in a Short Grass Prairie? Color and cut out this mobile to find out!

[Short Grass Prairie Mobile Cut-Out\(PDF 162.7 KB\)](#)

Science TEKS referenced for Ferdinand Science Activities:

- (4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to: (A) identify and use senses as tools of observation; and (B) make observations using tools including hand lenses, balances, cups, bowls, and computers
- (5) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to: (A) sort organisms and objects into groups according to their parts and describe how the groups are formed; (B) record observations about parts of plants including leaves, roots, stems, and flowers; (C) record observations about parts of animals including wings, feet, heads, and tails;

THE LANGUAGE OF FERDINAND

1. Bulls Based on a poem by Katie Krause & Lauren Chupita

This poem works well as a choral reading with assigned parts.

Children could also be asked to think of additional rhyming couplets to add to the poem.

Rewrite using Ferdinand as the subject: Ferdinand. I like him. Ask me why. Because he likes...

Bulls.

I like them.

Ask me why.

Because they like to run and *play*,

Because they ramble all the *day*.

Because they munch on grass and *flowers*

Because they entertain for *hours*.

Because their bodies are so big and *wide*,

Because they run but just can't *hide*.

Because they like to be so *rowdy*,

Because they play when days are *cloudy*.

Because they can be pretty *loud*,

Because el toro is so *proud*.

Because.

That's why

I like bulls.

2. Creative Dramatics

Ferdinand offers an excellent series of emotions that can be demonstrated with facial expressions alone or with movement. Students can also respond to stems such as "When someone looks (fierce), it makes me feel" (descriptive phrase). You may also want to make lists of words that mean the same (big, large) and opposite (happy, mad). Use the following list of words from the text of *Ferdinand* for these activities.

lonesome	quiet	happy	big	strong
rough	fierce	crazy	large	mad
handsome	afraid	scared	fast	

THE SOCIAL SKILLS OF FERDINAND

Teaching Tolerance and Conflict Resolution

Go to the Hudson Vagabond Puppets website (www.hvpuppets.org) for an *excellent* resource guide on Non-Violent Conflict Resolution written for the Ferdinand performance. You can link to this website from the Imagination Celebration website at www.icfw.org.

After the performance, discuss the techniques Ferdinand used to deal with the Matador in the bullfight, and ask students to create performances of the story in the classroom.

The focus of the book *The Story of Ferdinand* is on social studies. Children should learn what makes them similar and different from other people, how those things can cause fights, and how we can bring peace by understanding that we are all different and different is good. Children can also learn about Spain and what Spain has in common with our neighboring country of Mexico.

1. SELF-CONCEPT: Self and Other Perceptions in a Venn Diagram

One of the critical aspects of this story is that Ferdinand does not give in to the erroneous perceptions that the men have of him. He holds firm to his identity. His self-perceptions are unwavering.

In order to address this aspect of the story, draw two large circles on the board. Have students brainstorm how Ferdinand sees himself (quiet, happy, etc.) and list the traits in one circle named “How Ferdinand Sees Himself” and then list “How Other People See Ferdinand” including the men looking for brave bulls, the matador, and Ferdinand’s mother and friends. If any traits overlap, place them in the area of the circles that intersect.

2. Children’s Own Self-Perceptions

Remind students that Ferdinand seems to know who he is and what he likes. Now invite the students to use art to represent what they are like and what they enjoy as individuals. Students can use photos from home, magazine clippings of their favorite foods or sports/activities they enjoy, and/or they can draw their favorite items on their paper or poster board. Students may like to contrast their self-perceptions with Ferdinand’s (loves life, friendly, likes the outdoors, peaceful, free, loves flowers, individual, the strongest bull, the most aggressive bull, amazing, powerful, anticipate great things from him)

Social Studies TEKS Related to Ferdinand: Problem Solving/Decision Making to Get Along With Others

(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.