

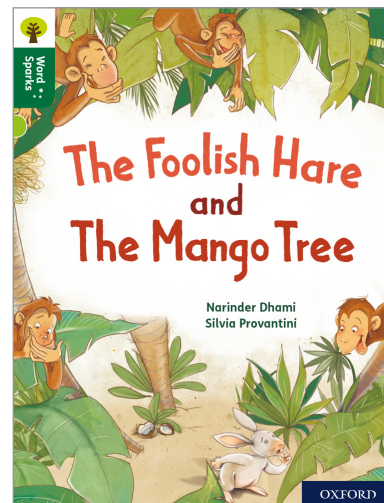
The Foolish Hare and The Mango Tree

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Teaching notes written by: James Clements

Text type: Fiction, folktale, Non-partner Text



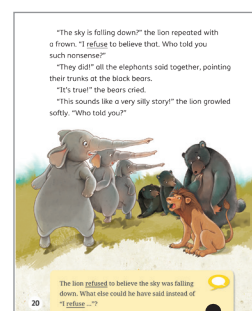
Focus words: bound, broad, furious, refuse, require, suffer, task, unconscious

Synopsis

This book contains two folktales from India. In *The Foolish Hare*, Hari the Hare thinks the sky is falling down. Will the other animals in the forest believe him? In *The Mango Tree*, Ifran and Abu cannot agree on who owns the mango tree that grows between their fields. Will they find a solution?

How to use this book

- Each *Word Sparks* book contains a small number of focus words. The focus word boxes are a chance to pause and think about the words (if the child is reading independently) or for you to discuss them (if reading together).
- You might like to read the book more than once:
 - First read:** Focus on understanding and enjoying the book.
 - Second read:** Encourage fluency and reading with expression.
 - Third read:** Look in more detail at the focus words or follow a particular learning focus that you're working on.



These focus word boxes are for the adult or child to read. Whenever it feels right, pause and talk about the focus words.

Group/Guided reading

Introducing the book

- Look together at the cover. Ask: *Why do you think the hare in the picture is looking worried?*
- Ask the children to read the title to you. Ask: *Which story are you looking forward to reading most? Why?*
- Turn to the back cover and read the blurb. Ask: *Do you know any other folktales? Do you know any other stories from India?*

Reading the book

- Ask the children to read the book aloud, supporting where necessary with any unfamiliar words or concepts. Praise and encourage them as they read.
- On p3, ask: *Who is watching Hari? What do you think might happen next?* (Making predictions)
- On p19, ask: *Why did the other animals stop when lion roared?* (Finding information)
- On p23, ask the children to identify which of the lion's words suggest the monkeys have behaved badly in the past. (said grimly; should have guessed) (Drawing inferences)

- On p25, ask the children to find the phrase that tells you this was the first time fruit had appeared on the tree. (had never borne fruit) (Understanding vocabulary choice)
- On p37, ask: *What do you think Birbal's plan might be?* (Making predictions)
- On p43, ask: *Who do you think is the real owner of the mango tree? Why?* (Explaining themes and ideas)
- On p47, ask the children whether they think this is a fair outcome. Why/why not? (Evaluating and responding)

Returning to the book

- Ask the children whether *The Foolish Hare* reminds them of any other stories they know? (*Chicken Licken*, perhaps) Ask: *How is it similar? How is it different?* (Explaining themes and ideas)
- Re-read p12 and p13. Ask the children to find the verbs that describe how the animals are moving. (Finding information)
- Ask: *How does the author's choice of verbs help create a sense of excitement?* (Understanding vocabulary choice)
- Ask the children to read the two pages aloud in a way that makes it sound as exciting as possible. (Reading fluently)
- Ask the children to re-read p39–41 and make a list of what we learn about Ifran and Abu from these pages. (Drawing inferences)
- Ask: *How are the lion and Birbal similar in the two stories? How are they different?* (Evaluating and responding)
- Ask the children what they think the moral is in each of the stories. Can they explain their answer? (Evaluating and responding)

Independent reading

- Introduce the book as in the *Introducing the book* section above.
- Encourage the child to read the book using their phonics knowledge as independently as possible.
- Encourage them to sound out and blend new words that they come across. Remember to give lots of encouragement and praise.
- Use the focus word boxes to discuss the focus words.

Speaking and listening

In *The Mango Tree*, lots of people were waiting for Birbal to solve their problems. Ask the children if they can make up a new story about a problem he had to solve. What happened and what did he decide?

Taking vocabulary further

- Use the Our Favourite Words Activity Sheet in the Programme Handbook and ask the children to record their friends' and family's favourite words. Can they use any of them in your talk or writing?
- Encourage the children to spot the focus words wherever they can, for example in other books they are reading or listening to, during conversations or while watching television.

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