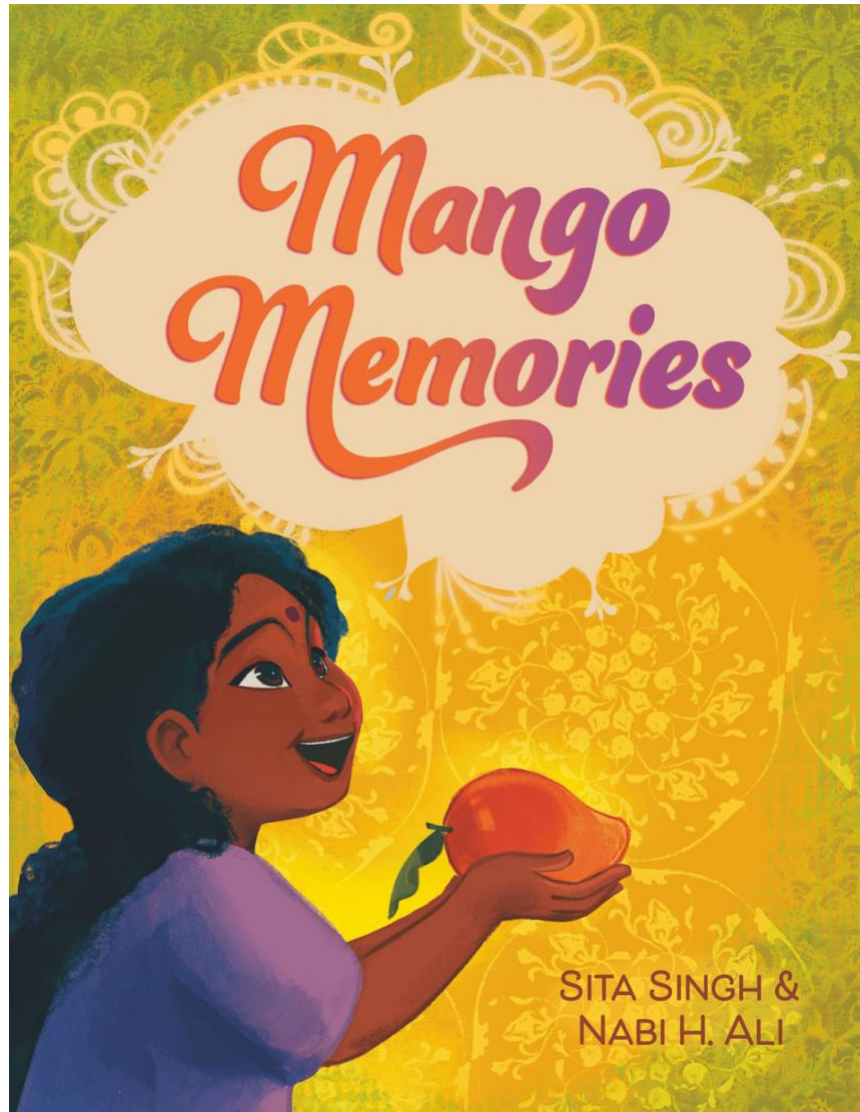


# Mango Memories

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Sita Singh and illustrated by Nabi H. Ali



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This classroom guide is designed for students in first through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Mango Memories* into the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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To learn more about Sita Singh, visit her at [www.singhsita.com](http://www.singhsita.com). To learn more about Nabi H. Ali visit him at [www.nabihaiderali.myportfolio.com](http://www.nabihaiderali.myportfolio.com).

## Before You Read...

Before reading *Mango Memories*...

Look closely at the Front Cover ~

- Read the title aloud.
- Describe what you see.
- Imagine you are the child in the illustration. How do you feel?
- Can you guess what the story might be about?

## English Language Arts

### Reading Comprehension

Now read or listen to the book.

Help students summarize in their own words what the book is about.

- Mangoes are called the King of what?
  - Why do you think they are called this?
- What is the young girl finally old enough to do?
  - How does this make her feel?
- What advice did Baba give Bhai about climbing the mango tree?
- What happens when the young girl reaches the mangoes?
  - How does Bhai help her?
- What is Baba's mango memory?
- What is Dadima's technique for harvesting the mangoes?
  - What is Dadima's mango memory?
  - What happens when the young girl tries to harvest the mangoes like Dadima?



- How does this make her feel?
- Why doesn't the young girl want to hear Ma's mango memory?
- Describe "slurping mangoes" in your own words.
- What becomes the young girl's mango memory?



Let's talk about the people who made *Mango Memories*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Do an image search on the internet of mangoes, mango trees, and mango harvesting. What details do you see in Nabi H. Ali's illustrations?
- Use the Internet to search for one of your favorite fruits and create your own drawings of how they grow and how they are harvested.
- Display the finished drawings in the classroom.

### Who is the young girl? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *Mango Memories* paying close attention to the character of the young girl. Scene by scene, record your thoughts, in a chart like the one below.

