

Dear Parents & Educators,

This Parent/Teacher Guide has been created to enhance your students' experience of ballet tech cincinnati's performance of *RIKKI TIKKI TAVI*, and to extend its themes into your curriculum and family life. Reading is key to learning. Activities in this guide can be adapted at home and at school. These are suggested activities to encourage your students to read more at school, at home, and together with their families. You are welcome to adjust these activities to best fit your student's age, grade level and curriculum. We hope that you'll find these activities both educational and entertaining.

Sincerely,

Jana Hatcher
Executive Director

Marvel Gentry Davis
Executive Producer

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Introduction

During the Victorian Era, British author Rudyard Kipling (1865-1936) was both respected as a journalist and lauded as "The Poet of the [British] Empire." In his fiction, though, he blended the best of both skills and was ultimately awarded the Nobel Prize for Literature in 1907 "in consideration of the power of observation, originality of imagination, virility of ideas, and remarkable talent for narration which characterizes [his] creations." "Rikki-Tikki-Tavi," a short story from *The Jungle Book* (1894), is an engaging example of Kipling's ability to mix scientific and historical fact with imaginative characterizations to create a believable and entertaining tale.

(from http://161.58.89.189/view_lesson_plan.asp?id=584)

Reading List

Rikki Tikki Tavi, Rudyard Kipling

- Online Audio Story - <http://storynory.com/2007/01/22/rikki-tikki-tavi-part-one/>

The Jungle Book, Rudyard Kipling

Just So Stories, Rudyard Kipling

Websites:

India

- <http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=asia&Rootmap=&Mode=d&SubMode=w>
- <http://www.pbs.org/wnet/nature/india/index.html>
- <http://www.indiaforum.org/india/about-india.htm>

Mongoose

- <http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761574651>
- <http://www.pbs.org/wnet/nature/critter.html>

READING

Common Elements - Fables:

Materials: Various copies of familiar fables, chart paper, marker

Objective: To identify elements of a fable (moral to the story with animals that human-like traits)

Lesson:

- Divide children into small groups
- Give each group a fable story to examine
- Have students record common elements/themes in each story
- Come back together as a class, discuss ideas and make a master list of elements

Common Elements - Personification:

Materials: Overhead projector, transparency paper, Appendix D

Objective: To identify personification elements

Lesson:

- Copy these sentences onto a transparency sheet-"The ancient car groaned into third gear." "The cloud scattered rain throughout the city." "The tropical storm slept for two days."
- Underline groan, scattered, and slept and ask students who/what does these things
- Explain that cars do not actually groan, clouds do not scatter and storms do not sleep. These are things/traits people have. Authors use personification and other forms of figurative language to make their stories come alive.
- Hand out Appendix D to each student and have the student complete on his/her own
- Collect and evaluate for understanding

Exploring Rikki Tikki Tavi - Personification:

Materials: Copy of Rikki Tikki Tavi, Appendix E, transparency from previous personification lesson, overhead projector

Objective: To identify examples of personification within the story of Rikki Tikki Tavi

Lesson:

This lesson should be completed after the reading of Rikki Tikki Tavi

- Begin by reminding students of personification by putting up the transparency sheet from the previous personification lesson and discussing it
- Break the students into groups of two and hand each a copy of Rikki Tikki Tavi and a copy of Appendix E
- Students should complete the worksheet using examples from Rikki Tikki Tavi

Exploring Rikki Tikki Tavi - Setting:

Materials: Multiple copies of Rikki Tikki Tavi, map of India, white paper, crayons

Objective: To identify the setting of this story

Lesson:

- Begin with a picture walk through the story, allowing students to make predictions about what they are seeing
- Ask the children to read the first two paragraphs of the story. Where do you think this story may be set? What picture clues did you see? What was said in the beginning of the story to make you think this? Establish that the story is set in the jungles of India.
- The majority of this story will take place in the garden. Allow students to create a garden picture to help establish the setting of the story.

Exploring Rikki Tikki Tavi - Vocabulary:

Materials: Sentence strips with unfamiliar vocabulary (example: darzee means tailor)

Objective: To help students use context clues to identify meaning behind unfamiliar vocabulary.

