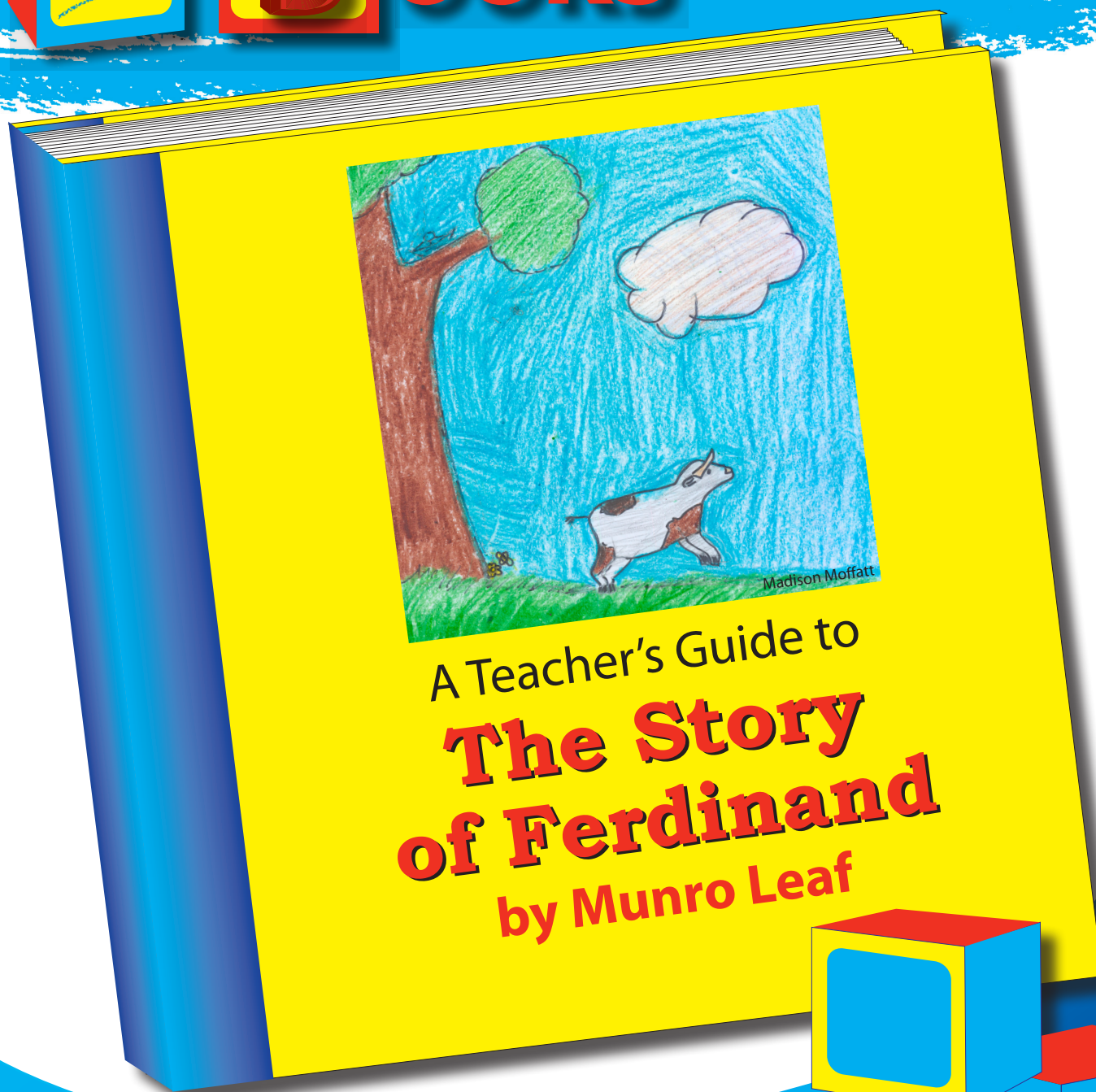


# Thoughtful Books

GRADES  
2+



Series Editor  
Author

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# Note to parents and teachers

The Thoughtful Books Series makes use of exemplary children's literature to help young readers learn to read critically and to thoughtfully consider ethical matters. Critical thinkers rely on inquisitive attitudes, utilize thinking strategies, access background knowledge, understand thinking vocabulary, and apply relevant criteria when making thoughtful decisions. We refer to these attributes as intellectual tools. Each resource in this series features specific intellectual tools supporting literacy development and ethical deliberation. Teachers and parents can introduce the tools using the suggested activities in this resource, and then support learners in applying the tools in various situations overtime, until children use them independently, selectively, and naturally.

