



## Inquire to Learn!

There are many ways in which *The Elephant's Nose/ Inside India* can be used as a base for Inquiry Learning. This is just one suggestion.

## Session 1

Using the Big Book, share-read *The Elephant's Nose*, stopping at natural points for discussion. Draw on the students' prior knowledge of elephants, crocodiles, and other animals from India; manners; sharing; and stories about how things came to be.

### Possible Starter Questions for Discussion

**Elephants:** *What can you tell me about elephants and their trunks?* Discuss that elephants use their long trunks for breathing, smelling, touching, grasping, and producing sound. Their sense of smell is very strong and they can smell water from several kilometres away. The trunk of an elephant contains over 40,000 muscles and no bones. An elephant can lift around 300 kg with its trunk – that is equivalent to the weight of three or four men. Elephants can also use their trunks as snorkels and breathe through them while the rest of their body is underwater. Finally, baby elephants, called calves, are known to suck their trunks in the same way as a human baby might suck its thumb!

**Crocodiles:** *What can you tell me about crocodiles?* Discuss that crocodiles are large reptiles that live in warm tropical areas, including India. They are carnivores, which means that they eat only meat. They use their strong teeth and jaws to rip apart their food, which they swallow without chewing. The Mugger crocodile, which is found in India, is dark grey or brown. The name *mugger* came from *magar*, which is the Hindi word for crocodile.

**Manners:** *What are good manners? What are bad manners? Why is it important to use good manners?* Discuss that using good manners doesn't necessarily lead to a positive outcome (saying "Please may I have an ice cream?" doesn't necessarily mean you will get one), but it makes for more pleasant interactions for everyone.

**Sharing:** *What is sharing?* Invite the students to give examples of sharing and discuss the importance of sharing, compromise, and fairness. Extend the discussion by introducing the concept of negotiation. Share examples of people using negotiation skills to get what they want e.g. siblings negotiating turns to sit in the front seat of the car, parents negotiating who will cook dinner, governments negotiating whether to spend more money on healthcare or education.

### Text and Illustration Based Inquiry Questions

**Cover:** Look at the cover and read the title. *What do you notice about the elephant's nose/trunk?* (It is short.) *What do you think the story will be about?* (How the elephant got a long nose/trunk.) *Do you think this will be a true account of how the elephant got a long nose/trunk?* Discuss how folk tales often seek to explain how things came to be. *Did elephants ever look like this?* Explain that the long trunk of the elephant evolved over many thousands of years so that elephants could get enough food. Elephants are herbivores, which means they eat only plants. Because of their size, they must eat a large amount of plant matter

# The Elephant's Nose/Inside India

## Teacher's Notes continued

every day. Elephants use their long trunks to graze from trees or the ground without having to move their heavy heads. They can use their trunk to gather more food while they are chewing on a mouthful. They also use their trunks to suck up and squirt large amounts of water into their mouths. *What role do you think the crocodile might play in this story?* Read the byline *A Tale from India* and point out that elephants, crocodiles, and tigers are all native animals of India.

P. 2: Revisit the opening paragraph and review that folk tales are stories from the past that often seek to explain how things came to be. Explain to the students that today we use science to explain how things came to be. Revisit the second paragraph: *It had not rained for many months. The streams and lakes had dried up. The animals were thirsty.* Ask, *Can anyone tell me the word we use for when it has not rained for a very long time?* (drought) Explain to the students that India is a country that is very much affected by drought. When there is not enough rain in the monsoon season, streams, rivers, lakes, and waterholes dry up, crops fail, and millions of animals and people are affected.

PP. 4–5: Revisit the sentence: *Finally, he stopped to rest under a mango tree.* Point out the mango tree in the illustration and tell the students that mango is the national fruit of India and is an important cultural symbol. The mango is seen as a symbol of good luck and prosperity. There are mango festivals held in many parts of India, and mango leaves are often hung over a house's front door. Almost half of the world's mangoes are grown in India. Revisit the sentence: *There he heard a chattering and a chattering.* and point out the alliteration. Define alliteration as the repetition of consonant sounds, particularly at the beginning of words. Review the rest of the text and ask, *What do you notice about the way Little Elephant speaks to Monkey?* (He is very polite.) Ask, *Can one animal/person own a river? Why/why not?*

