

# DIWALI

## Activity Book and Teaching Guide

By Urmila Devi-Dasi • Illustrated by Madhava Priya Dasi

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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### New letters and sounds: *y* as /y/, *qu* as /kw/, *i* as /ee/

We are teaching *y* as a consonant, *qu*, final *i* making a long *ee* sound, and contractions. We are also including in the lists of word families the high frequency words *she*, *be*, and *we*, although the /sh/ sound is taught in the next book. We suggest, therefore that the phoneme /sh/ not be taught as such at this time. We suggest that you use Synthetic Phonics *or* Inductive Whole-word Phonics.

#### Synthetic Phonics

**Hearing and saying:** There are two new phonemes taught this week: *y* as a consonant and *qu* (which makes the sound /kw/). Shape your fingers or arms into something resembling the letter(s) while making the sound, or act out the sound while making it. The children should copy what you do. Pick names of people or objects with that sound and say those names while exaggerating and drawing out the sounds. You can also say a list of words that begin with each sound and ask the children to identify the sound that is at the beginning.

**Seeing and saying:** Write the new letters (*y*, *qu*) on a paper or on a board. Make sure you show both capital and lower case letters. Discuss that we use capital for names and the beginning of a sentence. Say and have the children repeat the sounds of each letter. Ask the children to find the corresponding letters from a group of magnetic letters, saying the sounds each time. Review the word *he* and ask the children what sound *e* makes. Then teach *she*, *be*, and *we*. Ask the children if they have seen or ridden in a taxi, or if they have heard the words *maxi*,

*mini*, or *kiwi*. Ask them to say the final sound in all those words. Show them those words in this book (page 2) or write them on a board. Ask them what sound the final *i* makes (/ee/). Note that *kiwi* has that sound twice. Introduce *Diwali* and *Ravi*. How to teach the contractions is explained on page 10 of this book.

**Saying and writing:** The children say the new sounds while “writing” with their finger in the air, or on a friend’s back, or in sand, or water. They can also write large letters with crayons, paint (with a large brush), or finger paint. Then, go through the word families on page 2, using sound-say and having the children repeat after you.

#### Inductive Whole-word Phonics

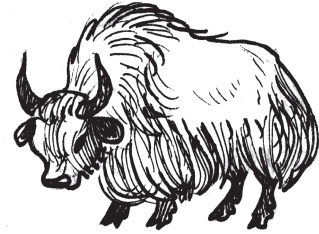
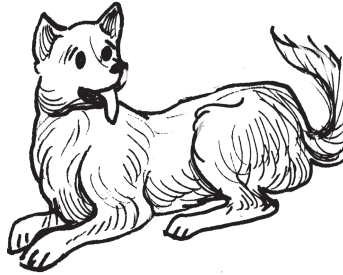
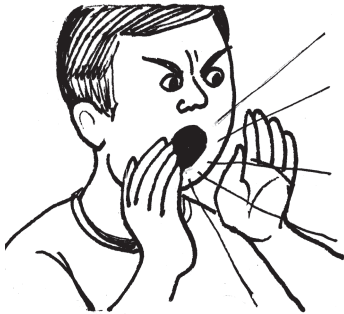
Write the new letters on the board and tell the children the names of the letters. Show both capital and lower case and discuss that we use upper case for names and beginning of sentences.

Go through the first two word families using spell-say, having the children repeat. For the third set, ask the children if they have seen or ridden in a taxi, or if they have heard the words *maxi*, *mini*, or *kiwi*. Ask them to say the final sound in all those words. Show them those words in this book or write them on a board. Note that *kiwi* makes that sound twice. Introduce *Diwali* and *Ravi*. For the fourth set, review *he* and then spell-say the rest of the letters. How to teach the contractions is explained on page 10 of this book.

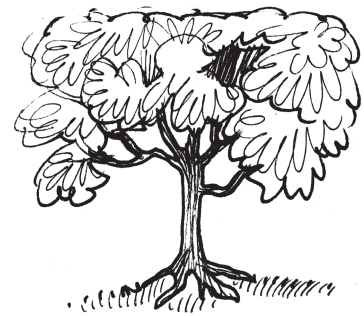
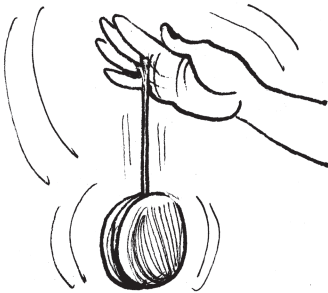
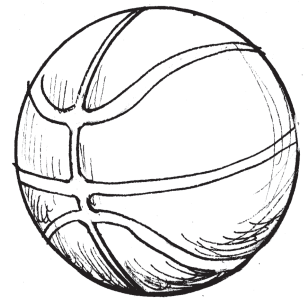
## Word families

tap	pack	taxi
cap	lack	maxi
nap	sack	mini
yap	tack	Diwali
bet	quack	Ravi
get	pick	kiwi
set	sick	he
yet	lick	be
bell	quick	we
tell	sit	she
fell	bit	
yell	lit	
sum	hit	
bum	quit	
yum	liquid	
yes		

