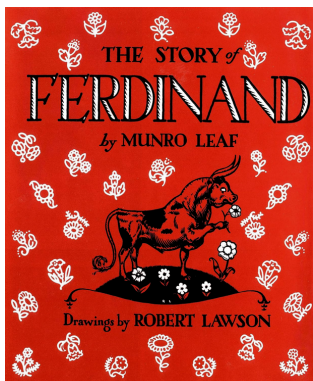




## The Story of Ferdinand: Activity Guide



### Read for the Record 2007: The Story of Ferdinand

On September 20, 2007, Jumpstart's second annual event brought together millions of participants worldwide to read *The Story of Ferdinand*, a classic tale about a gentle bull who prefers smelling flowers to fighting, demonstrating that individuality and kindness can be celebrated. The book offered readers a powerful lesson about the courage to be different—showing that true strength comes from staying authentic to yourself.



### Introduction

**Welcome & Warm Up (10 Minutes):** For the welcome and warm up, explore themes of courage and bravery asking the children what they think those words mean. Tell them that you'll be reading a story about how a bull learned how to be brave and explain that you'll revisit what the children think it means to be brave after the story.

**Reading Tips from Jumpstart:** Bring the story to life!

You want to move at a good pace and avoid pausing on every page, but here are some suggestions for things you can say and do during reading to make it more engaging. You can use these during one-on-one reading, too!

**Pictures Tell Stories:**

Use the illustrations to talk about what you see, why characters act the way they do, and how they feel.

**What's that Word?**

When you come across new words, explain what they mean using simple language that kids can understand.

**Make it a conversation!**

Listen carefully and let children do the talking.





## Story Time

**Story Time (10 Minutes):** Who doesn't love story time? Gather the children around in a circle to read this week's book. Find a spot where all the children can sit together comfortably.

### Prep & Set up:

- **Practice First.** Read the book a few times before reading it to your playgroup. Practice using different voices and intonation to engage children in the story. Review New Words so you can effectively highlight them while you read.
- Can you see me? Invite children to sit in a horseshoe facing you so that they can each see you. Ask parents to sit behind their child. Hold the book so children can see the illustrations as you read.
- Enjoyment is the aim! It is likely the first time children will hear this story. Read at a comfortable pace, read with expression, and pause to comment on illustrations or introduce a new word. Don't worry about getting through the book efficiently; the goal is enjoyment.

### New Words for The Story of Ferdinand by Munro Leaf

(Child-friendly definitions to explain new words to children)

- **Bravery/Courage** – being scared but doing something important anyway.
- **Unique** – Special and different from everything or everyone else.
- **Matador** – A bull fighter
- **Peaceful** – Calm, quiet, and happy without fighting.

**Act it out!** There are also words that can be demonstrated by action or with your voice to help children understand their meaning – jerk, snorted, and fierce, are just a few.



To close Story Time and transition to an activity, invite children to act like Ferdinand and “stroll through the flower field” to where you have set up the activity.



## Activity #1: Ferdinand Popsicle Stick Puppets

**Overview:** After reading *The Story of Ferdinand*, children choose their favorite characters or objects (flowers, trees, etc.) from the story to create different popsicle stick puppets. Once created, the puppets can be used to reenact the story or tell new stories about Ferdinand.

### Preparation: Medium

#### Materials

- Popsicle sticks
- Assorted colors of construction paper
- White computer paper
- Glue stick(s) or tape
- Markers, crayons, pencils and other writing/drawing tools
- 1 or more copies of *The Story of Ferdinand*
- Optional materials to enhance project: pipe cleaners, cotton balls, pom pom balls, googly eyes, feathers and other open-ended materials

#### Learning Connections:

Story telling with puppets gives children a way to share stories and demonstrates their understanding of the story.

Additionally:

- Story telling with puppets builds on children's ideas by introducing new words, their meanings and other information.
- Children's initiative skills are fostered when adults comment on children's work and play along side them with the same materials. This is enabled by adults providing children leadership opportunities and reaffirming what the children are doing.
- Creating a puppet show provides children with an opportunity to work with others

### Preparation

- Trace or photo copy a few pictures of Ferdinand, other characters and/or objects from *The Story of Ferdinand*.
- Using the photo copied or pictures from the book, create a few example puppets by cutting out the figure, decorating it with markers or crayons and gluing it to a popsicle stick.
- With a marker label the sample puppets with the name of the character on the Popsicle stick.





## Activity #1: Ferdinand Popsicle Stick Puppets

### Introduction:

- Begin the activity by talking about the child(ren)'s favorite characters/objects in the story.
- Explain that today we will be creating Popsicle stick puppets of their favorite characters and objects from the story.
- Then explain that when they are finished we can retell the story or make up new stories using the puppets we create.

