

Puddinhead

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Teacher's Guide

Excellent Resource of Suggested Activities

For Grades 2 - 4

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*. It will focus on the in-depth educational wealth it has to offer to students in the elementary grades, 2 – 4.

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 without the religious elements.

Puddinhead – Summary

Miriam Foote, aka Puddinhead is a little girl who likes to play with her family and friends. Her young curious mind is inquiring daily wondering where and/or who is God. She seeks Him through prayer and wants to share her daily experiences with Him.

The story, *Puddinhead* has five underlining themes. They are:

- ✓ Chapter 1 – Receiving a Nickname
- ✓ Chapter 2 – Negative and Positive Effects of a Nickname
- ✓ Chapter 3 – Respecting Individual Differences
- ✓ Chapter 4 – Community Socialization and Unity
- ✓ Overall Theme – How Do You Speak to God?

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.

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 have a nickname? How did you get it?
2. How does your nickname make you feel?
3. Have you been teased? Why? How do you feel being teased?
4. Do you get to play outside? Who are your playmates?
5. Did you ever think to tell God about your life?

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 - Miriam Becomes Puddinhead

haze, drapes, chatter, posterior, tranquil, locust, grimace

Chapter 2 – Leah Understands Puddinhead

beloved, discreetly, interruption, encourage, pastor, assured

Chapter 3 – Ugly Shoes

remarked, “early birds”, shrieked, exclaimed, console, arch,

Chapter 4 – Evening Games

contagious, outrageous, outfield, crooked, pitch, pandemonium, proclaim

Chapter Discussion / Comprehension Questions

Chapter 1 - Miriam Becomes Puddinhead Questions:

- ✓ Narrative Elements – Describe the Setting, Characters, Plot, and Problem of this story.
- ✓ How do you think Miriam feels about her desire to sit in this chair? Does she have any negative thoughts about it? Why?
- ✓ What do Miriam's sisters do when they found her sitting alone?
- ✓ How does Mommy help and support Miriam.

Chapter 2 – Leah Understands Puddinhead

- ✓ How is Leah and Puddinhead's relationship growing?
- ✓ Does Puddinhead have any negative feelings about her nickname now?
- ✓ How does Leah help Puddinhead?
- ✓ How does Puddinhead use what she learns from Sunday School?

Chapter 3 – Ugly Shoes

- ✓ How does Zirah help Puddinhead?
- ✓ What are the positive ways that Daddy helps Puddinhead? Would you consider Daddy to be fair or unfair?
- ✓ What would you have done, if you were Puddinhead or the Daddy?

Chapter 4 – Evening Games

- ✓ What do the children do to promote family harmony?
- ✓ Describe how the neighborhood children and parents get along? State many examples from the whole story that shows neighborhood harmony.
- ✓ Compare your neighborhood to the story's. What are some likes and some differences?
- ✓ How would you like your neighborhood to be like? Explain.

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 - Miriam Becomes Puddinhead

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 added 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 – Leah Understands Puddinhead

Suffix – Adding these endings/beginnings to a word change its meaning.

Add: “ing” or, “ed” or, “ly” or, “est” or, “ ‘s” or, “re” or, “pre”, or “al” to a word.

1. Make a 4 column chart like below.

prefix	base/root word	suffix	new
definition			

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

Chapter 3 - Ugly Shoes

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 name of the character who is speaking in each sentence.

Chapter 4 - Evening Games

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 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
baseman man	base

Chapters Review Quiz

Narrative Elements – Complete the narrative elements for the whole story by answering these questions. Write answers in complete sentences.

1. What are the:

- ✓ Setting,
- ✓ Characters,
- ✓ Plot,
- ✓ Problem,
- ✓ Solution to the story?

2. Draw 4 pictures, one for each chapter. Write a summary of each chapter under each picture.

Post Test

Redo the pretest and compare the first answers to the second responses.

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 have a nickname? How did you get it?
2. How does your nickname make you feel?
3. Have you been teased? Why? How do you feel being teased?
4. Do you get to play outside? Who are your playmates?
5. Did you ever think to tell God about your life?

