



Puddinhead & the Chalkboard

By Marilyn Foote

Teacher's Guide

Excellent Resource of Suggested Activities

For Grades 2 - 5

Purpose

Puddinhead is an enjoyable story that can be used in a classroom enriching a reading program. This guide will assist a teacher to instruct students as they read the book, *Puddinhead & the Chalkboard*. It will focus on the in-depth educational wealth it has to offer to students in the elementary grades, 2 - 5.

This guide consists of detailed lesson ideas divided by each chapter along with chapter and pre and post assessments. This unit could be completed in a few weeks or depending on the ability of the students, the teacher will plan the timing out. This faith based story can be done with or without the religious elements.

Puddinhead & the Chalkboard - Summary

Miriam Foote, aka Puddinhead is a little girl who likes to write and draw on a chalkboard with her sisters. Together, they design very humorous and artistic stories. A creative adventure of an imaginary boy named, Denney Williams came from the chalkboard play. After her exciting day of play, her young curious mind is inquiring daily and wondering where or who is God. She seeks Him through prayer and wants to share her day's experiences with her friends and Him.

Suggested Activities:

- ✓ Pre-Test.
- ✓ Vocabulary Practice for Each Chapter.
- ✓ Chapter Discussion / Comprehension Questions.
- ✓ English/Grammar Focus
- ✓ Chapters Review Quiz.
- ✓ Posttest.
- ✓ Devotional Bible Verses for Each Chapter.
- ✓ Extension Activities Follow-up: Games, Art, and Music Lessons

The story, *Puddinhead & the Chalkboard* has underlining themes.

- ✓ Chapter 1 - Family Relationships
- ✓ Chapter 2 - Teacher / Pupil Relationships
- ✓ Chapter 3 - Community Relationships

- ✓ Chapter 4 - Creative Play
- ✓ Chapter 5 - Sharing God's Love

Pre-Test

Opening Discussion

This could be done as an open discussion with students, while teacher writes down the student responses on a half sheet of paper with these questions on it for the students to fill out. There should be documentation of a before and after measure of the students' understanding of the 5 themes.

Questions: Try to answer in complete sentences verbally or written.

1. Do you ever sit with your family to plan a family activity out? Explain.
2. How do a teacher and student suppose to get along with each other?
3. What are some ways you interact with your neighbors? How does your personal faith and beliefs help you interact with other people?
4. How does your imagination help you learn?
5. Do you feel you can truly share your ideas, time, and toys easily? How did you feel after you did share something? Explain.

Vocabulary Practice for Each Chapter

Children should study the vocabulary by looking them up in the dictionary, writing them into sentences, using them as spelling words, writing them in A,B, C, Order, writing them into syllables, and using them during the comprehension discussion time after reading the chapter.

Chapter 1 - Winslow Heights Elementary School Chalkboard

descended, quiescent, exhausting, plaits, soothed, reclined, immersed,

deliberate, disposition, scampering, simultaneously, execute, "roller wringer", significant, oblige.

Chapter 2 - School Day Blues

expired, impatient, tumbled, admonished, deliberately.

Chapter 3 - Chalkboard Is Here At Last!

promptly, commenced, innovative, attain, assortment, installed, commissioned.

Chapter 4 - First Chalkboard Adventure

transformed, outlandish, chide, forlorn, massive, immense, capitulated,

acquiesced, accustomed, overemphasized, resounded, hysterically, quivered,

supple, cackling, pudgy, wholesome, precarious, hooted.

Chapter 5 - Abby's Turn

moping, reconstruct, scenario, manuscript, thunderous, stellar, looming.

Chapter Discussion / Comprehension Questions

Chapter 1 - Winslow Height Elementary School Chalkboard

1. Daddy and Puddinhead like the same things. What were they?
2. What are the benefits of family discussions?
3. What are the benefits of family cooperation?
4. How does the family share their faith?

Chapter 2 - School Day Blues

1. How do you think Puddinhead's impatient is hurting her at school?
2. What helped Puddinhead get along with her teacher?

Chapter 3 - Chalkboard Is Here At Last!

1. How could you tell that everyone knew about the chalkboard?
Give several examples from the story.
2. How does Daddy help his neighbor and how does his neighbor return this help?

