



Story Summary

Tetenya and his mother have found Faru, a baby rhinoceros, alone on the savannah. They know that rhino sanctuaries will adopt orphaned infants, but finding the rangers who protect local herds may be a long and risky prospect—there are poachers lurking about the landscape. Undaunted,

Tetenya sets out, leading Faru past giraffes CHOMP-CHOMPING on acacia leaves, amongst vervet monkeys SLURP-SLURPING sweet fruits, and around guinea fowl SCRITCH-SCRITCHING the earth for seeds. Suddenly, danger is upon them: two poachers are coming near. There are only seconds to spare, and Tetenya has nothing but his wits and a handful of berries to help him.

Anitha Rao-Robinson received her Bachelor of Commerce from Queen’s University and worked as an accountant for twenty-four years before trading numbers for words. Her previous works include *Broken Worlds* in 2014 and *Broken Promises* in 2017. Anitha is passionate about environmental awareness and hopes to continue to spread change.

Author, illustrator, designer, and visual artist **Karen Patkau**’s distinctive art can be found in more than a dozen picture books for children. She is the recipient of the Ezra Jack Keats Memorial Medal for *Don’t Eat Spiders*, and *One Watermelon Seed* was a Bank Street Best Book. *A Good Trade* is a White Ravens Choice, a Bank Street Best Book, and a nominee for the OLA Blue Spruce Award and the Kentucky Bluegrass Award, among others. Karen lives in Toronto, Ontario.

Links:

Animal Planet—List of endangered species:

<http://www.animalplanet.com/wild-animals/endangered-species/>

Pair this book with:

Owen and Mzee: The True Story of a Remarkable Friendship by Craig Hatkoff, Isabella Hatkoff, and Dr. Paula Kahumbu with photographs by Peter Greste

Honey... Honey... Lion! by Jan Brett

A Good Trade by Alma Fullerton, illus. Karen Patkau

In a Cloud of Dust by Alma Fullerton, illus. Brian Deines

Illustrated Book Ages 4–7 | ISBN: 978-1-77278-096-3 | Pages: 32

THEMES

Courage, Friendship, Compassion, Kindness, Family, Adoption

BISAC CODES

JUV002330 JUVENILE FICTION / Animals / Hippos & Rhinos

JUV013010 JUVENILE FICTION / Family / Adoption

JUV029010 JUVENILE FICTION / Nature & the Natural World / Environment

READING LEVEL

Lexile Measure: AD520L | Fountas & Pinnell: M

CURRICULUM CONNECTIONS

Social Studies—communities around the world, friendship & family

Comprehension—visualising, inferring, predicting

Visual Art—painting

Music—sound effects, soundscape

CURRICULUM CONNECTIONS:

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS
Read-Aloud	Comprehension	Visualizing and other sensory images, inferring, predicting
Friendship and Family	Character Education; Social Studies	
Endangered Animals	Science	
Celebrate Africa!	Social Studies; Visual Arts	Communities around the world; painting
Savannah Soundscape	Music; Media Literacy	Accompany story with sound effects

THE READ-ALoud

Learning expectations:

Students will:

- identify reading comprehension strategies (e.g. visualising and other sensory images, inferring, predicting) and use them before, during, and after reading to understand texts

You Will Need

- *A Family for Faru*

How To:

Before Reading

Show the cover. Read the title and invite predictions: Who is Faru? Why does Faru need a family? What might happen? What is the setting? Read the dedication page. Have students check their first prediction. Wonder aloud: “What could the author’s dedication mean?” Invite students to prepare their imaginations for some visualization and other sensory images. Encourage them to see, hear, feel, and smell the experiences being described.

During Reading

First spread: After reading, invite students to check their second prediction (Why does Faru need a family?) and revise their third (What might happen?).

Second spread: After reading, react briefly (e.g., “Uh-oh!”) and turn the page.

Third and fourth spreads: Read expressively.

Fourth spread: After reading about each animal, point to the sound effect words as you voice them dramatically.

Fifth spread: Non-verbally encourage students to continue visualizing by sounding out of breath as they climb the hill, using an outstretched arm to describe the savannah spread out, and again reading the sound effect dramatically.

Sixth spread: In the same way, encourage visualizing by fanning your face on the words “so hot” and sighing contentedly after the word “mud.”

Seventh spread: Read expressively, saying the dialogue in a loud whisper. Again, point out the sound effect words as you read them.

Eighth spread: Before reading, ask, “What do you notice?” Read expressively, using a gruff voice for the dialogue and stomping your feet as you read the “clomp, clomp, clomp.”

Ninth spread: After the words “echo back,” stop to make sure students know what an echo is. After the last sentence, ask, “Why are they excited?”

Read to the end of the book.