## Reading as thinking

Reading is more than decoding words. It is the active process of constructing meaning. Good readers understand this process as engagement in critical thinking. They employ specific literacy competencies as they engage with text, create meaning from text, and extend their thinking beyond text. The activities in this booklet help develop the following literacy competencies:

- *Accessing background knowledge:* Good readers draw on what they already know to establish a foundation for approaching new texts. In this case, the initial context of the story is bullfighting. Students discuss what they know about bullfighting in preparation for reading.
- *Reading with a purpose:* Good readers are clear about why they are reading a text, either by bringing a specific objective to their reading or by anticipating the author's objectives. In this case, students read or listen to identify the mistakes the five men made.
- *Inferring:* Good readers generate conclusions and hypotheses based on textual clues and evidence. In this case, students use the information in the text to identify Ferdinand's true qualities.
- *Synthesizing ideas:* Good readers thoughtfully apply key ideas and issues raised in text to their own lives and in broader global and community contexts. In this case, students consider jumping to conclusions or judging without evidence and generate questions to avoid this mistake when encountering new people and situations.

## Ethical considerations

A second focus of the activities in this booklet helps learners develop the intellectual tools necessary to think critically about ethical considerations. It is important to teach the tools, often through modelling and illustrating with examples, and continue to apply the tools in a variety of situations over time, until learners internalize them. The following ethical consideration is addressed in this resource:

- *Jumping to conclusions:* Critical thinkers gather information before reaching a conclusion. In this case, students examine ways to avoid leaping to conclusions or making judgments without evidence. This is particularly important when meeting new people.

# TEACHER'S GUIDE FOR: *The Story of Ferdinand* by Munro Leaf

## Critical questions

- A. What is the best advice for the five men so they will not make the same mistake again?
- B. What action could you take to avoid jumping to conclusions in each situation provided?

## Story

*The Story of Ferdinand* by Munro Leaf, illustrated by Robert Lawson, Puffin (1977).

## Summary

In this familiar classic, five men misinterpret the actions of Ferdinand the bull and select him as an ideal candidate to take part in the bullfights of Madrid. Students examine the story, identify the mistakes made by the five men, and provide advice to help them avoid making the same mistakes in the future. Finally, students examine real-life situations, and brainstorm ways to avoid jumping to conclusions.

## Main focus

### **Literacy competencies**

- accessing background knowledge
- reading with a purpose
- inferring
- synthesizing ideas

### **Ethical considerations**

- jumping to conclusions (judgments)

### **Levels of involvement**

Consider students' interest and their level of maturity to determine whether or not all three levels of after-reading activities are appropriate.

- *Exposure:* Identify Ferdinand's qualities and compare him to the ideal bull.
- *Investigation:* Identify the mistakes the five men made and provide advice to help them avoid making the mistakes again.
- *Application:* Develop questions you could ask to help you avoid jumping to conclusions about the scenarios shown in the pictures provided.

## Introduce bullfighting

## Accessing background knowledge

### Session One

#### Before reading

- Use one of the following options to access any prior knowledge students may have about bullfighting:
  - Option one: Show students a picture of a matador, either from the story or another resource, and ask students who the person might be and what he/she is doing.
  - Option two: Drape a large piece of red cloth over your shoulders as a cape. Then hold the cape outstretched at your side as a matador might do. Ask students who might use a cape in this way and what might be the purpose of the cape.
  - Option three: Print the word matador on the board and ask students if they have ever heard the term before.
- Establish that a matador is a bullfighter, probably from Spain (or another Spanish-speaking country), and that his/her job is to entertain people by fighting bulls in a big arena called a bullfighting ring. A bullfighter excites and angers a bull by flashing a red cape in its face, and then fights the bull with a sword. Explain that the crowd is happy and excited when the bull is fierce and angry. They want to see an entertaining bullfight where a skilled matador fights the bull.
- Ask students: “What kind of bull would be ideal for these bull-fights?”
- List student responses on the board under the heading, “The Ideal Bull” as indicated in the chart below.

