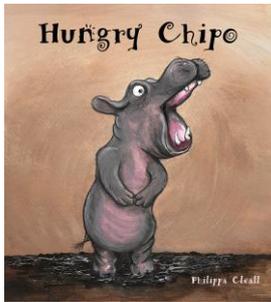


Hungry Chipo – Teacher Notes



Hungry Chipo has been written as a picture book for **Early Stage 1 – Stage 2** (Kindergarten to Year 4) aged readers. The story introduces Chipo the Hippo who is so hungry that he is too tired to go to school. Little Minko overhears Teacher Wamtali talking about her concerns that there might be no students left soon. Minko goes to see if he can find anyone to help ...

The text in this book is written in both English and KiSwahili to assist young readers who are learning a second language.

Exploring themes from the text

Language Learning

Explain: Although the story in this book is written in both English and Swahili, some of the character's names in the English story are African words.

Discuss: with students the reason Minko asks different characters for help. [Hint: The African names mean... Wachuma – wealthy, Msika – market, Chibwe – rock]

Activity: Ask students to identify the African animals they can see in the story and write their names in both English and Swahili (using the internet or language dictionary if required).

Extension: Ask each student to choose an East African animal to research and write as many facts as they can find out about them. Students can draw a labelled picture of their animal.

Personifying Animal Characters



Explain: In the story the animal characters have been created to almost seem like people.

Activity: Ask students to come up with a list of animal character actions in the book that would be something a person would usually do, not an animal. [Eg. Sweeping, reading a book, sitting at school...]

Discuss: Why do students think the author has created Chipo the Hippo and his friends to be like people instead of just animals?

Ask: What feelings can students see the animals expressing in the story?

Helping Others

Explain: The characters in this story who needed help could not help themselves.

Ask: Which characters were able to show kindness and help in the story?

Activity: *Showing kindness to others*

Ask students to write down 3 ways that they can show kindness to their school friends, their family members and someone in the community by helping them during the next week. Encourage students to report back on their kindness call to action next week by writing a report or documenting a picture story of who they were able to help.



Growing Food



Explain: Although characters like Mama Wachuma and Mr Msika were able to help provide food for the students, Chief Chibwe wants the school to be able to grow their own food to allow the Breakfast Club to continue in the future.

Ask: What do Chipo and his school friends need to grow their food? What seed crop can you see them planting in the story?

Discuss: How much work is involved in preparing the soil and planting crops for a school farm or garden and maintaining the garden.

Explain: Children in different countries can eat different types of food for breakfast.

Activity: Encourage students to draw a picture of two foods they eat for breakfast and label these. Help students research two breakfast foods children eat in another country of the world and ask students to draw a picture of these foods and label them.

Sharing ideas

Explain: In the story the school begins to grow after their Breakfast Club begins and all students can eat a meal for breakfast every day. At the end of the story Teacher Shoebill shares this idea with other African Bird teachers when he flies to the African Teacher's Conference.

Explain: Not all schools need help with a Breakfast Club, but they may benefit from hearing about other ideas for school activities that support students.

Discuss: What activities happen at your school that might be useful for other schools to know about? How can ideas be shared with others?



Researching African Birds

Explain: Teacher Shoebill is a type of bird that lives in East Africa. However, there are many amazing birds that live in different countries across Africa.

Explain: On the final page of the story at the Teacher's Conference, Teacher Shoebill is speaking to birds who have flown to the Conference from different African countries.

Activity: Research these birds to find out where they come from in Africa.

Colour in the countries on a map of Africa and label to show where these birds live. *Extension:* If the Teacher's Conference is in Tanzania, how far would they have travelled to attend the Conference?

- Secretary Bird
- Black and White Casqued Hornbill
- Saddle-billed stork
- Northern Bald Ibis
- Guinea Turaco

