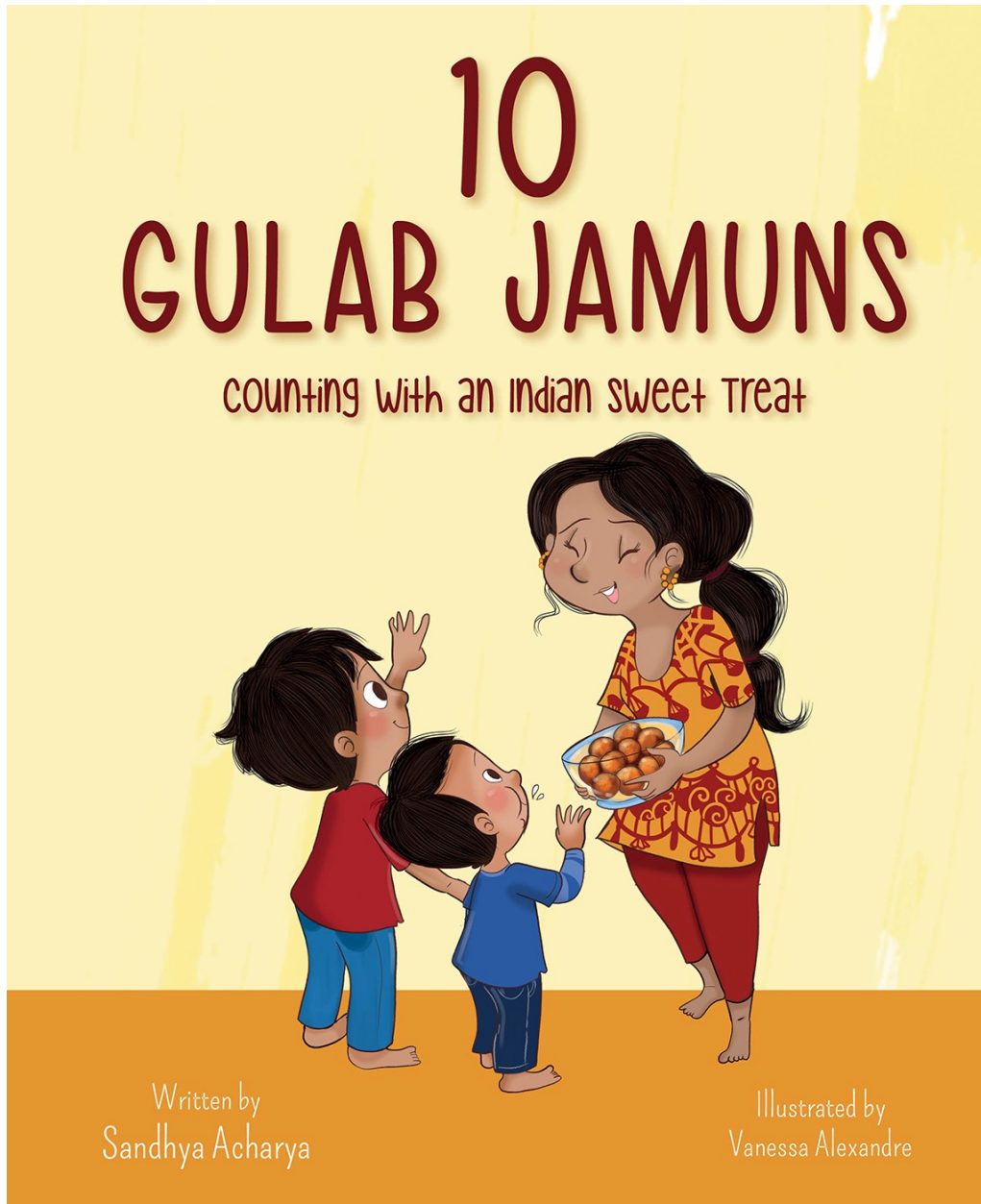


# 10 GULAB JAMUNS

## TEACHER'S GUIDE

for teachers, parents, and educators.



This guide will provide a range of activities to use in the classroom across grades. The activities cover math, arts and crafts, language, music, social-emotional learning topics, and an introduction to South-Asian culture and festivals in India.

