

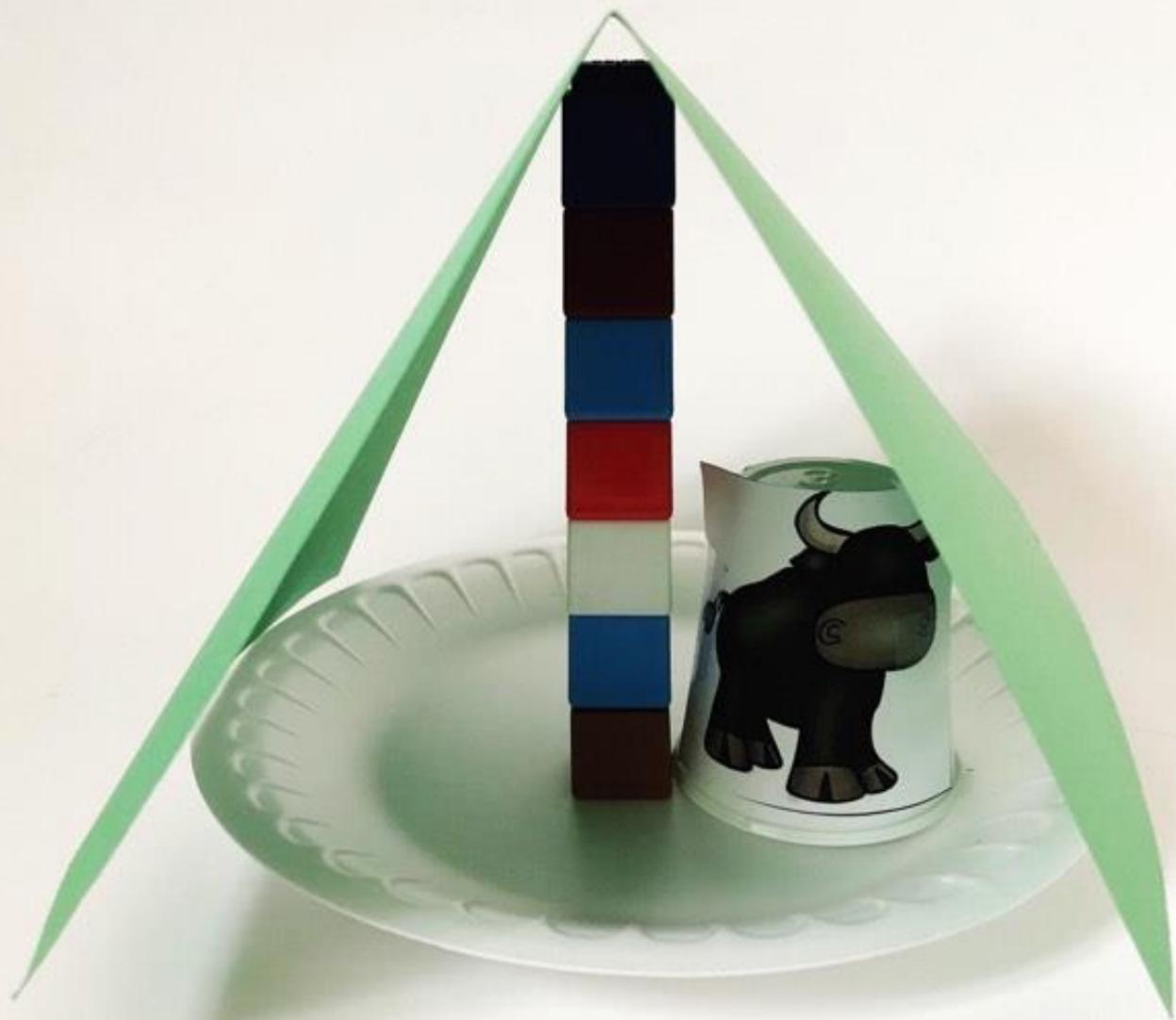
# storybook **STEM**

## THE STORY OF FERDINAND

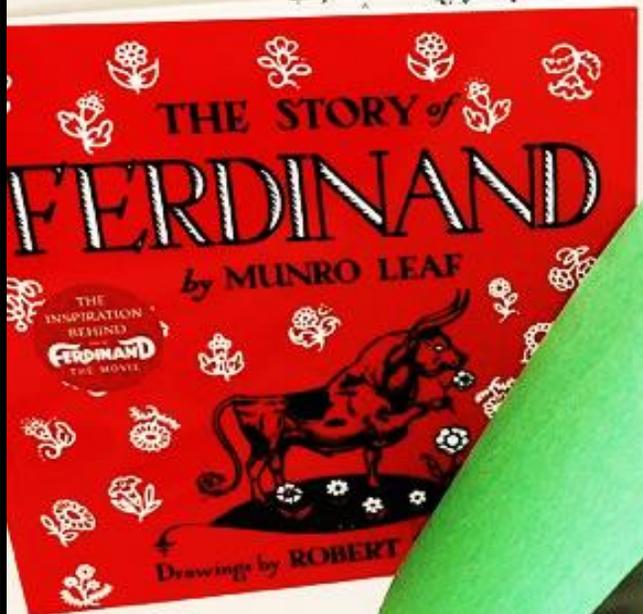


CREATED BY BROOKE BROWN AND KATIE KING

# SHADY SPOT FOR FERDINAND



# HOW ANIMALS KEEP COOL



Finding shade



Playing in Mud

## Shady Structure

The Story of Ferdinand

Name: \_\_\_\_\_

### STEM CHALLENGE

Can you create a structure that gives shade for Ferdinand and reduces the sun's warmth?

How is the sun helpful?

How is the sun harmful?

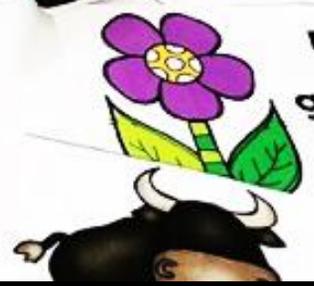


## protect

To keep safe from harm or injury

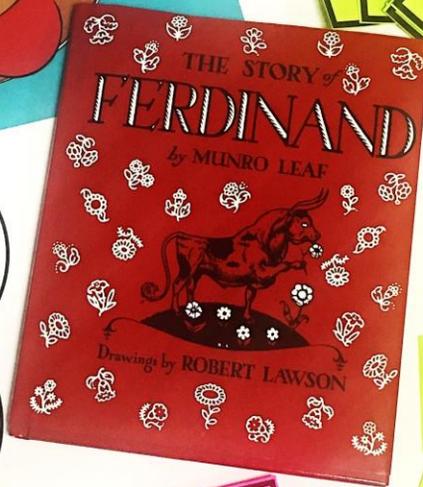
## shade

## shelter



# E L A

**STOP**  
and  
*Smell the Roses!*  
Working with Idioms



snort

fierce

pasture

lonesome

snort  
  
to m...  
so...

pasture  


lonesome  
  
a feeling of sadness  
from being alone

fierce  
  
powerful  
intensity



  
Solution



Dig into the text!  
TEACHER QUESTIONS for  
*The Story of Ferdinand*  
Look at the illustration of Spain. How is Ferdinand's home different from the other bulls?  
How would you describe Ferdinand?  
Why was Ferdinand's mother worried?  
Did his mother try to change him?  
Look at the markings on the tree. How is Ferdinand's size different from the other bulls?  