Lesson:

- Show students one of the unfamiliar vocabulary words found in the story
- Use the word in a sentence
- Instruct students to close eyes and create a 'movie' of the sentence and then guess what the word might mean
- Repeat this activity with other examples from the story
- Have students keep a list of unfamiliar vocabulary in their Reading Journal along with a definition of the word (Teacher should create a Rikki Tikki Tavi 'dictionary' for students to reference)

For younger students you may want to go through each unfamiliar word that they will find in for the day's reading and have them create a picture for each word

Exploring Rikki Tikki Tavi - Culture:

Materials: Copies of Rikki Tikki Tavi, Venn diagram worksheet (Appendix A)

Objectives: To allow students to visualize, and compare and contrast life in other cultures

Lessons:

- Look through the pictures with Rikki Tikki Tavi and discuss how the clothes, home, toys look
- Hand each student a Venn diagram worksheet
- Allow students to fill in their lives (clothes, home, toys and etc.) and how they compare to the time setting of this story
- Collect and evaluate to check for understanding of similarities and differences of the two time periods

Exploring Rikki Tikki Tavi – Reading Comprehension:

Materials: Rikki Tikki Tavi books, Comprehension Question (Appendix B)

Objective: Read story, evaluate material, and ensure understanding

The reading of this book can be done in conjunction with the lesson ideas listed above

Lesson:

- This book can be divided to cover multiple reading days
- Hand out the book and allow students to read the story until the given stopping point
- Have students complete comprehension questions that correlate to the end point of the reading

WRITING

Critic For a Day:

Materials: Writing Journal, pencils

Objective: Critical analysis of the story

Lesson:

- Ask the children to imagine they are a 'literary critic'. Write a review of the story for a newspaper. You may wish to comment on the characters, aspects of vocabulary, plot and the ending.

Poetic Order:

Materials: Chart paper, marker, Writing Journal

Objective: Identify sequence of the story, creative writing

Lesson:

- As a class, create an outline of the main events of the story
- Have students create a poem showing the main events of the story, allow them to use the main event chart to guide the order of the poem
- Share poem with partner, or present to the class

Another Point of View

Materials: Writing Journal

Objective: Review events critically

Lesson:

- Have 2 student volunteers act out a scenario from opposing points of view
- Conduct follow-up discussion concerning how the same event can look from two different people
- Allow students to rewrite the story from Nag's point of view

A Personal Short Story:

Materials: Writing Journal

Objective: Comparative Writing

Lesson:

- Rikki, Darzee, and Chuchu overcame an obstacle in this play. When have you overcome an obstacle? Write a short story about when you did something you didn't think you could do. Why did you not think you could do it? Were you too young, too small, and too afraid?

Animal Study & Personification:

Materials: Writing Journal, encyclopedias, non-fiction books about various animals, internet access if available

Objective: Research paper writing process, creative writing, personification

Lesson:

- Provide encyclopedias, non-fiction books, or internet
- Allow students to select an animal that they do not usually see, or know little about
- Give students time to research their animal
- Have a group discussion about personification (how the animals in Rikki Tikki Tavi act like humans) and remind students that the animals in their stories should also exemplify personification
- Using the information they found, have the student write a creative story with that animal as the main character

Photo Safari & Story:

Materials: Digital Cameras, Polaroid Cameras or Disposable Cameras, paper, glue, pens/pencils, Appendix F

Objective: To capture animals in the student's environment and then write a fable about it using personification.

Lesson:

- Take students out to a field near the school or in their backyard and have them photograph the various animals that they see
- After students have copies of their photographs, They will use Appendix F to chart out the details of their story and then can write their story and illustrate it with their photographs.

Compare & Contrast:

Materials: Other Rudyard Kipling short stories, Venn Diagram (Appendix A)

Objective: Compare and Contrast

Lesson:

- Allow students to explore another Rudyard Kipling story
- Have them complete a Venn Diagram comparing and contrasting the two stories

ART

Act-It-Out! – A new ending:

Materials: Students, writing journal

Objective: Create an alternate ending to the story, act out the alternate ending

Lesson:

- Remind students of how Rikki Tikki Tavi ended
- Briefly discuss that stories can have different endings and how would they imagine this story could otherwise end (do not go into too much detail here)
- Divide students into groups to create an alternate ending to the story
- Allow students to act out their alternate ending for the rest of the class.

