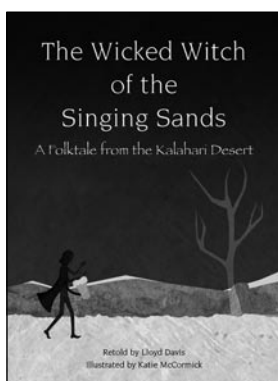


The Wicked Witch of the Singing Sands

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE WICKED WITCH OF THE SINGING SANDS

Lower level fiction

Text type: Folktale

Reading age 8.8

Word count 1,602

Before Reading

What does it mean if a story is retold? Invite discussion. Explain that a folktale is a story that has been passed on from generation to generation. They may be oral recounts (word of mouth) or written.

Activate prior knowledge by asking students whether they know of any of these stories.

Provide these clues if needed:

- many of these stories begin with *Once upon a time*
- settings may be faraway lands, cottages in woods or beautiful make-believe places
- they usually have happy endings in which

the main character is saved or the princess marries the prince.

Explain that an important aspect of the folktale is to maintain the feel of the country from which it originated.

COVER

Before Reading

Read the title and consider what this story might be about.

Discussion and question guide:

- *Who do you think this story is about? What does the word wicked mean?*
- *What kind of story is this?*
- *What does the illustration tell you? Describe what you see. Who might live here?*
- *Read the blurb on the back cover. What is a herdsman? What does it mean to be cunning? Can you think of an animal that is commonly referred to as cunning? (fox) Why do you think this animal is often described as cunning? Can you think of another word for foil? What do you think the words match wits with the witch mean?*
- *Why do you think the witch steals children? Invite predictions.*
- *Consider all the information contained in the title, cover illustration and blurb. What do you think happens in this story?*

CHAPTER 1

During Reading

Read the sentence under Chapter 1. Do you expect to meet the witch in this chapter?

As you read the first chapter jot down some notes about the herdsman and his three sons.

You can expect to learn more about the cover illustration. Be ready to discuss the house in the tree. Take note of why the house has been built in a tree and of the special reasons for placing the house up high. Think about the purpose of the ladder and what it is made from. Take note of the tree chosen for the house. Jot down some words that describe the tree that are important in helping us understand why the character chose this tree instead of another.

What do we learn about the witch in this chapter?

After Reading

Share responses to the guide questions. Revisit sections of the text to deepen understandings.

Students should explain that the herdsman is the sole parent of the three sons. *What kind of parent is the herdsman?* Guide students to understand that the herdsman is protective of his children, works hard as a goat herder and is resourceful about ways to keep his sons safe.

Tell me about the tree. What kind of tree is it? Why do you think the herdsman chose this tree? Revisit page 6 of the text. *Reread page 6 if needed and find the words that tell us that this tree was carefully selected. Why is the tall, smooth trunk important?* Guide students to understand that this would make it difficult for the witch to climb.

How are the boys kept safe? What is the signal used by the herdsman to get into the house?

CHAPTER 2

During Reading

Read the sentences under Chapter 2. What can you tell me about the witch? Guide students to infer that the behaviour of the witch is cunning. *What do you think she will do in this chapter? Can you think of a way for the witch to capture the boys?* Invite predictions and probe students to clarify or explain where needed.

As you read Chapter 3, take note of what the wicked witch does to uncover the secret signal that keeps the boys safe. *Be thinking about what you expect the witch to do next.*

Consider where the witch lives. Do you think this place is far from the acacia tree? What makes you think this?

After Reading

What did you learn about the witch? Is she a character you would trust? Why or why not? Which words from the story make you think this? Revisit page 9. Share words or phrases on page 9 that make you think this. Lead students to identify parts of the story that arouse suspicion: wicked, she hid, how to capture them, I won't hurt you.

What animal does the witch ride home? What do you know about hyenas? Has this creature been chosen for a reason? Help students infer that hyenas are often portrayed as evil or unkind and by choosing a hyena the witch seems even more wicked. Have you seen other books or films where hyenas are portrayed as evil or bad?

Do you think the boys are suspicious of the witch? Why? Is the herdsman suspicious?

What do you think will happen next?

CHAPTER 3

During Reading

Read page 12 together. What does the sentence beneath Chapter 3 suggest to you?

Encourage discussion. Ask students what the word reluctantly means. Why do you think the herdsman left reluctantly? What do you think is going to happen in this chapter?

Read Chapter 3 and be ready to chat about the witch's plan to capture the boys.

Take note of what first alerts the herdsman that something terrible has happened. Be ready to discuss how the herdsman felt when he makes the grim discovery. Write down words from the book that tell you how he felt. Think of other words that mean the same thing.

