



RIKKI TIKKI TAVI & OTHER “JUST SO” STORIES

Based on “Just So Stories” by Rudyard Kipling
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Classroom Guide Grade 2 — Grade 3

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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 2 and 3. 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.

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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 2 — Grade 3) are:

Tales of Uncle Remus: The Adventures of Brer Rabbit by Julius Lester

Serendipity by Stephen Cosgrove

The Giving Tree by Shel Silverstein

Did I Ever Tell You How Lucky You Are? by Dr. Seuss

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: Word Problems

- 1) Five Fever Trees are on the bank of the Limpopo River. If they drop three seeds that grow into more Fever Trees, how many total Fever Trees are there on the bank of the Limpopo River?

- 2) The Elephant's child is walking to the Limpopo River. If she walks four miles before stopping to rest, then walks nine miles before stopping to drink from a lake, then walks one more mile before reaching the Limpopo River, what is the total number of miles she has walked?

- 3) The Ox is plowing a field consisting of eleven acres. If the ox has already plowed seven acres, how many acres does he have left to plow?

- 4) Nag the Cobra is six feet long and Nagina the Cobra is also six feet long. If they laid down in a straight line, how long would the line be?

- 5) Nagaina the Cobra has laid twenty eggs. If Rikki Tikki Tavi finds and breaks five of them how many more eggs does he have to find and break?

5: Sandcastle You Can Keep

The play takes place in a desert/sahara environment. In a sahara type of environment one can expect for there to be sand. This science experiment can introduce students to a very low level and/or a beginners way into chemistry. It displays the mixing of different materials to make one unique item. The experiment also lets students explore their creativity.

What You Need

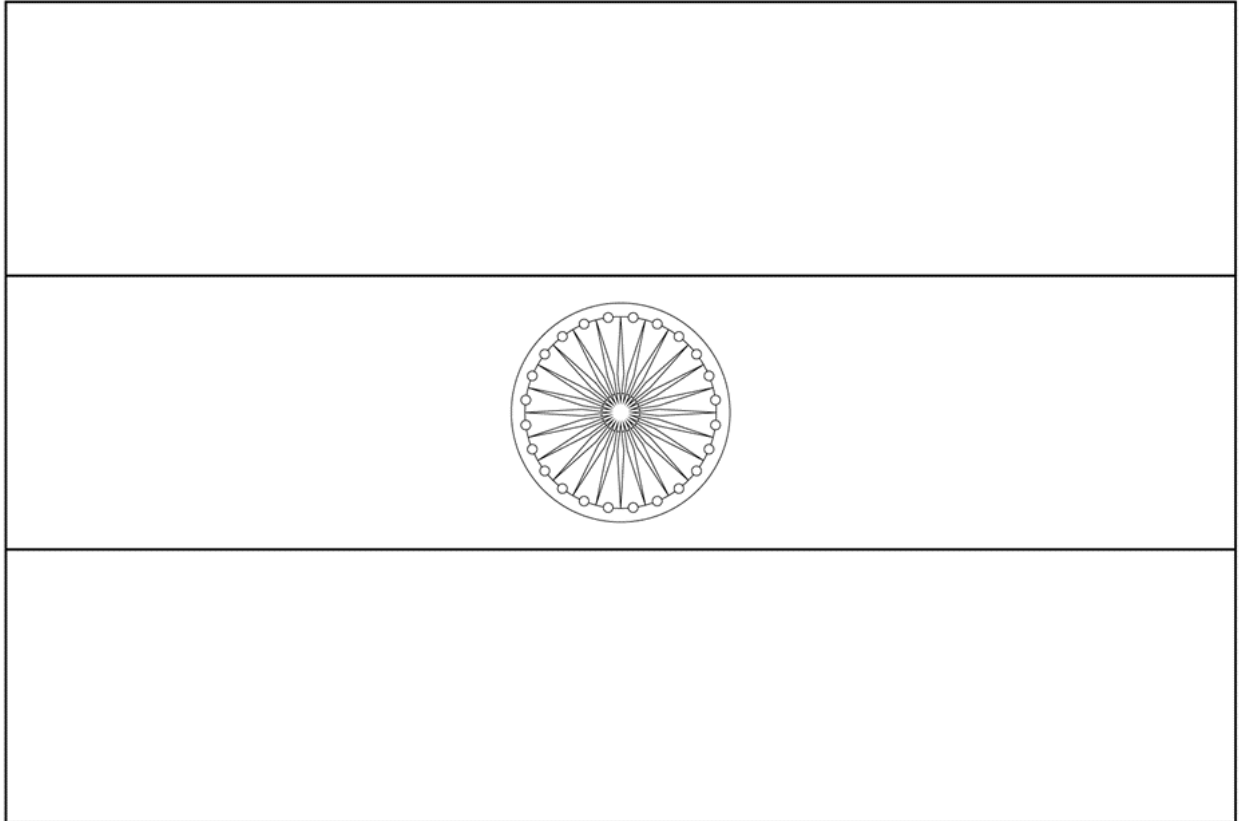
- Sand (about 4 cups)
- Cornstarch (about 2 cups)
- Water (about 2 cups)
- Old pot
- Stir stick
- Piece of square flat cardboard
- Bowl of water
- Newspaper

