

I highlighted the places I thought best applied to question 1

### Read-Aloud

The Proudest Blue by Ibtihaj Muhammad, illustrated by Hatem Aly

**Thematic Statement for Group Text Set:** Through reading about others personal journey's and how they see themselves, students will be able to express gratitude, self-love, and confidence within their own identities: instead of looking down on themselves, they will find positive attributes.

**Individual Thematic Statements:**

In life, sometimes you may meet people who judge you because they may not understand where you come from


In life you must be confident in who you are because it will help to ignore negative things said by others

**Standards:**

**RL.3.1.**-Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Lesson Objective:** Students will be able to identify how and when a characters' feelings change throughout a story

**Assessment:** Students can name at least two times the main character was able to find confidence and show love and acceptance of both herself and her culture.

<p><b>Before Reading</b></p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Activate or build background</li> </ul>	<p>Good morning readers! we have been reading many interesting books like..... Today, I have another great book for you. It's called The Proudest Blue. It's written by Ibtihaj Muhammad and S.K. Ali, illustrated by Hatem Aly.</p> <p>Based on the title, what do you think this book might be about? What can you predict about the story based on the cover art?</p> <p>This story is about two sisters: Faizah and her older sister, Asiya, and a very important day for them at school. It is Asiya's first day wearing Hijab!</p>
	<p>(As needed)</p> <ul style="list-style-type: none"> <li>• Concepts/ words needed for understanding the story</li> <li>• Language supports</li> </ul>	<p>Does anyone know what a Hijab is? (take student answers if any volunteers raise their hands)</p> <p>Hijab is a traditional head covering worn in public by some Muslim women: It is not, however, a simple fashion accessory, but is a representation of religion and culture.</p> <p>Try your best to keep track of who our two main characters are, both of them are on the front cover: this is Faizah, she is the younger sister you is not old enough yet to start wearing Hijab. And Asiya who you will see will be wearing her beautiful blue Hijab throughout the tale.</p>
	<p><b>Purpose for Reading:</b></p>	<p>As we read, try to pay close attention to how our two main characters are feeling? Ask yourself: Why do the characters feel this way? How and why do their feelings change throughout the story?</p>

During  
Reading

*(Read the text. Create 2-3 stopping points to engage children in collaborative discussion. List possible questions for discussion.)*

Do: Read pgs 1-2 (the family in the Hijab shop )

Ask: What's happening? Where and what are our characters doing right now based on what we discussed?

Discuss: Invite a few children to share what they are thinking to check understanding of context and setting of the story that we previously discussed as a whole class.

Do: Read pgs 3-6 (two girls arrive at school)

Ask: How do you think Faizah feel towards her big sister?  
How does she feel about her sister wearing her Hijab to school?  
How do you know? What in the text helped you understand?

Discuss: invite a few students to share what they have discussed

Do: read pgs 7-10 (hijab isn't a whisper)

Ask: wat do you think Faizah mans when she says, "hijab isn't a whisper"?  
How does this show how she feels about her culture?

Turn and Talk: share your ideas with your partner about what you're thinking

Discuss: have a few students share what they discussed with the class

Do: Read pgs 10-14

Ask: what observation can you make about the illustrations on these pages?  
How are the characters on these pages feeling? How do you know?

Discuss: go straight to having some children share their answers with the whole class to engage in a brief group discussion

Do: Read pages 14-20

Ask: what do you notice about the wat the bullies are drawn? Why do you think the author drew them in this way?  
How do what the bullies say about her sister Hijab make Faizah feel at first?  
How do they make Asiya feel? Is it any different from her little sister?  
How would what the bullies were saying about something the you were wearing that was important to you and your culture make you feel?