Who does the herdsman turn to for help? Think about why the herdsman turns to this person.

After Reading

What happened in this chapter? Ask students to explain how the witch captured the boys.

Who did the boys think was whistling? How do you think they felt when the witch appeared in the house?

How did the herdsman feel when he returned home? Which words tell you how he felt?

Encourage students to share words or phrases from the book that support their thinking. Turn to page 13. Read the last sentence and be ready to explain what these words mean: . . . this only confirmed his worst fears.

What do you think the singing sands are?

What does the wise man tell the herdsman to do so that the witch does not hear him coming? Does this sound unusual to you? Why? What else does the herdsman do to disguise himself?

CHAPTER 4

During Reading

Read the sentence on page 16. What is the herdsman going to do?

Read Chapter 4 and jot down words that you need clarified. Reread the sentence containing each word and predict what you think these words mean from the other words around them.

As you read this chapter, be thinking about the herdsman's plan to rescue his sons. What does he need to do to get rid of the witch? What is the thing that helps him get closer to the witch? Think about this object and be ready to discuss your thoughts about why the witch may want it so badly.

Are the boys still safe? What does the herdsman see at the end of this chapter? How do you think this makes him feel?

After Reading

Ask students to share the words they need clarified. Revisit these pages of the text and ask students to read the sentences containing these words aloud. Invite discussion about the meanings of the words and sentences. Clarify succinctly as needed.

Encourage responses to the guide questions. Probe for clarification and elaboration as needed. What did the herdsman do so that the witch didn't know it was him? Revisit page 17 of the text and reread the second paragraph if needed.

On page 18 it is clear that the witch is trying to get rid of the herdsman as quickly as she can. Why do you think this is?

The witch noticed something. What did the herdsman have that she wanted?

What do you think will happen from here?

CHAPTER 5

During Reading

Read the sentence on page 20. What does this suggest to you? Invite discussion around student predictions.

We know that the witch wants the golden drum. As you read be thinking about what she might do to get the drum from the herdsman. If you were the herdsman would you be trusting of the witch? Be ready to discuss the witch's plan to get the golden drum.

Read Chapter 5 and be thinking about how the herdsman can get the boys to safety. Don't forget that he needs to break the witch's stick to kill her. As you read be thinking about the stick and how the herdsman might be able to get it. Look for opportunities for the herdsman to grab the stick.

After Reading

Invite discussion of the guide questions. Ask students to provide detail from the text about the witch's plan to get the golden drum. *Take me to that part of the text and let's check what it says.*

What do you think the herdsman was thinking as the witch prepared the cauldron? Do you think he knew the witch was trying to poison him?

Look at the illustration on page 22. Why don't the children try to escape from the witch?

Describe what you think happened to the witch when the herdsman broke the stick.

Why didn't the herdsman beat the golden drum on his way home? Discuss the singing sands.

At the end of this story the herdsman and his sons continue to live in the acacia tree. *Why do you think this is?*

CODE BREAKER

Alliteration is where words that begin with the same sound are placed together. For example, Benjamin Bunny from the Beatrix Potter series is an alliterative name. This technique is used to add impact and make the words sound more interesting. Ask students to brainstorm alliterative names for friends in the class.

This story features examples of alliteration. *Turn to page 5. Jot down the two examples of alliteration.* Invite responses.

Discuss the words *wicked witch*. Ask students why these two words are often used together in folk tales. *What picture do they paint of the witch? What does the word wicked mean?*

What is our impression of the sands? Why? Discuss the words *singing sands*.

MEANING MAKER

Think about the herdsman's plan to keep his sons safe. Discuss students' thoughts about what kind of father he was and why. Ask students to take you to parts of the text that help to build these perceptions.

Was the herdsman resourceful? In what ways? Take us to parts of the book that tell you. Prompt students to also include the herdsman's disguise on page 15, and the way the herdsman pretended he was hungry to get closer to the magic stick on page 21 and 23.

What was the problem with the herdsman's plan? Revisit page 10 to clarify if needed.

What mistake did the children make on pages 10 and 11?

Why do you think that breaking the witch's stick would cause her to die? Reread page 15 if you need help.

◆ TEXT USER

As we read the blurb of this book, we learn about the main characters. *Using our knowledge of how folktales are constructed, what can we predict will happen in this story even before we read?* Guide students to understand that our knowledge of these tales ending happily, with the victim rescued and the villain defeated or destroyed, enables us to predict how this story will end. *How does this help us as readers?* Assist students to know that this helps us to predict what's likely to happen as the story progresses.

Which words on the back cover introduce us to the hero, the likely victims, and the villain? Discuss.