What do you think the different hats say about the different men?  
Discuss the different people involved in a bull fight.

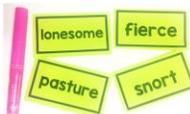
  
Setting

  
Characters

# E L L A

## GUESS A DOODLE

\*PUT STUDENTS IN PAIRS OR GROUPS OF TWO OR THREE. ONE PERSON DRAWS A CARD FROM THE STACK OF FACE-DOWN VOCABULARY WORDS. HE OR SHE DRAWS A DOODLE THAT WOULD HELP THEIR PARTNER(S) GUESS THE WORD. ONCE THE PERSON HAS GUESSED THE WORD, THE STUDENTS TRADE ROLES.



\*FEEL FREE TO USE THE RECORDING SHEET ON THE NEXT PAGE OR TO SAVE PAPER, HAVE STUDENTS USE I-PADS OR WHITEBOARDS!



## WORKING WITH IDIOMS

An **IDIOM** is a common phrase that means something other than the literal words.



## Teacher talk

\*After going over the definitions, teachers can use the cards in all kinds of ways. Have students pair up. Put one of the cards up on the projector and ask the students to come up with a sentence. Another option would be to have the students act out the words together.



TEACHERS: PRINT ON COLORED PAPER AND HAVE STUDENTS HOLD UP. USE THIS AS A QUICK WAY TO GAUGE UNDERSTANDING! SCAN THE ROOM TO LOOK FOR THE COLOR YOU ARE LOOKING FOR!



## SUMMARY

A **RETELLING** of the story that includes all the important parts such as...

**CHARACTERS,  
SETTING,  
PROBLEM,  
AND  
SOLUTION.**

