

MEET YASMIN

"Readers will be charmed by this one-of-a-kind character and won't tire of her small but significant dilemmas. Faruqi nails the child's perspective, and illustrator Aly gives Yasmin life."

★—KIRKUS, STARRED REVIEW!

written by
Saadia Faruqi

art by
Hatem Aly



READER'S GUIDE

Tips for Reading &
Discussing Early
Chapter Books



Meet Yasmin

Yasmin Ahmad is a spirited second-grader who's always on the lookout for those "a-ha" moments to help her solve life's little problems. A creative thinker and curious explorer, Yasmin and her multi-generational Pakistani-American family will delight and inspire readers.



About the Author

Saadia Faruqi is a Pakistani-American writer, interfaith activist, and cultural sensitivity trainer recently profiled in *O Magazine*. She is the author of the adult short story collection *Brick Walls: Tales of Hope & Courage from Pakistan*. Her essays have been published in *Huffington Post*, *Upworthy*, and *NBC Asian America*. She resides in Houston, Texas, with her husband and children.



About the Illustrator

Hatem Aly is an Egyptian-born illustrator whose work has been featured in multiple publications worldwide. He currently lives in New Brunswick, Canada, with his wife, son, and more pets than people.



TIPS AND SUGGESTIONS FOR READING

Meet Yasmin!

The *Meet Yasmin!* series appeals to students at a very exciting time in their reading lives: they have moved from picture books to early readers and chapter books. Students will be reading at different level and have varying degrees of confidence. You may find that you need to change your interaction to match these variables.

- **Less Confident Readers** This book contains four separate stories. You may read an entire story aloud to a struggling or less confident reader or to group of readers. Ask students to read aloud the names of chapters as you get to each new one.
- **Confident Readers** More confident readers may want to take turns reading pages with you or other group members. You may also want to role-play different characters: one student can read Yasmin's dialogue, and another read the words of another character. You can read the text while students read the dialogue. This method works particularly well to keep students not only engaged, but focused on the words on the page as they seek out their "lines."
- **Above-Level Readers** If you are reading with a confident reader or reading group, allow students to read to you until they grow tired, then pick up where they left off. You can also invite group members to take turns reading chapters.

No matter your students' reading levels, when it is your turn to read, do so with expression, changing voices between characters and setting a mood with your tone, volume and intonations. The stories in this book involve a young girl excited to try new things. As such, your voice should alternate between confident and nervous to match Yasmin's moods.

It is essential to monitor student comprehension as you read. To make sure students understand what they've read before moving on, ask *who*, *what*, *why*, *when*, *where* and *how* questions about content and the literary craft. Try to sculpt most of your questions around higher-level reading strategies, such as inferring, comparing and contrasting, predicting, analyzing and synthesizing. Pause to ask if students have questions. Teach student strategies to monitor comprehension, such as rereading and pausing to summarize what they've read before continuing.

Possible questions:

- *What details do you think are important?*
- *What is the main idea of the story?*
- *Can you infer a theme of this story?*
- *Why does [a character] act that way?*
- *Compare the setting in the story to our setting here.*

Engage Students

Write this question on chart paper or white board:

What new things do you hope to try? Explain that, in this book, the main character explores several different, fun passions that could lead to a future career. Help students make connections between their own lives and Yasmin's.



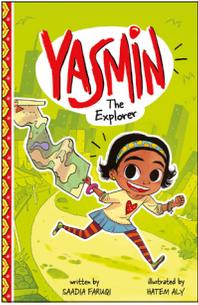
BEFORE READING

- **Allow students to preview the book.** Begin with the cover. Read aloud the title and the names of the author and illustrator. Allow students to look at the art. Ask: *What do you think this book is going to be about?* After students have provided their predictions, ask: *What evidence did you use to make that prediction?* Point out that their predictions were based on clues in the art and other elements found right on the cover. Explain that they will be meeting a girl named Yasmin and sharing some adventures with her.
- **Discuss how different cultures enrich a community.** Get students thinking about the importance of learning about various cultures and sharing elements of their own. Ask if any students in your class have moved here from another country or have family members that have done so. Invite them to share cultural traditions that they enjoy, such as holidays, meals, music, and stories such as folktales and fairy tales. Using their examples, emphasize how people from different cultures enrich a community, school, and country.
- **Use a map or globe.** Point out that the author is Pakistani-American, which means the author moved to the United States from Pakistan. Students may not be aware of where Pakistan is located. On a map or globe, point out its location.
- **Analyze art.** Now instruct students to study the art. Draw students' attention to the clothes hanging up. Ask for volunteers who may know what a *sari* or *kameez* is. If no one does, explain that a *sari* is a long, loose dress, usually made of silk. A *kameez* is a long, loose-fitting shirt worn by both men and women. Both styles originated in the Indian subcontinent and the middle east. If time permits, explain that the *shalwar kameez* consists of a long shirt (*kameez*) and baggy pants (*shalwar*). It is the national dress of Pakistan! Guide students to consider that their "normal" school clothes may not be considered "normal" in another country. Use this to jump into a thoughtful discussion about how "normal" or "other" is relative to what we are used to.
- **Make predictions.** Challenge students: *Looking at the drawing, make a prediction about Yasmin—what words do you think can describe her personality? What clues in the art did you use to make those inferences?* Guide students to notice her playful and confident pose, as well as the bright colors she wears.
- **Preview the text and art.** Open the book and allow students a few minutes to do so. If possible, take note which pages and illustrations they find most interesting, so you can focus on those later.
- **Analyze text features.** Ask students to volunteer text features they see: a Table of Contents, chapter titles, and so on. Explain that these features help to structure and organize a book. Titles allow for a "sneak peek" about what the students will read, as do chapter titles. Chapters also allow for a natural stopping point. (Note: Don't feel locked in to a chapter-by-chapter reading format. If you notice students becoming restless, choose an earlier stopping point and engage in one of the hands-on, related activities provided later in this guide.)
- See the *Connecting Literacy and Content* section on each title for tips, activities and extended learning opportunities to explore while reading. Take special note of cross-curricular connections to standards that cover social studies and art, with extensions for math and science.

