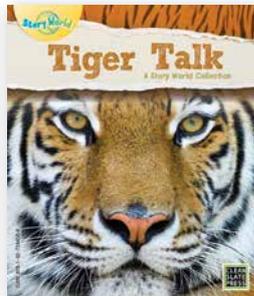
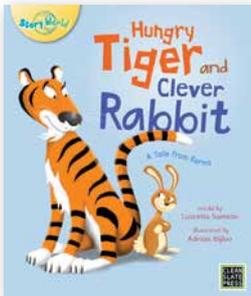


Hungry Tiger and Clever Rabbit

Level 20

Tiger Talk

Level 22



Inquire to Learn!

There are many ways in which *Hungry Tiger and Clever Rabbit/Tiger Talk* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *Hungry Tiger and Clever Rabbit*, stopping at natural points for discussion. Draw on the students' prior knowledge of tigers, rabbits, hunger, holes, promises, fairness, and tricks.

Possible Starter Questions for Discussion

Tigers: *Does anyone know what tigers eat?* Introduce the word *carnivore* and discuss that tigers eat meat.

Hunger: *Have you ever felt REALLY hungry? How did it make you feel?* Discuss that basic needs such as hunger are powerful motivating forces. Ask, *Would you trust a hungry tiger? Why/why not?*

Promises: *What does it mean to make a promise? If someone makes a promise in exchange for help, should he/she keep that promise?*

Tricks: *What is a trick?* Discuss the difference between mean tricks and fun tricks.

Text and Illustration Based Inquiry Questions

Cover and title page: Look at the cover and title page of *Hungry Tiger and Clever Rabbit*. Ask, *Which animal do you think looks the meanest? Which animal looks the cleverest? Do you think a little animal could trick a big animal? Why/why not?*

P. 3: *Why is the tiger crying?* (He is stuck in a big hole and nobody can hear him calling for help.) Discuss that everyone needs help sometimes.

P. 4–5: *What promise did the tiger make? Why did the boy help the tiger? Would you have helped the tiger? Why/why not?*

PP. 6–7: Look at the illustration. Ask, *How can you tell that the tiger is hungry?* (He is licking his lips.) Talk about what it means to make a promise and to break a promise. Introduce the word *trust*. Point out the two verb forms *promise* and *promised*.

PP. 8–9: *The animals and trees in this story can talk. How do we know that the pine tree is talking?* (Use of speech marks and signifier “The pine tree said”.) *How has the illustrator helped us to understand that the pine tree can talk?* (The pine tree has a mouth and a face.)

PP. 8, 10, 12: Note the use of bold text for emphasis: **very, hungrier, starving**.

Hungry Tiger and Clever Rabbit/Tiger Talk

Teacher's Notes continued

P.P. 8, 10: Revisit the text “*Tiger, you may eat the boy. People cut down trees to use for firewood.*” and “*Tiger, you may eat the boy. People make us carry heavy loads.*” Help the children to understand that the pine tree and the ox think that it is fair that the boy is punished (eaten by the tiger) because people do bad things to them. Discuss the concept of individual responsibility versus group responsibility. Ask, *Should the tiger be allowed to eat the boy because people cut down trees and make animals carry heavy loads? Why/why not?* Discuss judgements and the criteria used to make judgements. Use examples that are relevant to the children.

PP. 14–15: *How does the rabbit trick the tiger?* (Getting him to jump back into the pit/hole.) *Why does the rabbit do this?* (Because he thinks it is unfair that the tiger has broken his promise to the boy.)

P. 16: Revisit the text “*The hungry tiger won't trick you again.*” Ask, *How did the hungry tiger trick the boy?* (By pretending that he wouldn't eat the boy if the boy helped him out of the hole.)

Further Discussion and Inquiry Extension

Research tigers and other big cats. How are tigers similar to other big cats? How are they different? Have the children present their research on tigers as a poster.

Have the children make masks for the following characters: tiger, boy, pine tree, ox, and rabbit and act out the story *Hungry Tiger and Clever Rabbit*.

Share-read another folk tale from Korea about a foolish tiger that plays a mean trick e.g., The Sun and the Moon. Challenge the students to write their own story about a foolish tiger that tries to play a mean trick.

Session 2

Using the Big Book, share-read *Tiger Talk*, stopping at natural points for discussion. Draw on the students' prior knowledge of Korea and Korean culture, tigers, folk tales, national animals, capital cities, masks, and poems.

Possible Starter Questions for Discussion and Inquiry

Korean Greeting: *People in Korea speak Korean. Does anyone know how to say hello in Korean? It is an-nyeong-ha-se-yo.*

Location of Korea/Geography: Look at the map on P. 1 of *Tiger Talk* and note the location of Korea in Asia. Compare this map to a world map and find Korea and New Zealand on it. Discuss Korea's location in relation to New Zealand. Discuss that Korea is divided into two countries: North Korea and South Korea. If any of the children come from Korea or have visited it, invite them to share their experiences.

National Animals: Discuss that the tiger is South Korea's national animal and is a symbol of the Korean people and Korean culture. Ask, *Does New Zealand have a national animal? What is it?* Discuss that the kiwi represents New Zealand and New Zealanders, but it is not an official symbol.

Capital Cities: Revisit the first sentence on P. 2 of *Tiger Talk* – “*Seoul is the capital city of South Korea*” and help the children to understand that a capital city is where the government of a country is located. Ask, *What is the capital city of New Zealand?* Share images of the Beehive and talk about the role of government. Explain that a capital city is not always the largest city in a country. Compare the populations of Seoul (25 million), Wellington (204,000), and Auckland (1.4 million).



Hungry Tiger and Clever Rabbit/Tiger Talk

Teacher's Notes continued

Further Discussion and Inquiry Extension

Challenge the students to learn more about Korea and Korean culture e.g., What does the flag of South Korea look like? What does the flag of North Korea look like? Look at the photo on the Contents page of **Tiger Talk** and identify it as the Gyeongbokgung Palace in Seoul. Help the children find other photos of South Korea from travel magazines or the Internet. Use the photos to make a poster about South Korea.

Have the children build model highrise apartment buildings from boxes or building blocks. Talk about what it would be like to live in a highrise apartment building. What would be different to living in a house or a flat? What would be the same?

Learn about other festivals or special events that are celebrated in Korea e.g., *Seollal* or Lunar New Year and *Chuseok* or Mid-Autumn Festival. What foods are traditionally eaten at these events? It may be possible to share some Korean food with the class.

Research the national animals of other countries and display them along with their flag e.g., Australia – kangaroo, United States – eagle, South Africa – springbok.

Share-write a poem titled “The Kiwi” modelled on “The Tiger” from p. 8 of **Tiger Talk**.

Invite the children to design a piece of “kiwi” artwork to be displayed in New Zealand’s capital city – Wellington.