*Circle the pictures that start with the /y/ sound*

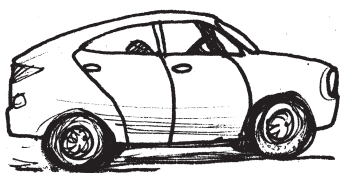
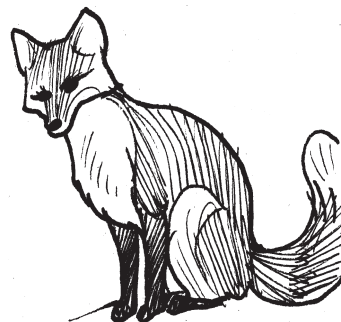
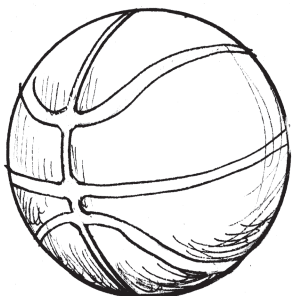


y

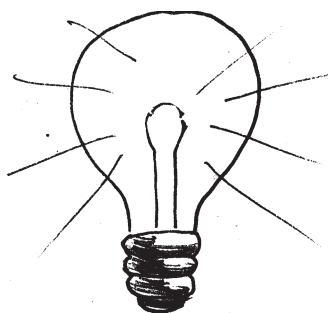
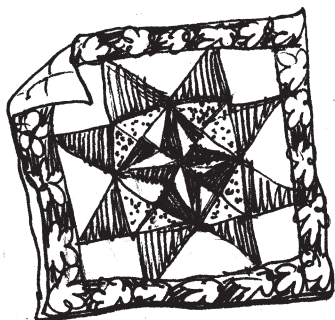


**NOTES FOR PARENTS AND TEACHERS:** First have the children name each illustration and exaggerate the first sound. They should then draw a circle around the illustrations of words that start with y. (clockwise from top-left: yell, dog, yak, ball, tree, yum, yo-yo, house)

*Circle the pictures that start with the /kw/ sound spelled with qu*



qu

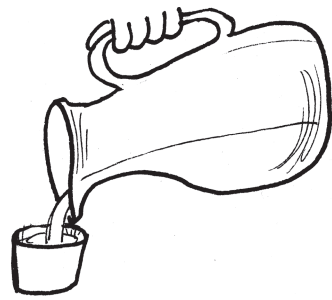


**NOTES FOR PARENTS AND TEACHERS:** First have the children name each illustration and exaggerate the first sound. They should then draw a circle around the illustrations of words that start with *qu*. (clockwise from top-left: ball, question, fox, queen, quiet, light bulb, quilt, car)