## **ENGLISH LANGUAGE AND ARTS (ELA)**

### **PRE-READING DISCUSSION**

- What do you see on the front cover?
- What are the two boys on the cover doing? What do you think they are feeling?
- What is the woman on the cover doing? What do you think she is feeling?
- What is the woman on the cover holding?
- What do you think Gulab Jamuns might taste like?
- Why do you think the title says 10 Gulab Jamuns?
- Why do you think the subtitle says Counting With An Indian Sweet Treat?
- Where do you think the story is happening?
- What do you think will happen in the story?
- What kind of story will this be? (happy, sad, funny, magical)

### **READING COMPREHENSION**

- Why do you think Idu and Adu are excited about guests coming home. Have you had a time you were excited when someone was visiting?
- Why do you think Mamma has asked Idu and Adu to stay away from the Gulab Jamuns she just made?
- What do Idu and Adu do to keep busy when Mamma asks them to stay away from the Gulab Jamuns?
- What idea do you think Adu might have had when he looked at the Gulab Jamuns on the table?
- How do you think Idu feels when Adu jumps on the chair and table to eat the Gulab Jamuns?
- How do you think Adu feels when Mamma walks into the kitchen while he is eating the Gulab Jamuns?
- What do you think Mamma feels when she sees fewer Gulab Jamuns than what she made in the bowl?
- What does Adu feel when Idu tells Mamma what happens?

### **CLASS DISCUSSION QUESTIONS**

- What ideas would you suggest to Idu and Adu when Mamma asks them what they can do about the problem of no Gulab Jamuns for the guests?
- How does the family divide up the tasks when they have to make more Gulab Jamuns for the guests?
- Why do you think Idu and Adu didn't want any more Gulab Jamuns in the end? Have you ever had too much of a favorite food?
- What do you think about the relationship between Idu and Adu?
- What do you think about Idu and Adu's family, and how are they similar to yours?
- What family traditions do you follow at home during festivals or family celebrations?

- Do you have a traditional recipe for a treat you make during the holidays? What are your memories of making or eating it with your family or friends?
- What is your favorite festival or holiday celebration?

### **CREATIVE WRITING PROMPTS:**

- Write a story using the writing prompt starting - "If I had 10 Gulab Jamuns". You can use pictures, words or both
- Share about your favorite festival and how you celebrate it.
- Share about a favorite activity you did with your family (cooking, hiking, fair, etc.)
- Share a memory of working together on something with a sibling, a cousin, or a friend.
- Write about your favorite family celebration.

### **ARTS**

- Draw a scene of your favorite holiday.
- Make ten paper diyas (introduce Diwali first).
- Salt painting of rangolis (introduce Diwali or Holi first): Use glue in a squeeze bottle to make symmetrical patterns on construction paper. Pour salt over the glue. Let it stick. Then dust excess salt off. Put drops of watercolor/s on the salt. Color will spread in the patterns that were made with glue.
- Paper Rangolis. (introduce Diwali or Holi first): Fold a square paper three times into a triangular cone shape. Cut patterns. Open the paper - you will see it open to symmetrical designs. You can also use the paper rangoli as a mold to pour rangoli or draw with chalk into the design.

### **MUSIC**

- Sing along with these 10 Gulab Jamuns Counting songs on the author's website. Click [HERE](#).
- Can you sing the songs using numbers in different native tongues?

### **STEM/ MATH:**

- Mamma made 10 Gulab Jamuns in the morning, but Idu and Adu ate three each when she caught them. How many are left in the bowl? (Reread the pages and ask for an answer)
- How many Gulab Jamuns did Idu and Adu end up eating? (Reread the page and ask for a response)
- Mamma made 10 Gulab Jamuns for eight people. How do you think they can divide the Gulab Jamuns?
- If only the four kids ate the 10 Gulab Jamuns, how many would each kid get?
- Mamma has a recipe to make 20 Gulab Jamuns, but she only wants to make 10. How can she adjust the ingredients?
- Idu and Adu want to take 100 Gulab Jamuns for a school food fair. How can they adjust the ingredients in the Gulab Jamuns recipe?
- How many different ways can you use two numbers to add to 10
- Combine arrays of 5 to lead to 10, 20, 30. ( $5+5 = 10$ ,  $5+5+5+5= 20$ )

- Combine arrays of 10 to lead to 10, 20, 30. (10+10 = 20, 10+10+10= 30)

### **SOCIAL SCIENCE/ GEOGRAPHY**

- Locate India on a map
- If you were to visit India
  - How would you get there? How long would it take?
  - What would you want to see there?
  - What would you want to eat there?
  - What would the weather be like?
- What languages do you think people in India speak
- What festivals do people in India celebrate?
- On a map of the world, place pictures of foods eaten across different countries.