#### The Ideal Bull (possible responses)

- big
- fierce, tough
- likes fighting
- strong
- snorts
- likes crowds and noise

#### During reading: exposure level

- Introduce the story by showing students the picture of Ferdinand as an adult bull, located near the centre of the book.
- Tell the students that this story is about a bull named Ferdinand who is chosen to fight in the bullfights. Ask students why they think Ferdinand was chosen to fight.
- As you read the story, invite students to identify clues that tell them about Ferdinand. Provide an example of a clue, such as: If you read

## Compare Ferdinand to the ideal bull

“Ferdinand smiled as the little girl stroked his nose,” you might decide that Ferdinand is gentle or happy.

- Create a second column with the heading “Ferdinand” beside the list of characteristics for “The Ideal Bull.”

<b>The Ideal Bull (possible responses)</b>	<b>Ferdinand</b>
<ul style="list-style-type: none"> <li>– <i>big</i></li> <li>– <i>fierce, tough</i></li> <li>– <i>likes fighting</i></li> <li>– <i>strong</i></li> <li>– <i>snorts</i></li> <li>– <i>likes crowds and noise</i></li> </ul>	

**Read the story  
in chunks**

- Read the story and stop reading each time a clue is provided that identifies Ferdinand’s qualities. For example: “liked to sit quietly and smell the flowers” (*quiet and gentle*); “His mother was afraid he would be lonesome all by himself” (*liked to be alone*).

**Inferring**

- Record descriptors of Ferdinand on the chart.
- Stop reading at the page when the five men arrive. Using the descriptors from the chart, create a Venn diagram comparing Ferdinand to the ideal bull.

<b>The Ideal Bull</b>	<b>Ferdinand</b>
<ul style="list-style-type: none"> <li>– <i>big</i></li> <li>– <i>fierce, tough</i></li> <li>– <i>likes fighting</i></li> <li>– <i>strong</i></li> <li>– <i>snorts</i></li> <li>– <i>likes crowds and noise</i></li> </ul>	<ul style="list-style-type: none"> <li>– <i>big</i></li> <li>– <i>gentle</i></li> <li>– <i>peaceful</i></li> <li>– <i>strong</i></li> <li>– <i>quiet</i></li> <li>– <i>likes to be alone</i></li> </ul>

- Continue reading the story and add any new ideas to the Venn diagram.

### Begin new session

#### After reading: investigation level

- Review the Venn diagram created in the previous lesson. Ask students what the five men were right about in their assessment of Ferdinand and why they were right about these things (*it is easy to tell Ferdinand is big and strong by looking at him*).
- Invite students to discuss the following questions with a partner and then share their thinking with the class:
  - Why do you think the men chose the wrong bull?

**Identify the mistakes  
the five men made  
and provide advice**

- 
- Name: \_\_\_\_\_
- Advice for the five men**
- The next time the five men are looking for a bull, they should
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- This is good advice because
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Ploughshares Book Series: The Story of Ferdinand
- 6
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## Begin new session

### After reading: application level

Avoid jumping to conclusions about the scenarios provided

#### Synthesizing ideas

- Summarize the mistakes the men made, and introduce the phrase “jumping to a conclusion.” Discuss the meaning of the expression (*judging without evidence*). Suggest that sometimes we jump to conclusions and invite students to provide examples. If necessary, provide a few examples, such as:
  - Someone is skinny, so they must be athletic.
  - I see you eating chips, so I think you eat lots of junk food.
  - I can’t find my pencil, so I think someone stole it.
- Show students one of the pictures provided on Blackline Master #2, and ask them what someone who was jumping to conclusions might say or think about this picture. Provide time for students to talk with a partner before sharing their ideas with the whole class.
- Ask students how we might avoid jumping to conclusions. If necessary, refer back to the advice they gave the five men, and suggest that we need to get more information.
- Using the picture example, model ways to get more information. Invite students to brainstorm possible questions and ideas that may need to be considered further.
- Generate questions that would be good questions and questions that would not be good questions. Establish criteria for judging whether a question is a good question (gets information and is not simply a yes/no question, helps us understand the person better).
- Using the other pictures provided or accessing the pictures available at <http://tc2.ca/topnav/electronic-sourcebook-2/colour-images/>, give pairs of students a picture scenario and invite them to generate good questions that would let them avoid jumping to conclusions about the person in the picture.

