

THE WICKED SNAKE

Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

New letter groups: u-e, ought, aught; /igh/ sound for i (in find)

Before introducing the written words, ensure that the children understand their meanings. *Wind* has two pronunciations and meanings (with /i/: blowing air, and with /igh/: to wind up a clock). *Use* is pronounced /yooz/ as a verb and /yoos/ as a noun, and *excuse* is pronounced /eks-yooz/ as a verb and /eks-yoos/ as a noun. It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing new letter groups u-e, ought and aught

Display one of the new letter groups for the children to see. Say the sound of that new letter group and have the children repeat it. When all three letter groups have been introduced, display them one by one randomly and have the children say the sounds. Read through the relevant word families together. Then have the children sort the words that have been written on individual cards into three groups depending on what sound and letter groups they contain. Discuss how the *ought* and *aught* words make the same sound. Note that the *u* in the *u-e* words can make either an /oo/ or /yoo/ sound.

Introducing the new sound for the letter i

Show the letter *i*. Ask the children to tell you the name and sound of the letter as they have already learned it. Remind the children that some letter groups make more than one sound. Write the sentence: "I need to find my toy." Read it to the children with incorrect pronunciation first. Ask them if it makes sense. Then have them think and talk to a partner to figure out what would make sense. Then read the word correctly in the sentence. Discuss the new *i* sound. Have the children read through the relevant word family together. Write the sentences: "The wind blew the trees." "I wind the kite string up." Each time the children read the sentence, have them check that the sentence makes sense. If it doesn't, have the children figure out what needs to change for it to make sense (the sound of *i*).

Inductive Whole-word Phonics

Go through the word families on pages 2 and 3 using spell-say (*t-u-n-e tune*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. Use spell-say if needed. Read the words list by list first. Once the children are familiar with the words, read across the word families.

Word relay: Write two word lists (from the words introduced in this book) of equal difficulty on a board and divide the children into two teams, designating a list of words to each team. Write as many words as there are children in the relay. Have each team line up in front of their word list. At the signal, the first child in each row points to the first word in their list and reads it out loud.

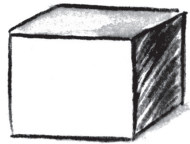
If he or she reads it correctly, the child can cross it or rub it out and then move away for the next child in their team to read the next word on the list. The first team to read all the words wins. If you have only one child, have him or her race with a timer and see which list the child can read the fastest.

Word families: i as /igh/; ought, aught

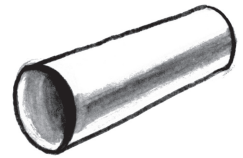
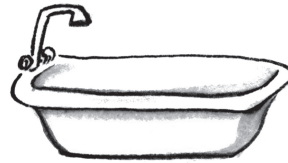
find		mild		ought
kind		wild		thought
mind		child		bought
behind				fought
remind		lion		brought
blind		dandelion		~~~~~
grind		tiger		caught
wind		spider		taught
pint		pilot		daughter

Adding a final, silent e to change the vowel sound

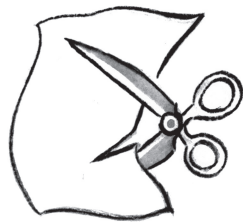
NOTES FOR PARENTS AND TEACHERS: Ask the children to read the first word in each of the three groups, and then discuss how adding the *e* at the end makes a new word. Have the children blend sounds if using Synthetic Phonics. Ask the children to suggest what the new word is.



