

# THE KING AND THE SAGE

## 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](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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### Silent letters

Before introducing the written words, make sure that the children understand their meanings. Explain that *scene* and *seen* are homophones: they sound the same but have different meanings and spellings. *Scene* is part of a play, or an area of activity. We suggest that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

#### Synthetic Phonics

Tell the children that they are going to investigate silent letters in words. Explain that some words have one or more “shy” letters. A shy letter doesn’t make a sound. You can see it, but you cannot hear it when the word is spoken. Tell the children to put on their thinking hats to help try to find the shy letter or letters in each word. Then write the word *calf* from the first list for the children to see, and draw a picture or show a photo of a calf. Alternatively, you can write the word *calf* in a sentence using known words taught up to this point, such as, “A baby cow is called a calf.” Once they have determined what the word says, have the children find the shy, silent letter (l). Then, have them read the rest of the words in the same word list. Repeat this process for the other lists, first writing one word from the list and providing a corresponding picture, object or sentence to help the children read the word and find the shy letter. Then have them read the list. Say, “In this

list, all the words have the same silent letter. Let’s read them together.”

The words in the list starting with *island* have no common silent letter, but all those words and silent letters can be easily taught with the help of a corresponding picture, symbol, or sentence. For example, you can use the numeral 2 for *two* and, for the word *autumn*, the sentence: “In the autumn season it gets cooler and some leaves change color.” Conclude with the word relay game explained in the Inductive Whole-word Phonics section (page 2).

#### Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*w-r-a-p*, *wrap*) and repeat for the first word of each list. See if the children can then read the rest of the words in that list. Use spell-say if needed. Read the words list by list first. After completing each list, you may discuss what is tricky about all the words the children have just read (they all contain at least one silent letter).

**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 a signal, the first child in each row points to the first word in their list and reads it out loud. Once the child reads it correctly, he or she can cross it out 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 against himself or herself with a timer and see which list the child can read the fastest.

## Word families

calf	Wednesday	wrap	island
half	handsome	wren	autumn
salmon	handkerchief	write	soldier
often	scene	wrote	two
soften	scissors	whole	heart
fasten	raspberry	sword	
listen	gnome	answer	
moisten	gnat	lamb	
castle	gnaw	limb	
whistle	gnarl	comb	
Christmas	column	crumb	
chestnut	honest	thumb	
debt	hour	dump	
subtle	rhyme	numb	
	rhythm	climb	

*Mark the sentence that matches the picture*



- This sword was used to fight many battles.
- The soldiers rest at night.



- The scenery in the country is very pretty.
- A new baby lamb tries to stand for the first time.



- Sophie hurt her thumb when she fell.
- Sophie combs her long, straight hair.

