

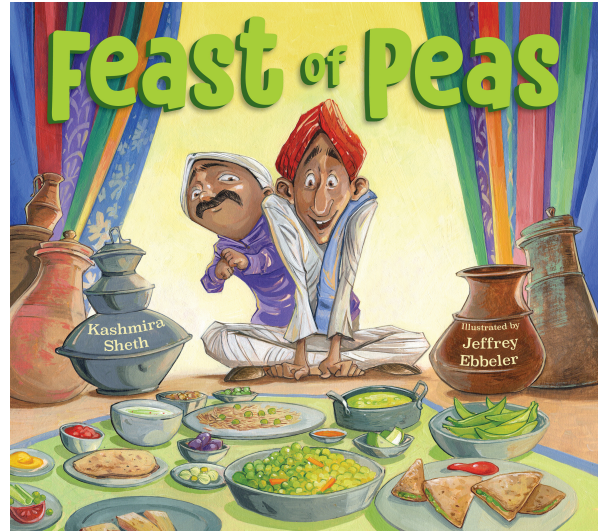
Ω
PEACHTREE
TEACHER'S GUIDE
Includes Common Core Standards Correlations

Feast of Peas

Written by Kashmira Sheth
Illustrated by Jeffrey Ebbeler

HC: 978-1-68263-135-5

Ages 4–8
Lexile • F&P • GRL L; Gr 2



ABOUT THE BOOK

Feast of Peas is the tale of a farmer in India who manages to outsmart his greedy neighbor, but in the end they share a feast of freshly harvested peas. The book includes expressive language and words for Indian clothing as it relates the tale of two friends who resolve a problem in a fun, easily-relatable story. The repetition of the song about peas brings an entertaining refrain and children can join in as the story is read aloud. The satisfying ending brings the story full circle.

THEMES

- Nature
- Honesty
- Growing food
- Neighbors
- Cultures

SKILLS

- Listening
- Main idea
- Vocabulary development
- Sequencing
- Making friends

BEFORE YOU READ

- Show the students the front cover of the book and tell them the title. Then ask what they think this book might be about? Give reasons why they think that.
- Ask what kind of book they think this one is.
- Walk the students through the book using only the pictures. Ask them to describe the action taking place on each spread.
RL.K.7, RL.1.7, RL.2.7, RL.3.7

AS YOU READ

- Ask the students to watch for hints in the story about what might happen and to think about what their predictions from the pictures were. Were they correct? **RL.K.1, RL.1.1, RL.2.1, RL.3.1**

AFTER YOU READ

- Have the students identify the kind of book it is.
RL.K.5, RL.1.5
- Talk about any hints they recognized that showed what happened in the story. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Tell the students that the name Jiva means “living” or “existing.” Discuss how Jiva’s name suits him.
RL.K.1, RL.1.1, RL.2.1, RL.3.1

- Ask the students who was the ghost and who was the scarecrow at the story's end. Explain when they knew. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Talk about why Ruvji might want to take the peas that were not his.
- Describe which pictures show Jiva happy and which pictures show him mad or upset. What do the words say for each emotion? **RL.K.7, RL.1.7, RL.2.7, RL.3.7**
For all activities: **SL.K.1, SL.K.5, SL.1.1, SL.1.5, SL.2.1, SL.2.5**

LANGUAGE ARTS

- Identify the parts of the book: front and back cover, title page.
- Name the author and illustrator and discuss the part they played in making the book. Show an image and short biography of the author Kashmira Sheth, <https://peachtree-online.com/portfolio-items/kashmira-sheth/> and Jeffrey Ebbeler <http://childrensillustrators.com/JeffEbbeler/about>. **RL.K.6**
- Discuss what the book is about. Identify the main idea. **RL.K.3, RL.1.3, RL.K.2, RL.1.2, RL.2.2, RL.3.2**
- Ask the students why Jiva likes to sing. **RL.2.1, RL.3.1, RL.2.3, RL.3.3, SL.K.2, SL.1.2, SL.2.2, SL.3.2**
- Discuss how the art and the words work together to tell the story. **RL.K.7, RL.1.7, RL.2.7, RL.3.7**
- Summarize the story orally. Let everyone help in determining the sequence. **RL.K.2, RL.1.2, RL.2.2, RL.3.2**
- Name the main character. Who were the other characters in the story? Describe each one of them. **RL.K.3, RL.1.3, RL.2.3, RL.3.3**
- What is the story's setting? **RL.K.3, RL.1.3**
- Discuss what qualities people look for in a friend. Were Jiva and Ruvji good friends? Explain why or why not. **RL.2.3, RL.3.3**
- The story has a lesson about being a good friend. What do you think it is? **RL.K.3, RL.1.3, RL.2.3, RL.3.3**
- How does the song Jiva sings help tell the story? **RL.1.4, RL.2.4**
- Locate words in the book that describe the peas. Write them for everyone to see. **RL.K.4, RL.1.4**
- The story says Ruvji smacked his lips. Have each student name one thing that would make them smack their lips. **RL.K.4, RL.1.4, RL.2.4, RL.3.4**
- Name all the different ways Ruvji prepared the peas for the feast. **RL.K.1, RL.1.1, RL.2.1, RL.3.1**
- Read another Peachtree book about peas. Suggestions include *The Princess and the Packet of Frozen Peas* and *The Monster Who Ate My Peas*.