cub + e = cube



tub + e = tube



cut + e = cute

Word families: u-e

rude

computer

tune

crude

mute

June

include

cute

prune

cube

flute

use

tube

rule

excuse

Krishna's flute



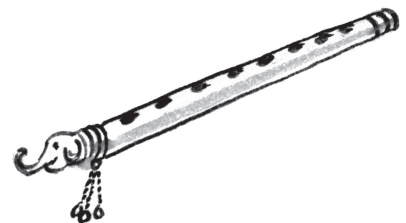
cute Krishna



a computer



playing a tune

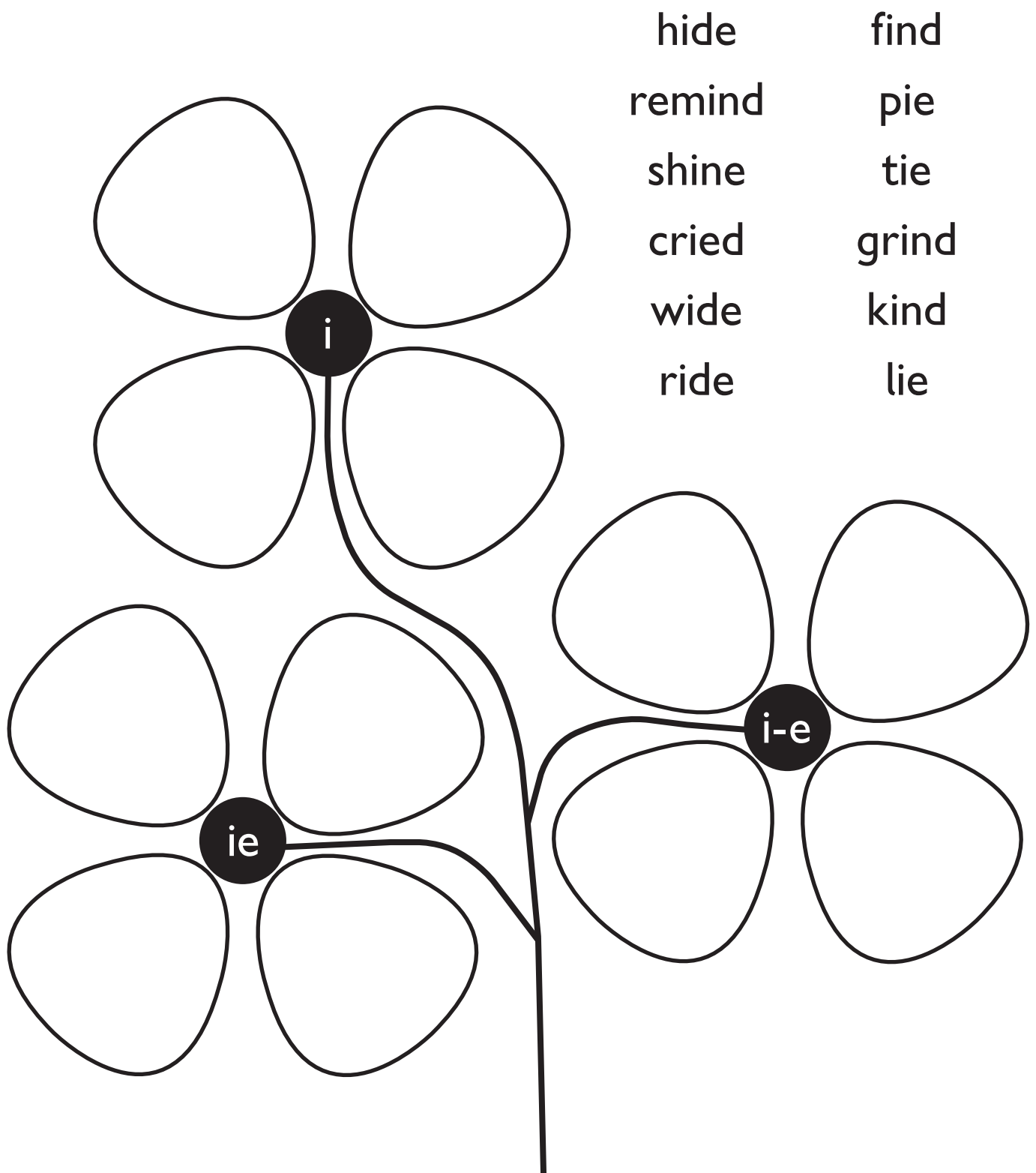


three cubes



NOTES FOR PARENTS AND TEACHERS: The children should read each phrase using spell-say or sound-say if needed. Ask them to describe the pictures, and then draw lines to match phrases to pictures.