*Match words to pictures*

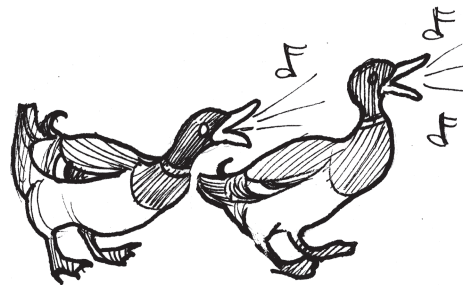
yell



liquid



taxi



yum



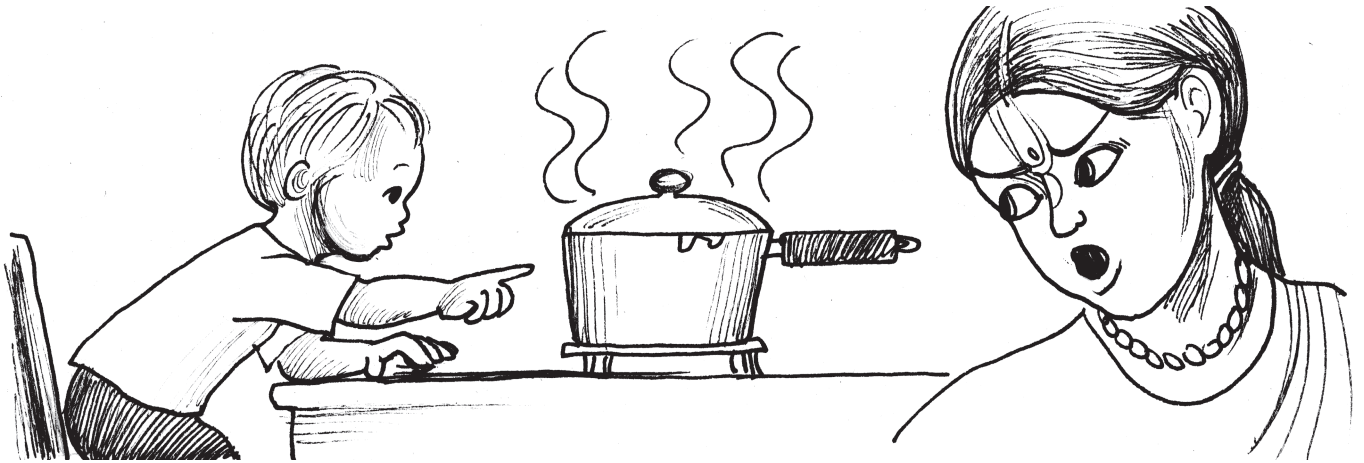
quack



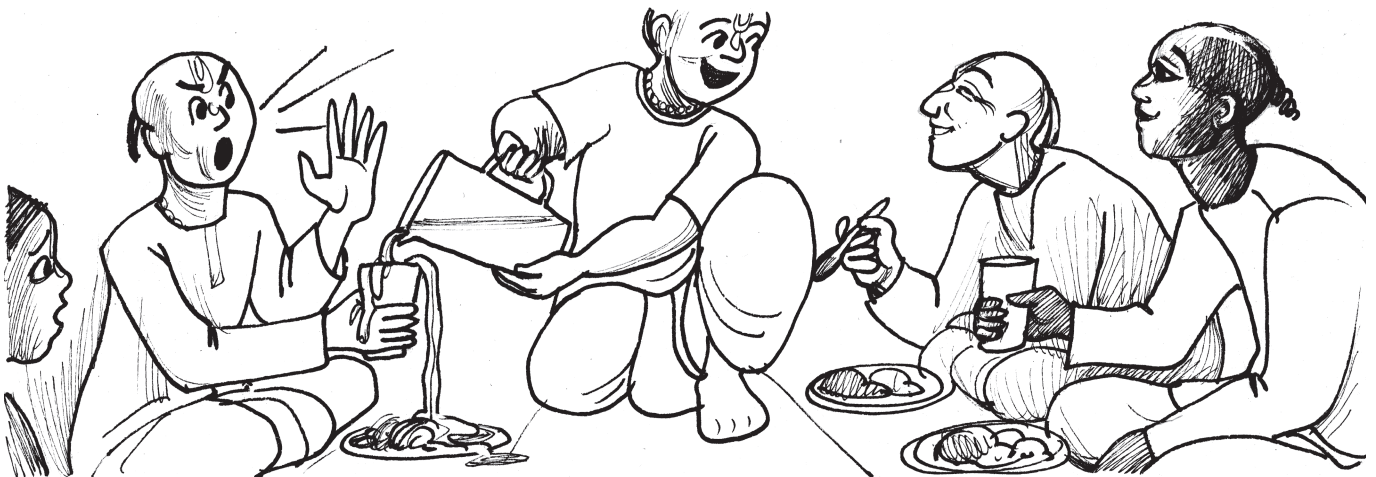
**NOTES FOR PARENTS AND TEACHERS:** Have the children read the words using spell-say or sound-say as needed. Then have them name the pictures and draw lines that match. Help as needed.

## Tricky word: *no*

**NOTES FOR PARENTS AND TEACHERS:** The high frequency word *no* is introduced in this book. You can write the word on the board or on a piece of paper, both with a capital *N* and a lowercase *n*. Write it along with *go* and *oh*, which the children have already learned. Tell the children that *no* is often one of the first words that a baby learns to say. Have the children use the word *no* orally in a sentence and talk about when we use this word. Have the children read the sentences on this page and discuss the pictures. You might first read these sentences with sound-say or spell-say and have the children repeat.



No, the pot is hot!



No, stop!

The cup is too full!

*Does the sentence match the picture? Mark yes or no*



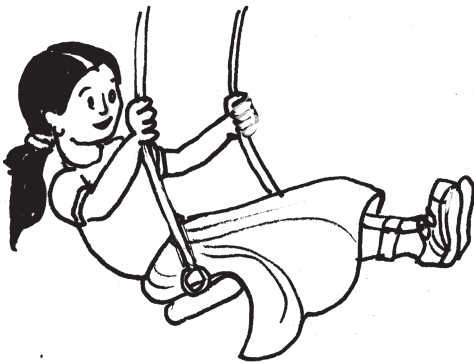
A jacket is on a duck.

☐

Yes

☐

No



Bess sits in a taxi.

☐

Yes

☐

No



The man had an odd hat on.

☐

Yes

☐

No



We get lots of licks.

☐

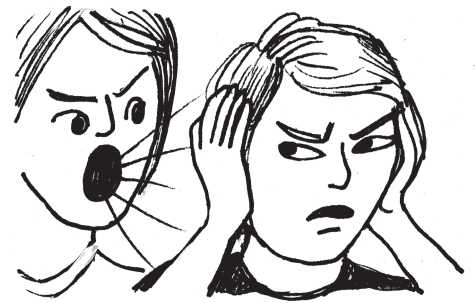
Yes

☐

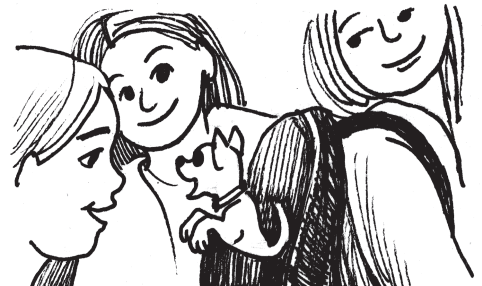
No

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the *yes* box if the sentence describes the picture and the *no* box if the sentence does not describe the picture.

Yes, we can be pals.



No, do not yell.



No, do not quit.



No, do not put wax on it.



Yes, he is a mini dog.



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

y

Y

qu

Qu

q

Q

**NOTES FOR PARENTS AND TEACHERS:** The children can practice writing the new letters. Many children will only be able to write each letter as big as a entire page, one letter per page using a crayon or painting with a large brush. If you are teaching a specific style of handwriting, the children should write the letters in that style instead of the font that is on this page.

## Contractions: *he's, she's, it's, let's*

**NOTES FOR PARENTS AND TEACHERS:** Do some oral work with these simple contractions, one at a time. Say sentences such as "He is my brother. He's my brother." Then have the children suggest some more. After going through *he is* and *he's* orally a few times, write both *he is* and *he's* on a board. Tell the children that in these words the apostrophe takes the place of the missing letter. Go through the same format for *she's*, *let's* and *it's*, using only the forms here (he is=he's, she is=she's, let us=let's, it is=it's). Do not use *he's=he has* or *she's=she has*, because we have not taught *has* (what **not** to use, examples: He's got the ball. She's been late many times). Then have the children look at the pictures on this page and read the sentences. You may use sound-say or spell-say if needed. Finally, remind the children that we have already learned another job the apostrophe can do. You can refer to the activity book for *Rama's Hut* to review singular possessive (Dad's bag, etc.).

he's      she's      it's      let's



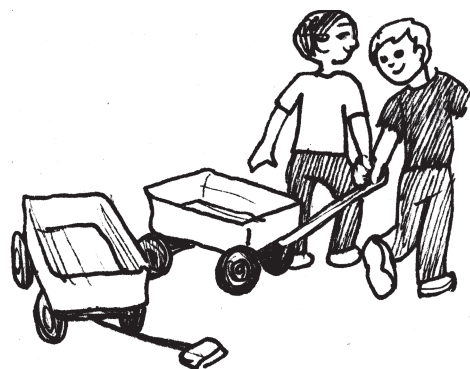
He is in the bus.  
He's in the bus.



