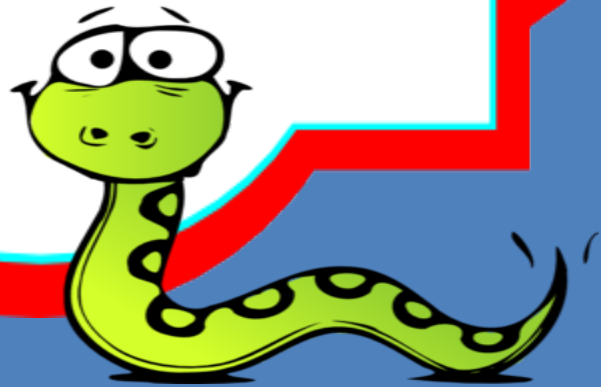


# Teaching Packet For “Rikki-tikki-tavi”

Rudyard Kipling



**Common Core Aligned!**

**Sample Packet**



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans



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*Common-Core-Based Activities For*

# *“Rikki-tikki-tavi”*

*Rudyard Kipling*

By Tammy D. Sutherland and Shannon B. Temple

[www.elacoreplans.com](http://www.elacoreplans.com)

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## Table of Contents

Title of Activity	Page	Common Core Standards
<p>Pre-reading activities:</p> <ul style="list-style-type: none"> <li>• vocabulary preview</li> <li>• informational article on the mongoose and cobra</li> </ul>	6-11	<p>The vocabulary preview requires students to consult a dictionary to determine the meaning of words.</p> <p>The informational article will initiate a discussion on some of the issues and key concepts in the story. A KWL chart is included. CCSS7R4c</p>
Readers' Theater instructions and script	12-23	<p>Students build fluency through reading out loud, and readers' theater is a great way to do this in the middle school classroom. Instructions are given on two ways to conduct the readers' theater. Three "battles" are provided in "script form" for the read aloud. A form is provided to keep track of which student is assigned to which part.</p>
Setting	24	<p>With this activity, students are required to look back at the text and analyze the setting. They must find details that describe the place, time, and environment. Then, they must explain how certain passages and words affect the characters in the story. CCSS7RL1,3</p>
Imagery	25	<p>This handout helps students analyze how the author creates imagery. With this activity, students will find a passage; then, using the information provided on the handout, they will explain how imagery has been created by the author. CCSS7RL1</p>

Theme	26-27	<p>The handouts on theme can be used to teach what theme is and how a theme statement can be developed. Non-examples and examples are provided to help students understand. At the end of this lesson, students will develop their own theme statements and find a passage to support their statements.</p> <p style="text-align: center;">CCSS7RL-1,2</p>
Practice Answering Constructed Response Questions	28	<p>This handout explains step by step how students should return to text to support an analysis of what the text says explicitly as well as inferences drawn. It includes a non-example to help the students.</p> <p style="text-align: center;">CCSS7RL-1</p>
<i>Rikki-Tikki-Tavi</i> Questions	29-32	<p>This handout includes ten questions. Students are required to return to the text to draw conclusions and analyze various elements of the story.</p> <p>Many CCSS are addressed within these questions. Students determine central ideas, cite text, and analyze text. They must cite evidence to support their answers.</p>
Who's Who When It Comes to Characters	33	<p>This handout requires students to analyze the key characters in the story based on how they interacted with others over the course of the story. They must determine the protagonist, the antagonist, the hero, and the obstacle character.</p> <p style="text-align: center;">CCSSR Anchor #4</p>

Tableau	34-35	This activity requires students to work in groups to develop a creative tableau and then perform it for the class. A rubric is provided. CCSSW Anchor Standard 4
Conflict Analysis	36	This activity provides students with three specific conflicts from the story. They must explain/paraphrase the conflict then identify the type of conflict.
Creating a Comic Strip	37-39	Students will select the story's main events then think of the actions, characters, landscapes, etc that make up those events. They must refer back to the text to employ Kipling's imagery in their drawings. A scoring rubric is provided.
<i>Rikki-tikki-tavi</i> Poetry	40	This activity provides a sample poem based on the story and requires students to write their own. CCSSW Anchor Standard 4
Answer keys	41-51	

The highlighted page is yours free! Scroll down to print.

# Rikki-tikki-tavi

**Directions:** Use a dictionary and define each of the following words from *Rikki-tikki-tavi*. Then answer the questions that follow.

Name: \_\_\_\_\_

<b>Word</b>	<b>Definition</b>
bungalow	
scuttled (verb)	
burrow	
veranda	
cultivated	
fledgling	
providence	
scornfully	
sluice	
savage	
rubbish	

<b>cunningly</b>	
<b>draggled</b>	

1. Is a bungalow a house for an animal? \_\_\_\_\_
2. If you have scuttled to school, have you made your way there slowly? \_\_\_\_\_
3. Would a burrow be above ground? \_\_\_\_\_
4. While on a veranda, are you inside or out? \_\_\_\_\_
5. When something is cultivated is it developed? \_\_\_\_\_
6. Is a fledgling new or old? \_\_\_\_\_
7. Would a providence be a good or bad thing? \_\_\_\_\_
8. If you do something scornfully do you do it with love? \_\_\_\_\_
9. Is a sluice for storing food? \_\_\_\_\_
10. If a person is a savage, is he or she kind? \_\_\_\_\_
11. Would you store your favorite things with rubbish? \_\_\_\_\_
12. If you cunningly plan something for a friend, will they easily discover the plan? \_\_\_\_\_
13. If something is bedraggled is it neat and clean or dirty and unkempt? \_\_\_\_\_

Thank you for previewing our unit. Download [the entire unit for Rikki-tikki-tavi](#) now and you will have everything listed in the table of contents. Use it now and for years to come!