Sort words by spelling



NOTES FOR PARENTS AND TEACHERS: Have the children sort the words according to how the /igh/ sound is spelled. They should write or cut and glue the words in the petals, one spelling per flower.

Mark the phrase that matches the picture



- ☐ a dandelion
- ☐ a cute child



- ☐ a kind pilot
- ☐ a wild tiger



- ☐ his daughter
- ☐ his computer



- ☐ a plate of prunes
- ☐ a flute tune



- ☐ one spider caught
- ☐ one lion fought

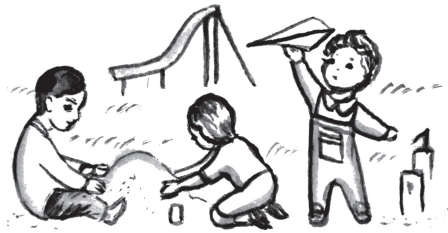


- ☐ a pint of milk
- ☐ a kind child

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the phrase that best describes the picture.

Tricky word: *again*

NOTES FOR PARENTS AND TEACHERS: Display and read *again* and discuss how *ai* makes a similar sound in *said*. Say the word *again*, and ask the children to suggest oral sentences using it. You can model some. Then write on a board some simple sentences using known words with *again* such as: "I broke my pen again." "Are you going for a swim again?" Have the children read the sentences on this page and, where applicable, match the sentences with the pictures. Help as needed. You can also introduce the word *against* in the same way.



We played yesterday.

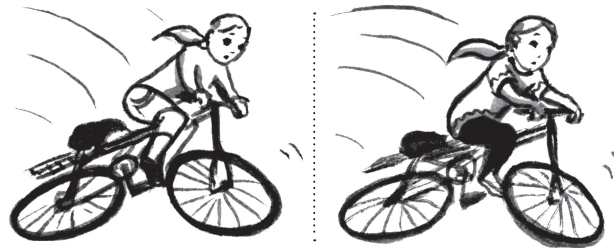


We played again today.

I fell again!



It is hot again today.



It is raining again.



Can you remind me again later?

Unscramble the words

rude kind cute flute daughter
child thought mind blind June

rdue

nuJe

ildch

audghret

futle

mdin

ghththou

utce

inbld

kndi

NOTES FOR PARENTS AND TEACHERS: Have the children unscramble the letters to make words. If necessary, first make the scrambled words from magnetic letters and have the children rearrange the letters to form the words in the top box. The children can then write the correct words.