She is in the temple.  
She's in the temple.



It is full of mud.  
It's full of mud.



Let us pull a wagon.  
Let's pull a wagon.



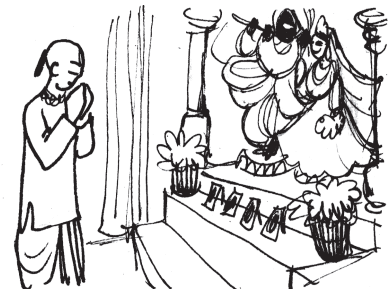
He's in the temple.



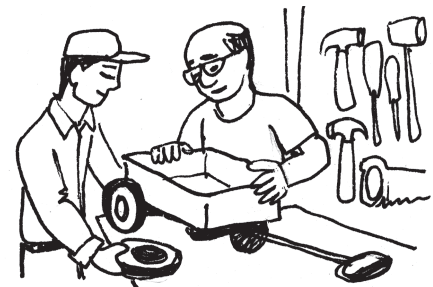
It's too hot!



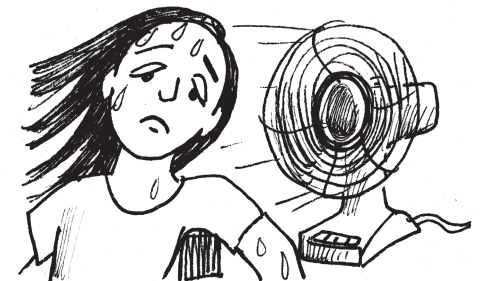
Let's put the wig on him.



She's on the log.

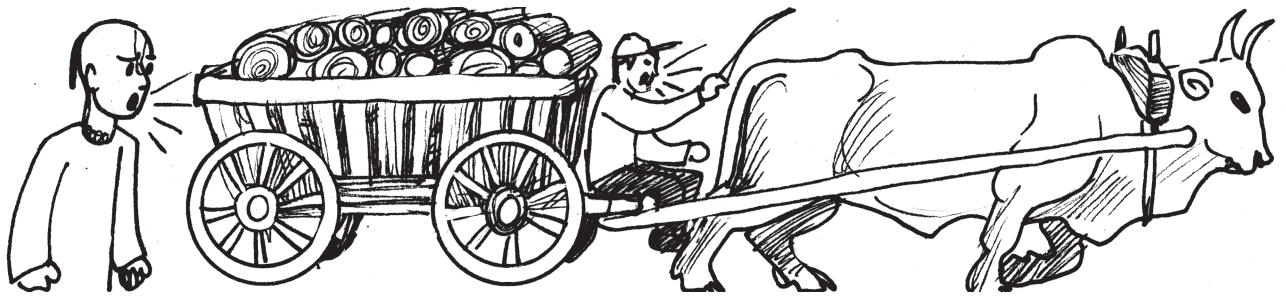


Let's fix it.

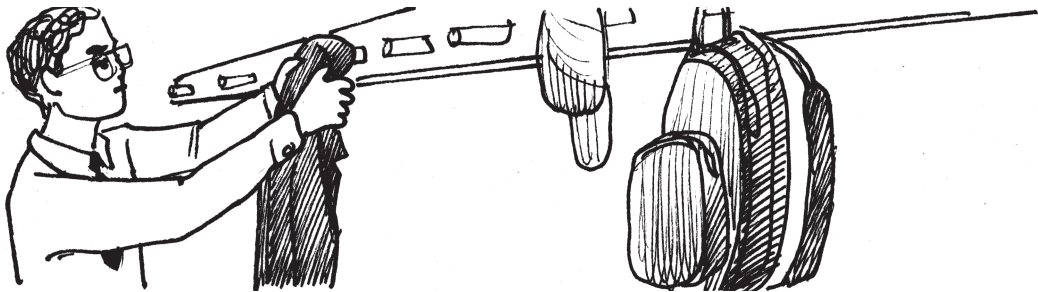


**NOTES FOR PARENTS AND TEACHERS:** The children should read each sentence, using spell-say or sound-say as needed. Ask them to describe the pictures, and then draw lines to match sentences to pictures.

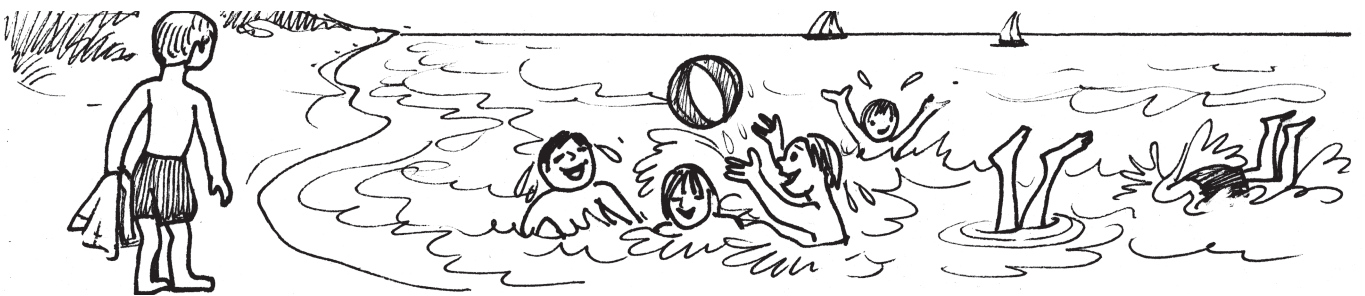
Mark the sentence that matches the picture



- ☐ I add a bit of liquid and mix it up.
- ☐ Do not yell at the ox.



