**Ferdinand Teacher Resources guide**

These resources will be most helpful to teachers of Spanish. For those who teach other languages, hopefully these resources will give you ideas for creating interesting units for any book you might choose.

1. **Ferdinand vocabulary** – this is the vocabulary I pulled out for my students to learn in four parts. When using the story as my unit for the month, the students were responsible for one part each week. I divided the story into part 1 – Intro, setting the scene, getting to know Ferdinand and his friends. part 2 - Ferdinand’s mother’s concerns, he grows up, men from Madrid come looking for a bull for the bullfight.

part 3 – Ferdinand isn’t interested but by accident looks like the best choice and the bullfight day begins

part 4 – The matador enters and gives them all a surprise…and of course, there is a “happily ever after!”

1. **Expressions pertaining to Ferdinand** – a list of expressions (language chunks) which help bring richer understanding to the story.
2. **Anticipation Guide Pre-reading**  –questions in English to explore students’ prior knowledge and to prepare to read Ferdinando.
3. **Unit cover page and reading activities 1** I used this as a cover page for my students for their Ferdinando unit. The had to write in the title of the story, the month of our unit down the right hand side (noviembre) on the front. The back has questions to draw comparisons and contrasts as well as to help students put themselves into “Ferdinando’s hooves” and practice answering questions and understanding interrogatives.
4. Vocabulary blank for **the “whistle game”** – This game requires a little set-up. Tape a number 1-30 (or however many desks you have in your classroom) to each desk. Tape a vocabulary word or expression from the story to each desk. (if you laminate them, the tape will come off and they can be reused year to year). Each student gets a blank sheet (copy my sheet two sided.) They begin by filling in the meaning of the word on their desk as you explain the game. The teacher determines the amount of time needed (could be 15 seconds, maybe more or less depending upon the age of your students and the difficulty of the words and expressions you have chosen). Now, the teacher is armed with a timer and a whistle. When you toot the whistle the students must move to the next desk and fill in the word taped to that desk. In your explanation, you need to direct the traffic pattern and identify direction of movement and who will “run across” to the front desk. Toot your whistle every 15 seconds until students are back in their home desk. Review the words. Your students may identify words or expressions which were tough and that they’ll need to work on.
5. **Draw pics part 1** – I put the text from the story for part one in boxes. After reading the story in class, students would have to go back and read each box and draw a picture to match the text with good detail. When using PowerPoint to tell stories, the feature to print multiple frames to a page also gives the opportunity for students to retell the story either orally or in writing which could be done individually or with a partner.
6. **El Drama Ferdinando simplificado** – many times published works are too difficult for your students’ language level. This is a script I simplified so that my 8th grade Spanish students could perform a dramatic version of the Ferdinand the Bull story.
7. **Drama story map** – a graphic organizer to help students grasp the play version of the story compared to the actual story so they could prepare to perform the play.
8. **Ferdinand prop inventory** – a list of the props I have gathered to use in telling the story of Ferdinando and to use if you have your students perform the play…also, so I didn’t forget any key pieces when we took our production on the road. This should be helpful if you decide to create your own unit on Ferdinand the Bull.
9. **Poem resources**