What they do	Why do you think they do what they do?	How would you describe them?	What might they say?
Example: This summer the young girl is old enough to help her family harvest mangoes.	It is a family tradition. She has probably been waiting in anticipation until she was old enough.	Excited, proud	"I'm finally old enough to help my family."

After gathering information regarding the young girl's character, use the scenarios below to write a new scene for *Mango Memories*. What would the young girl do and say in one of the following situations?

- Learning how to pulp and pickle mangoes with Ma.
- Playing outside, under the mango trees with Bhai and Chottu.
- Celebrating Dadima's birthday.
- Helping Chottu harvest mangoes for the first time.

### **The Hindi Language**

*Mango Memories* introduces words from the Hindi language which may be new for students. See the glossary at the beginning of the book for English translations.

Create flashcards of Hindi and English words. Then create a matching game like Memory in which kids match the Hindi word to the English translation.

Additional Exploration:

- Come up with a way to remember what the word means. Using Total Physical Response and a partner, students can create an action that symbolizes the word and helps them remember it.

Research and learn other common words and phrases in Hindi. How would you say the following?

- Good morning.
- Excuse me.
- Please.
- I'm sorry.
- Nice to meet you.
- Thank you.



### **Feelings and Color**

As a class, discuss the feelings and emotions the young girl goes through in *Mango Memories*.

Make feeling charts.

- List feelings from *Mango Memories* in the Feelings column (nervous, curious, determined, frustrated, happy).
- Have children choose a color for each feeling and explain why they are choosing each color for each feeling.

- Then, in the “A Memory When I Felt That Way” column, students should write about a time they felt that feeling.

FEELING	COLOR	A MEMORY OF WHEN I FELT THAT WAY

- Look closely at *Mango Memories* and create a colorful piece of art that depicts the young girl’s emotional journey throughout the book.
- Choose one of the situations in the “A Memory When I Felt That Way” column and illustrate it using the color included on the chart. Students can create their own piece of art to represent the emotion.

### Writing Narrative and Dialogue

*Mango Memories* is written in first person narration from the young girl’s point of view. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *Mango Memories* using the following:

- Write a version of the story using only a third person narrative. For example, “The family headed outside. It was mango harvesting season and finally the young girl was old enough to help.” Continue through the entire story like this, describing the action on each page without the use of dialogue.
- Write a version of *Mango Memories* completely in dialogue. For example, “It’s time to harvest the mangoes,” said Baba. “Hurry, hurry!” said Bhai. “I can finally help,” said the young girl.
- Combine the two versions into a new version of *Mango Memories* in which the characters speak and a third person narrator carries the action of the story.

How do the new versions compare with the original version of *Mango Memories*? Which do you prefer? Why?

# Social Studies

## Destination: India

In her Author's Note, Sita Singh describes her childhood memories of living in India. And later in life her husband and her shared those memories with their children.

As a class, locate India on a map and or/globe. Then, conduct research of India and the Indian people on the Internet.

Information of interest can include:

- History
- Culture
- Music and dance
- Diet
- Shelter
- Climate
- Geography
- Economy

Gather photographs of India.

Then, plan a week-long fictitious summer trip to India. Be sure to plan transportation, food, what to pack, what to do and see. Detail your trip in a daily itinerary which includes traveling to a grove to pick mangoes.

Include a budget, considering local economy and the US dollar.

## All About Me; All About My Family

This project allows students the opportunity to get to know one another and serves as an introduction to family.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait  
I am called \_\_\_\_  
My first and last name is \_\_\_\_  
My address is \_\_\_\_  
I live in \_\_\_\_ (the country, a city, etc.)  
I live with \_\_\_\_



I am good at \_\_\_\_\_  
My favorite snack is \_\_\_\_\_  
My favorite family tradition is \_\_\_\_\_

- In addition to the page about themselves, additional pages should be created about family and other loved ones in the student's life.

### **Family Tradition Show & Tell**

The family in *Mango Memories* has a tradition of harvesting mangoes together each summer.

Does your family have any traditions? Maybe it's eating tacos on Tuesday or a special family movie night?

Does your family have any annual traditions? Something that they do every year? Like how they celebrate birthdays or holidays? Or maybe planting in the garden or having a leaf raking party?

Imagine that someone asks you to tell the story of one of your family's weekly or annual traditions.

Write the story and draw a picture of the tradition to share with your class.

Remember all stories need to have a beginning (what the tradition is), a middle (what the tradition is like), and an ending (what the tradition means to you).

*Optional:* Create the story together as a class.

### **Gathering Memories**

Interview a family member or someone in your school or community about a favorite childhood memory.

Write down the memory. Thank the person for sharing that memory.

Collect the memories gathered by the class and create a vibrant memory wall or scrapbook.



# Science

## Mango Research Project

In India, mangoes are a symbol of love, and people exchange them as a gesture of love and friendship.

Individually or in pairs, research the King of Fruits—mangoes!

Information to be gathered must include:

- Where they grow
- Uses
- How to care for and harvest mango trees
- Varieties
- Draw a picture
- Write 3 words you would use to describe mangoes
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