Turn and talk: discuss your thoughts with you partner

Discuss: take a few volunteers to share what they are analyzing about how

		<p>the characters are feeling and if it is any different from how they felt at the start of our story</p> <p>Do: read 21-22 (mama's quote)</p> <p>Ask: based on what we just discussed, what do you think mama means when she says, "Don't carry around the hurtful words that others say. Drop them. They are not yours to keep. They belong only to those who said them"?</p> <p>Discuss: go straight to having some children share their answers with the whole class to engage in a brief group discussion</p> <p>Do: read 23-end</p>
<p>After Reading</p>	<p><i>(Discuss and respond to the text. Connect and extend to other content areas and the real world. List possible questions for discussion.)</i></p>	<p>Do: read pgs. 22-end</p> <p><b>After the end of the story discuss:</b></p> <p><b>Ask:</b> What did you think? Was the ending surprising? Why? How did it make you feel?</p> <p>How did the interactions that Faizah had at school change how she was feeling from the beginning of the story?</p> <p>Is she able to return to her happy and excited state about her sister wearing her Hijab?</p> <p>If so, how was she able to do this? What/who helped her remain strong? How?</p> <p>Compare how Faizah is feeling throughout the story to how her sister is feeling? Do they always feel the same?</p> <p>How does Asiya help her little sister stay strong even when dealing with bullies and their hurtful words? Who else would you say help Faizah stay strong?</p> <p>How does what we have discussed relate to the title of the book?</p> <p>How does the treatment of Asiya for wearing her Hijab make you think about how some people are treated in our world?</p> <p><b>Assessment:</b> What/who helped Faizah remain strong and confident about her culture and Hijab? How?</p> <p>What is the significance of the ocean and the sky throughout the story?</p> <ul style="list-style-type: none"> <li>• Faizah consistently says her sister's hijab is very bright blue like the ocean and the sky</li> <li>• Says the ocean and the sky are strong yet kind like both her sister and her hijab</li> <li>• Why do you think Faizah says her sister is like her hijab? <ul style="list-style-type: none"> <li>○ Part of her culture and therefore part of her: hijab is like a</li> </ul> </li> </ul>

		<p>reflection of who she is and what is important to her and her family's culture</p> <p>What do you think the author is trying to teach us that we can apply to life? What might be some themes of this story?</p>
	Anchor Chart (If necessary):	

Responding to Literature (Determine how writing can be used to respond to the text (modeled, shared, interactive, guided, independent). **Select Modeled Writing**

**Lesson objective:**

**Assessment:**

<p><b>Introduction:</b> Connect to the reading lesson and explain the purpose for using writing to respond to literature.</p>	<p>Readers, after reading a story like The Proudest Blue, there are many emotions you might feel. One thing we can do is use writing to process what we are thinking and feeling. In addition, it can help us to clarify what we think an author might be trying to tell us or it might be a way to state our opinion, frustration or even confusion. Sometimes, I might give you a question to respond to in your reader's notebooks. Sometimes, I might ask you to tell me how you are feeling and thinking about what you are reading.</p> <p>After reading this story we all talked about how it affected us and made us reflect on how we can stay strong and confident about who we are. When you read on your own. You might want to respond in your notebooks too about things that are happening in your stories and how you are feeling about it. Let me show you what I mean.</p> <p>Watch me as I respond to this text. Listen to all the things that are going on in my head.</p>
<p><b>Lesson:</b> (Include what you will say to students as you Think-Aloud and write, as well as what you will actually do in front of students. Include samples of the writing you might expect)</p>	<p>Wow that was such a great story! Seeing the main character Faizah and her older sister Aisya stay strong and confident about who they are and wearing Hijab inspires me to be proud of myself and what is important to me. I felt for little Faizah when she started to worry about the negative opinions other and about her sisters' Hijab because it can be hard to stay confident when others are being mean. I can Identify with this. This is why the story affects me so much.</p> <p>I know the purpose for this reading was to focus on times the main character's feelings changed throughout the story about confidence and acceptance of her both herself and her culture. When children in school first start to question what Aisya is wearing on her head, Faizah teaches them what a Hijab is and draws her and her sister as princesses wearing hijabs and proudly shows her classmate and her</p>

teacher. Faizah is being true to herself and showing confidence in her culture even when others question it.

Next in the story, Faizah sees and hears people making mean comments towards her sister. Faizah is able to stay strong and confident after this because she remembers her mother always taught her and her sister to ignore the negative comments of others. When Faizah sees bullies calling her sister's Hijab a tablecloth, she walks away to find her sister who makes her feel happy and proud instead of ashamed and small like the bullies do.

Students:

Seeing her sister stay strong inspires Faizah to stay strong even when she starts to worry about the judgements of others around them. Once Faizah sees her sisters always smiling and proud face, Faizah can see how she can be happy and proud of herself, ignoring mean comments around them.