- ☐ Dad will put his jacket on the peg.
- ☐ Mum and Dad go to the temple.



- ☐ Bill did not get wet yet.
- ☐ The dog yaps at the man.

**NOTES FOR PARENTS AND TEACHERS:** For each picture, the children should mark the box next to the sentence which describes the picture.

Write the missing letter

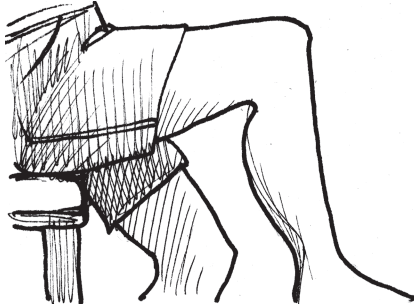
y

l

v



\_\_\_\_um



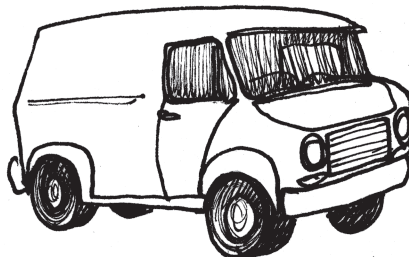
\_\_\_\_eg



\_\_\_\_ell



\_\_\_\_ick



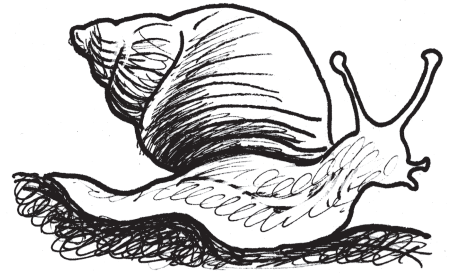
\_\_\_\_an



\_\_\_\_et

**NOTES FOR PARENTS AND TEACHERS:** The children should name each picture and then choose *y*, *l*, or *v* to write in the space. Help as needed. After completing this page, you can extend this activity by writing the endings from word families studied so far (such as: *at*, *ap*, *it*, *in*, *ip*, *id*, *ad*, *ag*, *ap*, *an*, *og*, *ack*, *ick*, *ox*, etc.), one per card. Depending on the number of children, you might make several of each. On other cards, write each letter of the alphabet, except *z*. For *q*, write *qu*. Call out various words from the word families learned so far, and ask the children to build the words from the initial letter cards and the word families' endings cards. Ask the children to spell the words they make (give the letter names).

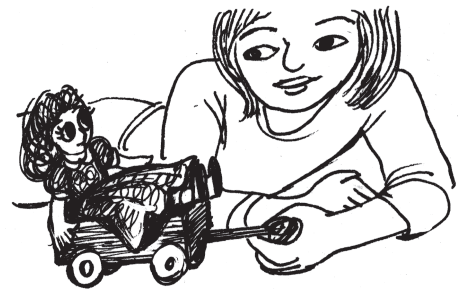
A doll sits in a mini wagon.



No, I will be too full.



It can not be quick.



I miss the bus.

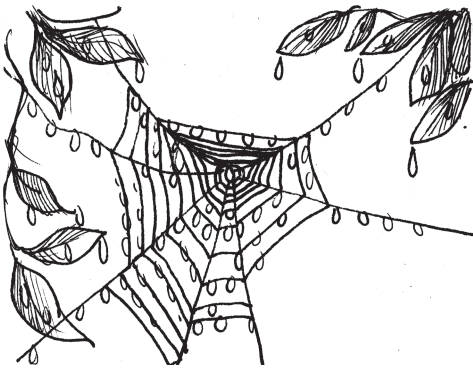


We go up the hill.



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

*Mark the sentence that matches the picture*



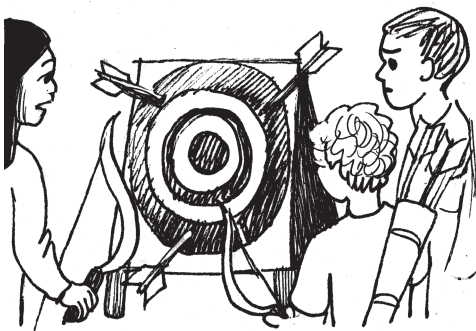
- ☐ A cat naps on Dad's cot.
- ☐ The cobweb got wet.



- ☐ I go to the exit.
- ☐ Kim gets a ball and jacks.



- ☐ The inn is up on the hill.
- ☐ I am six and Al is ten.

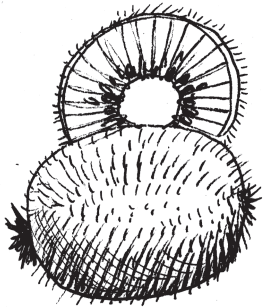


- ☐ A dog sits on a log.
- ☐ All of us miss it.

**NOTES FOR PARENTS AND TEACHERS:** For each picture, the children should mark the box next to the sentence which describes the picture.