After-Reading Discussion Questions

- How did Tetenya feel at the beginning of the story? (encourage words like frustrated and discouraged)
- How did Tetenya feel at the end of the story? (ecstatic, satisfied, proud)
- Invite students to name character traits shown by Tetenya and give evidence from the text to support them (he was kind, adventurous, brave, clever, etc.).
- Read the afterword. Invite students to share their reactions to both the story and the afterword to see if they would be interested in beginning an inquiry into the rhino and/or other animals, plants or ideas depicted in the book.
- Read and compare another story of an animal finding a family, such as *Owen and Mzee* by Craig Hatkoff, Isabella Hatkoff, and Dr. Paula Kahumbu with photographs by Peter Greste.

ACTIVITY 1: FRIENDSHIP AND FAMILY

In Ontario, each school board develops its own character education curriculum in accordance with provincial guidelines. An example of such a curriculum can be found here: https://www.scdsb.on.ca/about/character_education Social studies expectations noted below are from the Ontario grade one curriculum. Other districts may have their own similar expectations.

Learning expectations:

Students will:

- demonstrate an understanding of the attributes *caring* and *courageous*
- identify some elements of respectful behavior that they can practice in their everyday life
- demonstrate an understanding that it is important to treat other people and the environment with respect
- identify some of the significant people, places, and things in their life
- describe some of their own roles, relationships, and responsibilities
- describe the impact that people can have on each other in some different situations

You Will Need

- *A Family for Faru*
- Other books that describe different types of families, such as *The Family Book* by Todd Parr. Other examples can be found here: theeverymom.com/22-childrens-books-that-show-all-families-are-different/
- drawing paper, pencils and markers

How To:

1. Discussion: Ask students to share their thoughts on the importance of family and describe different families.
2. Invite students to consider the importance of family for Faru as you re-read the story. Discuss the role of friendship in Faru's quest to find a family. How did Tetenya demonstrate caring and courage? How might students demonstrate friendship, caring, and courage if one of their peers is going through a change in their family (e.g. birth of a sibling, death of a relative, divorce, new step-family, placement in foster care, etc.)
3. Read and discuss other books about different family situations, such as *The Family Book* by Todd Parr or any of the books listed at the above link.
4. Have students draw their families using pencil. Tell them it is up to them to decide who is in their family, because all families are different. Some children may choose to include pets or extended family. If students have a shared custody arrangement, they may wish to use two sheets of paper, if they see themselves as having two families. Encourage students to make the family members big. When they are complete, outline all the pencil lines with black marker. Some students may be capable of doing this step themselves. Photocopy all the drawings to ensure that the marker and pencil lines are colorfast. You may want to shrink them on the photocopier (e.g., 75%) to achieve a certain finished size and look. Have students color in the photocopy with colored markers. Use the drawings in a display, make them into a book, or frame them as a gift to caregivers
5. If you normally do a family tree with students, consider doing a family rainbow instead, to be inclusive of students who might have a non-tra-

ditional family structure. Students would draw and name themselves in a semi-circle at the bottom of the page. In an arc above that, they would draw and label their immediate caregivers (it might only be one, or several). In an arc above that, their elders or support people (including grandparents, First Nations Elders, and anyone who fulfils a similar role). An optional arc above that could include any known ancestors beyond grandparents. A blackline master is included below.



ACTIVITY 2: ENDANGERED ANIMALS

This activity is suitable for any grade, and several grades (in the Ontario Curriculum) contain specific expectations related to biodiversity, animal needs, and their protection. It also fits in with the “inquiry stance” of the kindergarten program.

Learning Expectations

Students will:

- **Grade 1:** describe changes or problems that could result from the loss of some kinds of living things; identify personal action that they themselves can take to help maintain a healthy environment for living things
- **Grade 2:** identify positive and negative impacts that different kinds of human activity have on animals and where they live; use scientific inquiry/ research skills, to investigate the basic needs, characteristics, behavior,

and adaptations of an animal

- **Grade 4:** identify reasons for the depletion or extinction of a plant or animal species (e.g., hunting, disease, invasive species, changes in or destruction of its habitat), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening
- **Grade 6:** demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them

You Will Need

- *A Family for Faru*
- internet and print resources related to biodiversity and endangered species

How To:

1. Turn to the second spread of *A Family for Faru*. Ask if students were surprised that a rhino ate berries. Since the book is fiction, suggest that students confirm whether this is a fact (it is!) by consulting a non-fiction source. Make a Know, Want to Know, Learn (KWL) chart and begin an inquiry into other rhino facts.
2. How did the scene on the third spread contribute to the plot of the story? (Faru staining his feet pink with the berries inspired Tetenya to stain the rhino’s horn later on) What did staining the horn accomplish? Do further research into the illegal trade of rhino horns and the “poacher-deterrent” described in the book’s afterword.
3. Learn about biodiversity and why extinction matters. Check out this kid-friendly website, packed with activities, from the American Museum of Natural History:
www.amnh.org/explore/ology/biodiversity
4. Investigate other endangered species. You might begin with Animal

Planet’s list of endangered species, which contains photos, information, videos, and suggestions on “How you can help”:

www.animalplanet.com/wild-animals/endangered-species/

5. Together with students, choose an organization that helps save endangered animals. Plan and carry out a fundraising campaign.

