



RIKKI TIKKI TAVI & OTHER “JUST SO” STORIES

Based on “Just So Stories” by Rudyard Kipling
Adapted by Christina Calvit & Meryl Friedman

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Rikki Tikki Tavi and Other “Just So” Stories* is designed for Texas students in Grades 4 and 5. It offers activities to help you integrate a performance of *Rikki Tikki Tavi and Other “Just So” Stories* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

Table of Contents

Theatre

1: Discussion Questions 3

English Language Arts

2: Magik Must Reads 4

3: What Rhymes With Rikki Tikki Tavi? 5

Mathematics

4: Telling Times of Tales 6

Science

5: Expanding Elephant Trunk 7

Social Studies

6: Write a Postcard from India 8

Art

7: Elephants 9

Music

8: Comparing Music From Different Cultures 10

Appendix

Activity Content Standards 11

1: Discussion Questions

Before the Performance

Rikki Tikki Tavi is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a story called *Rikki Tikki Tavi*.

- Have you read *Rikki Tikki Tavi* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Rikki Tikki Tavi* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Rikki Tikki Tavi* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Rikki Tikki Tavi* is the Moral of the Story.

The Magik Must-Reads (Grade 4 - Grade 5) are:

Junie B. Jones (series) written by Barbara Park, illustrated by Denise Brunkus

The Basket of Flowers by Christoph Von Schmid

Mary Poppins by P.L. Travers

Charlie and the Chocolate Factory by Roald Dahl

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of the Moral of the Story show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of the Moral of the Story? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

4: Telling Times of Tales

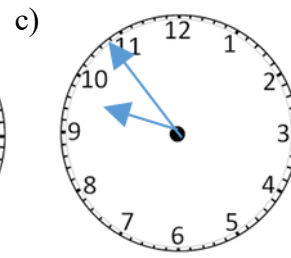
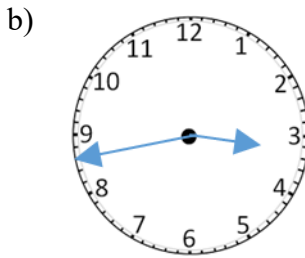
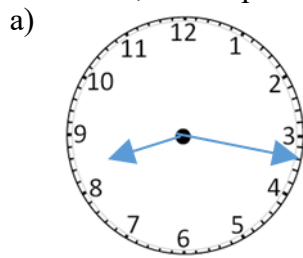
In the play, there are multiple stories that take place. Each story has its own timeline with events happening at specific times. The following clocks tell the times when these events happened.

1) Change the following clocks from analog time to digital

At time A the Elephant Child asked her aunts what the crocodile ate for dinner.

At time B, Elephant Child asked the Kolo Kolo bird what the crocodile ate for dinner.

At time C, the Elephant Child asked the crocodile what he ate for dinner.



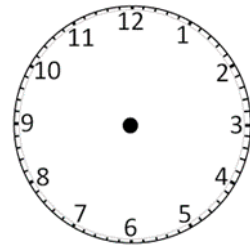
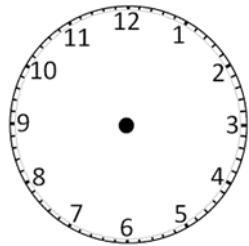
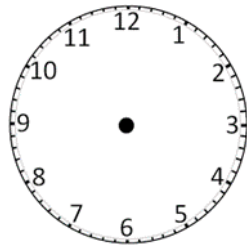
2) Change the following times from digital to analog

The first time is when the animals started work, the second time is when the animals ate lunch, and the third time is when they finished work

a) 9:07

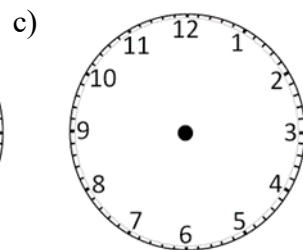
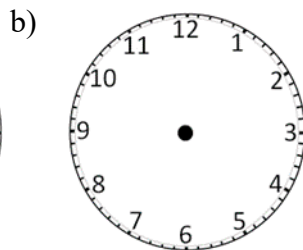
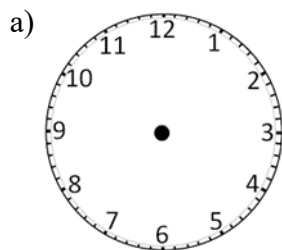
b) 12:26

c) 6:42



3) Take the following story and change the times into both digital and analog

At **eleven, fifty-three** (a) at night, Rikki Tikki fought Nag. At **eight, seventeen** (b) the next morning, Nagira found Nag on the trash heap. At **four, thirty-two** (c), Rikki Tikki returned from the snake hole and his fight with Nagira.