Introduce the Content

Preview Meet Yasmin!

Tell students that they are going to read four stories in one book about a young girl named Yasmin. She is spunky, fun and likes to try new things—even if they scare her. Say: *You may find that Yasmin is a lot like you, but also very different.* Have students partner and look through the book's illustrations. Give students time to discuss differences and similarities they see between themselves and Yasmin.



CONNECTING LITERACY AND CONTENT

Yasmin the Explorer

Level [K]

Literature

Content: discusses a schoolgirl who tries on becoming an explorer.

CONNECT TO LITERATURE

Build Content Background

Engage Students

Connect to Social Studies Create a scavenger hunt in the classroom (or school, or playground, if permitted) in which the clues must be interpreted from a map.

- Explain to students that you have created this treasure hunt with a goal of finding “treasure” as an explorer would—using a map.
- You might wish to have students work in pairs or small groups. Clues may lead to hidden prizes, certificates or other small objects you think students would like.
- Your map may use a simple coordinate grid system, or, if you find students can identify them, include more sophisticated map elements such as a compass rose, scale, and a key to symbols. You can include arrows showing the object’s positional relation to common areas in the school, too.
- Once students have completed the activity, ask: *What do you know about explorers? Do you think you would like to be an explorer?* Allow students to share what they know about explorers, from what they do, to their historical contributions. Have them turn to a partner and explain why they would or would not want to be an explorer.

Tell students: *We will be reading about the adventures of Yasmin, an adventurous girl. In this story, Yasmin tries her hand at being an explorer by creating and using a map of her hometown.*

- Using a globe or political map, have students find their own country, state, and if possible, hometown, and use scale to determine its approximate distance.
- Ask: *Can any of you show me where your ancestors came from on the globe or map?* Allow volunteers to determine the location, and distance of other countries. If possible, have students describe the relative location of these countries using directional terms.
- Encourage students to share the story of their family’s migration to their present community. Ask: *How did your family travel? How did they settle in this town? Why did come to this country?* If possible use the reasons given to point out that people still immigrate here for similar reasons.
- Be sensitive to the fact that some students may not know their family history. If more appropriate, be prepared to share origin stories of well-known local community members, or historic figures (such as American heroes like Harriet Tubman, Anne Hutchinson, or Abraham Lincoln) they are learning about in other content areas.

Discuss Text Features

Turn to the Table of Contents and tell students: The first story we are going to read is called “Yasmin the Explorer.” You can see that it starts on page 4. Let’s turn to that page, now. Once at the story, allow students to flip through its pages and find the chapters and chapter titles.

- Ask: *What can you infer from the chapter titles?* Guide students to realize that the chapter titles provide insight into what the chapter might be about.
- Ask: *What do you think the first chapter will be about?* Repeat the question as you get to each new chapter.

Introduce the Content

Preview *Yasmin the Explorer*

Tell students that this is the first of four books they will read about Yasmin. Say: *As we read this first story, look for clues and details about Yasmin’s everyday life. How is it like yours? How is it different?* Allow students to leaf through the book, looking at the illustrations and chapter titles. Circulate as they discuss predictions and thoughts.

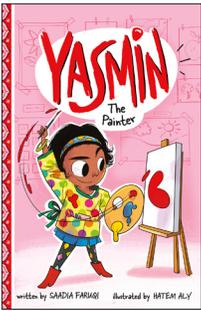
WHILE READING

- **Practice literacy skills.** As you begin reading, establish that the text moves from the left page to the right, as later pages will have text that curves around art.
- **Make inferences using art.** Explain to students looking closely at illustrations can reveal more details about the story. Invite inference.
 - o Have them study page 4, and then ask: *What can you tell about where Yasmin lives?* (She lives in a city). Ask for picture clues they analyzed to get their answer (There are tall skyscrapers in the background, and she's running on a sidewalk).
 - o Then, have students turn to pages 8-9 and ask *What can you infer about Yasmin's family through the pictures?* (She is close to her dad; her mom wears a *hijab*, so she must come from a culture where these are worn).
 - o When they have finished reading the pages, ask: *Why might the artist have decided to include these pictures?* (In case someone didn't know from reading the text what a *hijab* is because the text does not state it; that Yasmin sat with her dad in his chair.)
 - o Guide students to see that the pictures can provide information that is not written in the text. Explain *Through the pictures, we get to know each of these characters more deeply than if we only had information in the text.*
- **Make inferences using context clues.** Next, reread aloud a sentence that uses the word *Baba*, the sentence on page 7 that includes *jaan*, and on page 8, the sentence about Mama getting her *hijab*. Explain that many times, an author uses context clues to help you determine the meaning of unknown words and phrases.
 - o Ask students: *Who is Baba? How do you know?* Make sure that students notice that the context clues here come in the form of pictures. (Baba is Yasmin's father.)
 - o Repeat the questions with the word *jaan*, pointing out the textual context clues: *in this case, the author defined the word within the sentence: "his sweet name for her."* Guide students to conclude that context clues may be found in pictures, or words within the sentence containing an unknown word, or in sentences nearby it.
- **Connect to Social Studies** Use the unknown words to connect to social studies.
 - o Ask: *What do all of these unknown words have in common?* (They are not English). Point out that the author never states outright that Yasmin and her family have Pakistani roots, but her choice of these words lets the reader infer that her family is likely from a country where English is not the main language.
 - o Explain that using these words helps the author highlight Yasmin's cultural experience. Say: *The author highlights Yasmin's cultural background this way. It may not be just like yours, but the plot shows us that Yasmin has a lot in common with any kid, no matter what their differences.*
 - o Ask: *How is Yasmin similar to you or kids your age?* (Possible answer: I want to be an explorer; she colors and makes maps; she's excited to go out with her mom to the market). Emphasize that people of all cultural or religious backgrounds have unique traditions, but we are all still more similar than we are different.
 - o Encourage connection between the text and personal experience and society by asking individual students to share customs their family practices that others might find surprising. This might include foods, clothes, celebrations or traditions. As a class, list some traditions that are rooted in the community that unite members, despite their differences.
- **Monitor comprehension.** Continue to assess students' understanding by asking *who, what, when, where, why* and *how* questions. For example:
 - o *What symbols or locations does Yasmin include on her map?* (their house, the market, and the park.)
 - o *Why is Yasmin excited to go to the market with her mom?* (She wants to use her map and be an explorer).
- **Use art and textual context clues.** As you begin Chapter 2, ask students to use context clues to determine the season. (Spring; it smells like flower and the air is fresh. The picture shows light green trees).
- **Use sequence words.** Have students summarize, in sequence, the additions Yasmin makes to her map. Encourage them to use sequencing words such as *First, then, next, etc.* Ask students: *Why is Yasmin keeping track of all these stops?* (To make her map more complete)
- **Make mental images.** Call students' attention to the setting of Chapter 2. Ask: *Where did Yasmin and her mother go?* (To the farmer's market)
 - o Return to the description of the air being "fresh" and smelling "like flowers." Explain to students that these words let students create mental images of the setting. Explain that, *When you create mental images, you visualize or imagine that you are in the setting being described.*
 - o Ask students to name their five senses (sight, hearing, taste, smell and touch).
 - o Then have them look through the chapter and name descriptive words and phrases the author uses to help readers visualize the setting. (The street was crowded; people everywhere; fruit stands next to a sidewalk, air smells fresh.)