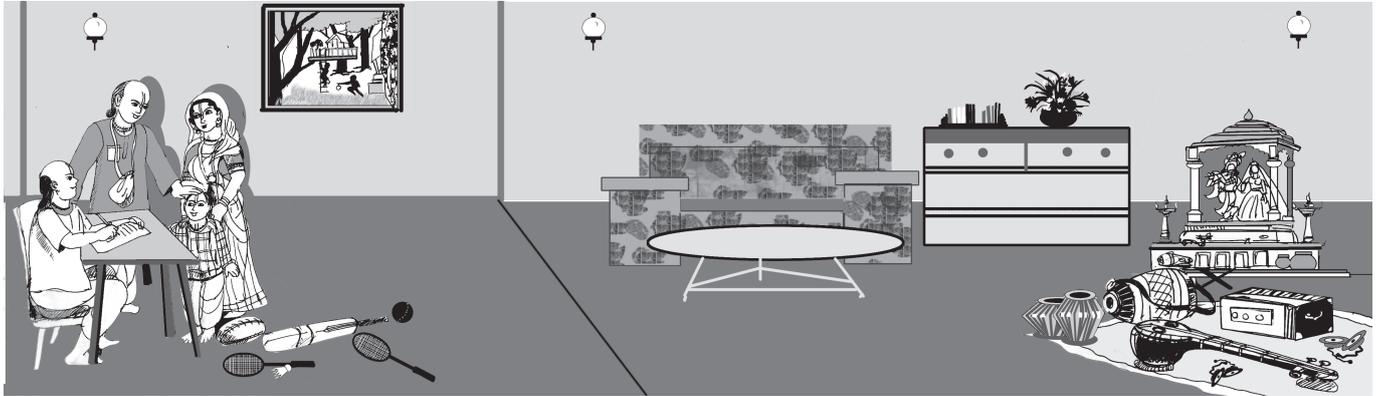


- The rat gnaws at the cabinet as he tries to get inside.
- They are putting the plates back into the cabinet.

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

## “Kieran’s Week”

Read Kieran’s plans for the following week. Then answer the questions on the next page.



- |           |   |
|-----------|---|
| Monday    | Music lessons with my little brother.   |
| Tuesday   | Drama club after school—mother will take me.  |
| Wednesday | Gym class at school—will need to wear my gym clothes.   |
| Thursday  | Go to Neela’s birthday party. She will turn eight. Our whole class will be there.   |
| Friday    | Play in the afternoon with my neighbours. We will climb in the tree house in their yard.  |
| Saturday  | Dress our deities with father in the morning. In the afternoon, go to the Krishna Club at the temple—listen to the class and write a summary. |
| Sunday    | Help mother collect and peel some chestnuts which we will take to the temple as an offering to the Krishna deity there.                       |

*Answer the questions about Kieran's week*

Where is Kieran going on Friday?

to the country

to music lessons

to visit his neighbours

to gym class

---

---

What will he do there?

---

---

On what day does Kieran have gym class?

Monday

Tuesday

Wednesday

Friday

---

---

Who will be at Neela's birthday party on Thursday?

a gnome

a wren

a lamb

the whole class

---

---

What will Kieran collect on Sunday?

swords

raspberries

whistles

chestnuts

---

---

What will he do with them? \_\_\_\_\_

---

---

Who will take Kieran to the Drama Club on Tuesday?

mother

aunty

uncle

brother

*Homophones and homographs: Match sentences to pictures*

Which way do we go to get to the guest house?



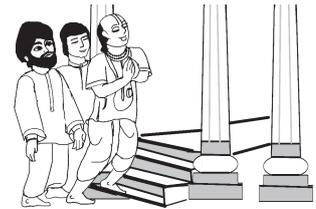
Please weigh the bag of rice before I buy it.



Please close the car window. The wind is messing up my hair.



Padma ate too many pears and raspberries. She is full!



Rose gave her neighbor's son a pair of pants on his birthday.



We climb the temple steps with bare feet.



**NOTES FOR PARENTS AND TEACHERS:** Review (revise) what homophones are: words that sound alike but are spelled differently and have different meanings, such as *their* and *there*. Also review homographs: words that are spelled alike but sound different and have different meanings, such as *tear* (rip) and *tear* (from crying). Write *homophones* and *homographs* at the top of two columns and ask the children to suggest as many pairs of words for each column as possible. Point out that some homophones and homographs can be found on this and the next page. Discuss the various pronunciations and meanings of each word. Note that one pair of words belong in both columns (*bear* the animal and *bear* meaning *to endure*). Then have the children draw lines to match sentences and pictures on this page and the following page. Finally, ask the children to write a poem, paragraph, or story using as many homophones and homographs as they can.

If you go too close to that wild hare, you will scare it.



My sister likes to wrap her fair hair around her head.



Bill checked his wallet to make sure he had the right bus fare.



His two-year-old brother wants to go to the store, too.



The black bear gave us quite a scare!



The little boy cannot bear the heavy weight of that bag.



A big tear fell down the baby's cheek when she cried.