● TEXT CRITIC

Why do you think this story may have originally been told? Is there a message in this story? Invite discussion. *What do your parents tell you about talking to strangers if you are on your own at home or walking home from school?* Guide the discussion to prompt students to consider whether there may be similarities between the herdsman's behaviour and their parents' behaviour. Help students generalize that these behaviours are to protect their children.

Do you think this story was originally told for this reason or just for entertainment? Lead students to discuss the differences in culture, lifestyle and time. *How could we find out?* Guide students to suggest that if we knew the original storyteller, we could ask.

USING MULTIPLE INTELLIGENCES

Divide students into groups. Each group is assigned the following tasks:

Write: a script including actions based on the folktale. (V, P, B)

Construct: props for the role play. (V, P, S, B)

Group students to present or view the role plays.

Present: their role play. (V, P, S, B)

Regather students and seat in a circle. Keep props available for showing, discussing and grouping.

Analyze: the way each group constructed the props.

Sort: the props out according to either materials used or construction design.

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Wicked Witch of the Singing Sands

Name _____

The Wicked Witch of the Singing Sands

Country this story came from	
Hero	
Qualities of the hero	
Other characters in this story	
Qualities of other characters	
Setting (when and where)	
Goal	
Challenges or obstacles	



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The Wicked Witch of the Singing Sands

Name _____

Write examples of alliteration to complete the table below. Choose your words based on people, places, or things.

A e.g. Anna Anaconda	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z



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The Wicked Witch of the Singing Sands

Name _____

Write and illustrate what happens at the beginning, middle, and end of the story.

Beginning

Middle

End



The Wicked Witch of the Singing Sands

Name _____

1. What country did this story come from? _____
2. Who is the hero? _____
3. What kinds of qualities does the hero have? _____

4. Who are the other characters from this story?

5. What kinds of qualities do the other characters have?

6. Explain what the term folktale means.

7. Write the names of two other folktales you know.

8. Choose one of the folktales you have written above. Write a few sentences to tell what happens in that folktale.

9. Draw your favourite part.



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The Wicked Witch of the Singing Sands

Name _____

Think about how you felt as you read this story. This tale has been crafted to make readers feel a certain way about the characters and events that occur.

1. What sort of mood did the author create for this story?

2. Think of some words that describe how you felt as you read the story. Find words in the story that made you feel this way.

3. Could you relate to the story well because the victims were children?

4. Do you think that using the herdsman's sons as victims was done deliberately? Why?

5. Which words were used in the story to make you dislike the witch?

6. Did you know what would happen at the end?

7. Did you like the elements of magic in the story? Explain.

8. Who do you think first told or wrote this story? Why do you think they created this story?



The Wicked Witch of the Singing Sands

Name _____

Multiple Intelligences (interpersonal, visual-spatial)

Draw a picture of the herdsman and the witch in the middle of the boxes. Around your drawings, write words or phrases that describe each character.

The Herdsman

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The Witch

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



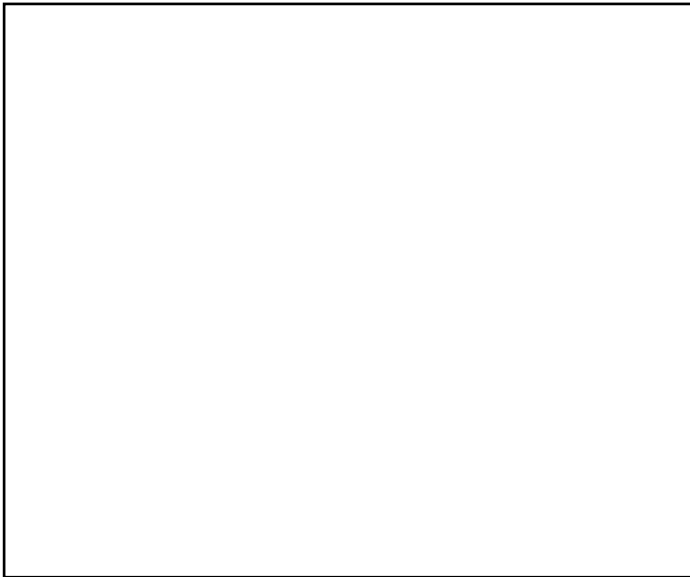
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The Wicked Witch of the Singing Sands

Name _____

In folktales that feature witches, the reader can predict that there will be some magic. Sometimes it is only the witch who performs magic, but sometimes other characters can perform magic also. In this folktale both the witch and the herdsman perform magic. Draw and write about the magic they perform. Use the book to help you.



Think of another folktale you know. Draw and write about who performs the magic in this folktale.