What You Do

- 1) Mix the sand and cornstarch in an old pot. Make sure it's one that you won't use anymore to cook your family's meals, because the sand and cornstarch can really scratch up the pot.
- 2) Pour the 2 cups of water into the sand and cornstarch mixture and heat on the stove over low heat. (This step may be best for grown-ups only.)
- 3) Keep stirring until the sand is close to the consistency of very thick mud.
- 4) Cool the mixture in another bowl. Lay some newspaper down in an area outside where the child can work with the sand. Keep the piece of cardboard handy for when she/he is ready to build her/his castle.
- 5) Once the mixture has cooled, dump it onto the newspaper outside. Make sure the mixture is completely cooled before letting your child dig in.
- 6) Explain to your child that she/he should knead the mixture in her/his hands until it feels like Play-doh. If the sand starts to dry out, wet her/his hands and let her/him continue to work with the mixture. (Keep a bowl of water handy for this purpose.)
- 7) Have your child free-form a castle onto her piece of cardboard. Talk to her about creating different forms – a square castle perhaps, or a tall and pointy one. Encourage her/him to use her/his imagination when building.
- 8) Let the sand mold set and dry and then the castle is finished.

6: Indian Culture

In this exercise you will be coloring India's flag and learning some fun facts about India. Color the top stripe orange. In the Indian flag, the color orange is meant to symbolize strength and bravery. Leave the middle stripe white. In the Indian flag, the color white is meant to symbolize peace and truth. Color the bottom stripe green. In the Indian flag, the color green is meant to symbolize growth. Color the wheel in the center of the flag blue. This is the "wheel of law".