The Rikki Tikki Tavi Comic Strip:

Materials: Drawing paper, colored pencils, main events chart from previous reading lesson, various comic strips

Objective: Illustration of storyboard

Lesson:

- Separate students into small groups and give each group a sheet of drawing paper and an example of a comic strip
- Review main events from the story
- Instruct students to create a Rikki Tikki Tavi comic strip using the main events chart as a guide as to what should be contained in each square

Draw What you Read:

Materials: Copy of Rikki Tikki Tavi, drawing paper, pencil, markers

Objective: To illustrate figurative language

Lesson:

- Select various illustrative language pieces from the Rikki Tikki Tavi story (ex/ "Nagaina Flew Down the Path, With Rikki-Tikki Behind Her")
- Discuss how this is an example of figurative language and what picture is created in the students mind
- Have students explore the book for other examples of figurative language (for younger students you may want to find examples for them)
- Students will then illustrate the figurative language example they found
- Hang in the art gallery

SOCIAL STUDIES

Destination India:

Materials: Encyclopedia, books about India, large sheets of white paper, pencil, pens, travel brochures from a travel agency, Appendix C

Objective: Summary of research of India

Lesson:

- Hand out the various travel brochures to students
- Allow students time to look through the brochure
- Discuss the purpose of a travel brochure and some things that the students see in common with each brochure
- Hand out Appendix C for guidance
- Allow students to use encyclopedias, non-fiction India books, and internet to fill in the worksheet
- Hand out large white paper and assist in tri-folding the paper to become a brochure
- Students then fill in the information they found to entice travelers to come to India
- Place brochure around a map of India in the classroom

Map It out : Symbols & Legends:

Materials: Licorice, gumdrops, M&Ms, Fruit Roll Up, Glue, Poster Board

Objectives: Students will learn how to identify map legend and symbols.

Lessons:

- Teacher will explain/identify various symbols used in classroom
- Students/Teacher will create working definition of what a symbol is and what a map key looks like
- Students break into small groups and use various food pieces as symbols for a forest, lake, river, city, house, etc. creating a map key with pieces
- Small Group presents their symbols to class in oral presentation
- Eat leftovers

Map It out : Read & Create:

Materials: Various map examples, paper, pencil, construction paper, crayons, markers

Objectives: Students will learn how to read and create maps

Lesson:

- Teacher will have various types and copies of maps available
- Students will split into small groups and examine the maps
- Students will create a list of what all of the maps have in common (title, legend, compass rose, etc)
- Share with class and create master list
- Students will then create map of their bedroom or neighborhood including key components mentioned above

Map It out : Symbols & Legends:

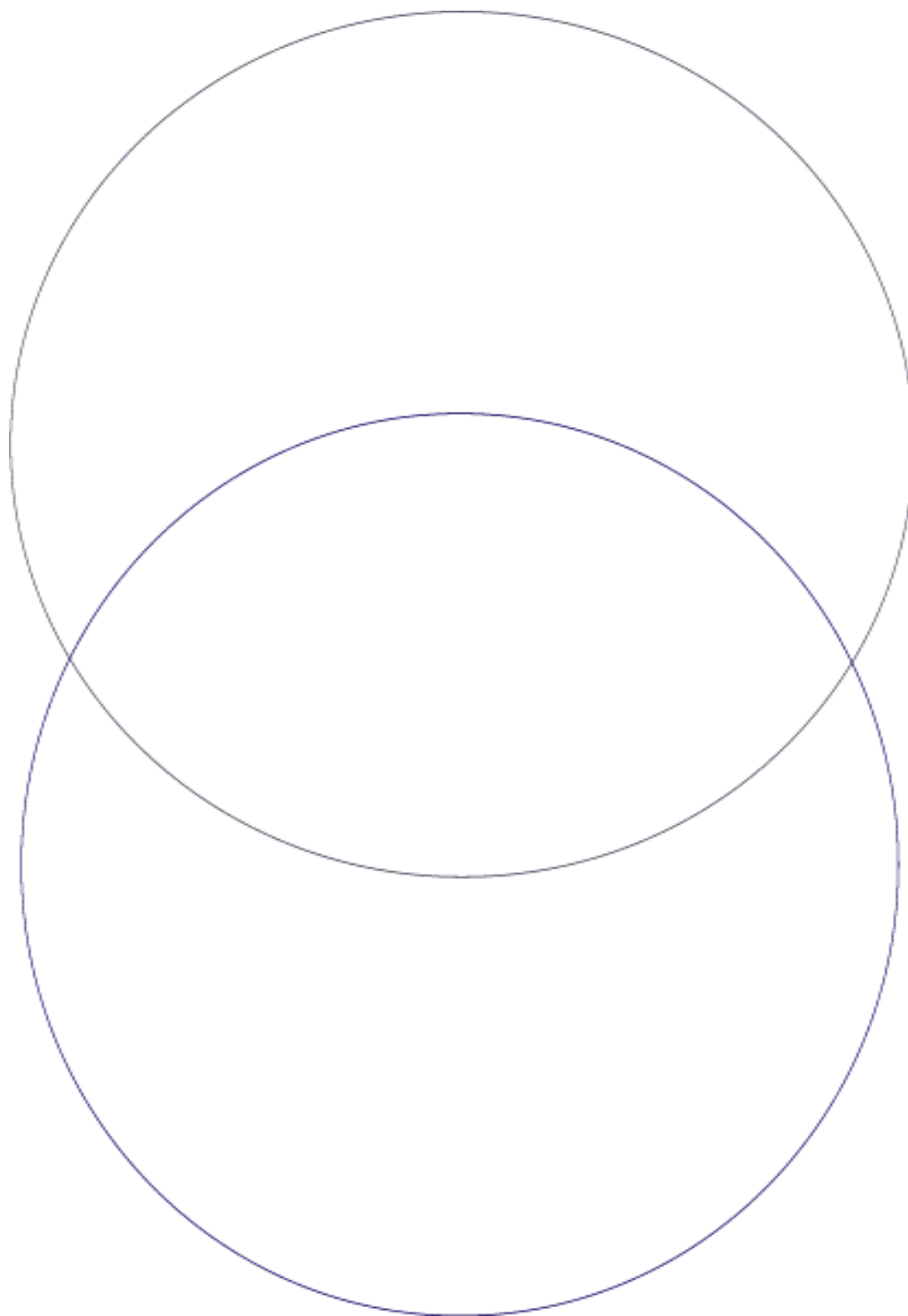
Materials: Atlases, Copy of Index page and Map page from Atlas on Overhead Paper

Objectives: students will learn how to use an Atlas as a resource

Lesson:

- Students/Teacher look up Cincinnati, OH in Index of Atlas (have the index page copied onto overhead paper)
- Teacher displays Atlas page
- Teacher demonstrates on overhead how to follow the number and letter system to find the city on the page
- Repeat Activity finding various cities in India

Appendix A Venn Diagram



Appendix B
Rikki Tikki Tavi Comprehension Questions

1. Who are the characters in this story? _____

2. Who is the hero in this story? _____

3. Who causes the biggest problem in this story? _____

4. Rikki and Chuchu become friends. Why do you think they like each other?

5. Do you have a best friend? What do you like about them? _____

6. What is the moral, or lesson, in this story? _____

7. What other ways could Darzee, Chuchu, and Rikki have resolved the conflict with Nag and his threats? _____

Appendix C India Brochure

Capital _____

Money _____

Music _____

Types of Transportation _____

Religions _____

Languages _____

Interesting Places to Visit/Why _____

Other Interesting Facts _____

Appendix D Personification

Personify the following sentences. Change the words in parentheses to words that would describe a human's actions:

1. My bedroom door (opened). _____

2. The puppy (barked) when I left for school. _____

3. The leaf (fell) from the tree. _____

4. The flashlight (went on). _____

5. Hair (is) on my head. _____

6. The CD player (made a noise). _____

7. The net (moves) when the basketball goes through. _____

8. The player piano keys (moved up and down). _____

Appendix E Rikki Tikki Tavi Personification

Fact or Personification?

Student Name _____

Fact	Personification
Rikki-Tikki-Tavi (mongoose)	
Nag and Nagaina (cobras)	
Darzee and his wife (tailor-birds)	

Title: _____

Describe the setting of your story:

Describe the moral of the fable:

Name and Describe your characters: *(not all character have to be animals)*

Name: _____

Name: _____

Name: _____

Appendix F Photo Safari/Story – side 2

Name: _____

Name: _____

Name: _____

Problem/Conflict

Main Events

Conclusion