Chapter 4 - First Chalkboard Adventure

1. How does imaginative play help you solve a problem?
2. How does this type of play help you at school?

Chapter 5 - Abby's Turn

1. How do Zirah and Puddinhead share with their friend, Abby?
2. How does this sharing expand to the neighborhood?

English/Grammar Focus

The lessons in each chapter could easily be repeated in another chapter for more study of a skill. Also, there are numerous English skills used in the story. Feel free to address them in a lesson.

Chapter 1 - Winslow Height Elementary School Chalkboard

Nouns/Adjectives and Verbs/Adverbs

When you read a passage, you should be able to picture what you are reading

in your head. That is because the words used are very descriptive. A basic noun and verb will have more details when they are enhanced with adjectives and adverbs.

1. First, close your eyes and listen to a reader read chapter one. Then, scan the first chapter and pick out 5 nouns and find the adjective(s) that describe them. Do the same with the verbs. Pick 5 verbs and their adverbs.

Discuss how the adjectives and adverbs help you understand the noun and verb better.

2. Write 5 simple sentences without adjectives and adverbs.

Challenge

yourself by rewriting these sentences using a variety of adjectives and

adverbs. Share with a partner how your sentences change their meanings because you change the adjectives and adverbs.

3. Fold a sheet of plain paper into 4 boxes. Write a sentence four different ways using a mixture of adjectives and adverbs. Draw a picture of each sentence showing the differences because of the varied adjectives and adverbs.

Chapter 2 - School Day Blues

Suffix - Adding these endings/beginnings to a word changes its meaning.

Add: "ing" or, "ed" or, "ly" or, "est" or, " 's" or, "re", or, "pre" to a word.

1. Make a 4 column chart like below.

base / root word definition suffix/prefix new definition

base / root word	definition	suffix/prefix	new definition

Fill-in the chart using the words from Chapter 2. Discuss with your partner the varieties of rules that are used to make these new words. Redo this chart to look for words that have a prefix.

Chapter 3 - Chalkboard Is Here At Last!

1. What is the difference between adding "s" and adding " 's" to a word? Pick several samples in Chapter 3 to explore how these words are used. Rewrite your own sentence using your sample to show that you know how to use each word.

2. When someone is talking, the writer uses quotation marks. Reread a

paragraph and find the quoted sentences. Who is speaking? List the names of the characters who are speaking in each sentence.

Chapter 4 - First Chalkboard Adventure

1. Contractions and Compound Words - How are they alike and how are they different? Make a four column chart or fold your paper into fours vertically. List the contractions and compound words in Chapter 4 (also, look throughout the book) in column 1. In columns 2 and 3, separate each word into the two words that makes it. In column 4 state, if that word is a compound or a contraction.
2. Make flash cards out of the many words throughout the book that are compound or contraction words.

Front of Card

Back of Card

chalkboard

|

chalk

board

Chapter 5 - Abby's Turn

Synonym and antonym are words that mean the same (syn.) and opposite (ant.) to each other. Look throughout the whole story and pick out pairs of words that are synonym or antonym to each other. Fold your paper into two columns and pair-up these words. Label each pair with "s" or "a".

Chapters Review Quiz

Narrative Elements - Complete the narrative elements for the whole story by answering these questions. Answer using complete sentences.

1. What are the:

- ✓ Setting,
- ✓ Characters,
- ✓ Plot,
- ✓ Problems
- ✓ Solutions

to the story?

2. Draw 5 pictures, one for each chapter. Write a summary of each chapter under each picture.

Posttest

Opening Discussion

This could be done as an open discussion with students, while teacher writes down the student responses on a half sheet of paper with these questions on it for the students to fill out. There should be documentation of a before and after measures of the students' understanding of the 5 themes.

Questions: Try to answer in complete sentences verbally or written.

1. Do you ever sit with your family to plan a family activity out?

Explain.

2. How do a teacher and student suppose to get along with each other?

3. What are some ways you interact with your neighbors?

How does your personal faith and beliefs help you interact with other people?

4. How does your imagination help you learn?

5. Do you feel you can truly share your ideas, time, and toys easily?
How do you feel after you did share something?

Devotional Bible Verses for Each Chapter

These suggested verses could be used as a devotional study and memory verses.