Careful not to tear your clothes on the thorns!



Match the quotes to the people who might be saying them

“Can I help you climb on?”



“You can bring the calf here for a drink now.”



“Is that small bird in the tree a wren?”



“If we split this chapati in half, we can share it.”



“We have to wait an hour for the next train to Delhi.”



**NOTES FOR PARENTS AND TEACHERS:** The children should look at all the pictures, and then read the first sentence. Ask the children which person in the pictures might be saying that sentence. Then have them match the sentence to the correct picture by drawing a line. Repeat for the rest of the sentences.

## What do you think?

Is autumn warmer than winter?

Yes  No

Can a country also be an island?

Yes  No

If the words *whole* and *hole* sound the same, do they also have the same meaning?

Yes  No

Are lambs always born in spring?

Yes  No

Have you ever seen a gnome?

Yes  No

Are two heads really better than one?

Yes  No

Can you paint a scene?

Yes  No

Can a rock ever soften?

Yes  No

Are all castles old?

Yes  No

Is Krishna very handsome?

Yes  No

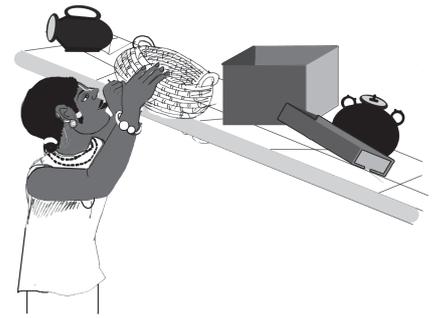
**NOTES FOR PARENTS AND TEACHERS:** The children should answer *yes* or *no* to each question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on the reading of the question and the child's reasoning. This activity can be used as a whole class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

Write the missing words

Write the words from this box on the blank lines in the story.

two      often      hearts      Wednesday      scissors  
handkerchiefs      raspberries      wrap      writes

On \_\_\_\_\_, Gauri will visit  
grandmother. She is not able to visit  
\_\_\_\_\_ and wants to give her



special gifts. She  
packs some music for grandmother to  
listen to, some new \_\_\_\_\_,  
and some sweet

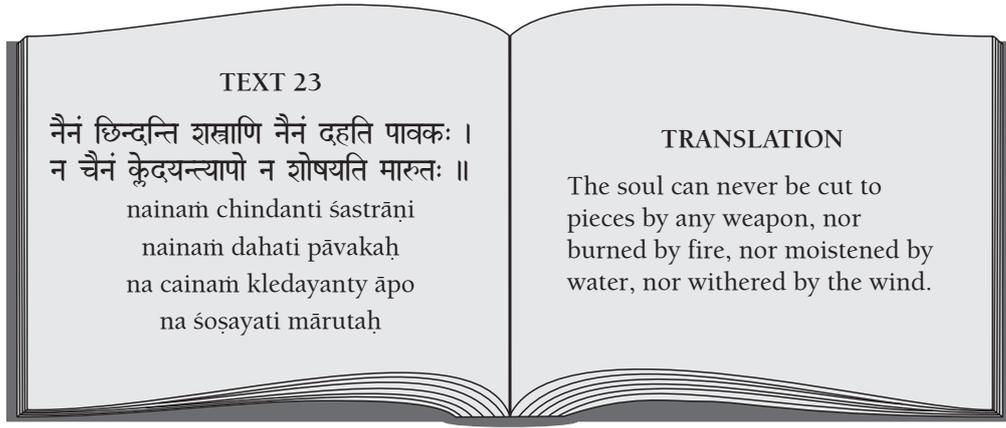


red \_\_\_\_\_. She takes the  
\_\_\_\_\_ and cuts some ribbon  
to \_\_\_\_\_ around the basket



handle. Finally, she takes a card. She  
\_\_\_\_\_ a short note and then  
draws a picture of \_\_\_\_\_  
\_\_\_\_\_.