PP. 6–7: Review the text and note that the crocodile is described as *bright green*. Point out the simile: *The crocodile glistened in the sun like emeralds.* Define a simile as a tool used in speech and writing

where *like* or *as* are used to compare two things that are usually considered different. Ask, *Why has the author used a simile?* (To make the writing more interesting and vivid.) As a class, brainstorm examples of similes e.g. *She is sleeping like a log, He is as busy as a bee.* Revisit the sentence: *"If you drink the water, there won't be enough for me."* Ask, *Do you think this is true? Why/why not?* Ask, *Why will Little Elephant not drink from the river?*

PP. 8–9: Review the text and ask the students to describe the character of Little Elephant in one word. Suggestions may include: *polite, patient, cautious, scared, stupid.* Ask the students to explain their choice. Now ask them to describe the character of Crocodile in one word. Suggestions may include: *selfish, mean, cruel, a bully, wise.* Ask the students to explain their choice.

PP. 10–11: Review the text and note the description of Toad as *shiny green*. Ask, *Are toads shiny green today?* Tell the students that toads are a dull green or brown colour. Ask the students to predict whether Crocodile and Toad will still be bright green at the end of the story. Ask the students to describe the character of Toad in one word. Suggestions may include: *clever, cunning, sneaky, brave, wise.* Ask the students to explain their choice. Revisit the text: *"Crocodile doesn't own the river, Little Elephant," said Toad. "If you are thirsty, you should drink. He can't stop you," said Toad, winking.* Ask, *Do you think Toad's advice is good? Why/why not? Why do you think Toad winked?* (To indicate to the reader that maybe there is a way Crocodile can stop Little Elephant. To show that maybe his advice isn't so good after all.) Look at the illustration on P. 11 and note that there are now other animals that would like to drink waiting at the side of the river. Point out that Crocodile's selfish behaviour is affecting everyone.

PP. 12–13: Review the text and ask, *Did you think this might happen? Why is Toad smiling? How is Crocodile feeling? How is Little Elephant feeling? How is the tiger feeling?* Point out the word *sarled* and, as a class, brainstorm synonyms e.g. *growled, barked, blustered, snapped, thundered, roared.*



# The Elephant's Nose/Inside India

## Teacher's Notes continued

PP. 14–15: Revisit the text and ask, *Why was Little Elephant angry?* Ask the students to predict what will happen when Little Elephant sprays mud over Crocodile and Toad.

P. 16: Review the text and ask, *Do you think Little Elephant would now be happy with his long nose/trunk? Do you think Crocodile and Toad would like their new muddy colour? Why/why not?*

### Further Discussion and Inquiry Extension

Invite the students to write their own versions of *The Elephant's Nose*, giving alternative explanations of how the elephant's long trunk came to be.

Challenge the students to learn about the differences between Asian elephants and African elephants and make charts to display these differences.

In pairs, invite the children to learn more about elephants, crocodiles, or toads and present their findings as reports.

Share-read folk tales from other cultures about how things came to be e.g. *Nanabozho and the Maple Trees* (StoryWorld, Canada), *Sina and the Eel* (StoryWorld, Samoa), *How Kiwi Lost His Wings* (StoryWorld 3, Set A, NZ), *How Water Came to Be* (StoryWorld 3, Set B, Australia).

Challenge the students to make sculptures of elephants or crocodiles from clay, salt dough, or modelling clay.

Share-read other folk tales from India, such as *How the Moon Was Created*, *The Hippopotamus and the Tortoise*, *The Chief Who Was No Fool*.

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## Session 2

Using the Big Book, share-read *Inside India*, stopping at natural points for discussion. Draw on the students' prior knowledge of India and Indian culture, numbers and fractions, festivals and celebrations, capital cities, performing arts, and cultural symbols.

### Possible Starter Questions for Discussion and Inquiry

**Indian (Hindi) Greeting:** *Does anyone know how to say hello in the Hindi language? It is namaste.*

**Cover:** Look at the cover of *Inside India* and ask, *What do you think the children are covered in? (coloured powder). Does anyone know at what time of year people in India throw coloured powder at each other?* Tell the students that on PP. 2–3 they will learn what the coloured powder is all about.