Chapter 1 - Winslow Heights Elementary School Chalkboard

Now therefore hearken unto Me, O ye children for blessed are they that keep My ways. Hear instruction, and be wise, and refuse it not.

Proverbs 8:32 - 33.

Chapter 2 - School Day Blues

Train up a child in the way he should go; and when he is old, he will not depart from it.

22:6.

Proverbs

Chapter 3 - Chalkboard Is Here At Last!

And all things, whatsoever ye shall ask in prayer, believing, ye shall receive.

Matthew 21:22

Chapter 4 - First Chalkboard Adventure

Then were there brought unto him little children, that he should put his hands on them, and pray; and the disciples rebuked them. But Jesus said, Suffer little children, and forbid them not, to come unto me: for of such is the kingdom of heaven. And he laid his hands on them, and departed thence.

Matthew 19:13 -

15.

Chapter 5 - Abby's Turn

Even a child is known by his doings, whether his work is pure, and whether it is right.

Proverbs 20:11.

Extension Activities Follow-up: Games, Art, and Music Lessons

1. Puddinhead's Daddy recycled the old school's chalkboard to make a toy for his children. What can you do to recycle something that can be made useful again? Challenge: Create a Recycling Club to explore the numerous ways to put unused things back to useful things.
2. Use a giant sheet of drawing paper or a chalkboard and design an adventure. The drawings should be done in sequential order. The story should be written out in a book fashion.
3. Using music as a starter for a story. Many children's songs are excellent sources of characters for a story. IE. Song - The Ants Are Marching (This song is sung with the melody from, When Johnny Comes Marching Home.) Then, write a story using the characters from a song.
4. In the story, Puddinhead and her brother and sisters used to play act stories; everyone had a character. Design a play for your class. Discuss the scenes and types of props you will need. Produce the play and do it for another class.

5. Create a Story Game - The first person starts a story while everyone listens. It has to be a short beginning of a story. The second, third, fourth person and so on continue this story adding their part until it makes its way around the class.
6. Each child picks one part of the story to design a diorama using a small box, or a lid of a box, or construction paper. You have to fold a half inch frame around the construction paper and pinch the four corners so the frame stands out. Write a small paragraph about the diorama scene to mount this under the diorama when it is on display.

Answer Key

Pre-Test and the Posttest will be a documentation of each student's understanding of the themes. There is no right or wrong answers. The children will compare their ideas of inter-relationships of their own family to Puddinhead's family; seeing how they are alike and different. Teachers should keep judgments out of their comments when listening to their students talk. This will allow the children to talk freely and see for themselves the differences.

Vocabulary Practice for Each Chapter

The words could be used as a spelling list. It is up to the teacher to decide how to use these words. Suggestions: Write them into sentences, look up the definitions, find antonyms and synonyms, and divide words into syllables.

English/Grammar Focus

Chapter 1 - Adjectives and Adverbs

Teacher should review the chapter ahead of time underlining several pairs of words. This will be the start to a list that will expand when the students add their finds during the discussion time. Some pairs are listed below.

Adjectives samples:

1. Page 17 - early evening sun.
2. " - orange hue
3. " - large picture window.

Adverb samples:

1. Page 18 - always found.
2. Page 19 - intentionally immersed.
3. Page 19 - slowly scanning.

Chapter 2 - Suffix and Prefix

Teacher should review the chapter ahead of time underlining several samples of words. This will be the start to a list that will expand when the students add their finds during the discussion time. Some samples are listed below.

Suffix samples:

1. Page 31 - actually.
2. Page 33 - building.
3. Page 40 - contented.

Prefix samples:

1. Page 31 - before.
2. Page 35 - across.
3. Page 40 - explore.

Chapter 3 - Adding "s" or, " 's" to a word.

Teacher should review the chapter ahead of time underlining several samples of words. This will be the start to a list that will expand when the students add their finds during the discussion time. Some samples are listed below.

Add "s" :

1. Page 41 - sisters.
2. Page 43 - boxes. (...es)
3. page 43 - crates

Add "'s" :

1. Page 41 - children's.
2. Page 43 - chalkboard's.

Chapter 4 - Compound and Contractions.

Teacher should review the chapter ahead of time underlining several samples of words. This will be the start to a list that will expand when the students add their finds during the discussion time. Some samples are listed below.