Devotional Bible Verses For Each Chapter

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

Chapter 1 – Miriam Becomes Puddinhead

Come my children, and listen to me, and I will teach you to fear the Lord.

Ps. 34:11.

Chapter 2 – Leah Understands Puddinhead

Praise the Lord! I will thank the Lord with all my heart as I meet with this godly people. How amazing are the deeds of the Lord! All who delight in him should ponder them. Everything he does reveals his glory and majesty. His righteousness never fails. Ps. 111:1 – 3.

Chapter 3 – Ugly Shoes


Children, obey your parents because you belong to the Lord for this is the right thing to do. Eph. 6:1

Chapter 4 – Evening Games

Now dear brothers and sister, I appeal to you by the authority of the Lord Jesus Christ to stop arguing among yourselves. Let there be real harmony so there won't be divisions in the church. I plead with you to be of one mind united in thought and purpose. 1 Cor. 1: 10 – 11.

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

- ✓ All the children who have nicknames, write down what they can remember why they have this name. Teacher would individually discuss with each student to help them understand if there is a negative effect to their nickname. This helps a student think through their personal situation. Teacher could help the student pray about it.
- ✓ Music teacher plans a series of songs that help children praise and worship the Lord Jesus Christ. I.E. Jesus Loves the Little Children, Jesus Loves Me, Children Go Where I Send Thee, etc.
- ✓ Praise Dancing – Children could praise and worship using dance moves. They would learn the words to a Christian song; listen to this song, then design dancing moves to reflect their meaning. IE. – Redeemer and Call on Jesus by Nicole C. Mullen. Or, My King and Your Child by Jami Smith.
- ✓ Helping the gym teacher: Classroom teacher takes some time to discuss with the students to make a plan for a kickball game. This helps the weakest to the strongest player in the game to feel that they will enjoy playing it when they go to gym. Classroom teacher shares the results to the gym teacher. After the children play the game, the classroom teacher later gets the children's reaction to this pre-planning and shares this with the gym teacher.
- ✓ Art Lesson – Theme: "We see the same thing but react differently." Teacher copies the same open curve on a plain white sheet of paper.

IE. . Use only a pencil or a black crayon, each student studies

this open curve then, decides to draw something out of it. Every student

works independently. After a given amount of time, the teacher opens up a discussion on what the children drew in a sharing time. The drawings could be categorized into things, animal, plant, and people groups.

- ✓ Celebrate We Are Different But Are In The Same Room Cheers – Children spend the first five minutes of each morning cheering each other's differences. Make-up silly clapping, or snapping, or sounds to recognize and validate. IE. Buzzing Bee Cheer, Twirl a Lasso Cheer. (Buzzing Bee – Make a bee sound and hold your thumb and fingertip

together like a bee buzzing around. Twirl a Lasso – Lift you arm up over your head like you are holding a rope in a lasso loop. Twirl it

over

your head four times quickly.)

- ✓ 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 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

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.

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 - Nouns/Adjectives and Verbs/Adverbs

1. 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 findings during the discussion time. Some pairs are listed below.

A. Page 6 – Foote family living room.

B. Page 7 – best friend

C. Page 6 – just completed

D. Page 8 – timidly walked

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.

IE. Simple Sentence: Horses ran. -> The excited racing horses rapidly ran.

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.

IE. Sentence #1 – The small kitten shyly moved behind her mom.

Sentence #2 – The curious little kitten bravely walked close to the edge of

the table.

Sentence #3 – The angry grey kitten quickly showed everyone he could

fight.

Sentence \$4 – The tired kitten lazily drooped down on the pillow and fell

asleep.

Chapter 2 – Suffix – Adding these endings/beginnings to a word change its meaning. Add: “ing” or, “ed” or, “ly” or, “est” or, “ ‘s” or, “re” or, “pre”, or “al” to a word.

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.

1. Make a 4 column chart like below.

Prefix Base Word Suffix
Definitions

	await	ed	expected
al	most		very nearly

Chapter 3 – What is the difference between adding “s” and adding “ ‘s” to a word? 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.

1. Page 15 – clouds – more than one cloud.
2. Page 15 – neighbor’s – belonging to the neighbor.

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.