After reading, have the students tell how the books are alike and how they are different. **RL.K.9, RL.1.9, RL.2.9, RL.3.9**

VOCABULARY

- Review the meaning of verbs. Read the story again and ask the students to name some of the verbs and tell how they help the story. As each verb is identified, add it to a list for the students. **RL.K.4, RL.1.4, RL.2.4, RL.3.4**
- Ask the students which words in the story they did not know. Read the word in context and ask if anyone can tell what it means. Use the illustrations to help. Examples may include: sari, dhoti (a garment worn by male Hindus, consisting of a piece of material tied around the waist and extending to cover most of the legs), turban, delicate, blossoms, feast, peapod, horizon, plump, pouch, munch, vanished, seedling, and temple. **RL.K.4, RL.1.4, RL.2.4, RL.3.4, SL.K.5, SL.2.5**

WRITING

- Ask students to write and tell what was your favorite part of the book and why. **W.K.1, W.1.1, W.2.1, W.3.1**
- Ask students to write (or dictate) a description of their favorite vegetable and write about why they like it. Include a fact or two about the vegetable. **W.K.2, W.1.2, W.2.2, W.3.2**
- Have the students write about a feast they would like to have and when they would have it. For younger children, ask them to draw their feast and write the names of some of the foods. **SL.1.5, SL.2.5**

SCIENCE

- Look through the book and find the animals in the illustrations. Name each animal. Identify what animals need to live. **K: LS1.C: Organization for Matter and Energy Flow in Organisms, ESS3.A: Natural Resources, 2: LS4.D: Biodiversity and Humans**
- Show a simple picture of a pea plant's life cycle. Discuss each stage and what they see. Display the four words: seed, sprout, seedling, and plant. Then draw and label the life cycle of a pea plant. **1: LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits, 2: LS4.D: Biodiversity and Humans, 3: LS1.B: Growth and Development of Organisms, SL.K.5, SL.1.5**
- Use paper cups filled with potting soil and pea seeds. Demonstrate how to plant the pea seeds and care for them. Then have the students label their cups. Then plant their own pea plant and care for it.

Observe what happens. **K: LS1.C: Organization for Matter and Energy Flow in Organisms, 1: LS1.A: Structure and Function, LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits, 2: LS2.A: Interdependent Relationships in Ecosystems, 3: LS1.B: Growth and Development of Organisms, LS3.A: Inheritance of Traits**

MATH

- Using the pea plants, measure the peas as they grow. Keep a record of each day. For older students, make a bar graph to show their pea plant growth. Use this bar graph template.
<https://www.template.net/business/sheet-templates/bar-graph-worksheet-template/>
K.MD.A.1, K.MD.A.1, 1.MD.C.4, 2.MD.A.1, 3.MD.B.3
- Count the number of times Jiva's peas vanished. Write the numbers as they are counted. **K.CC.A.1**

SOCIAL STUDIES

- Use a world map to locate India. Identify the countries and bodies of water around it.
- Project images of traditional Indian clothing. Review each item and summarize the information about each one. Images can be found at <https://www.worldatlas.com/articles/what-are-the-traditional-dresses-of-india.html>. Identify the clothing seen in the illustrations.

ART

- Describe the meanings of color in Indian clothing to the students. After discussing saris and what they are, color a sari from the picture.
<https://www.thespruce.com/mazing-facts-about-indian-sari-1975669>
White: often worn at religious ceremonies, also a color of mourning
Green: a color worn by Muslims, came from the color worn by merchants, sometimes worn by brides
Black: a color representing sadness and bad luck
Red: color worn by brides, associated with warriors
Yellow: represents religion and new mothers
Blue: associated with artists, farmers, and weavers
<http://www.supercoloring.com/coloring-pages/indian-woman-in-sari>
- Show pictures of peas, carrots, beans, potatoes, tomatoes, eggplants, and okra. Then have the children draw their favorite vegetable.
- Have the students draw their own scarecrow. Ask everyone to show their picture and tell about what the scarecrow is wearing.

MUSIC

- Jiva sang, "*Plump peas, sweet peas, Lined-up-in-the-shell peas. Peas to munch, peas to crunch, I want a feast of peas for lunch.*" Have the students chant the words in unison or sing them to their own tune.
- Project the video showing Indian musical instruments. Watch with the students and pronounce the name of each instrument as it is introduced.
<https://www.youtube.com/watch?v=yTcW3MiWWXE>
- Play snippets of traditional Indian music such as this:
https://www.youtube.com/watch?v=XCV7_LcEruw

MOVEMENT

- Review the verbs that were identified in the ELA section. Have the students pantomime each verb.
- Identify some of the emotions exhibited by Jiva. Have the students act out each motion or facial expression.

ABOUT THE AUTHOR

Kashmira Sheth was born in India and came to the United States when she was seventeen. She loves peas as much as Jiva and Ravji do. Not mushy bland peas but perfectly spiced and simmered peas. Peas paired with potatoes and corn. And crisp and crunchy peas plucked right from the vines. Kashmira is the author of several picture books, chapter books, and middle grade and young adult novels, including *Tiger in My Soup*, also illustrated by Jeffrey Ebbeler. She lives in Virginia and Wisconsin.

www.kashmirasheth.com

ABOUT THE ILLUSTRATOR

Jeffrey Ebbeler, a graduate of Art Academy of Cincinnati, has been creating art for children for almost a decade, including for two other pea-related books: *One Feast for Mouse* and *Arlo Rolled*. His favorite peas are sugar snaps, which he grows and sometimes eats right off the vine. He lives in Ohio.

www.jeffillustration.com

Teacher's Guide
prepared by Shirley Duke

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