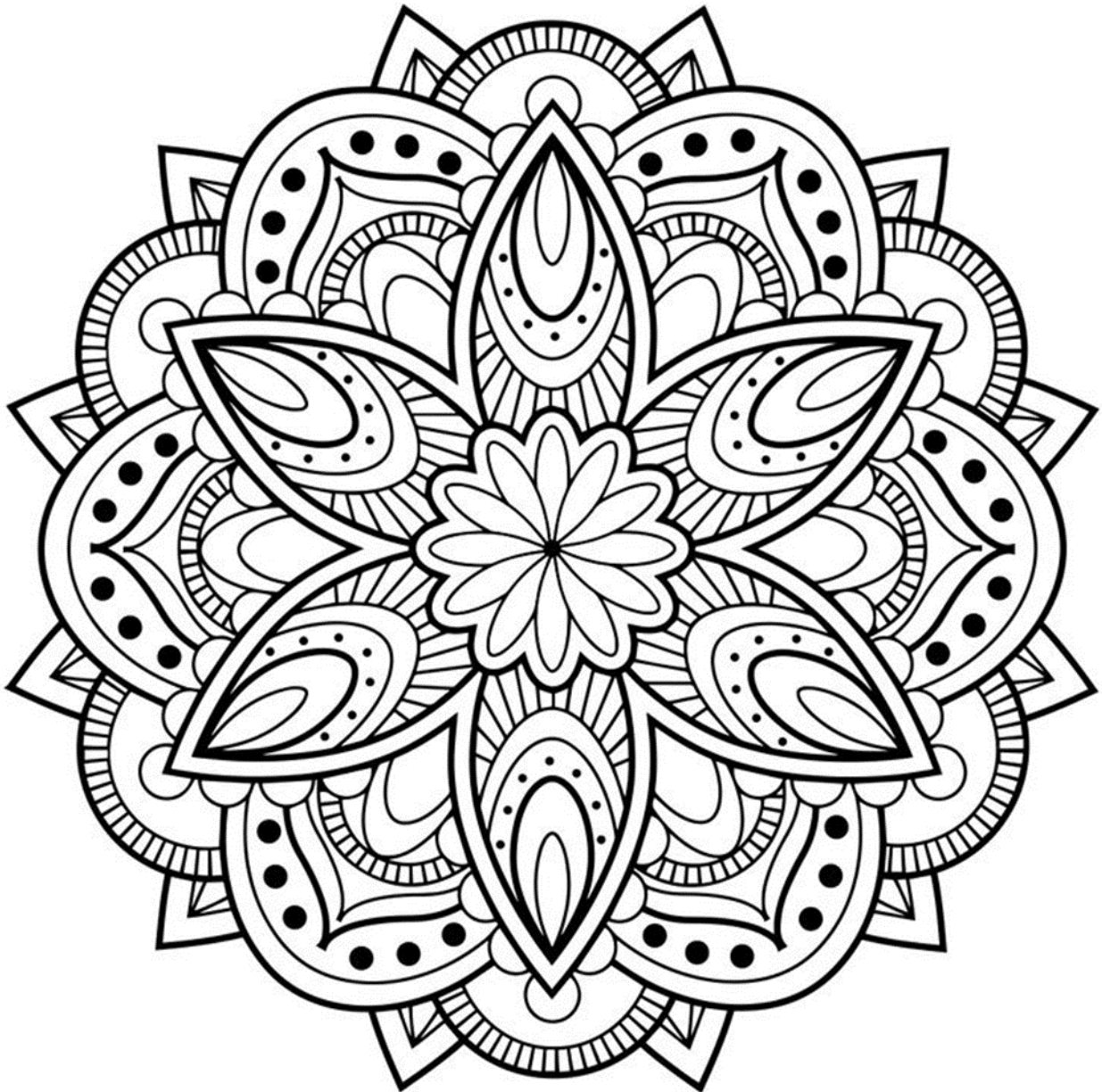


Fun Facts about India

- About 1,326,572,000 people live in India. That's more than four times the amount of people that live in the United States of America! That also means India is the second most populated country in the world (the first most populated country in the world is China).
- India's capital is New Delhi.
- India was founded in 1947, which means it recently turned 70 years old. By comparison, America was founded in 1776, which means it recently turned 241 years old.
- India has never hosted the Olympic Games.
- In India, people drive in the left hand lane, unlike people in America, who drive in the right hand lane.

7: Color a Mandala

People in India have been creating Mandalas for hundreds of years. Mandalas are works of art that represent the universe. Mandalas have reflectional symmetry, which means you could fold a mandala and have both halves match perfectly. Color the Mandala below using colored pencils, crayons, or markers.



8: Create a Soundscape (Teacher-Led Activity)

In the play there is a thunderstorm that occurs. A soundscape can be used to prepare students for the sound effects in the play. This activity explores environments, allowing students to explore a setting through sound.

Materials

- None

Space

Students should be seated in an arrangement that allows the teacher to give prompts to change the soundscape

Sequence of Activities

5 minutes: Introduce the idea of a soundscape: a setting, like a landscape, create with sounds. Next, introduce a setting in very basic terms, e.g., an imaginary rainstorm. Ask students to think about the types of rain they hear, drizzle versus hard rain, a thunderstorm versus a hail storm. Explain that one by one, students will add their repeating sounds together to create a soundscape of an imaginary rainstorm. Create and demonstrate a gesture (e.g., a hand in the air where all students can see it) that will temporarily pause the soundscape.

5 minutes: Starting with the first sound, begin the soundscape slowly. Students will most likely look to the teacher to indicate when to switch sounds. As sounds begin to build, allow enough time between so that everyone can hear each new sound contribution. When all students are involved, let the soundscape play. At intervals, pause the soundscape to give a prompt that may change the overall effect: “Now imagine it’s nighttime,” “Being at the desert in India,” etc. After several prompts, begin to reverse the soundscape back to the first sound.

5-10 minutes: Reflect on how the students’ rainstorms sounded. Did certain sounds make the storm particularly magical? How did the storm change with each prompt? Did the rain sound like a place the students would want to spend the night in? Connect the ideas students presented in their soundscape to the play and the setting came from.

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B
6	Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-B
6	Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
5	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
5	Math 3.OA.3, 7