### Activity:

- Using the photo copied/traced pictures or using the construction paper provided; have children create the characters/objects for their puppets. Allow children the opportunity to choose how they want to create their character/objects; they can create it from scratch or use the photo copies/tracings provided.
- Once the character/object is completely constructed, have the child put glue on the top portion of a Popsicle stick.
- Adhere the character/object to the Popsicle stick leaving the majority of the stick free to create the handle.
- For added literacy, have the child write their name or the character/objects name on the excess portion of the Popsicle stick.
- After the puppets are created, use them to retell The Story of Ferdinand or create new stories with the children.

### \* Tips for Conversation:

- Engage children in dialogue about the book and why they may have chosen certain objects and/or characters for their puppets.
- Discuss with children their ideas for a puppet show: "Will you use the puppets to tell the story?" "Should we re-read the book and use the puppets to tell the story?" "Would you like to make a new story with the puppets?"
- Encourage children to talk about the puppets: "It looks like you made something for The Story of Ferdinand. Tell me about your puppet." "Why did you choose to decorate your puppet in that way?"
- Use the puppets to engage in conversation with the children, ask the children's puppet questions, or talk to the children's puppet using a puppet you created.





## Activity #2: Ferdinand's Happiness Pasture Mural

**Overview:** In this activity, children talk about what makes Ferdinand happy and think about the kinds of things that make them happy. They then make flowers filled with pictures of things that make them happy to hang in Ferdinand's Happiness Pasture.

### Preparation: Medium

#### Materials

- Assorted colors of construction paper
- Markers, crayons, and other writing/drawing tools
- Tape and glue
- Large sheet of butcher paper
- Paint and paint brushes (optional)
- Variety of craft materials such as tissue paper, pipe cleaners, sequins, corks, buttons, fabric scraps (furry for Ferdinand)
- 1 or more copies of The Story of Ferdinand

#### Learning Connections:

- New words: Pasture / Lonesome / Happiness / (Flower) Stem / (Flower) Bloom
- The conversations you have after reading are just as important as the actual reading.
- Providing opportunities to understand and express their feelings helps children develop social-emotional understanding and skills which helps prepare them to be a part of a classroom learning community.
- Build on children's ideas by introducing new words and information.

### Preparation

- Using the butcher paper, draw a mural of a pasture large enough to display the flowers that the children will create. Try to include images that would be found in Ferdinand's pasture, such as grass, the cork tree, a hill, some bees, or Ferdinand himself. See pages 3 and 7 of The Story of Ferdinand for ideas.
- Create a sample flower to show to children. The flower should have a stem thick enough to write a couple of words about the picture and a drawing on the flower's bloom (flower head) of something that makes you happy.
- If desired, create flower templates with thick stems thick enough for children to write in and blooms for the children to use.



## Activity #2: Ferdinand's Happiness Pasture Mural

### Introduction:

Begin this activity by talking about Ferdinand - Ask children, "What did Ferdinand like to do in the story?"

- Tell the children that today we will be drawing our own pictures, which will be in the shape of flowers, about things that make us happy or things we like to do – just like how smelling flowers and sitting under the cork tree made Ferdinand happy.
- Tell the children that we will put our drawings on the mural in Ferdinand's pasture to give him lots of flowers to smell – our own pasture full of pictures of things that make us happy!

### Activity:

- Using the templates of the flower or asking children to draw a flower themselves, children draw and decorate pictures of things that make them happy on the flower blooms.
- On the flower stems, encourage children with help of adult to write in words about what makes them happy. If children cannot write on their own encourage them to dictate to adults. Adults should write word for word what the children say and read back the language they have written.
- Have children post their flowers to the mural when they are finished.
- If time permits, invite children to help decorate Ferdinand's Happiness Pasture Mural by adding more trees, birds, etc.

### \* Tips for Conversation:

- Introduce the concept of pastures. "Pastures are big, open areas covered with grass and other plants that animals can eat. This is why Ferdinand and the other bulls and cows spend so much time there. What are some of the plants and animals in Ferdinand's pasture?" (cork tree, flowers, other bulls and cows, grass, butterflies, bumble bee)
- Have adults discuss the words lonesome, happy, happiness, and what it means to be happy – "Do you know what the words happy and happiness mean?" Discuss the meaning of these words with children and give simple clear examples. "Ferdinand's mother was worried he would be lonesome sitting by himself under the tree. Do you think Ferdinand was a happy bull?" "Why?" "What made him happy?" (sitting under the cork tree, smelling flowers, having a mother who loves him for who he is, etc.)
- Engage children in dialogue about being happy - "Tell me about a time you were very happy. What made you so happy? Are there other things that make you as happy as that?" · Adults can also share examples of things that make them happy to encourage dialogue if the children don't have ideas to share. The example should be simple and clear.
- Encourage children to talk about their drawings – "Tell me about your drawing. What kinds of things do you like to do with your dog?" "What is your favorite flavor of ice cream? Do you like any other flavors?" "Where do you go when you ride your bike?"