Interest word: Agha



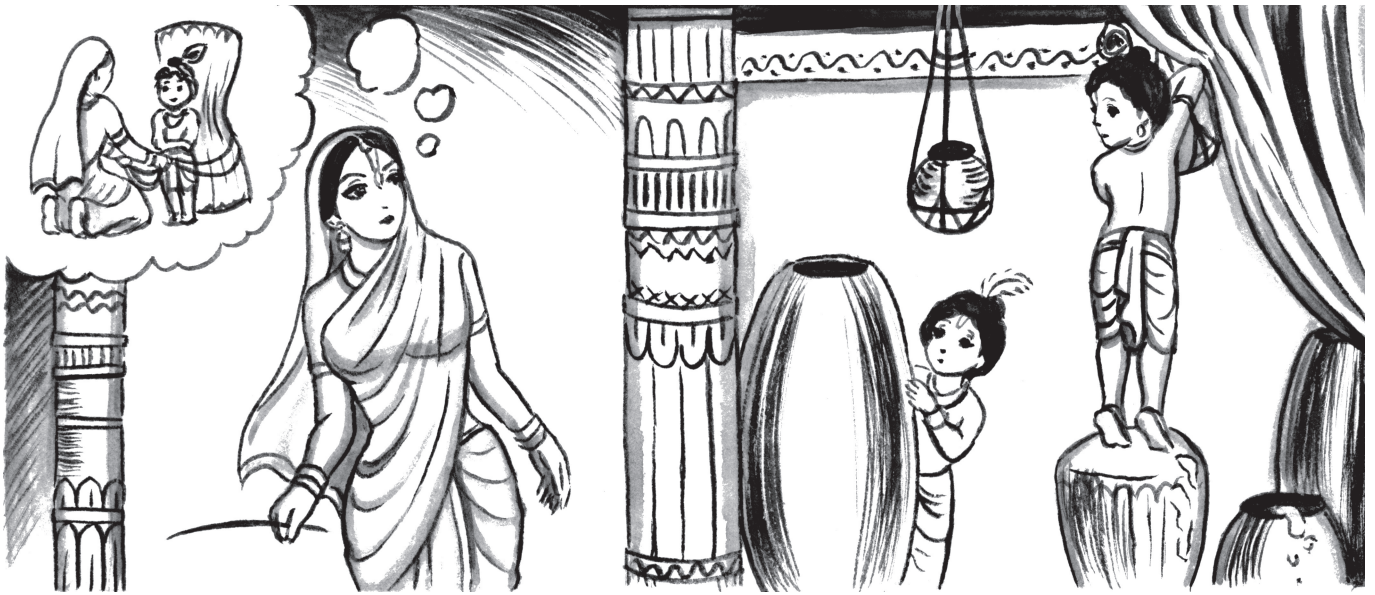
Agha



Agha

NOTES FOR PARENTS AND TEACHERS: The interest word, *Agha*, is taught as a sight word. Explain that Agha was a snake demon that was killed by Krishna. Find pictures of Agha in *The Wicked Snake* and point out to the children the name in the text. Ask the children to describe what they know about Agha.

Mark the correct boxes based on the picture



The boys do not want to get _____.

☐

bought

☐

caught

What do we see in Yashoda's thought bubble?

☐

"I will bind my child."

☐

"He needs his flute."

Will Yashoda find Krishna? ☐ Yes ☐ No

Where did Balaram hide?

☐

in a tube

☐

behind the pot

NOTES FOR PARENTS AND TEACHERS: Ask the children to describe what is happening in the picture. Have them complete the four activities by marking the boxes next to the answers that best describe the picture. You can also have the children write a title for the picture at the top of the page.

What do you think?

Can pain be mild?

☐ Yes ☐ No

Can you wind wool?

☐ Yes ☐ No

Is it hot in June where
you stay?

☐ Yes ☐ No

Does Yashoda have a
daughter?

☐ Yes ☐ No

Can a lion be caught?

☐ Yes ☐ No

Can a wild tiger be
taught not to bite?

☐ Yes ☐ No

Can a computer
explode?

☐ Yes ☐ No

Have you ever picked
a dandelion?

☐ Yes ☐ No

Can you find a
thought?

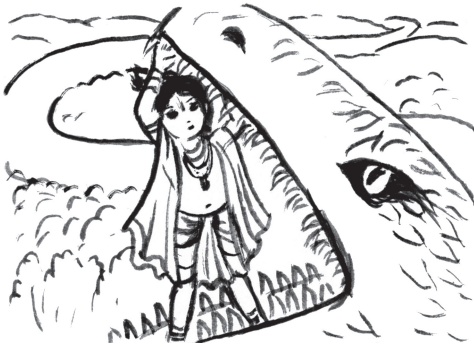
☐ Yes ☐ No

Can something wild
be cute?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: The children answer *yes* or *no* to the question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on the reading of the question and the child's reasoning. This activity can be used as a whole class exercise. Write a question on the board. The children can hold up a *yes* or *no* card to answer the question.

Circle or write the correct word to complete the sentence



When Krishna killed Agha, he was just a _____.

mild wild child



The strong lion can _____ us of Krishna.

remind mind wind



“I _____ to bind my child up.” thought Yashoda.

taught ought bought



The tiger caught the deer from _____.

remind find behind

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture, and read the sentence and words. They should then choose the word that best complete each sentence by circling it or writing it on the line.