*Circle the word that matches the picture*



taxi  
kiwi  
Ravi



rock  
tack  
kick



bull  
cat  
doll



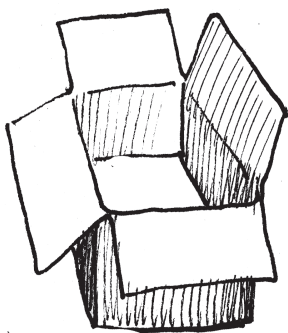
yum  
jam  
ran



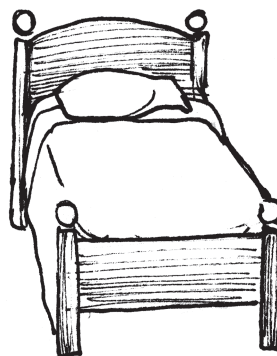
hog  
fox  
bud



yell  
egg  
bag



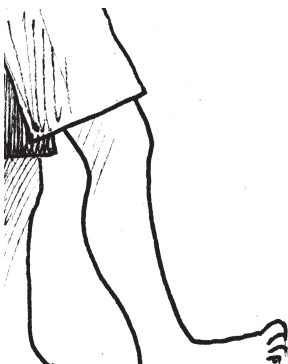
pan  
wig  
box



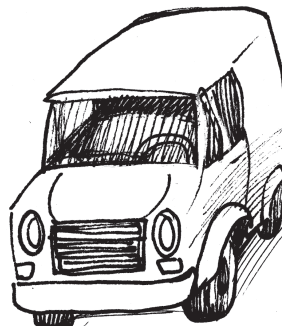
bed  
log  
pen



cup  
wax  
man



leg  
yell  
bell



pin  
van  
jet



well  
hill  
cuff

**NOTES FOR PARENTS AND TEACHERS:** Children should circle the word that describes each picture.



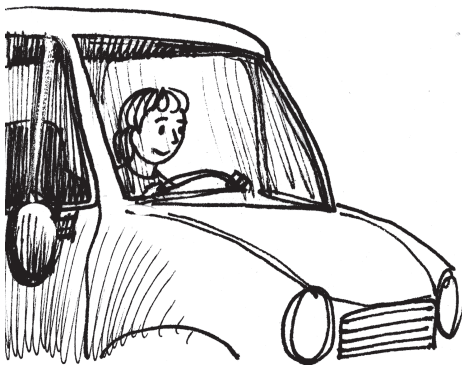
*Mark the sentence that matches the picture*



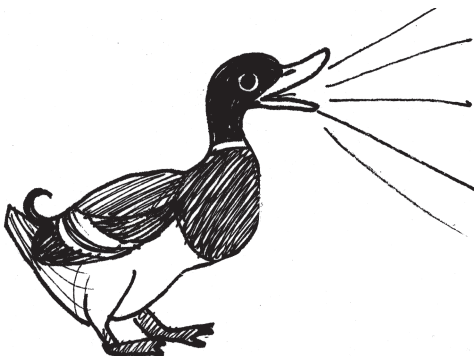
- ☐ Do not yell.
- ☐ I add liquid to the pot.



- ☐ Oh, the wax is hot!
- ☐ Let's call Dad.



- ☐ She's in a maxi van.
- ☐ He lugs a big bag.



- ☐ "Quack," said the duck.
- ☐ Tim can hum in the taxi.

**NOTES FOR PARENTS AND TEACHERS:** For each picture, the children should mark the box next to the sentence which describes the picture.

## Background story for Diwali

For more information on the *Ramayana* please see the “Background Stories” section of the overall guide to the series.

Diwali is a major festival in India, and outside India for those who follow the tradition from the scriptures called the Vedas. It is the day that Lord Ramachandra returned from His fourteen year exile and victory over Ravana. It is also the day that mother Yashoda tied Lord Krishna to the grinding mortar, after which He liberated the sons of Kuvera who were in the form of trees.

Here is a short story of Diwali that you can read to the children before reading the story book *Diwali*.

Lord Ramachandra, who is an incarnation of Krishna, the Supreme Personality of Godhead, was King of the whole world. But He had not been in His king’s palace. He had not been in the capital city. He had not been around hardly any people at all!

Rama’s stepmother, Kaikeyi, had asked Rama’s father to send Rama to the forest for fourteen years. Fourteen years is a very long time. There are 365 days in a year. There are 52 weeks in a year. And Rama was gone for fourteen years.

While Rama was living in the forest, His brother Bharata took care of the people and the kingdom. But Bharata missed Rama very much. Rama’s wife, Sita, and his brother, Lakshman, went with Him to the forest.

Forest life was not easy. They made a house out of trees and leaves. They ate fruit that grew in the forest. And they had each other for company. When it was almost time for them to come back to their city of Ayodhya, an evil demon named Ravana kidnapped Rama’s wife Sita.

Rama and Lakshman looked for Sita for a long time. The monkey Hanuman helped them. They had to build a bridge across the ocean to find

her. When they did find her, Rama had to fight with the demon, Ravana, to get Sita back. There was a big war. Many demons died. Monkeys in Rama’s army died, too, but Rama gave them life again. Ravana had a lot of power. He had soldiers, ministers, many wives and powerful family members. He lived on a huge island that was filled with beauty and wealth. Ravana was also a very great devotee of Lord Shiva. Many of his powers had been given to him because of his devotion to Shiva.