IE. Page 17 – “No arch? Flat feet! What is an arch, sir?” Puddinhead spoke . . .

Chapter 4 – Contractions and Compound Words – How are they alike and how are they different?

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.

1. Page 19 – Let’s -> let us, contraction
2. Page 20 – forever -> for / ever, compound
3. Make flash cards out of the many words throughout the book that are compound or contraction words.

Front of Card

Back of Card

baseman

man

|

|

|

base

|

Chapter Discussion / Comprehension Questions

Chapter 1 - Miriam Becomes Puddinhead Questions:

- ✓ Narrative Elements – Describe the Setting, Characters, Plot, and Problem of this story. Write answers in complete sentences.

Setting – The setting is at the Foote family's home and neighborhood. The

characters are Daddy, Mommy, Leah, Zirah, Eve, Emmanuel Jr. Miriam, and

Ashley. The plot is a little girl named, Miriam interacts with her family and

friends in her home. The problems are how Miriam gets teased and when she

has to wear correction shoes. How does she cope with these difficulties.

- ✓ How do you think Miriam feels about her desire to sit in this chair? Miriam has a deep desire to sit in this chair. She loves the experience and will put up with many pressures from her sisters to continue to do it.
- ✓ Does she have any negative thoughts about it? Yes, she does. Why? When she goes into the living room to sit, she feels she has to sneak around to do it.
- ✓ What does Miriam sisters do when they found her sitting alone? They felt that Miriam was not with the younger sisters or outside playing. They start to tease her.

- ✓ How does Mommy help and support Miriam.

Mommy reminds the sisters of all their requests to get a rocking chair the year before and rocking is a common desire. Then, she spends some time with Miriam to learn what is on her daughter's mind.

Chapter 2 – Leah Understands Puddinhead

- ✓ How is Leah and Puddinhead's relationship growing?

Leah sees that Miriam is focused on something that separates her from the rest.

She takes the time to find out. She then understands Miriam's actions.

- ✓ Does Puddinhead have any negative feelings about her nickname now?

No, she does not.

- ✓ How does Leah help Puddinhead?

Leah listens carefully at what Puddinhead is singing or saying and recognizes what she is trying to do. Then, she comes closer to Puddinhead and helps her learn the words better.

- ✓ How does Puddinhead use what she learns from Sunday School ?

Puddinhead's Sunday School teacher taught her to find the quiet place and spend some time talking to Jesus. Miriam tries her best to do just that.

Chapter 3 – Ugly Shoes

- ✓ How does Zirah help Puddinhead?

Zirah stops running and returns to Puddinhead to see what was wrong.

- ✓ What are the positive ways that Daddy helps Puddinhead? Daddy is very concerned for the best remedy to help his daughter's problem with her feet. He gets the doctor's advice and makes a parent decision that he sticks with. Would you consider Daddy to be fair or unfair? Children will express their opinions.

- ✓ What would you have done, if you were Puddinhead or the Daddy? The children will express their opinions.

Chapter 4 – Evening Games

- ✓ What do the children do to promote family harmony? They worked together quickly taking care of the family chores so they could go outside to play.
- ✓ Describe how the neighborhood children and parents get along? The game time shared between all the children of all ages showed how a whole neighborhood could play together and enjoy each other's company. State many examples from the whole story that shows neighborhood harmony. IE. Puddinhead and Zirah felt comfortable enough to approach their neighbor, Mr. Ford to ask if his daughter could come out and play.
- ✓ Compare your neighborhood to the stories. What are some likes and some differences. Children will state their examples.
- ✓ How would you like your neighborhood to be like? Explain. Children will express their ideas.

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 takes place at Miriam's home and neighborhood.
- ✓ Characters – The characters are Miriam, Daddy, Mommy, Leah, Zirah, Eve, Emmanuel Jr. and Ashley.
- ✓ Plot – The plot is a little girl named, Miriam interacts with her family and friends.
- ✓ Problem The problems are Miriam gets teased by her sisters and she had to wear correction shoes.
- ✓ Solution – Miriam's Mommy and older sister, Leah, and her Daddy help her deal with her problems.

2. Draw 4 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.