- o Ask: *What details do you imagine based on information the author included?* (I imagine it smells like springtime, fresh bread and fruit; the air is warm, there are voices of many vendors calling out, there are many colors because of the balloons and people in different clothing etc.). If students have a hard time, help them to use their other senses to imagine what the farmer's market would feel like.
- **Connect to Social Studies** Ask students if any have visited a farmer's market, or if they know what one is. Explain that farmers, who produce food, become sellers at a farmer's market: selling what they grow. Yasmin and her mother are buyers, or consumers.
- **Analyze figurative language.** On page 14, the author writes that Yasmin is "itching" to explore. Use this opportunity to discuss figurative language—descriptive language that doesn't mean exactly what it says. Explain that authors use devices to help readers form a mental picture of an event or setting, or to get to understand a character better, or evoke a certain feeling in a reader. One of these devices is figurative language.
 - o In this case, ask students: *Have you ever had a really bad itch that you couldn't reach to scratch?*
 - o Demonstrate the feeling of desperation and eagerness to soothe the itch. Explain that the phrase "itching to" means a person is really anxious to get do something.
 - o Ask: *What was Yasmin desperate to do?* (explore the park).
 - o *Why did the author use the word "explore?"* (Yasmin is imagining she's an explorer finding new places.)
- **Make predictions.** After reading page 14, ask students to predict what they think will happen next. Encourage volunteers to share the clues they used to make their predictions. If students struggle, guide them to notice that Yasmin tells her mother she's leaving; that the park is far enough away to need binoculars, and that Mama's back is turned to her. Instruct students to look for evidence that confirms or rejects their predictions as they continue to read.
- **Connect text to self.** When students realize that Yasmin can't find her mother, have students confirm their predictions or volunteer those that were incorrect. Use this opportunity to connect to social-emotional learning by calling attention to Yasmin's reaction on page 16 when she makes her realization:
 - o "Yasmin took a deep breath. 'I'm a brave explorer,' she reminded herself. 'I can find my way back to Mama.'"
 - o Ask students what they do when they are afraid: How do you find bravery when you need it? How do you calm yourself down when you're anxious or upset?
- **Monitor comprehension.** Challenge students to match the descriptions of places Yasmin has labeled (page 21) on her map with her map on the preceding spread.
- **Connect text to self.** Ask: *How did Yasmin finally find her mother?* (She saw her mother's blue hijab). Point out how lucky it was that Mama didn't blend into the crowd. Guide students to see that differences, and things that make us stand out, are often what makes us strong.
 - o Ask: *What makes you stand out?*
 - o *What do you like about it?*
- **Check comprehension** Before wrapping up the story, check comprehension: *Why does Yasmin cry?* (She is relieved to find her mother.) *What did Yasmin learn from the experience?* (To bring her map AND Mama when she goes exploring). *How can you apply her lesson to your own life?* (I can make sure I don't wander off to explore without a trusted adult.)
 - o You may wish to invite partners to summarize the story.

Extend the Learning

- **Below-Level:** Invite students to work in small groups to be "explorers" by finding photos online of Pakistan's scenic landscape and historic buildings. Have students print out their favorites and label or caption them to tell what they are, and why that are important. Students should hang the pictures up and allow classmates to do a Gallery Walk to see the photos. You may wish to print out a map of Pakistan and have students stick pins where each can be found. If time permits, you may also wish to have students repeat the process, this time exploring a country such as one from which their ancestors came, one which interests them, or one discussed in another content area.
- **On-Level:** Turn back to pages 18-19 and have students look at Yasmin's map. Invite students to create their own maps: the town, their trip to school, or the school itself, for example. Challenge them to include places of local significance—a park, monument, important building, etc.
- **On-Level:** Take a few moments to teach cardinal instructions. Display a physical map of North America and challenge students, one at a time, to identify well-known geographical features (such as the Rocky Mountains, Grand Canyon, or bodies of water, such as the Gulf of Mexico, Great Lakes and Mississippi River). Instruct students to place a finger randomly on the map and follow oral directions on which way to move it: North, East, South or West, in order to find the landmark. You may also have them locate their home state and state capital.
- **Above-Level:** Have students research a famous explorer using reliable web sources. Assign small groups an explorer to present on. Have them describe the route they took, what they hoped to find, and what they found. Instruct students on good presenting skills: speaking at a good rate and volume, using gestures and making eye contact. Make sure students practice good listening skills and provide positive and constructive feedback. Help students choose graphics to include if need be.



CONNECTING LITERACY AND CONTENT

Yasmin the Painter

Level [K]

Literature

Content: A schoolgirl wants to win an art contest.

CONNECT TO LITERATURE

Build Content Background

Engage Students

Connect to the Arts Engage students in activities and discussions involving their own art, and art made by celebrated artists.