1. In my home, we do not get our pint of milk from a shop. Our milk is _____ to us.

☐ brought ☐ taught ☐ fought

2. Mum _____ me to put out a jug. I wait for our milkman to come.

☐ dandelions ☐ tiger ☐ reminds

3. When the milk comes, it is so fresh and still warm from the cow. The cow is _____ to let us have some of her milk.

☐ kind ☐ find ☐ blind

How do you get your milk? _____

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the missing word using the illustrations to help. Then they should answer the question at the bottom of the page.

Does the sentence match the picture? Mark yes or no



A lion sleeps in the wild in the mild heat of spring.

☐ Yes ☐ No



The pilot flies the plane.

☐ Yes ☐ No



The child is being rude.

☐ Yes ☐ No



The teacher taught her how to use the computer.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture, and then read the sentence next to it using spell-say or sound-say when needed. Have them mark the *yes* box if the sentence describes the picture or the *no* box if it does not.

Circle the picture that best illustrates “Krishna Blew a Tune”



Krishna has a blue hue. In his belt, there is room for his dear flute. Krishna likes to use his flute to call the cows.

The cowherd girls say, “We do not understand how a bamboo flute can have so much good luck. The flute gets to be with Krishna all the time!”

When Krishna plays a tune, all want to hear, and that includes the birds, peacocks, and deer. The cows stop chewing grass. The girls stop what they are doing, too. They just want to hear Krishna’s tunes that are forever new.

NOTES FOR PARENTS AND TEACHERS: Have the children read the text using spell-say or sound-say as needed. They should circle the illustration on the top of this page that fits the story the best. Use this story for the activity on the next page.

Find words with an /oo/ sound from the story and sort by spelling

The image shows five large ovals arranged in a circular pattern. Each oval contains a smaller, horizontally-oriented rectangle in its upper-left quadrant, intended for students to write words that contain the /oo/ sound. The ovals are empty, and the rectangles are also empty.

NOTES FOR PARENTS AND TEACHERS: Have the children read the story on the previous page again, telling them to underline any words that contain the /oo/ or /yoo/ sound. Make sure the children read aloud; if possible, have the children work in pairs. One can read while the other underlines. You can model this for one or two words before having the children work independently. When the children have finished underlining the words, have them write those words in the ovals, sorted according to how the /oo/ sounds are spelled (*oo*, *ue*, *u-e*, *o*, and *ew*). Then have them think of any other words that they know, which fit into each group. Share and compare findings.

CREATING THE ATMOSPHERE

Ask the children what makes them scared. Listen and respond to their answers. “Many people are scared of snakes. Why are so many people scared of snakes?” Show some pictures of scary snakes for the children to see and talk about. Explain that the new book that they are going to read is also about a snake. “The snake in the book is very dangerous, but the children in the book are not scared. I wonder if you can guess why?”

INTRODUCING THE BOOK

“Look at the cover. What’s happening in the illustration on the front cover? Can you read the title with me? Does the snake look wicked? What are the children doing? Whom can you see?” Read the blurb on the back cover to the children.

pp. 2–3: “What are the cowherd boys doing?” (playing) “What is Krishna doing? Yes, He blew a tune on His flute. Can you find the words *tune* and *flute*?”

pp. 4–5: Have the children point to the pictures of Agha and then the word *Agha*. Have the children find the word *thought*. “Yes, Agha thought that he will kill Krishna.”

pp. 6–7: Discuss the illustrations.

pp. 8–9: Look at the picture and point to the thought bubbles. “What are these? Yes, thought bubbles. What are the cowherd boys thinking about?” (They are thinking, “What is this? Is it a statue or a snake?”)

pp. 10–11: Discuss the illustrations and read the text on page 11 with the children, focusing on the correct reading of the word *caught*.

pp. 12–13: “Krishna stayed behind. Look at the illustration; there are more thought bubbles. This time it is Krishna who is thinking. Scan the text to find out what Krishna is thinking.” Have

the children read the words *behind*, *thought* and *find*.

pp. 14–15: “Krishna went inside and got bigger.”

pp. 16–17: Discuss the pictures. Read page 17 with the children, focusing on the correct reading of the word *again*.

pp. 18–20: Discuss the pictures.

