

Night of the Moon: A Muslim Holiday Story

Modeling Reading Strategies in a Read Aloud

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AUDIENCE

This lesson is easily adapted for students in Kindergarten through fifth grades. It is particularly a useful lesson for classrooms with Muslim students, particularly if other holidays (such as Christmas and Hanukkah) will be examined throughout the year. It is also appropriate for English Language Learners who are Muslim as it contextualizes vocabulary relevant to their lives. Their background information will assist their navigation through the vocabulary of the story.

PURPOSE

This serves as the first lesson that may either stand alone, or serve as the platform for a multidisciplinary thematic unit. While this lesson is presented in a read aloud format modeling strategies for determining the meanings of new vocabulary words, with sufficient copies the book could also be used in a reading lesson at a third grade reading level.

TIME

Approximately 30 to 45 minutes
If possible time the reading of the story to coincide with Ramadan.

OBJECTIVES

1. After this lesson students will be able to identify at least one component of the Islamic holiday of Ramadan.
(ie. lunar cycles, fasting, festivities, use of dates and milk to break the fast).
2. After reading this book students will be able to identify Ramadan as an important Muslim holiday.
3. When asked if the Islamic calendar is based on the sun or the moon, students will correctly identify the moon.
4. After discussing the importance of Ramadan, students will be able to compare the holiday to another holiday.
5. After having watched the reader model strategies for determining the meanings of new vocabulary words, students will be able to identify at least one strategy for determining the meanings of new words they come across in their readings.

STANDARDS

Arizona State Standards

Reading

Strand 1: Reading Process

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts

Concept 6: Comprehension

Employ strategies to comprehend text.

Strand 2: Comprehending Literary Text

Concept 2: Historical and Cultural Aspects of Literature

*Recognize and apply knowledge of the cultural aspects of world literature.
PO 1 Compare events, characters and conflicts in literary sections from a
variety of
cultures to their experiences.*

Language Arts

Standard 3: Listening and Speaking

LS-R4: Listen and respond to stories, poems, and nonfiction.

LS-R5: Participate in group discussions.

Social Studies

Strand 4: Geography

Concept 3: Physical Systems

Concept 4: Human Systems

National Council for the Social Studies

I: Culture

IX: Global Connections

Arizona State Science Standards

Strand 1: Inquiry Process

Concept 1: Observations, Questions, and Hypothesis

Strand 2: History and Nature of Science

Concept 1: History of Science as a Human Endeavor

PO1 Give examples of how diverse people use science in daily life

Strand 6: Earth and Space Science

Concept 2: Objects in the sky

Identify objects in the sky

Concept 3: Earth in the Solar System

National Science Education Standards

D. Earth and Space Science- Earth and space science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

E.D. 2 Objects in the sky

E.D. 3 Changes in the sky

MATERIALS

“Night of the Moon: A Muslim Holiday Story” by Hena Khan

LESSON PROCEDURE

1. Before reading the story, review the glossary and pronunciation key in the back of the book.
2. Read the title of the book to students. Ask them what a “Muslim Holiday Story” would mean. Explain that a Muslim is someone who believes in the religion of Islam, like someone who believes in Christianity is a Christian, and someone who believes in Judaism is Jewish.
3. List holidays with which the students are familiar.
4. Refer to the title of the book and ask students what clues it presents the reader.

5. After reading pages 1 & 2 note that the mom says a new month is beginning with the moon. Wonder aloud if that seems like a normal occurrence every month.
6. After reading pages 3 & 4, comment on the Islamic calendar and how it is a different calendar than “ours.”
7. On page 6, pause after reading “many Muslim people *fast* each day.” Comment on how that is different than the word meaning “quick.”
8. After page 12, model how students might determine the meaning for the word “mosque.” Talk out loud to yourself to show students ways to figure out strategies- look at the pictures, determine what was happening there (prayed in there), and guess out loud what a “mosque” must be. Then show how they could use the glossary to confirm that definition.
9. Comment on what is happening with the moon in the pictures. After page 18, comment on how you have noticed that before, that some nights there doesn’t appear to be any moon. You may wonder aloud to yourself where the moon goes, or ask students if it is really gone. (This presents an excellent preparation for the science lesson about the phases of the moon.)
10. After reading that there were gifts from many different countries, (19-20) you may wish to comment that Muslims must live all over the world.
11. Page 23 notes that Eid is a “very happy day for Muslims all over the world.” The story does not directly explain that with Eid the days of fasting are over. You could pose the question aloud, trying to determine why everyone is so happy. You may note that during Ramadan a big breakfast is eaten, but it is before sunrise. This big breakfast could occur after sunrise.
12. After finishing the story ask students what made Ramadan different from some of the holidays they had previously listed. Then examine what some of the similarities were with those same holidays.
13. Ask students why the book was titled “Night of the Moon?” What was the significance of the moon in this story?
14. Conclude the lesson by reviewing the objectives with students. If time remains, you may wish to ask each student to answer a question. To encourage listening to each other, they cannot repeat the same answer as another student.

EXTENSIONS

This lesson may be extended with-

1. Language Arts & Reading concepts from the book including;
 - sequencing of the story
 - retelling the story
 - examining the elements of literature (characters, settings, realistic fiction, etc)
 - use of dialogue in writing
 - homophones and homonyms (attached)
2. Examination of students’ personal examination of a special family holiday.
3. Venn Diagrams to compare holidays.
4. Science lessons examining the phases of the moon.
5. Math lessons comparing the Islamic calendar and Gregorian calendar.
6. Social Studies lessons comparing the calendars of different countries.
7. Art lessons encouraging students to fill the entire page with color, as utilized by the illustrations of the book.
8. Writing prompts exploring point of view-

- Pretend you are Yasmeen's little brother, Bilal, write a short story from his point of view.
- Pretend you are Yasmeen's mother or father and write about their experience of Ramadan.
- You are a friend that Yasmeen invited to come to the Night of the Moon celebration.
What is the experience like?
- India and Turkey are mentioned in the story. Do a little research to determine if Eid celebrations are different in different places.
- Many Muslim countries change their daily lives during Ramadan to accommodate the needs of people while fasting. Businesses close in the afternoon, restaurants are not open, and the general pace of the country slows down. What are some obstacles to fasting in the United States?
- What is your favorite holiday? Do you look forward to it each year? Why?
- Rewrite a page of this story from the first person point of view.
- If you celebrated Ramadan with Yasmeen, what would be your favorite part of the month?