- To make a home-school connection, invite students to bring in a piece of art they've made that they like and are proud of. As time permits, allow each student to discuss their artwork: how they made it, what it is, and what they like best about it.
- Before students arrive, hang photos of famous artworks around the classroom and invite students to examine the art. Make sure to include art specific to different periods and cultures (for example, Japanese screen painting, Mexican tin art, African masks, Byzantine mosaics). Challenge students to identify the different media and art forms. Guide students to realize that all cultures have contributed to the art world throughout time.
- Have students choose a favorite and describe its subject matter as well as they can. Introduce them to the idea of reflecting on art and analyzing it: *Do you think the artist had a message? What was he or she trying to express or say?*
- Show students examples of different art forms: realistic, abstract, etc. Ask: *Why do you think people make art?* (Answers will vary; make sure to tell students that often artists have a message to express, whether it be personal or societal.)
- Speak to students in a language they love: technology! Before class, preview different instructional art videos that make painting/drawing look easy. Share them with students, pointing out elements or explaining elements of art that are mentioned, such as line, texture, color, space and shape. Afterwards, ask students whether the video made the art look easy, and if they think it is as easy as it looks.
- Tell students to begin thinking of a painting they would like to make: what style would it be? What subject? Would it have a message? Inform them that after reading, they will be creating their own works of art.

Discuss Text Features

Return to the Table of Contents and tell students: *Now we are going to read "Yasmin the Painter." On what page does it start?* (page 24) Let's turn to that page, now. Once at the story, have students page through it and study the illustrations. Ask them to make predictions based on the illustrations alone: *What emotions will Yasmin feel during this story? Does it have a happy ending for her? Predict what plot events might happen.*

Preview Yasmin the Painter

Remind students to look closely at illustrations for details about the story. Engage students by accessing prior knowledge while inviting them to make inferences; Say: *Look at the picture on page 24. What is Yasmin doing?* (painting) *What is she wearing?* (a smock) *Do you know the names of the tools she is using?* (paintbrush, paints, palette, easel, canvas). *From this illustration, infer what kind of an artist Yasmin is going to be in this story.* (a painter)

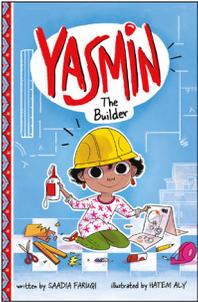
WHILE READING

- **Analyze text features.** Point out that the title of the first chapter, "The Announcement," is explained on the first page. Remind students that these text features are clues; the announcement must be an important part of the story.
- **Connect text to self.** Help students relate to the story by asking: *What do you have trouble drawing? What are you good at drawing? How does Yasmin feel about the contest?* (worried) *How would you feel?*
- **Interpret figurative language.** On page 29, the author writes, "Yasmin wrinkled her nose" before saying thank you to her father. Students might not understand this figurative phrase.
 - o Remind them that figurative language is a device authors use to express an idea or let the reader form a mental picture more clearly.
 - o Demonstrate the meaning of this phrase, and then Ask: *What idea was the author trying to express with this phrase?* (That Yasmin was disappointed with the gift.)

- o Continue using figurative language as a segue to making inferences: *Yasmin wasn't happy with Baba's gift, but she said "thank you" anyway. What does that detail tell you about Yasmin?* (that she is polite, she is kind).
- **Develop social-emotional skills.** Help build empathy and suspense. Say: *If I was already nervous about a contest, and then my dad came home with everything I needed to make my entry...I'm not sure how I'd feel. I might feel even more pressure to win. Do you think the gift made Yasmin feel even more anxious, or a little less worried now that she has all the tools she needs? How would you feel?*
- **Analyze characters.** Pause when you finish reading page 33. Remind students of their own video-watching experience, so that they can more deeply understand the main character's feelings.
- **Study artist's craft.** Have students study the art on pages 34-35. Ask *Why do you think the artist included these, instead of just telling the readers that Yasmin wasn't happy with her trees and flowers, and that she made a mess?* (It shows readers better what Yasmin was creating.)
- **Recognize patterns.** Use this opportunity to call attention to another element of art: patterns. Ask students if they notice any patterns on the page (Yasmin's comforter, the rug). Have volunteers describe the repetition in the patterns. Challenge students, as their day goes on, to keep a list of repetition in the classroom or in nature that they notice. When they share their lists, guide them to see the connection between nature and art.
- **Monitor comprehension.** Ask students: *What happened when Yasmin stomped her foot?* (She made a mess.) *How did that accident turn into a good thing?* (It gave her an idea.)
- **Identify elements of plot/interpret figurative language.** Chapter 3 marks the beginning of the climax: the art competition! Draw students' attention to the sentence, "Yasmin had a strange feeling in her tummy, like a hundred soda pop bubbles."
 - o Remind students that this is an example of figurative language. Explain similes, or comparisons using the words like or as.
 - o Invite students to interpret the sentence. Ask: What is being compared? (Yasmin's belly with soda bubbles).
 - o *What is the author trying to say?* (Yasmin's belly feels weird because she is nervous).
 Challenge students to come up with their own figurative sentences to express the same idea. Students can model their sentence after the one in the story.
- **Summarize plot.** Help students summarize to clarify their understanding of the story.
 - o Instruct them to study Yasmin's facial expressions on each page of the chapter, and compare them to the expression of those around her.
 - o Have them explain how and why her feelings change, using transition words to show chronology (first, next, then, finally, etc.).
 - o You can provide sentence frames to help them compare: *While Yasmin feels ____ on this page because _____, everyone around her seems ____ because_____.*
- **Participate in collaborative discussion.** Open a discussion of what art is, and how it can be judged. Tell students that, *Art is subjective. That means every person looking at it can have a different opinion about it.* Invite students to study the submissions pictured on pages 40-41. Ask which they like best. Have them repeat the process, discussing the works of art you previously hung up. Allow students time to express their thoughts and feelings, encouraging them to build on the ideas of others. Guide them to realize that art is a difficult thing to judge; what is art to one person may not be at all to another.