### Assessment

- Use the rubric *Assessing advice and conclusions* (Blackline master #3) to assess students ability to draw inferences, offer advice and avoid jumping to conclusions.

Blackline Master #3

### Assessing advice and conclusions

	Sophisticated understanding	Essential understanding	Basic understanding	Partial understanding	Pre-recognition
<b>Avoids jumping to conclusions</b>	Purposefully uses given and implied information in the picture and asks thoughtful questions to arrive at sound, logical conclusions.	Effectively uses given information in the picture and asks thoughtful questions to arrive at sound, logical conclusions.	Uses given information in the picture and asks general questions to arrive at simple conclusions.	Does not consistently use given information in the picture or ask good questions to arrive at sound, logical conclusions. Often jumps to conclusions.	Is unable to arrive at a sound, logical conclusion.
<b>Offers good advice</b>	Offers good advice that meets all of the criteria. Provides very specific, highly relevant reasons for the recommendations.	Offers good advice that meets all of the criteria. Provides a specific, relevant reason for the recommendation.	Offers general advice that meets most of the criteria. Provides a relevant reason for the recommendation.	Offers advice that may not meet all of the criteria. Advice or reasons for the recommendation may be irrelevant or vague.	Cannot offer sound advice.
<b>Draws a plausible inference</b>	Effectively uses clues to draw subtle, plausible inferences about Ferdinand and the mistakes made by the five men.	Uses clues to draw plausible inferences about Ferdinand and the mistakes made by the five men.	Uses clues to draw obvious or the mistakes made by five men. May require occasional support.	Has difficulty consistently drawing inferences about Ferdinand and the mistakes made by the five men.	Is unable to draw inferences about Ferdinand and the mistakes made by the five men.

Comments: \_\_\_\_\_

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

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## Advice for the five men

The next time the five men are looking for a bull, they should

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This is good advice because

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# Assessing advice and conclusions

	<b>Sophisticated understanding</b>	<b>Exended understanding</b>	<b>Basic understanding</b>	<b>Partial understanding</b>	<b>Pre-recognition</b>
<b>Avoids leaping to conclusions</b>	Purposefully uses given and implied information in the picture and asks thoughtful questions to arrive at sound, logical conclusions.	Effectively uses given information in the picture and asks thoughtful questions to arrive at simple, logical conclusions.	Uses given information in the picture and asks general questions to arrive at simple conclusions.	Does not consistently use given information in the picture or ask good questions to arrive at sound, logical conclusions. Often leaps to conclusions.	Is unable to arrive at a sound, logical conclusion.
<b>Offers good advice</b>	Offers good advice that meets all of the criteria. Provides very specific, highly relevant reasons for the recommendations.	Offers good advice that meets all of the criteria. Provides a specific, relevant reason for the recommendation.	Offers general advice that meets most of the criteria. Provides a relevant reason for the recommendation.	Offers advice that may not meet all of the criteria. Advice or reason for the recommendation may be irrelevant or vague.	Cannot offer sound advice.
<b>Draws a plausible inference</b>	Effectively uses clues to draw subtle, plausible inferences about Ferdinand and the mistakes made by the five men.	Uses clues to draw plausible inferences about Ferdinand and the mistakes made by the five men.	Uses clues to draw obvious inferences about Ferdinand or the mistakes made by the five men. May require occasional support.	Has difficulty consistently identifying even obvious inferences about Ferdinand or the mistakes made by the five men; needs support.	Is unable to draw inferences about Ferdinand or the mistakes made by the five men.

Comments:

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