Even though Ravana had so much power and so many soldiers and rakshasa (cannibal) demons helping him, he did not win the battle with Rama. Rama only had an army of animals and his brother Lakshman to help him. It did not seem like an even battle. Yet Rama and Lakshman, Hanuman and the others could defeat or beat Ravana.

When the battle was over, Sitadevi and Lord Rama were reunited and all the animal warriors were very happy because Sita was with Rama again. Ravana’s good and pious brother, Vibhisana, became king of Lanka. And then, Rama, Lakshman, and Sita all went back to their home in Ayodhya because the fourteen years were over.

The people in Ayodhya, who were in love with Rama, the Supreme Lord, had missed Him with all their hearts. Every day He had been gone, they had watched the road, waiting for Him. Every day they made garlands of flowers, hoping He would wear them. But days came and days went and He had not come back.

Now He was really coming! The people got so excited. They felt like their year was starting—a New Year. Today many people think of this day as the beginning of a year. In those days people did not have electric lights. So, they welcomed Lord Rama with lights made of cotton wicks dipped in cow’s ghee. The lights shone as if saying, “Welcome home! Oh, Welcome home!”

### CREATING THE ATMOSPHERE

Read aloud, with expression, the background story from the previous page. Discuss how Krishna is with us even when we don't see Him. Ask the children to tell stories about people in their life who come and go and how they feel when they leave and when they come home.

Show children photos of different ways New Year is celebrated in various cultures and discuss similarities and differences. Talk about how festivals are often celebrated with lights. Ask the children to give examples, and talk about their experiences with lights and festivals. You may also discuss the relationship of light and darkness, and the analogy to spiritual and material life.

Make Diwali lights. If you can get ready-made small clay pots and wicks, then the children only need to dip the wicks in ghee or oil. Try lighting wicks without dipping them, then dipping the wicks and lighting them. (Adults should light the wicks. The children can just prepare them.) Ask the children to compare wicks that are dipped and not dipped. If you cannot get small clay pots, you can use metal lamps that are designed for oil or ghee. You can also have children make the clay pots and/or the cotton wicks.

### INTRODUCING THE BOOK

Cover: "What are the two kinds of lights you see?" (Electric and flames) "Can you find Govardhana Hill in the picture?" Explain that this book is about a family who lives in India near Govardhana Hill in the Vrindavana area. Ask the children if they can read the title. "This book is about how one family is decorating their house for Diwali."

pp. 2-3: "What kind of lights is Dad putting on the house?" (a string of electric lights) Ask the children to read *get the cups*. "Can you find the word *yes*? Who says it? Why do you think they need cups for Diwali? I wonder if these are special cups. What do you think?"

pp. 4-5: "Can you find Govardhana Hill? What kind of cups do you think Vikram got?" Discuss how these are handmade clay cups used for lights. "What word is here in bold?" (*quick*) "Why is it in bold?"

pp. 6-7: Ask children to find *wicks* and discuss how they are needed to make lights. "What word is bold this time? (*is*) Why is a different word bold on this page?" Ask children to find *yes* and *quick*.

pp. 8-9: "Who is helping with the lights on this page?" (Ravi) "What is he doing?" (putting the wicks into the cups)

pp. 10-11: Ask the children to read *Oh, no!* "What do you think is happening here?" Ask the children to find the words *she* and *quit*. "What is Mum going to do? What do you think will happen next?"

pp. 12-13: Explain how on this page Dad is speaking but we do not see him in the picture. Ask the children to read *dip the wicks*. Discuss what it means to dip the wicks. "What might be in that bottle?" (oil or ghee) Ask the children to find *yes* and *quit* and to read the last line. (And I will be quick.) "How might Mum be feeling right now? What might happen next?"

pp. 14-15: "Do you think Dad is going up the ladder or coming down? What is Mum doing? Why can she light the wicks now but she couldn't before?" (Now they have been dipped in oil or ghee.)

p. 16: Ask the children to read *Let's put up*. "Where are they putting the lights?" Ask children to compare this last picture to the picture on the cover and discuss how the story is ending.

### QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in this book up to this point. Quickly review the word families on page 2. Review *no*. Review the contractions *he's*, *she's*, *it's*, and *let's*. Write *Ravi* and *Vikram* on a board or a piece of paper and go over them quickly.

## READING THE BOOK

Choose one of the following three methods to read the book:

### Synthetic Phonics

First read each page and then have the children repeat while looking, using the phoneme or letter sounds being taught, reading as follows: "/y-e-s/ Yes /d-a-d/ Dad /v-i-k-r-uh-m/ Vikram said." The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (possibly such as *it*) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat, while pointing to each word. Some children may need more help than others.

### Inductive Whole-word Phonics

First read each page and then have the children repeat while looking, using the letter names (not the sounds of the letters) being taught, reading as follows: "y-e-s Yes d-a-d Dad v-i-k-r-a-m Vikram said." The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (possibly such as *it*) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat, while pointing to each word. Some children may need more help than others.

### Guided Reading

Children read every one or two pages at a time to themselves. If the child reads a word correctly, give specific praise, such as, "You figured out *quick*. How did you know what that word was?" Check that children read without pointing. If a child stumbles over a word, give help through referring to the word's letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Word review exercise

Ask the children to find the word *quick* in all the places it occurs in the text. Discuss why it is bold in one place, but not in others.

### How does the character feel exercise:

Pick a page from the book and think aloud about how you decide how the characters feel. Say, "How does Mum feel?" And then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you could say, "I think Mum feels proud and happy here (pages 4 and 5) because she is telling Dad that Vikram is quick, and she is smiling."

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or

story flow). You might want to remind the children of the list of feelings from the activity book for *Sita Sat at the Temple*.

### Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Show the children page 8, or if there are many children, photocopy this page. ("I put the wicks in the cups," Ravi said.) Ask the children what is the most important word (*put* or *wicks*) and have them explain the reasons for their choices.

### Thought pictures exercise

Show the children the text on page 16 ("Let's put up the lit wicks!" said Dad). You can also write the text on the board or on a piece of paper. Explain to the children how you make pictures in your



mind when you read, like having a video in your mind. Ask the children to make a thought picture from that sentence and share it with a partner.

### **Finding answers exercise**

Model for the children how to find an answer by looking in the text. Take the question, “Who put the wicks in the cups?” and show how you would look in the book to get the answer from both the picture and text. For example, you can say, “On pages 8 and 9 I see Ravi putting the wicks in the cups, and I read that he says that is what he is doing.”

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 children answer all 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.

### **Fact questions**

- ♦ Who helped more with the cups and wicks, Ravi or Vikram? (Vikram)
- ♦ What did Ravi forget to do when he put the wicks in the cups? (dip the wicks)
- ♦ Who figured out what the problem was with the wicks? (Dad)
- ♦ How did Dad get the electric lights up high? (He used a ladder.)
- ♦ What time of day did they start decorating their house with lights? (evening or night)

### **Inferential questions**

- ♦ Why did Mum want to quit?
- ♦ Was the family happy with the lights when they were done?
- ♦ Was Vikram happy to do what his father asked him to do?
- ♦ Why was Vikram so quick?

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

### **FURTHER ACTIVITIES**

Discuss different things we burn to make light. Discuss fire safety and stop, drop, and roll if one is on fire. Practice. Research how ghee or oil is made and show the children videos, photos, or a direct demonstration. Discuss fire resistant materials and flammable materials (clay and wood, respectively, for example) and how we use fire resistant materials to protect flammable objects and ourselves. Any science work with fire or lighting could be used as a follow up to this book.

Learn songs or verses about Sita and Rama and sing them for other classes or for the public.

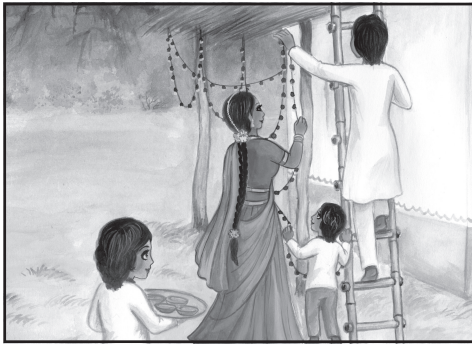
Discuss calendars, dates, and how the year starts at a different time in different cultures.

Discuss time—day, week, season, and year. Explain how these are determined (by the movements of the sun and moon) and how different cultures use a solar calendar or a lunar calendar.

Explain that on Diwali day, Yashoda tied up Krishna to the grinding mortar and He pulled down the two trees. You can read that story from *Krishna Book*. Explain how this festival is in the month of Kartika, which is a month full of festivals. Ask the children if they light candles or other lights every day during Kartika (also called the month of Damodara) and if they sing the song about Krishna stealing butter, being tied up, and then pulling down the two trees. You can also learn part or all of this song.

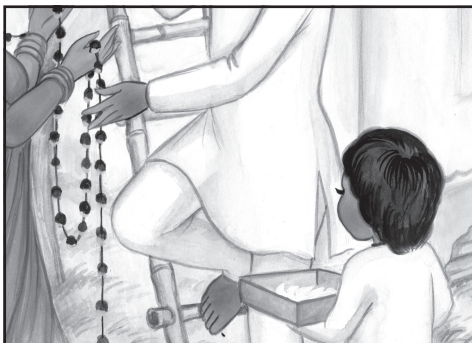
Finish the activities in this book.

*Is it in the story book?*



Dad is quick to get the cups.

☐ Yes ☐ No



Vikram is quick to get the wicks.

☐ Yes ☐ No



Mum put the wicks in the cups.

☐ Yes ☐ No



Mum quit.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the *yes* box if the sentence describes what happened in the story, and the *no* box if the sentence does not describe what happened in the story. They can use the pictures to help, and can check their answers in the book when they are done.





Mum can not get the wicks lit.

☐ Yes ☐ No



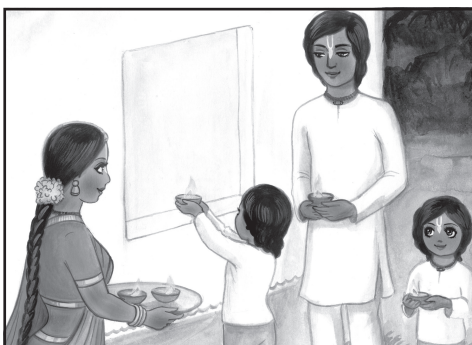
Dad will dip the wicks.

☐ Yes ☐ No



Vikram is quick to dip the wicks.

☐ Yes ☐ No



Mum and Dad put up the lit wicks.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the *yes* box if the sentence describes what happened in the story, and the *no* box if the sentence does not describe what happened in the story. They can use the pictures to help, and can check their answers in the story book when they are done.

Write *He* or *She* to complete the sentences

He      She



\_\_\_\_\_ will quit.



\_\_\_\_\_ is quick  
to get the cups.



\_\_\_\_\_ can dip  
the wicks.



\_\_\_\_\_ can get  
the wicks lit.

**NOTES FOR PARENTS AND TEACHERS:** Have children write *He* or *She* to complete the sentence so it matches the picture and what was described in the story book.