



The Snake Trying

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- identify the central theme.
- share their knowledge.
- enhance their presentation skills.

Task:

- Group discussion and presentation.
- Snakes - Facts and Myths.

Time Required: One period

Procedure:

1. The students are divided into groups of four or five.
2. They discuss the topic and make notes.
3. One representative from each group makes a presentation.
4. If the teacher feels that the class may need some help, the following points may be given:

Facts	Myths
All snakes are not poisonous	Snakes are evil and they take revenge.
Snakes are shy creatures and avoid humans	Snakes have supernatural powers.
Snakes bite a human only when they are disturbed.	Snakes carry precious stones on their hoods
	Snakes take different forms.
	Snakes can chase humans to kill

Assessment Criteria:

Content



Fluency and accuracy of expression.

Overall presentation

Feedback:

The theme of the poem could be linked to the presentations.

Activity – II: While / Post-Reading

SKILL AREA: READING AND APPRECIATION

Learning Outcomes: The students will be able to
understand the central theme of the poem.
appreciate the poetic devices.

Time Required: One period

Procedure:

1. The teacher instructs students to read the poem 'The Snake Trying' and answer the questions given in the worksheet.
2. The students exchange the completed worksheets and teacher calls out the correct answers for the students to evaluate.

Assessment Criteria:

Peer Correction

Feedback: The teacher encourages students to discuss the following in class:

Theme

Narrator's attitude

Use of language

Imagery

Ending



WORKSHEET

Choose the correct option:

- i) **'Sudden curvings of thin long body'. The expression suggests the snake's**
- ability to bend its body in many places.
 - fast slithering movement.
 - capacity for coiling into a ball.
 - desire to escape.
- ii) **There is only one snake but the poem talks of many 'shapes'. This shows that**
- a snake can assume different shapes.
 - while in movement, a snake appears to be taking many beautiful shapes.
 - a snake has magical powers and can change its form at will.
 - the poet is imaginative and is able to appreciate the beauty of the snake.
- iii) **The snake is harmless even to children because**
- it is lying unobserved.
 - it is small and green.
 - it is non poisonous.
 - it is gliding through the water.
- iv) **The reeds resemble the snake in that both are**
- thin and green.
 - supple and slim.
 - found in the water.
 - beautiful and graceful.
- v) **The expression 'pursuing stick' suggests that**
- a stick is following the snake.
 - a race is on between a stick and the snake.



- c. someone is chasing the snake away.
- d. children are playing with a stick on the shores of the rivers.

Answers: 1-b 2-b 3-c 4-a 5-c

Activity – III: Post-Reading

SKILL AREA: CREATIVE WRITING

Learning Outcomes: The students will be able to

enhance their creative writing skills.

learn to write a poem/short story.

Task: Write a short poem/story on any one of the following:

Crab, Scorpion, Spider, Bee

Time Required: One period

Procedure:

1. The class is divided into groups of four or five. Each group selects any one of the creatures and discuss the theme. They could also list out expressions to be used in the poem/short story.
2. After the discussion, students individually, write a poem/short story.

Assessment Criteria:

Relevance of the content

Imagery and poetic use of language

Accuracy and coherence

Feedback:

Some of the poem/stories could be read out and commented upon.

Students may be encouraged to illustrate their poem/stories.

It can form a part of the portfolio.



BEEHIVE

Activity – IV: Post-Reading

SKILL AREA: SPEAKING / RESEARCH

Learning Outcome: The students will be able to

- understand snakes associated with mythology.
- speak fluently and accurately.
- compile the data and draw conclusions.
- prepare a presentation in concise and coherent manner.

Task: Group Work

Collect information for a class presentation on 'The Snake and the Mythology'.

Subheads:

- Mythology (story)
- Country/place and relevance
- Description

Time Required: Two periods

Procedure:

1. The teacher divides the class into groups of four or five.
2. Group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
3. The students are helped by the teacher to collect relevant information from various sources available.
4. Illustration are encouraged.
5. The students complete the work and submit for evaluation.

Assessment Criteria:

- Relevant content
- Research



Organization- clear introduction, development of ideas and conclusion

Accuracy of facts

Accuracy and fluency of expression.

Feedback:

The teacher assists the students and assesses the project.