

## The Elephant's Child

What was so different about the EC? his trunk.

What happens in this story? they lived in Africa: his tall aunt, the Ostrich; his tall uncle, the Giraffe; this broad aunt, the Hippopotamus; the hairy uncle, the Baboon. what does the EC ask each of these characters?

Why does the Elephant's Child get spanked by his family when he first asked "what does a croc eat for dinner?" And, why does he get spanked again by everyone as he sets out for the grey-green, greasy Limpopo River, all set about with fever-trees? What is satiable curiosity?

So, he ventures to the grey-green,..... and the first thing he was came in contact with ? a bi-coloured-python-rock-snake curled round a rock. and what did the snake do? he spanked him with his tail.....why?

what happens next?

meets the croc and the snake states very different words. refer to book marks and read aloud. what happens during the rest of the book?

the snake is certainly the most profound character in this story. he talks like no other character in this book.

take a piece of paper and pretend you are speaking like the snake. Ostrich, baboon, EC, Giraffe, and Hippo. write down something the snake would say to one of these characters.....descriptive, different, a different idea about them. very imaginative. or write down on sheet of paper your satiable curiosity.

If time permits:

Expand to a large muscle skill movement game. Have your children put their hands in front of their face like an elephants trunk. Start the game with a simple elephant walk. Then go through the elephant's day. Have the children stretch and do what elephants do. Stretch and pick leaves from high in the trees or grass from down low on the ground. Try having your elephants hold trunks or try an elephant hug. Your imagination is the only limit to this pretend game.

### **Lesson Preparation (from the web)**

1. Make copies of the story "The Elephant's Child" (pgs. i-viii)

2. Make copies of the Word Bank (pgs. ix-x) for each pair of students
3. Make four or five copies of each Character Sheet (pgs. xi-xiv)
4. Collect enough dictionaries and thesaurus's for each pair of students

## **Lesson Procedures**

Opening: Read aloud the story "The Elephant's Child" as the children read along. This is an excellent story for reading aloud, so make the most of Kipling's language!

Actions:

1. Ask the students to explain in their own words what a "character" is. There are a number of possible responses to this, and all should be encouraged. Some students may first describe a character as a person in a story, but others may be familiar with the usage in the phrase "he's a character."
2. Ask the students to describe the character of the Bi-Coloured-Python-Rock-Snake. Encourage them to pay particularly close attention to what the Bi-Coloured-Python-Rock-Snake does and what he says.
3. After reviewing some specific examples of the way "Bi-Coloured-Python-Rock-Snakes always talk" on pages iv and v of the story, ask the students how their view of his character is affected by the way he speaks. Also, encourage the students to consider how much more they know about the crocodile thanks to the Bi-Coloured-Python-Rock-Snake's outlandish descriptions.
4. Let the students know that today they will be developing interpretations of Bi-Coloured-Python-Rock-Snake descriptions, and creating more phrases for him to describe other characters.
5. Hand out the Word Bank (Resource pgs. ix and x), a thesaurus and a dictionary to each pair of students.
6. Use some examples from the Word Bank to review with students how to use a thesaurus. Then encourage the class to try to create a descriptive phrase which might be used by the Bi-Coloured-Python-Rock-Snake to describe someone (be bold – let the students attempt to describe you, the teacher!) Encourage them to start with a simple descriptive phrase, then use the thesaurus to embellish it.
7. There are four different character sheets (see Resource pgs. xi-xiv). Each pair of students will add to a character sheet, then pass it to the next pair. To do this, the students need to be organized into groups of four pairs. Each group will then cycle through the four character sheets.
8. Three of the four character sheets are about characters that are not fully developed in the story; the Elephant's Child's relatives, the hairy uncle the baboon and the broad aunt the hippopotamus, and the Kolokolo bird. Some information is given on the character sheets, but students should be encouraged to be creative with these characters. The fourth character sheet is about the Elephant's Child himself. Students should be able to explain how their descriptive phrases fit the Elephant's Child, as we know him from the story.
9. Hand out the character sheets such that each pair of students in a group of four pairs gets a different one with which to start.

10. Pairs of students should fill in one empty box on the character sheet they have, then pass it on to the next pair of students in their group.
11. When all the boxes on all sheets have been completed, the groups (four pairs) should read over the results, and each pair should select one of the four characters. If a group is unable to reach agreement, resolve disputes the way the Bi-Coloured-Python-Rock-Snake would – by catapulting a ducat (by which, of course, he means tossing a coin!)
12. Have the groups of students share the Bi-Coloured-Python-Rock-Snake descriptions of each character, and let other students “translate” if they can. Compare the descriptions of each of the characters. Discuss whether or not the various descriptions of the Elephant’s Child fit what we learn about him in the story.

Closing: Each pair of students should use the descriptive phrases they have on the character sheet they chose as guidelines for writing a one-paragraph character sketch. They should organize the phrases they choose to use, and add what is needed to create a solid description of the character’s traits.

**Activity E.** Make enormous elephant ears. Using three or four sheets of gray construction paper make a hat with enormous elephant ears. First use one or two sheets to make the head band. Fold the paper in half the long way a couple of times to make it stronger. Measure the hat size on the child's head. Staple to secure the hat band in place. Use an entire sheet for each of two fan shaped elephant ears. Attach them to the side of the hat band.

Expand to a large muscle skill movement game. Have your children put their hands in front of their face like an elephants trunk. Start the game with a simple elephant walk. Then go through the elephant's day. Have the children stretch and do what elephants do. Stretch and pick leaves from high in the trees or grass from down low on the ground. Try having your elephants hold trunks or try an elephant hug. Your imagination is the only limit to this pretend game.