The soul can never be cut to pieces by any weapon, nor burned by fire, nor moistened by water, nor withered by the wind.

In this text, what is Krishna teaching Arjuna?

- The soul cannot be killed.
- The soul shouldn't get wet like the body.
- Some things wither with the wind.

Is the same thing true for the body?

- Yes  No

How is the body different from the soul?

**NOTES FOR PARENTS AND TEACHERS:** Tell the children where the text has been taken from (*Bhagavad-Gita As It Is* 2.23). Explain the meaning of *moistened* and *withered*. Then have the children read the text and answer the questions independently. When they have finished, discuss the verse from the *Bhagavad-Gita*, along with the questions and answers on this page.

*Practice adding the suffixes -ed, -ing*

walk + ed = walked

walk + ing = walking

race + ed = raced

race + ing = racing

hop + ed = hopped

hop + ing = hopping

bake + ed = baked

bake + ing = baking

wave + ed = \_\_\_\_\_

wave + ing = \_\_\_\_\_

rake + ed = \_\_\_\_\_

rake + ing = \_\_\_\_\_

sneeze + ed = \_\_\_\_\_

sneeze + ing = \_\_\_\_\_

move + ed = \_\_\_\_\_

slide + ing = \_\_\_\_\_

hope + ing = \_\_\_\_\_

**NOTES FOR PARENTS AND TEACHERS:** Review (revise) the meaning of verb tenses and discuss past and present. Review adding *-ed* and *-ing* to verbs as previously taught (3.9 *Toil in the Sun* and 3.10 *Jagannath's Cart*). For example: call/called/calling, lick/licked/licking, mess/messed/messing, hop/hopped/hopping, fit/fitted/fitting. Give some oral sentences in simple present tense (example: He jumps.), then past (He jumped.), and then present participle (He is jumping.) After saying a few examples like that, ask the children to suggest their own groups of three sentences. Then explain that for adding the suffixes *-ing* and *-ed* to words that end in a silent *e* there is a special rule. Explain that because these suffixes begin with a vowel, the *e* at the end of the word is dropped. Then ask the children to read the examples at the top and explain how the suffix was added. They should then write the words with suffixes on the blank lines. On the next page, children should rewrite the sentences, changing the verb to past tense.

*this page: waved/waving, raked/raking, sneezed/sneezing, moved, sliding, hopping  
next page: liked, walked, smiled, rested, skated, baked*

What verb do you need to change to make the sentence be about the past? Circle the word and write the sentence again with the changed word. Look at the example below.

Today we move to our new house.

Yesterday *we moved to our new house.*

Today I like the weather.

Yesterday \_\_\_\_\_

Today I walk to school.

Yesterday \_\_\_\_\_

Today I smile all day.

Yesterday \_\_\_\_\_

Today I rest in bed.

Yesterday \_\_\_\_\_

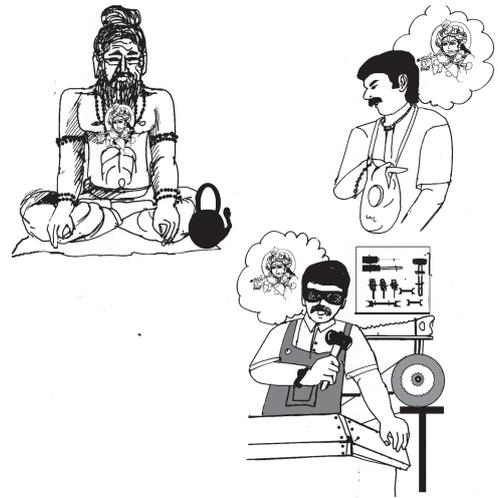
Today they skate on the ice.

Yesterday \_\_\_\_\_

Today I bake a cake.

Yesterday \_\_\_\_\_

Yoga means to link our self with God. Our self is a little spiritual part of God. Our self is a soul. We are the part, and God is the whole. To link with God, we need to be free of illusion. Another name for illusion is maya.