Extend the Learning

- **Below-Level:** Have students create an art project based on repetition. Show images of patterns that occur in nature (spiral shells, honeycombs, symmetrical butterfly wings, spider webs and snowflakes are just a few). Compare these to patterns made by people (brickwork, tiles, fences, knitted patterns, architecture, etc.). Students can draw inspiration from these, or create a pattern using geometric shapes, lines, space and images. Students can explain and discuss their decisions as a class afterward.
- **On-Level:** Tell students that your class will be having an art contest, too! Have students make their own works of art at home during the week. Tell students not to write their names on it. Once students turn in their creations, keep them out of view until the contest, so that the judging is done entirely on merit. Keep in mind that some students may not have art supplies at home. You may wish to allow them to borrow some school supplies for the assignment.
- **Above-Level:** Choose one of the instructional videos you showed earlier. Make sure it uses simple resources such as papers and pencil etc. and is kid-friendly. Allow students to follow along, and compare the outcomes. Explain that each artist's interpretation of a subject is different.
- **Above-Level:** Allow students to research an artist from their own culture or a culture different from their own, or one of the artists of the paintings you hung up earlier. Encourage them to make a multi-media presentation of their findings. Students should work on their own. Before students begin, collaborate on a list of details their reports should include, such as name, when they lived, where they were from, and include images of any famous paintings. Encourage students to delve further by finding out what qualities in the painting make the artist universally appreciated. This may also work as a project done over time for all students.



CONNECTING LITERACY AND CONTENT

Yasmin the Builder

Level [K]

Literature

Content: A schoolgirl struggles to come with an idea to help build her class's city.

CONNECT TO LITERATURE

Build Content Background

Engage Students

Make cross-curricular connections. This story can be approached from many angles: architecture, land use, and sculpture all play a role. Choose which approach fits best for your class.

- **Connect to Social Studies.** Before students arrive, hang pictures of different types of land use: urban, rural, and suburban. Explain to students the differences between each. Compare and contrast the way land is used in each. For example, in cities, people build up; in rural areas, land is kept building-free for planting. Ask which type of community they live in. Then, name local communities of each type. For example, if they live in suburbia, point out the nearest city on a map. Show some pictures as well. Explain that the students in this story are going to work together to build a city. Ask: *What elements do you think they should include?*
- **Connect to Art and Math** To discuss architecture, hang photos of interesting buildings found in large cities, such as the Burg Khalifa, Empire State Building, and the Sagrada Familia in Barcelona. Include a Pakistani building as well, such as the Badshahi Mosque. Explain that architects are people who design buildings. They must be artists and mathematicians. They can envision what a building will look like before it is made. As with paintings, architecture can be many different styles. Math helps design a safe building, in terms of weight support and angles that will stay standing. To demonstrate, place a book flat atop a standing book and show the difference when it is centered (will stay up) and not centered (will tilt or fall). If possible, show students a model city or building and explain that architects use models to test a project's appearance, and oftentimes, safety.
- **Connect to Art.** Hang photos of different types of sculpture: carved marble, wood and a variety of found or recycled objects. Look for sculptures that illustrate different cultures and time periods. Challenge students to name what the objects pictured have in common (they are all sculptures). Ask students if they have ever made a sculpture. Explain that sculpture is an art form that transforms one material into something different, in order to express something or make a feeling. Let students share their experiences building. Tell students that they will be reading about a girl who must work with her class to build a city using sculpture.

Inform students that after reading, they will collaborate as a team to construct their own city. They may want to begin thinking about what materials they would like to use, and what they would add to the city.

Discuss Text Features

Return to the Table of Contents and tell students: *Now we are going to read "Yasmin the Builder." On what page does it start? (page 46) Let's turn to that page, now.* Once at the story, have students page through it and study the illustrations and chapter titles. Ask them to make predictions: *What do you think will happen in this story?* Have students compare the text and picture clues. *Which did you find more useful to making your predictions?* Ask a volunteer to connect one feature with the prediction it helped him or her make.

WHILE READING

- **Make inferences.** Ask students if they remember who Mrs. Alex is (the art teacher). Explain that even without that knowledge they could have used text clues to infer who she is.
 - Ask: *What clues could you use to tell that Mrs. Alex is a teacher?* (She tells the students what they are doing that day and also brings in materials with which to do it).
- **Synthesize information.** Set students up to synthesize information.
 - Say: *Think about how Yasmin reacted to the idea of the art contest. Was she excited? How did she feel?* (No, she was worried).
 - *How did the other students feel? How do you know?* (They seemed happy. I used the illustrations to make that guess).