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. If children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.”

Give positive acknowledgement to the children who read the title without pointing.

pp. 2–3: Check for the correct reading of the words *flute* and *tune*. Ask the children where they think this story is going to take place.

pp. 4–5: Check for the correct reading of the word *thought*. “Great, you read the word *thought*. How did you know this was the word *thought*?” Ask the children why Agha thinks all the cowherd boys will die if Krishna is killed. Check for the correct reading of the word *Agha*.

pp. 6–7: “What was Agha’s mouth like?” (a cave) Do the children pronounce the word *wind* correctly? If not, say “This word is a bit tricky because you can read it as w-i-nd or as w-/igh/-nd. If you’re not sure which word it’s meant to be, you can try reading the rest of the sentence and then go back and see what meaning and pronunciation makes sense.”

pp. 10–11: Do the children read with expression? If so, say, “Wow, you sounded just like a cowherd boy who is feeling excited about playing with Krishna in the snake! Why are the cowherd boys not scared?” Check for the correct reading of the word *caught*.

pp. 14–15: “What do you think is going to happen now?”

p. 17: Can the children read the word *again*?

pp. 18–19: “What do you think all the cowherd boys are going to do now that Agha is dead?”

TEXT CHARACTERISTICS

Look at adjectives: Explain to the children that different words help us to write in different ways. Just like in a kitchen everyone helps to cook but they may help in different ways. Some people may chop, some may stir, and some may wash the dishes. In a story, some words may tell us names, like the word *Agha*. Some words may help explain what a character is doing, like the word *playing*, while other words may describe something. Look at the sentence: *I will kill the blue boy Krishna*. Ask the children which word in the sentence tells us more about Krishna (blue). “Yes, this word describes and is called an adjective.” Have the children, in small groups or pairs, read through the book looking for describing words. Have them list all the words they find. Then as a class, share and discuss their findings (Adjectives in the book: wicked, sweet, blue, sad, high, wide, top, burning, [*bad* is an adverb here, but you could accept it], big, real, fun).

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games (for those who need to review [revise] more)

Tic Tac Toe (Naughts and Crosses): Help the children write a list of words that they find difficult to read. Then draw up a tic tac toe grid. Before a child is allowed to mark a circle (a naught) or a cross, he or she first has to read a word on the list. If a child is unable to do so, then the other player

is given the chance to read the word and take a turn of marking a space on the grid. The winner is the first to mark a row of boxes.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “Agha, here on page 5, looks pleased and hopeful. On page 4, it says that he has made a plan to kill Krishna, and in his thought bubble you can see that he thinks it will be easy for him to do it. But here on page 15 he isn’t looking pleased at all! He looks like he is miserable and suffering. Further in the book we can see that, in fact, he is dying and eventually Krishna does kill him.” Have the children work in pairs to describe how a character’s feelings change in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

Identifying plot elements

Discuss with the children that there can be more than one way to describe a plot. In *The Wicked Snake*, we can discuss the plot from the point of view of Krishna, the cowherd boys, or Agha. Have the children choose one of the point of views and answer the questions accordingly. Answers in parenthesis after each question are from each of the three points of view, first Krishna’s, then the cowherd boys’, then Agha’s.

What is the problem that Krishna, the cowherd boys, and Agha have in this story? (Krishna wants to save the boys who are inside Agha. The boys want to go inside the snake, but it might be dangerous. Agha wants to kill Krishna).

How do Krishna, the cowherd boys, and Agha fix their problems? (Krishna goes inside Agha, gets bigger and bigger, kills him, and then wakes up the cowherd boys. The boys use their faith that Krishna will protect them and go inside the snake. Agha does not fix his problem; he dies.)