There are different kinds of yoga. Some kinds of yoga use exercises to keep the gross body still. A person might do special breathing too. The exercises and breathing also help the subtle body to be still. Then the subtle body can focus on God. The subtle body means our thoughts, our feelings, and our desires.

Bhakti yoga teaches us to use the gross body to serve God. The subtle body should also serve God. How do we serve God with the subtle body? Krishna teaches Arjuna in the Bhagavad-gita: “*mayy āsakta-manāḥ.*” That means that our subtle body, or our mind, should think about Krishna. Our subtle body should be full of affection and attachment for Krishna. Then we will see God in our heart.

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to read this section. Talk about how we are a self with a subtle and gross body. Explain how there are different kinds of yoga. Ask the children to describe and define thoughts, feelings, and desires. Discuss the meaning of the words *affection* and *attachment*. Ask the children to suggest oral sentences with these words, and model some also, such as: “That mother cow is licking her baby with affection.” “I gave my baby brother a hug and kiss full of affection.” “He has a lot of attachment to his job. He works extra hours every day because he likes it so much.” “She has attachment to her house, so she makes sure everything is always neat and clean.”

*Answer the questions about yoga*

What does yoga mean? \_\_\_\_\_

\_\_\_\_\_

What is the meaning of illusion?

- |   |  |
|---|--|
| <input type="checkbox"/> doing magic                              | <input type="checkbox"/> a piece of art                |
| <input type="checkbox"/> something that isn't what we think it is | <input type="checkbox"/> a wonderful castle in the sky |

What is the gross body? \_\_\_\_\_

\_\_\_\_\_

Mark all the parts of the subtle body:

- |                                       |                                       |                                   |
|---------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> our thoughts | <input type="checkbox"/> our desires  | <input type="checkbox"/> our self |
| <input type="checkbox"/> our body     | <input type="checkbox"/> our feelings | <input type="checkbox"/> God      |

What is bhakti yoga?

- exercises of the body
- activities to help our mind fill up with affection for God
- breathing to keep our subtle body still

What did you learn from the text?

\_\_\_\_\_

\_\_\_\_\_

*Read the story and answer the questions*

While crawling, Krishna and his brother Balaram were sometimes naughty. The babies would crawl to the cow shed. They would each catch the tail of a calf. They would stand up and hold on very tightly. Each calf, feeling that someone had caught it, would begin to flee here and there. Each calf would pull one of the brothers over clay and cow manure. The ladies would laugh at the funny scene and come to the rescue. Krishna and Balaram's mothers then let their babies climb onto their laps and drink milk.

---

Mark all the ways a calf might feel when someone grab its tail.

- surprised    scared    shocked    calm

---

How did Yashoda and her friends feel?

- angry    scared    joyful    sleepy

---

Mark all the reasons Krishna and Balaram might have to grab the tail of a calf.

- to make the ladies laugh    to go through manure  
 to be naughty    to go for a ride

---

What happened after the boys were rescued?

- They played with clay.  
 Their fathers took each calf away.  
 Their mothers had the boys climb onto their laps.

## Word fun: Synonyms

Synonyms are words which have the same, or nearly the same meanings. For example, bliss and happiness; simple and easy; fast, quick and rapid.

Can you find the synonyms below? Read each word on the left and circle the synonyms for it on the right.

wrap	<input checked="" type="checkbox"/> cover	reveal	<input checked="" type="checkbox"/> hide	scissors
tie	rhyme	fasten	open	knot
palace	hut	whistle	castle	manor
honest	dishonest	fair	real	sword
limb	leg	head	arm	foot
gnaw	nibble	sleep	fast	eat
two	pair	twin	single	couple

**NOTES FOR PARENTS AND TEACHERS:** Review (revise) antonyms, words that have opposite meanings. Then remind the children that words that have the same or similar meanings are called synonyms. Give examples such as: *hot, boiling, scorching, burning; sad, sorrowful, gloomy, down, blue; good, super, great, nice*. Then write the words *small, strong, and fast*, and have the children think of as many synonyms as possible for each word. The children should circle the words on each line on this page that are synonyms as per the example.