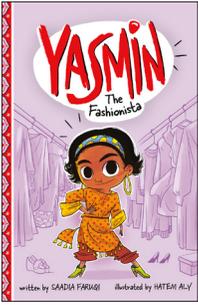
- o Look at the drawing on page 47. How does she seem to feel about building a city? (She looks worried.)
- o What can you guess, or infer, about Yasmin's personality using her reactions in both stories? (In both cases, she was nervous while other kids were excited. I can infer that she gets anxious about big projects.)
- **Classify land use by type.** On page 53, Yasmin lists some structures she might make to include in the city. Draw students' attention to them: roller coaster, zoo and apartment. Ask for other buildings they can think of that they might find in a city (movie theatre, places of worship, hotels, stores, museums, etc.) Keep a list of their responses on the board or chart paper for later use.
- **Use context clues.** When you've read to page 57, pause to make sure students understand why Yasmin finds this project "harder than she'd thought."
 - o If students struggle, point out Yasmin's response to Ali's castle, and Yasmin looking at Emma's church from afar.
 - o If they still struggle, ask: *What has Yasmin built? What are her ideas so far?* (nothing, and she has none).
 Guide students to see that she is frustrated that she cannot think of what to contribute to the group project.
- **Connect text to self.** Help students connect on a personal level to Yasmin: *Yasmin likes taking walks in the city. Have you been to a city? What do you like to do best in the city?* If your community is urban, Ask: *instead, Have you ever been outside of the city? What did you like about your trip?* Allow 2-3 volunteers to share their stories. Limiting the number of volunteers is an easy way to be sensitive towards students that may not have left their hometown or spent a fun day in a city.
- **Build emotional-social skills.** Ask: *Why do you think Yasmin sits in the corner chewing her lip instead of building? Why does she begin building just so she "looked busy?"* (She has no ideas, but doesn't want to get in trouble for doing nothing.)
 - o *Have you ever felt a little behind on a project? What do you do when you're looking for ideas?*
 - o Allow students to share ideas and experiences. Encourage ideas that could help other students.
- **Study author's craft: Mood.** As you begin Chapter 3, introduce students to another aspect of an author's craft: *mood*.
 - o Ask students to give examples or act out charades of moods a person may feel. Explain that authors choose their words carefully to achieve different purposes. In this case, the author wants the reader to feel the same as Yasmin does.
 - o Slow down as you read aloud the description of the room in which Yasmin stands alone. Read expressively, filling your voice with the resignation that Yasmin feels.
 - o Point out to students the illustration that shows Yasmin looking out the window instead of building.
 - o Draw their attention to the words help establish the mood, like "Yasmin stayed behind," "quiet room," and the repetition of "There was..." to contrast the completed buildings and Yasmin's "messy heap."
 - o Point out to students that the author has set a mood with these word choices. To highlight this, reread the spread (pages 60-61) using slightly less precise words, such as "Yasmin stayed," or "in the room." Ask students: *Which sentences make you feel as downhearted as Yasmin feels?* Guide students to see that the additional words and details add to the overall mood.
- Before turning to page 64, assess comprehension by asking: *What event gave Yasmin an idea?* (She heard Mrs. Alex saying they would go for a walk later.) *Can you infer why Mrs. Alex is surprised?* (she sees whatever it is that Yasmin has made). *Do you think Mrs. Alex likes Yasmin's addition? How do you know?* (Yes, because in the picture, she's smiling very happily.)
- **Make predictions.** Pause and ask students to guess what Yasmin has built. Keep students actively engaged by explaining their reasoning. Encourage them to use text evidence when at all possible.
- **Connect to Art.** Access creative processing by asking students: *What materials could Yasmin have used to make the bridge? The sidewalks?* (Students may answer popsicle sticks, cardboard, based on the illustration).
- **Say:** *Look closely at the picture (on page 64). Do you see that Yasmin left her original creation in the city? What do you think it is?* Students may have their own answers, such as a playground or water park. Explain to students another option: art for art's sake.

Explain that many cities exhibit art to be enjoyed by its residents and guests.

 - o Ask students: *Think of art we have exhibited here in our school or community. Have students volunteer examples. What purpose does it serve? How does it make the viewer feel?* Tell students that some public art has a purpose: it memorializes a person, place or event. Other times, art's only goal is to inspire feeling in the viewer.
- Return the focus back to the book.
 - o *How does Yasmin feel now that she has completed her part in the project?* (She feels proud.)
 - o *How do the other students feel about her participation?* (They like what she made.)
- As you complete the story, use the opportunity to point out that all communities have different kinds of buildings. Some have parks, castles, churches etc. However, it is the people that make a community successful. Tell students: *Yasmin's contribution to the project may have been the most important, because she gave the people in the city a way to connect to each other.* Explain to students that they are the most important part in a school community.

Extend the Learning

- **Below-Level:** Place students in small groups. Instruct them to think of a structure they would make that fits into a city landscape. They should collaborate to decide on a building choice, and materials from which they would make it. Finally, they must work together to design the structure. The focus of this should be practicing collaboration skills. Each group member should be assigned a specific job on the project. Explain to students the importance of listening to the ideas of others, and compromising when need be. When they have finished, allow groups to explain their ideas to the class.
- **On-Level:** Bring in found or recycled objects, such as popsicle sticks, cardboard tubes and boxes, twine, and anything else students could use to create a structure and recreate the project from the story. Refer students to the list of structures you kept on the chart paper or board for ideas. Set the materials in front of students and allow them to engage in self-directed exploration. Tell students to collaborate a plan before building, to ensure that everyone's projects are different. When they have finished, work as a class to analyze the effort. *What else could we add to make this city more complete?*
- **Above-Level:** Have students research a famous architectural site (local or global) and create a multi-media presentation for the class. If students need, assign their topics. Allow students to research online in partners, but monitor their website use to be sure students are accessing reliable sources. Students may need a little time each day to put their projects together. Students may include photos or videos with their interesting information on each slide. Before beginning, collaborate with students on information they should include, such as location, age and why the site is important. The presentation should begin with a title page that also shows group members' names. Explain good presenting skills (talking loudly, slowly and using words the audience will understand) and good listening skills (paying attention, asking questions, and providing feedback).



CONNECTING LITERACY AND CONTENT

Yasmin the Fashionista

Level [K]

Literature

Content: A schoolgirl turns an accident into a fashion designing adventure.

CONNECT TO LITERATURE

Build Content Background

Engage Students

- Connect to Art. Before beginning, tell students that, *A fashionista is a name for a person who is very knowledgeable about fashion and always dresses in the latest designs.*
 - Bring in some catalogues or save some links to children’s clothing pages online. Allow students to pick and choose their favorite outfits and accessories, and create a collage of looks they like. Be mindful of having a diverse representation. If preferred, allow students to draw an outfit or outfits they would like to wear.
 - As students work, discuss the many careers available in art. Not all artists paint or sculpt. Provide examples of interesting choices that aren’t as obvious: textile designer, furniture designer, interior decorator, car designer, etc. Challenge students to name more. Allow students to volunteer ideas they think of. Point out that many art careers have everyday applications. Ask: *Which career would you be most interested in?*

Discuss Text Features

Return to the Table of Contents and tell students: *Now we are going to read “Yasmin the Fashionista.” On what page does it start? (page 68) Let’s turn to that page, now.* Once at the story, lead students to look at the picture on page 58. Then, assist students in synthesis by asking, *Think about the other stories we read about Yasmin. What does Yasmin do when she decides she’s interested in something? (She dives into it and creates things). Do you think this story is going to be about how she likes clothes, or more? (I think she will dive into clothes and maybe make them).* Discuss with students their predictions for the story.