5: Expanding Elephant Trunk

In the part of the show where the elephant got its trunk, the elephant child's nose stretched out to be the big elephant nose we know today. In this experiment, you will be able to make your own elephant nose grow. This time, however, you won't have to worry about getting eaten by a crocodile!

Materials

- Hydrogen peroxide (3-6% the higher percent the bigger the nose)
- Dry yeast packets
- Dish soap
- Bottle of any kind
- Food dye
- Water
- Container for mixing
- Funnel
- A surface that it is okay to spill on and clean up supplies (there will more than likely be some sort of cleanup required)



Procedure

- 1) In the mixing container, mix yeast with about 3 table spoons of warm water then let sit for a minute.
- 2) Add half a cup of hydrogen peroxide to the bottle, followed by food coloring and a big squeeze of dish soap.
- 3) Using the funnel, add the yeast mix to the bottle and quickly remove the funnel. The show is about to begin!
- 4) Observe how the elephant's trunk grows out of the bottle and the area around it!

6: Write a Postcard from India

It's always exciting to receive a postcard from a friend or relative who's traveling to exotic, faraway places. This activity puts your research imagination skills to use as you make a postcard that describes the many natural wonders of India. Older students can make a set of three to six postcards. This is a fun activity that will help you to stretch your imagination and practice your writing skills!

Materials

- Thin piece of cardboard, approximately the size of a postcard
- Pen or pencil
- Colored markers

Directions

- 1) Find information on India through book and/or online research. To narrow the search down, you may focus on a particular animal in the play and/or naturalistic place in India such as the Thar Desert, the Deccan Thorn Scrub Forests, etc.
- 2) Pretend that you have embarked upon a trip to the part of India that you have researched. Pretend that you are experiencing all that the local culture has to offer. Using your imagination, write a postcard to a friend back home describing your experiences in India.
- 3) On the front, draw a picture that depicts something that you have seen or done during your travels abroad.
- 4) On the back, write a message to your friend explaining your picture.

7: Elephants

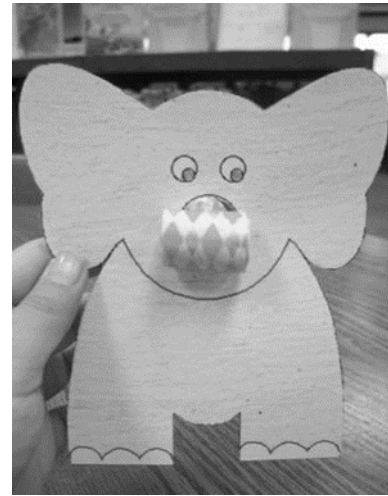
In the play, the elephant child was filled with insatiable questions. In an attempt to have some of her questions answered, the elephant goes on a journey to find a crocodile. While fighting the crocodile, the Elephant's nose stretches and becomes a trunk. There are many ways to artistically represent an elephant with a growing and shrinking trunk, including the following way!

Materials

- Construction paper
- Scissors
- Crayons, markers, or pencils

Directions

- 1) Print outline of elephant onto paper or let students draw their own
- 2) Cut out the elephant and make sure to cut out a circle for the nose big enough to fit the noise maker
- 3) Color it in – students can do whatever design they can think of!
- 4) Stick the noise maker through the hole
- 5) Now have the kids look at the elephant when the noise maker is rolled up and when it is fully extended – it's the transformation of the Elephant Child!



Follow up Questions

- 1) What did you learn from this transformation?
- 2) Does anyone's elephant look the same? Why do you think that is?
- 3) What makes this elephant transformation special?
- 4) What was the reason for this section of the play?

8: Comparing Music From Different Cultures (Teacher-Led Activity)

In today's play, music and dance were used in both transitions between scenes. The style of music the students heard is called Bollywood music. In this activity the teacher will discuss with the students how the music made them feel and how it compares to music they're familiar with.

Student Questions:

- Have the students describe the music they heard. Was it loud or soft? Was the tempo fast or slow? Were the notes short or long?
- How did the students feel when they heard the music? Excited, nervous, curious, or some other emotion?

Activity:

Have your students try to recreate the general sound of the music they heard in the play using simple, makeshift instruments such as musical shakers, rubber band guitars, metal bowl drums and wooden spoon drumsticks, etc.

Student Questions:

- How was the music the students heard in the play different from the music they hear on the radio?
- How was the music the students heard in the play similar to the music they hear on the radio?

Now that you have compared and contrasted music from Indian culture and music from American culture, add a third style of music. Since your students live in San Antonio or the surrounding area, they should have a good frame of reference for what Latin American music sounds like. Draw a venn diagram containing three circles on a chalkboard or whiteboard. Have the students tell you characteristics of the three styles of music and things the styles have in common. Fill the venn diagram with these.

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2