ACTIVITY 3: CELEBRATE AFRICA!

Students will explore some animals and communities in several African countries.

Learning Expectations

Students will:

- demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways
- describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture
- use a variety of materials, tools, and techniques to respond to design challenges

You Will Need

- *A Family for Faru*
- other picture books set in African countries, such as *Honey... Honey... Lion!* by Jan Brett; *A Good Trade* by Alma Fullerton and illustrated by Karen Patkau; *In a Cloud of Dust* by Alma Fullerton and illustrated by Brian Deines; *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumba with photography by Peter Greste
- paints, brushes, and paper
- maps, digital map, and globe

How To:

Anitha Rao-Robinson, illus. Karen Patkau
A Family for Faru

1. After students have heard the story of Faru, leaf through the illustrations slowly, drawing attention to the physical characteristics of the young rhino and asking, “What do you notice?” (There is no right answer. We are just encouraging students to observe carefully.) Show some photographs of baby rhinos and adult rhinos and again ask, “What do you notice?”
2. At a dedicated table, set up an invitation to paint a baby rhino by displaying a photo of one, along with paper, brushes, and gray paint. You may wish to mix the paint to a realistic shade by adding a bit of brown to warm the shade and adding black or white to achieve the desired value. When paintings are dry, students might wish to add details with darker paint and fine brushes, or with markers. On other days, repeat the invitation with adult rhinos, and with other animals found in the illustrations of *A Family for Faru*. Turn to the illustration that shows Tetenya’s house. Search the internet for images of similar dwellings (search: rural South Africa) and ask students, “What do you notice?” Invite students to paint a picture of Tetenya’s home.
3. On a large map of the African continent, help students locate South Africa and attach the label “Faru” (while we are not told the exact setting, the story was inspired the author’s visit to South Africa). On a digital map, “visit” some rural and some urban locations in South Africa using street view.
4. Read several other books set in Africa, such as those listed in the “You Will Need” section (set in Uganda, Tanzania, Kenya (2 books), and Botswana respectively) and repeat the painting and mapping activities.
5. On a world map or globe, locate your own community, country, and continent, the continent of Africa, and some of the African countries you have learned about. Compare your distance from the equator with one or more of the African communities you have located. Discuss similarities and differences in climate, homes, clothing, and activities. Lead students to notice that, while rural locations around the world may look quite different from those in your region, urban locations may look quite similar to your own, even when climate is different. Why might this be?
6. Create a bulletin board using the students’ artwork.

ACTIVITY 4: SAVANNAH SOUNDSCAPE

Students will accompany stories with soundscapes, first by playing along with sound effects provided by the author in *A Family for Faru* and other stories, and then by creating their own. This fits into both the music and the media literacy curriculum.

Learning Expectations

Students will:

- **Reading:** identify some simple elements of style (in this case, word choice)
- **Music:** create compositions for a specific purpose and a familiar audience (e.g., use rhythm instruments, body percussion, or everyday objects to create an accompaniment to a story)
- **Media Literacy:** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a selection of background music and sound effects to accompany a picture book that will be read aloud to the class)

You Will Need

- *A Family for Faru*
- everyday objects, hand drum (optional), sandpaper block (optional)
- another story that is rich in sound effects, such as *Honey... Honey... Lion!* by Jan Brett or any of the Giraffe and Bird books by Rebecca Bender

How To:

1. Introduce the idea of a soundscape with a fun activity like “I’m Going on a Bear Hunt” or “Rain Storm” as appropriate to your grade.
“I’m Going on a Bear Hunt”: www.youtube.com/watch?v=Wzlcu6tbEko
Drama Game—“Rain Storm”: www.bbbpress.com/2013/05/rain-storm/
2. Flip through *A Family for Faru* slowly, stopping on each page that contains an example of onomatopoeia (introduce the term if appropriate for your grade) and ask students to suggest ways they might make that sound. Examples: Mmmm—hum; Ba-doom—pat their thighs using a weak beat followed by a strong beat, or use a hand drum; scritch—use fingernails on a sandpaper block; Eeee—let air out of a balloon slowly or use voices.

3. Assign groups of students to make each sound effect and encourage them to find any necessary props around the classroom. Re-read the story, pausing at each sound effect to allow students to make their sound effects.
4. Repeat the activity with another story that is rich in sound effects, such as *Honey... Honey... Lion!* by Jan Brett or any of the Giraffe and Bird books by Rebecca Bender.
5. Invite students to work in groups to create their own soundscapes based on a familiar folk tale or a story they have read recently. Have them perform them in front of the class.



This guide was created with support from Ontario Creates



Bibliography

http://www.edu.gov.on.ca/eng/curriculum/elementary/language_l8currb.pdf

<http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>

http://www.edu.gov.on.ca/eng/curriculum/elementary/arts_l8b09curr.pdf

https://www.scdsb.on.ca/about/character_education

_____ 's Family Rainbow

Ancestors

Elders

Caregivers

Me