WHILE READING

- **Connect text to self.** Engage students by asking if they have ever been “really really bored.” Ask: *What did you do to entertain yourself? Did anyone experiment and find something new they enjoyed doing?*
- **Use graphics to make inferences.** Point out the illustration on page 68. Have students analyze details to make inferences.
 - Ask: *Where is Yasmin standing? How do you know? (She’s in a closet. I can tell because clothes are hanging).*
 - *Whose closet is she in? Whose clothes is she wearing? What details did you use as clues to make your prediction? (Her mother’s closet and clothes. The clothes look like the close Yasmin wears in the story, but they are all too big for her. The shoes, the rolled sleeves and pants, and the shoes are high-heeled grown-up shoes.)*
- **Draw conclusions.** Increase student intrigue by taking their inferences one step further: *What do you think Yasmin did to combat her boredom? Do you think she is supposed to be putting on her mom’s clothes? (She puts on her mother’s clothes; some may guess that she shouldn’t.)*
- **Make inferences.** Ask students: *Why are Yasmin’s grandparents at her house? When they answer that the grandparents are babysitting, point out that the author didn’t actually write this; they inferred it from clues on the page—just like they inferred that Yasmin was in her mother’s closet and wearing her clothes. Say: *Clues can be words in a text or pictures. You’ve all gotten very skilled at making inferences!**
- **Connect text to self.** After reading page 71, pause and Ask: *What does Yasmin call her grandmother? Her grandfather? (Nani and Nana).* Ask students to share their own names for their grandparents. Point out that some of these names are family traditions, while others are the words in a different language.
- **Connect to Social Studies.** Reinforce the idea that people may have cultural differences, but are more alike than they are different. Ask students if they’ve ever had a grandparent babysit them, or a babysitter that wasn’t exciting. Call attention to Yasmin’s expressions on these pages and Ask: *Who has felt like Yasmin?*
- **Use text features to make predictions.** Begin Chapter 2 by asking students to predict why it is called, “The Accident.” Allow volunteers to share their answers with the class.

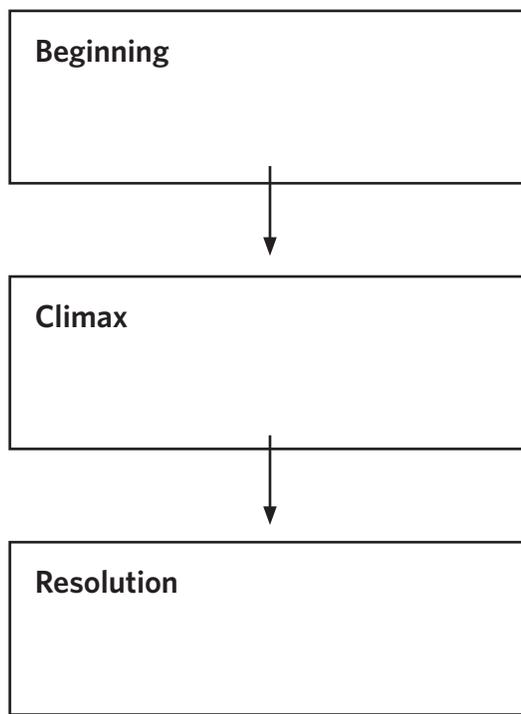
- **Summarize changes over time.** Monitor comprehension by asking students to summarize how Yasmin’s mood has changed and to explain why. Circulate to ensure students are summarizing events in the correct order, and in a way so that they make sense.
- **Study author’s craft: Diction and Syntax** On page 79, point out how the author uses words and grammar to build the action.
 - Point out words like “grew louder,” “grew faster” and the use of an emdash followed by “OOPS!” Say: *By writing about things getting louder and faster, the author creates the feeling that things are getting a little bit crazy!*
 - Draw students’ attention to the fact that rather than end the sentence with “until Mama’s kameez ripped,” the author breaks off mid-sentence and writes “OOPS!” Explain: *The author could have just told us what happened. But the way they interrupt the sentence makes us feel like we’re there with Yasmin and her Nani.*
 Explain to readers that this helps them stay involved in the story.
- **Connect text to self.** Ask students: *How do you think Yasmin feels right now?* (bad, worried she’ll get in trouble, guilty) If students have difficulty understanding Yasmin’s feelings, Ask: *Have you ever broken anything you weren’t supposed to be playing with?* Allow volunteers to share. You may wish to share a “story” of your own rather than having students respond.
- **Identify sequence of events.** Help students follow the sequence of events by writing on the board: *First, next, then*, and so on, sequencing how the accident went from bad to worse (first the kameez ripped, next the needle on the sewing machine broke, then, Nana couldn’t find his glasses). Point out how transition words help when reading or writing a story.
- **Connect text to society.** Students might not be familiar with the idea of a “red carpet”. Explain that at very fancy events, traditionally, a red carpet is rolled out between the front door of the event and the car door of someone attending. Explain that often movie stars and royalty or other famous people attend red carpet events.
- **Focus on social-emotional learning.** Guide students in a discussion to realize that in each of the stories, Yasmin has been worried about something and sought out help from others.
 - Ask: *Who winds up fixing Yasmin’s problems?* (Yasmin).
 - Say: *Sometimes we all worry when something goes wrong, but that doesn’t fix anything. We might ask others for help, which is fine. But it’s also good to have faith in yourself. Yasmin didn’t realize how capable she was, and how she could fix problems herself!*
 - Ask student volunteers: *Did you ever face a situation where you felt like you were stuck and couldn’t fix something? What happened to fix it?*
- **Identify theme.** Bring that real-life message back to the content. Explain that a *theme* is a message a reader gets from a story, or a lesson they learn. Ask: *What do you think the theme of these stories is?* (Help readers see possible themes: Problems can be fixed if a person just believes in themselves. Life is an adventure. We can learn from our mistakes.)
- **Compare and contrast.** Explain to students that Yasmin and her grandparents are putting on a fashion show. That’s when a clothing designer shows everyone all the clothes he or she has made. Yasmin and her Nani are modeling the clothes. Nana is setting the scene with music and lights. Ask: *How is this like a party?* (Fun, music and lights).
- **Monitor comprehension.** Ask a few questions to wrap up and assess student understanding: *Did Mama and Baba like Yasmin’s fashion show?* (yes) *How can you tell?* They clapped and yelled ‘Amazing!’. *The picture shows them smiling. What was Yasmin’s problem?* (Mama’s kameez was ripped). *How did she solve it?* (With a glue gun). *How did Yasmin turn an accident into a fun time?* (She got the idea to design clothes when she used the glue gun to fix the kameez. She wouldn’t have had the idea if the kameez hadn’t been ripped.)