What does *The Wicked Snake* teach us? (Krishna is our well-wisher and we should have faith that he will always protect us)

Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, “What were the cowherd boys playing?” Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, “On page 2, it says that they were playing like frogs and peacocks and that they were playing ball. In the picture you can see the boys playing in that way.”

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no “right” answer, and what is most important is for the children to explain their process and reasoning based on the book.

Fact questions

- ♦ What was Agha’s plan? (to kill Krishna)
- ♦ How did Agha’s mouth smell? (like burning meat)
- ♦ What did Krishna do when He went inside Agha’s mouth? (He got bigger and bigger.)

Inferential questions

- ♦ Why did Agha’s spirit come out?
- ♦ How did the boys feel when they woke up and saw Agha dead?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Provide opportunities for the children to retell the story using props, puppets, felt boards and so forth.

With the children, brainstorm and research other examples in scripture where Krishna’s devotees have complete faith that Krishna will protect them. Discuss the examples and exhibit a display with all the information that the children have gathered. Examples include Prahlad Maharaja and Draupadi.

Watch the video of the puppet show, *Agha the Terrible Demon* from ITV Productions.

Make a diorama of the story using materials such as papier-mâché, cloth, paint and so forth. The children can write captions to add to the diorama.

In a play area, provide something large and resembling a snake (maybe a stuffed stocking leg) as a tool for the children to incorporate Krishna lila into their imaginary play.

Make a long sandwich with the children. You could write a simple recipe for the children to follow and call the sandwich Agha!

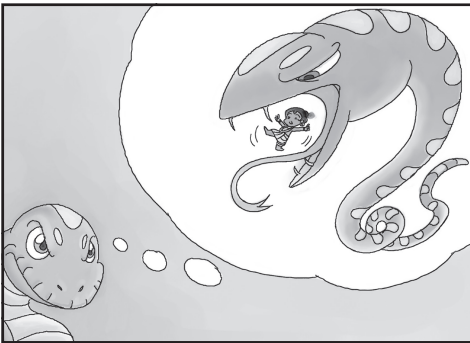
Research about the different kinds of snakes in your area (or in various parts of the world) and put up photos. Discuss about poisonous and non-poisonous snakes, as well as those that kill by strangulation. Discuss how snakes can eat prey that is much larger than themselves and show photos or movies if possible. You can branch into a general study of snakes and reptiles and their role in the eco-system.

Circle or write the correct word based on the story book



Krishna blew his flute. It was a sweet _____.

June prune tune



“I will kill that blue boy Krishna,” he _____.

taught thought fought



We will go _____ and play in this fun cave.

inside remind behind



The cowherd boys were _____ inside the wicked Agha.

taught caught bought

NOTES FOR PARENTS AND TEACHERS: The children should read the sentence using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can circle the word that goes in the blank.

Krishna blew his _____.

☐ mute

☐ flute

The wicked snake, _____,
saw them and had a plan.

☐ Agha

☐ tiger

“Come _____!” they called.

☐ pilot

☐ inside

Krishna stayed _____ the
boys.

☐ remind

☐ behind

Krishna got smaller _____
and came out of Agha.

☐ again

☐ yesterday

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if the children can do this without referring to the book, though they can look in the book if they are struggling and to check their completed work.

They went inside a
snake. Krishna kept
them safe.



Krishna

His mouth smelled
bad. He planned to kill
them.



cowherd boys

Krishna blew it. It
made a sweet tune.