**Location of India/Geography:** Look at the map on P. 1 of *Inside India* and note the location of India in relation to New Zealand. Tell the students that India is located in the Northern Hemisphere and is part of the South Asia region. Compare

the population of India (1.3 billion) with the population of New Zealand (4.7 million). Tell the students that India is the second-largest country in the world in terms of population and the seventh largest in terms of physical area. Reread the caption: *India stretches from the Himalayas to the Indian Ocean*. Ask, *What are the Himalayas?* Tell the students that the Himalayas are a mountain range on the northern border of India. The Himalayas contain many of Earth's highest peaks, including Mt Everest – the highest peak of all. If any of the children come from India or have visited it, invite them to share their experiences.

**Numbers and Fractions (Maths link):** *How much is 1.3 billion in millions? (1,300 million).* Share with the students that a billion is equal to a thousand millions. Discuss that if you took the population of New Zealand and multiplied it by 276, that is approximately how many people live in India. Review your students' understanding of fractions and draw a pie chart labelled: World Population – 7.6 Billion. Divide the pie chart into six slices and colour and label one slice *India*.



# The Elephant's Nose/Inside India

## Teacher's Notes continued

**Festivals and Celebrations:** Reread PP. 2–3 of *Inside India* and ask, *Has anyone taken part in a Holi celebration?* Invite the students to share their experiences. Tell the students that Holi – Festival of Colour–celebrations are held in New Zealand in the following locations in 2018: Auckland: February 25, Wellington: March 24, Christchurch: March 17. Brainstorm and discuss other Indian festivals and celebrations that the students may be familiar with e.g. Diwali, Vaisakhi, Ugadi, or Chithrai Puthandu.

**Capital Cities:** Reread PP. 4–5 of *Inside India* and ask, *What is the capital of India?* then turn to P. 1 and note the location of New Delhi on the map. Ask, *What is a capital?* Explain that a capital is the town or city where the government of a country is located. It is usually a large city, but in some countries, such as New Zealand and Australia, it is not the largest city. Ask, *What is the capital of New Zealand? What is the capital of Australia?*

**Performing Arts:** Reread PP. 6–7 of *Inside India*. Draw the students' attention to the second sentence: *It is a dance-drama from the state of Kerala*. Discuss the meaning of *dance-drama* and explain that it is a dance that tells a story with movement and music rather than with words. Share with the students that India is divided into 29 states and seven union territories. Explain that states are self-governing while still coming under the rule of the national government and that union territories are ruled by the national government. Ask, *Can you think of other kinds of "story-play" or dance-drama?* Students may suggest ballets such as *The Nutcracker* or *Sleeping Beauty*, puppet shows, shadow plays, or other cultural examples from around the world. Invite them to share their knowledge and experience.

**Cultural Symbols:** Reread P. 8 of *Inside India* and share with the students that Ganesh's elephant head symbolizes wisdom and the gaining of knowledge through reflection and listening. Ask, *Why is it important to listen and to reflect, or think about, what we learn?* Explain that Ganesh is an important symbol to Indians all over the world. Invite students to share symbols from their

own cultures.

### Further Discussion and Inquiry Extension

Using PP. 4–5 of *Inside India* as a model, ask the students to choose another city in India such as Mumbai, Kolkata, Bengaluru, or Chennai to study. Using the Internet, challenge them to make a photo essay on features of their chosen city.

Invite the students to select an Indian festival or celebration to research and learn more about. Suggestions include Diwali, Navaratri and Dussehra, Eid-Ul-Fitr, Ganesh Chaturthi, and Onam. Research questions could include: *What is the festival about? When is it held? Is it celebrated all over India or is it a local celebration? What happens?*

If appropriate, invite members of the local Indian or Indo-Fijian community to share aspects of their culture such as festivals, music and instruments, food, or traditional dress. It might be possible for the students to sample traditional sweets served at festivals.

Encourage the students to learn more about their capital city. When did it become the capital? Have there been other capitals before it? What government buildings are located there?

Challenge the students to see how many of the world's capitals they can learn and locate on a map. This could be run as a fun class competition!

Share either traditional music or popular Bollywood hits with your class. YouTube is a good source.