Rama came to Ravana's island city to get his wife Sita back. Rama would forgive Ravana if he gave Sita back, but Ravana wanted war. Rama's monkey soldiers killed Ravana's sons one after another. Then Ravana thought that his giant brother could scare Rama and the monkeys. But Ravana's enormous brother Kumbakarna was asleep. It was very hard to wake him up. He would sleep deeply for six months!



It was also dangerous to try to wake Kumbakarna. The terrible giant could kill anyone just by a little move of his hand. So, Ravana's soldiers had to use great care. Only the most brave soldiers would dare to go straight to Kumbakarna's room in the castle. They put the weight of many elephants on the monster's limbs. They played loud music. They tried to

whistle in his ear. After many hours, Ravana's enormous brother woke up when he smelled food.

---

Kumbakarna was handsome.  Yes  No  Can't know

---

The giant woke up very fast.  Yes  No  Can't know

---

It was scary to try to wake Kumbakarna.  Yes  No  Can't know

Princess Rukmini cried into her handkerchief. Her brother Rukmi had made a terrible plan. The next day she would marry an evil prince against her wishes. She wanted to marry Krishna, the most handsome and wonderful person. Suddenly she thought, *“I’ll write him a letter.”* “My dear Lord Krishna,” she wrote, “I have given my heart to you. Please come with your sharp sword and your soldiers and take me away from here. Take me to the castles and palaces of Dvaraka.” Rukmini sealed the envelope with a kiss from her raspberry coloured lips and called for an honest brahmana priest. “Take this letter to Lord Krishna and tell Him it’s urgent—Princess Rukmini is waiting for his answer!” “Lord Krishna,” she softly cried out in the dark of the night, “Each hour is passing so slowly. Please save me.”

---

Mark all the ways Rukmini might feel:

- |                                  |                                   |                                 |                                     |
|----------------------------------|-----------------------------------|---------------------------------|-------------------------------------|
| <input type="checkbox"/> excited | <input type="checkbox"/> angry    | <input type="checkbox"/> scared | <input type="checkbox"/> calm       |
| <input type="checkbox"/> worried | <input type="checkbox"/> peaceful | <input type="checkbox"/> sleepy | <input type="checkbox"/> thoughtful |

---

Why do you think Rukmini gave her letter to a priest?

- |   |   |
|---|---|
| <input type="checkbox"/> He was young.        | <input type="checkbox"/> He would go quickly. |
| <input type="checkbox"/> He could be trusted. | <input type="checkbox"/> He could read it.    |

---

What did Rukmini want Krishna to do?

- |  |   |
|--|---|
| <input type="checkbox"/> write her a letter back | <input type="checkbox"/> capture the evil prince  |
| <input type="checkbox"/> come to her wedding     | <input type="checkbox"/> take her to his own city |
| <input type="checkbox"/> listen to her brother   | <input type="checkbox"/> give her father money    |

### CREATING THE ATMOSPHERE

Ask the children if they have ever gotten really angry and done something that wasn't very nice, only to regret it when the anger went away. Explain how often anger comes from not getting something we want. You could share and discuss this simplified translation of verse 2.62 from the *Bhagavad-Gita As It Is*: "First, a person thinks of material things. Thinking leads to attachment, attachment leads to lust, and lust leads to anger." Explain that in this book they are going to read about how a king and a small boy also get angry and then each does something they later regret. You can note that the king's anger in this book is a little bit special, because his anger led to something wonderful, the telling of the *Bhagavat Purana (Srimad-Bhagavatam)*.