Compound Words:

1. Page 49 - chalkboard.
2. Page 51 - background.
3. Page 53 - doorway.

Contraction Words: There aren't many samples in this chapter. You can expand the search to the other chapters. Also, you can find word pairs that could be rewritten as a contraction in this chapter.

1. Page 48 - do not → don't.
2. Page 54 - did not → didn't.

Chapter 5 - Synonym and Antonym.

Teacher should review the chapter ahead of time underlining several samples of words. Also, there are numerous words in this chapter that you could pick and ask the students what is a word you know that has the same meaning or is the opposite. This will be the start to a list that will expand when the students add their finds during the discussion time. Some samples are listed below.

1. page 66 - complain / whined (s)
2. page 68 - spoke / reciting (s)
3. page 67, 68 - moping / giggling (a)
4. page 65 - drawings / written text (a)

Chapter Discussion / Comprehension Questions

Chapter 1 - Winslow Height Elementary School Chalkboard

1. **Daddy and Puddinhead like the same things. What were they?**
Daddy and Puddinhead both like to sit in the same chair in the living room, go to church, and participate in the prayer session at church.
3. **What are the benefits of family discussions?**
The story shows how Daddy got his family together to motivate them on a family decision and project. The children would be in agreement when their parents would ask them where to spend any extra money. Also, the follow-up to a decision are easily done.
4. **What are the benefits of family cooperation?**
When Daddy asked the children to clean-up the backroom, there was no argument. Children could also add what might happen in their own homes.
5. **How does the family share their faith?**

The family openly participates in their belief that there is a God who is over their lives. The parents as well as the children openly pray asking and telling God what their needs are. They attend church and participate in church activities. I.e. Sunday School, prayer session, and values the sermons. Children could add what they feel is a way to share their faith.

Chapter 2 - School Day Blues

1. How do you think Puddinhead's impatient is hurting her at school?
Puddinhead is so anxious that she cannot keep still. She cannot concentrate spending her time wiggling in her seat.
3. What helped Puddinhead get along with her teacher?
When Puddinhead started showing her teacher that she could work and stay on task in reading and writing, this was a way that she and her teacher were able to connect and work with each other.

Chapter 3 - Chalkboard Is Here At Last!

1. How could you tell that everyone knew about the chalkboard?
Give several examples from the story.
The store owner, who sold Daddy the chalk, knew about it. All the neighbors knew about it because they were looking in the windows.
2. How does Daddy help his neighbor and how does his neighbor return this help?
Daddy plowed the store owner's lot and the store owner gave Daddy a discount on his purchase.

Chapter 4 - First Chalkboard Adventure

1. How does imaginative play help you solve a problem?

When you make believe a situation, you imagine how it could turn out. Then you continue to figure other ways to deal with it. Each time, you make mistakes and hopefully you will discover a solution as you play the situation out.

2. **How does this type of play on the chalkboard help you at school?**
Puddinhead and her sisters are writing and reading continuously on the chalkboard. Practicing these skills are a necessity to do at home when you are not at school.

Chapter 5 - Abby's Turn

1. **How does Zirah and Puddinhead share with their friend, Abby?**

Puddinhead and Zirah show how Abby's small chalkboard could create an enjoyable story for fun.

2. **How does this sharing expand to the neighborhood?**

They invite the children of the neighborhood to listen to the story they wrote.

Chapters Review Quiz.

Narrative Elements - Complete the narrative elements for the whole story by answering these questions. Answer using complete sentences.

1. **What are the:**

- ✓ **Setting** - The setting is in Puddinhead's house and on Abby's stairs in front of her house.
- ✓ **Characters** - The characters are Miriam, Daddy, Mommy, Leah, Eve, Zirah, Emanuel Jr., and Abby.
- ✓ **Plot**- The Foote children enjoy drawing and writing on a chalkboard.

- ✓ **Problem** - The family does not have a chalkboard.
 - ✓ **Solution** - The Daddy gets a chalkboard from the old Winslow Heights Elementary School that was torn down.
- to the story?

2. Draw 5 pictures, one for each chapter. Write a summary of each chapter under each picture.

A summary is a brief description of the main idea of a page, or paragraph, or a story. A summary should not take up more than a few sentences.

Devotional Bible Verses For Each Chapter

The children should use the verses to study in devotion, or memorizing.