

Teacher Guide

Grades 3–4

# Fantastic Mr. Fox

Roald Dahl

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# FANTASTIC MR. FOX

by  
Roald Dahl

## Teacher Guide

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and  
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### Note

The Puffin paperback edition of the book was used to prepare this guide. The page references may differ in other editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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## Skills and Strategies

### Thinking

Brainstorming, classifying and categorizing, evaluating, analyzing details

### Vocabulary

Prefixes/suffixes, root words

### Listening/Speaking

Discussion, role play

### Writing

Descriptive, figurative language, persuasive

### Comprehension

Predicting, sequencing, cause/effect, propaganda, fantasy and realism, comparison/contrast, inference

### Literary Elements

Character, setting, plot conflict, figurative language, fantasy

## Chapter-by-Chapter Vocabulary, Discussion Questions, and Activities

### Chapter 1: "The Three Farmers"

Pages 8-14

#### Vocabulary:

enormously 8 smothered 8

#### Discussion Questions and Activities:

1. Memorize the song the children used to sing when they saw the three farmers.

Buggis and Bunce and Beak  
One fat, one short, one lean  
These horrible crooks  
So different in looks  
Were nonetheless equally mean.

2. Fill out the chart on page 12 of this guide.

### Chapter 2: "Mr. Fox"

Pages 15-20

#### Vocabulary:

rage 17 clever 18 approached 18 lurking 18  
lousy 18 blighter 18 crafty 20

#### Discussion Questions and Activities:

1. How did Mr. Fox outsmart the farmers? (*Page 15: "He always approached a farm when the wind blew from behind his face, and this meant that if any man was lurking in the shadows ahead, the wind would carry the smell of that man to Mr. Fox's nose from far away."*)
2. Begin an attribute web for Mr. Fox. (See pages 11-13 of this guide.)

#### Prediction:

Will the farmers kill Mr. Fox?

### Chapter 3: "The Shooting"

Pages 21-24

#### Vocabulary:

goons 21 reeks 21 poisonous 21 cocky 21  
crouching 21 murky 21 flask 24

## The Three Farmers

Farmer	Favorite Food	Shape of Body	Type of Farmer
Farmer Boggis			
Farmer Bunce			
Farmer Bean			

Look at the illustrations of the three farmers in Chapter 1. Illustrate and label each of the farmers below.

## Cause and Effect

When something happens that causes something else to happen, the first event is called a *cause*.

The event that happens as a result of something else is called an *effect*.

### Example:

**Cause:** Mr. Fox crept out of his hole for food.

**Effect:** (The result—what happened?)  
The farmers shot off his tail.

**Directions:** Read each cause below and write its effect.

CAUSE (An event)	EFFECT (The result—what happened?)
1. At the beginning of the story, the farmers agree that Mr. Fox is a nuisance.	1.
2. The farmers used mechanical shovels.	2.
3. The foxes were trapped in their hole.	3.
4. The animals took chickens, ducks, geese, and cider.	4.
5. Mr. Fox made sure the animals would never be without food.	5.

## Simile

Sometimes an author uses a simile (sim-a-lee) to help the reader form an image. A *simile* is a comparison between two things. A simile usually uses *like* or *as*.

**Directions:** Read the simile in the left column. Illustrate in the right column.

Simile	Illustration (What do you imagine?)
1. "He [P... ] was as thin as a pencil." (page 13)	1.
2. "...were driving their machines <i>like</i> maniacs..." (page 39)	2.
3. "...the hole the machines had dug was <i>like</i> the crater of a volcano." (page 40)	3.
4. "Their [Small] eyes were shining <i>like</i> stars." (page 68)	4.
5. "It's...it's [cider] <i>like</i> melted gold!" (page 75)	5.
6. "And every day we [foxes] will eat <i>like</i> kings." (page 88)	6.