Ask the children to think back to the last book they read, *King Bharat is a Deer*. Have them tell you what they learned from that book. Explain that in this book there is also a similar message—at the time of death, your thoughts determine what type of body you will get next.

Show the children a set of *Srimad-Bhagavatams* and explain that these books show us how to go back to God. Then show the children the book *The King and the Sage*. Tell them that we will meet the two people who are having the main conversation in the *Srimad-Bhagavatam*.

### READING THE BOOK

If you are using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. Are the children able to read the new words introduced in this book? 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." Do the children read with fluency and expression? If they struggle, give them the opportunity to read a shorter text several times. The children who struggle need to become more familiar with the words that they struggle with, and to experience what fluent and expressive reading feels like.

If you are using Synthetic Phonics, check that the children are able to recognize, sound and blend letter groups in words rather than blending individual letters. A child's inability to recognize, sound, and blend letter groups in words is, generally, an indicator that he or she needs more practice recognizing letter groups containing two or more letters. In this case, you can provide extra activities that reinforce awareness of letter groups. See *Letters and Sounds* or previous books in this series for ideas. Some children who continue to struggle with sounding and blending may have a learning disability and will benefit from specialized help.

Cover page: Discuss what is happening in the picture. Have the children read the title. Ask, "Who do you think the sage and the king are?" Tell them that the sage mentioned in the title is not shown in the cover picture. Also explain that the king mentioned in the title is shown in the cover picture, but he doesn't look like a king in that illustration. Then read the blurb on the back cover to the children.

pp. 2–3: Ask, "Have you ever been very thirsty and not had anything to drink with you? What was it like?"

pp. 4–5: Ask, "Why couldn't the sage see the king?"

pp. 6–7: Say, "The sage did not answer the king. How do you think the king is feeling now?"

pp. 8–9: Ask, "What might happen next?"

pp. 14–15: “What did the boy do? What was he feeling when he did it? Why is he now crying?”

pp. 18–19: “How did the sage tell the king that he was going to die? How long does the king have until he will die? What do you think the king is going to do when he reads the letter? How do you think he is going to feel?”

pp. 20–21: “How does the picture illustrate what the text says?” (Look for specific answers.)

pp. 22–23: “You just read what the king decided to do. What does the picture show? Yes, it shows him doing what he decided to do. He is listening to a sage.”

p. 24: Discuss the illustration and how it shows Krishna coming to take the king’s soul from his body. Discuss how some of the sages around the king could only see the snake-bird biting the king, but not how he was leaving his body. Ask, “Who is the sage that is mentioned in the title of this book?” (It is the sage who was in trance and whose son cursed the king.) “Do you think there are usually snake-birds like that, or did the sage’s son create it with his magic?” (He created it.)

### TEXT CHARACTERISTICS

Revisiting verbs, adjectives and nouns: Write the words *verbs*, *adjectives* and *nouns* as headings in three separate columns. Have the children tell you the meaning of each word, or explain them yourself to the children. A noun is a word that names a place, person or object. A verb is a word that describes an action, and an adjective is a word that tells us more about a noun. Say *girl* and have the children decide what column to write it in (noun). Say each of these words and have the children say what column they should go in: *lamb* (noun), *climb* (verb), *fasten* (verb), *scissors* (noun), *hot* (adjective), *furry* (adjective), *write* (verb). Have the children suggest more words to add to each column. Then go through the story book or previous books and have the children identify some nouns, verbs and adjectives. Expect most children to identify only a few correctly.

