

UKS2

# Festivals and celebrations comprehension practice

TEACHING  
PACK



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# INTRODUCTION

The lessons in this pack have been devised to support year 6 National Curriculum English outcomes and to help prepare pupils for KS2 SATs. The pack aims to develop children's reading comprehension and writing skills in the context of familiar religious and non-religious festivals and celebrations. As such, it meets the following statutory requirements from the Y5/6 Programme of study (Reading - comprehension):

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

In addition, each lesson meets further statutory requirements from the Y5/6 English Programme of study; these are indicated at the beginning of each lesson plan.

The pack also includes suggestions for creative activities which meet requirements from the *Art and design* and the *Design and technology* KS2 Programmes of study.

Each lesson relates to a particular festival or celebration and explores a different text. Texts include extracts from longer fiction or non-fiction texts and poems.

Lessons consist of a lesson plan, a PowerPoint (for whole-class teaching) and accompanying resources. The lesson plan includes a starter activity, a whole class teaching activity, pair/group/independent activities, a plenary, an assessment opportunity, and suggestions for taking the task further.

Opportunities for differentiation are indicated where appropriate, and answers to the comprehension questions are included.

The pack reflects the order each festival takes place in the academic year, but the lessons are stand-alone and could be taught in any order at any time.

We hope you enjoy using this pack. If you have any questions, please get in touch: email [support@teachit.co.uk](mailto:support@teachit.co.uk) or call us on 01225 788851.



# DIWALI

*Prince of Fire* by Jatinder Verma

## Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by predicting what might happen from details stated and implied (Y5/6 Reading comprehension)
- plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5/6 Writing composition)
- draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Y5/6 Writing composition)
- provide reasoned justifications for their views (Y5/6 Reading comprehension).

## Starter

Tell the children they are going to listen to a story about the Hindu festival of **Diwali**. In the story, Rama and his wife Sita have been exiled to the forest for fourteen years by Rama's stepmother. Rama's brother, Lakshmana, has gone with them to help.

Once the children have heard the story, they need to **predict** what will happen next, so they should consider this as they listen.

Read the story to the children (**PPT slides 11-13**). Ask them to work with a talk partner to predict what will happen next.

Their **prediction** must be justified with **evidence** from the text. They should be able to explain which details from the story helped them make their prediction. (If they are familiar with the Diwali story and know what happens next, they should focus on finding **clues** for what will happen within the extract.) Use **PPT slide 14** to provide a scaffold for their answer.

Take a range of predictions from the children, ensuring they are justified with evidence from the text.

### Main teaching activity

Tell the children that they are going to **retell** the part of the Diwali story they have heard today - but from the point of view of the deer!

Ask: *What does point of view mean?* Elicit it is a story is told from the perspective of one character. It might be written in first person (I ...) or in third person (he/she ...) but the narrative focus will be limited to the thoughts, feelings and experiences of that one character (**PPT slide 15**). For their retelling, this means that their story will be focused on the deer's experience of the chase through the forest, not Rama's experience.

Tell the children they should fill out a five senses idea bank (**Diwali resource 1: Five senses idea bank**) to focus on the **character** of the deer. Do they think the deer is a demon, like Lakshmana suspects? Or is it an innocent forest creature?

Divide the children into groups. Ask each group to think about what the deer would experience with each of the five senses as it runs through the forest. Encourage them to use rich language in their ideas - e.g., powerful verbs, similes, and metaphors.

Ask each group to feed back their ideas to the class. Children from other groups should magpie good ideas as they listen to the feedback, adding to their idea banks.

### Independent work

Tell the children they should use their **idea bank** to help them retell the extract from the Diwali story from the deer's point of view.

Remind children to consider what the deer is thinking as it runs through the forest; is it frightened of being captured? Is it pleased that Rama is chasing it?

You may wish to create a list of success criteria for story writing with the class based on aspects of the writing curriculum you have covered recently. Alternatively, use the differentiated success criteria (**Diwali resource 2: Differentiated success criteria**) to help children with their writing.

### Plenary ideas

Display **PPT slide 16**. Choose a child to read the extract aloud. Ask: *Which character's point of view is this? How do you know?* Click PPT to reveal the clues.

### Assessment

Self-assessment: Children highlight descriptions in their Diwali story retelling: two they think are strong and one they could improve.

### Taking it further

Illustrating the story: Using the template of a deer provided (**Diwali resource 3: Deer template**), children fill in the outline of the deer with colourful **rangoli**-style patterns. The deer can then be cut out and mounted on bright paper to create a vivid illustration to accompany their retelling of the story.



Name: ..... Date: .....

# DIWALI

## Resource 1: Five senses idea bank

**Task:** To plan a retelling of the Diwali story from the point of view of the golden deer.

- Fill in the idea bank below with descriptions of what the deer would experience as it runs through the forest.
- Remember to use **rich language** in your descriptions, such as:
  - powerful verbs and adverbs
  - expanded noun-phrases
  - similes and metaphors

**Sight** - What does the deer see?

**Sound** - What does the deer hear?

**Smell** - What can the deer smell?

**Taste** - What can the deer taste?

**Touch** - What does the deer feel?





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# DIWALI

## Resource 2: Differentiated success criteria

Success criteria for retelling the Diwali story from the point of view of the deer.

Success criteria	Achieved?
<b>Must:</b>	
Write in paragraphs.	
Write from the point of view of the deer.	
Include descriptions using at least two of the five senses.	
Use adjectives (e.g. prickly, soft, golden, sweet)	
Use consistent and correct tense.	
<b>Should:</b>	
Include descriptions using at least three of the five senses.	
Use expanded noun-phrases. (e.g. wrinkled, twisted roots)	
Use similes. (e.g. Dark trees towered above like cliffs.)	
Use relative clauses. (e.g. The forest floor, which was carpeted with fallen leaves, was soft underfoot.)	
Use adverbs. (e.g. gradually, rapidly, painfully)	
<b>Could:</b>	
Include descriptions using at least four of the five senses.	
Use semi-colons, colons or dashes between independent clauses. (e.g. Rama was drawing closer; I put on a burst of speed.)	
Use personification. (e.g. The vines shivered in the breeze.)	
Use metaphor. (e.g. The branches were writhing snakes.)	
Use brackets, dashes or commas to indicate parenthesis. (e.g. Changing tack - hoping to confuse the man - the deer diverted down a narrow path.)	







Name: ..... Date: .....

# DIWALI

## Resource 3: Deer template