Agha

He saved the boys.
He killed Agha.



the flute

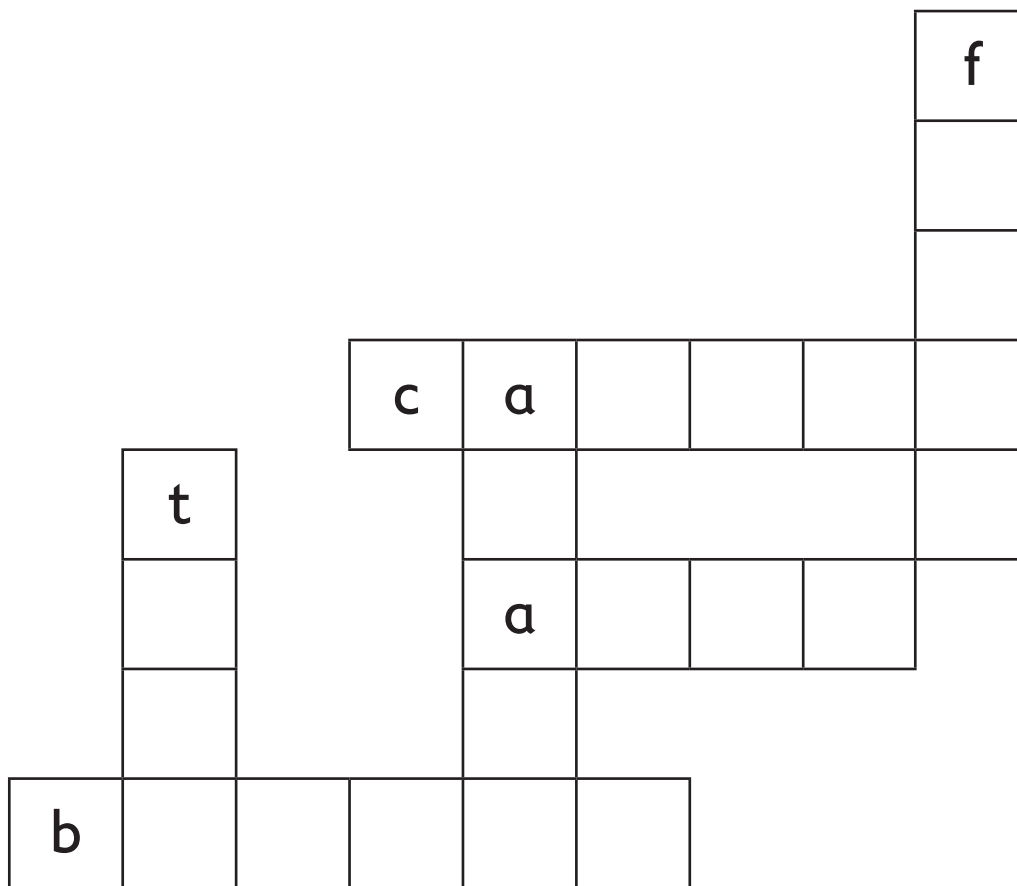
The cowherd boys
played with them.
They threw them.



balls

NOTES FOR PARENTS AND TEACHERS: The children should use the clues to find out what word and picture makes both sentences true. Have the children draw a line from each group of sentences to the correct word and picture.

Complete the crossword puzzle



Words going ↓

Krishna played a t____
on his flute. It was
sweet.

Krishna got smaller
a_____.

Krishna played a f_____.

Words going ➡

The cowherd boys were
c_____ inside.

He wanted to kill
Krishna. He is A_____.

Krishna did not go inside
Agha. He stayed b_____.

NOTES FOR PARENTS AND TEACHERS: If this is the first time the children are doing a crossword puzzle, you will need to help them understand how these puzzles work. Offer support and guidance when needed.

Down: tune, again, flute; Across: caught, Agha, behind



His name is:

He has:

He thought:

He is:

NOTES FOR PARENTS AND TEACHERS: Have the children complete the character poster by choosing a character or personality from *The Wicked Snake* (such as Krishna or Agha) and describing him on the lines on this page. Have the children also draw a picture of their chosen character or personality in the box provided.

Show the story order



NOTES FOR PARENTS AND TEACHERS: Have the children use the pictures to retell the story. Follow the footprints with the first two pictures, and then complete the story map by drawing more footprints or lines to show what happened next. After the children have retold the story, have them colour the picture which represents their favorite part of the story.