- ♦ Nouns in the book: Goloka, sage, sages, sage’s, magic, energy, bird, woods, stories, God, week, neck, king, snake, valley, water, Krishna, hut, son, boy, vision, father, bow, body, eyes, trance, heart, castle, inside, scene, will (as in “the will of God”), death, place.
- ♦ Verbs in the book: go, drink, bite, bites, looked, took, woke, told, see, seeing, sleep, went, yelled, felt, hunting, came, played, pray, sat, thought, think, hear, hearing, eat, die, cried, shut, ask, hurt, asked, leave, got, have, answer, know, saw, used, wrap, started, put, had, said, done, mind (as in “I don’t mind.”), listen, did (linking verbs: will, is, was, be, are).
- ♦ Adjectives in the book: yogic, gentle, little, thirsty, sorry, lifeless, kind, bad, mad, sad, shut, rude, soften, whole, many.

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

### FURTHER ACTIVITIES

Have the children turn this book into a play script and act it out.

Read the following verses out loud to the children: *Srimad-Bhagavatam* 1.18.24–50, 1.19.1–24, and 12.6.9–15. Ask the children to compare the story in the *Bhagavatam* with the one they just read in the book.

Discuss about samadhi and yogic trance and what it means to be absorbed in the spiritual within to the point that a person is unaware of the material world. Discuss different kinds of yoga and the goal of bhakti.

Talk about things that happen in our life that seem bad and how we can see them as the will of God. Have the children draw pictures of how to deal with anger and see everything as God’s grace.

With the children, research about poisonous snakes—what kinds there are, where they live, how to avoid bites, and what to do if bitten. Children can create displays of their findings.

*Answer the questions about the story book*

1. Why did the sage not see or hear the king?

- |   |   |
|---|---|
| <input type="checkbox"/> He was sleeping. | <input type="checkbox"/> He was in a yogic trance |
| <input type="checkbox"/> He was rude.     | and was not aware of the                          |
| <input type="checkbox"/> He was sick.     | king.   |

2. Where was the sage hearing and seeing Krishna?

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3. The king was mad at the sage when the sage did not answer him. Mark all the words that are synonyms for the word *mad*.

- |                                  |                                  |                                  |                                    |
|----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> angry   | <input type="checkbox"/> pleased | <input type="checkbox"/> jolly   | <input type="checkbox"/> scared    |
| <input type="checkbox"/> enraged | <input type="checkbox"/> fuming  | <input type="checkbox"/> furious | <input type="checkbox"/> surprised |

4. Mark all the words that show how the king felt when he went back to his castle.

- |                                  |                                    |                                  |                                |
|----------------------------------|------------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> ashamed | <input type="checkbox"/> regretful | <input type="checkbox"/> angry   | <input type="checkbox"/> safe  |
| <input type="checkbox"/> proud   | <input type="checkbox"/> clever    | <input type="checkbox"/> excited | <input type="checkbox"/> sorry |

5. How did the sage's son feel when he saw the actions of the king? \_\_\_\_\_

6. What did the sage's son do then?

- |   |  |
|---|--|
| <input type="checkbox"/> He yelled at the king. | <input type="checkbox"/> He took the snake off his |
| <input type="checkbox"/> He cursed the king.    | father's neck.                                     |

**NOTES FOR PARENTS AND TEACHERS:** (For this and the next page) Note that for some questions, the children should mark more than one answer.

7. How did the sage feel when he found out his son had used his yogic energy to curse the king to die?

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8. How did the sage tell the king about what had happened?

- He made a phone call.       He sent a message.  
 He asked him to come.       He went there to see him.

9. What did the king do first when he got the news of the curse?

- He cried like a baby.       He cursed the boy back.  
 He accepted it as the will of God.       He took his money and gems and ran away.

10. How did the king spend his last days in his body?

- He went on a holiday.       He did nothing.  
 He went and bought lots of toys.       He listened to stories about Krishna.

11. Why did the king do that? \_\_\_\_\_

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12. What did you learn from *The King and the Sage*?

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Choose a character from the book *The King and the Sage* and answer the following questions about him.

Character:  Sage  Sage's son  King

Name two things your character did in the story.

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What was one problem your chosen character had in the story?

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What did he do to try to fix the problem?

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What did you learn from this character?

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Draw a picture of the character.