### **SOCIAL AND EMOTIONAL LEARNING (SEL)**

- **TEAMWORK AND RELATIONSHIP SKILLS:** We teach our kids about scoring high, facing competition, but what about teamwork? As Aristotle said, “the whole is greater than the sum of its parts” Be it in the classroom or a corporate office, the team is the basic unit that gets things done. And if the team doesn’t function smoothly, it could also be the reason for not achieving an objective. In the story, initially, Idu and Adu end up creating hurdles to having enough sweets for the guests. But by taking responsibility for what happened and **working together as one unit**, Idu, Adu team up with Mama and Daddy and make sure there are enough sweets for the guests.
  - **TEAMWORK ACTIVITIES**
    - Divide the classroom into teams of four. Let them discuss and come up with a food that they all like in common. Have them put a chart together of what they like about it with pictures and other creative tools. Have the different groups present to each other every team’s creation.
    - Divide the classroom into two’s or three’s. Play some music and ask the class to dance and move around. In a few minutes, stop the music and announce a number. The teams have to form alliances with other teams to make the announced number. For example, if you announce 10 - five groups of 2 members, each has to come together.
- **ACCOUNTABILITY:** An essential part of learning for kids is the ability to make mistakes and learn from them. Helping kids see issues from another point of view, see the natural consequences of their actions, brainstorm on solutions, and then participate actively in problem-solving is crucial to teaching accountability early on. In the story, Idu and Adu make a mistake by eating the sweets before the guests arrive. Mama reminds them of the consequences of their actions and invites them to help solve the problem. Idu and Adu then participate in creating the solution by making more sweets for the guests.
  - **ACCOUNTABILITY ACTIVITIES**
    - Give different classroom situations and have the kids brainstorm how they can be more responsible in these situations. For example

- At lunchtime (finish your food, clean your area, throw the trash)
- After completing a project (help put pencils/crayons away, sort recyclables and trash, clean work stations, help the community)
- while getting ready for school (make lists, check to think if everything is done, prepare)
- Ask the class to create 1-3 goals for themselves at home and report back to share with the class
  - I will tidy my toy room
  - I will read two chapters of my book
  - I will help a family member with a chore

## ● CULTURAL IMMERSION

### ● INTRODUCTION TO DIWALI

Diwali is one of the biggest festivals celebrated in and around India. Diwali or Deepavali means a row of lamps in Sanskrit (an Indian language). On Diwali, people light oil lamps outside the door to dispel darkness and ignorance. Some legends say a prince also revered as a God, Lord Rama, returned home victorious after a big battle with his wife Sita on the occasion of Diwali. Other legends celebrate the victory of another God, Lord Krishna, over an evil demon Narakasura. Different regions across and around India celebrate Diwali in different ways - some celebrate for five days, some for just one day. Some eat pumpkin curry and puris, and some have lentil dosas (crepe-like preparation of batter) or idlis (steamed rice and lentil cakes). Some have gulab jamuns for sweets, and some have payasam (sweet porridge). Some call it Diwali and some Deepavali.

Regardless, the common theme is that of celebrating light over darkness, of good over evil, and of knowledge over ignorance. The most magical part about Diwali is, of course, getting to celebrate it with family, friends, and loved ones. People clean and decorate the house, wear new clothes and cook lots of delicious foods, including delicious sweets like Gulab Jamuns!

### ● INTRODUCTION TO HOLI

Holi is a popular spring festival celebrated in India. Legends say, during Holi, a devout boy called Prahlad vanquished evil in the form of a demoness, Holika. People celebrate it by donning white clothes and then throwing or splashing colors on each other (friends, family, and sometimes strangers too!). The clothes don't stay white anymore! This is accompanied by music, dance, food, and laughter. They draw colorful rangolis and cook delicious foods and sweets that they exchange with family, friends, and neighbors. Entire neighborhoods seem drenched in bright colors and happiness during this festival. It is aptly called the Festival of Colors. And what better way to enjoy this day with delicious Gulab Jamuns!

## ABOUT THE AUTHOR



**Sandhya Acharya** is a children's book author and writer. She grew up in Mumbai, India, and now lives in Santa Clara, California. She enjoys writing for children and sometimes grown-ups too. Her articles and short stories have been featured in Washington Post, NPR(KQED), India Currents, Lost Balloon, Peacock Journal, Aaduna. When she is not writing, she is busy training for marathons, learning a form of Indian classical dance, hosting a podcast for a non-profit, and enjoying the childhood of her young kids. You can reach her at [www.sandhyaacharya.com](http://www.sandhyaacharya.com)

## ABOUT THE ILLUSTRATOR



**Vanessa Alexandre** is an Illustrator and writer based in Sao Paulo, Brazil, working as a freelance illustrator since 2007. She participated in expositions like Cow Parade and Football Parade, in Brazil. She was recently selected for the exposition Refugiarte by the UN refugee agency. In addition to her work, Vanessa visits schools across the country, performing literary activities and illustration workshops. You can find her on [vanessaalexandre.com.br](http://vanessaalexandre.com.br),