Extend the Learning

- **Below-Level:** Have students work individually or collaboratively to sketch out design ideas for a storefront window. Encourage them to be specific in terms of materials and designs. Students can draw a clothing storefront, or some sort of accessory shop window.
- **On-Level:** If possible, provide students with materials to design a scarf or bandana. Students may work in groups, partners or alone. Either can be ordered in bulk online for relatively little cost, or made by cutting larger fabric. Materials might include sequins, lace, fabric paints, studs and rivets. Encourage students to be creative: a scarf might have a different, practical use—maybe not even as clothing! Once students have finished, allow them to share their work with the class, and explain their choices. Encourage listeners to provide positive feedback.
- **Above-Level:** Challenge students to research an item of clothing particular to a culture they enjoy learning about. Have them create a multi-media presentation with images of the item, and information about its qualities, history and importance to its culture. When they’ve all completed their presentation, ask students to share which item they preferred the most. Lead a discussion to help students see how contributions from other cultures enrich the arts and other areas.

AFTER READING

- Allow time for questions and answers students may have about each text.
- Assess student understanding by having them summarize each story. Explain: *A summary is a retelling of the most important parts of a story. Summaries don't include every detail—just the details necessary to make sense of the story. A summary tells the story in the same order of events.* Draw a story map on the board like the one below.



- Model summarizing for the first story, *Yasmin the Explorer*: *I'm going to separate the story into three parts: the beginning, the climax (or most exciting part) and the resolution—the ending.* Model rereading the beginning before writing in the text box “Yasmin decides she wants to be an explorer.” Talk out deciding which details are important or not as you continue, before filling in the other boxes: *Yasmin gets lost at the market.* and *Yasmin finds her mother.* Have students work in pairs to repeat the process with the other three stories. Students can then share their work with the class.
- Bring to the forefront the ways in which someone can be different and still be like everyone else. Draw a Venn diagram on the board. On one circle, write “Yasmin” and over the other “me.” Encourage students to look through the stories for differences, which will appear in each of the outer circles. All the many things they have in common should take center place between the circles. If students have difficulty, point out possible similarities: she goes to school; projects make her nervous, etc.]
- Turn to the activities in the back of the book.
 - o Allow students time to discuss the *Think About It, Talk About It*. Act as a facilitator, circulating and taking note of students who aren't as willing to participate. You may wish to place quieter students in pairs or smaller groups to elicit sharing. You may also share your own thoughts if discussion seems to stall.
 - o When students read the *Learn Urdu with Yasmin!* page, make a fun activity that will also help students practice using context clues. Challenge students to sit in pairs, and to say to each other sentences using one of the Urdu words while their partner sits without looking at the book. Challenge the partner to guess or remember what each word means. Remind students to include context clues to help their partner. For example, “I love my baba,” doesn't really include clues. However, “My baba has a beard and is very tall,” provides a few more clues.
 - o Students can make the Flower Motif bookmark on their own or for homework. If students aren't interested in flowers, allow them to create a design of their own, as long as it uses a repetitive design inspired by nature.
- Ensure students have access to books on any topics that interested them: careers in exploring, art, architecture, or design, for example. Find titles at the library about the daily life of a child in Pakistan or another country other than theirs. Allow students to read the books during independent reading time. Encourage them to write notes connecting their own lives to those of children in different countries.

RESPOND BY WRITING, SPEAKING AND LISTENING

RESPOND BY WRITING

- Recall what a *simile* is, and name an example already discussed (“...brilliant and colorful as a peacock’s tail”). As a class, have students search for other similes and make a list on the board. Then, have students write their own simile, describing a season using a simile. (Scribe for younger children).
- Assign students a paragraph or drawing that describes a time they turned an accident into a good thing. Have students try to use as least one simile, and words that might set a mood for their piece. The text should be organized in chronological order as this one was; remind students of the transition words they used when describing the events in a text: *First, next, then, etc.* Inform students that they’ll be sharing their narrative with a partner. Help students revise and edit for grammar and spelling, correcting any errors they notice.
- Assign students the job of writing a short expository piece describing a contribution a person from another nationality has made to society. They may choose their own focus, in terms of nationality and contribution. Before students begin, review with them the types of sources they should be using to ensure reliability and validity. Encourage students to write creatively, using descriptive words. Have them check their pieces for correct punctuation, spelling and capitalization.
- Ask students to consider which story they liked the best. Have them write an opinion essay explaining their claim. Make sure they provide “evidence” from the text to make their claim convincing. You may need to teach students what their claim is: a sentence that states their opinion. Also make sure they understand that evidence will be the information they use to convince others that their opinion is the right one.
- Remind students of one of the many art projects they touched upon while reading the book. Have them write a “how-to” guide that teaches readers how to make such a project. They may collaborate or work alone. Reinforce that they will need to provide a materials list, and steps should be in sequential order. They may add visuals such as drawings or other images to their written work.

RESPOND BY SPEAKING AND LISTENING

- Have students act out one of the stories. Students must work together to choose roles.
- If it’s more feasible, apply any of the writing topics as a speaking and listening topic. For example, have students relate a story about a time they turned an accident into a good thing. When relating personal stories, encourage them to use descriptive language so the listener can better picture the story.
- Ask *Which career would be the most enjoyable: an explorer, an artist, a builder, or a clothing designer?* Have students consider the question until they have decided on an answer. Tell students to come up with three reasons to support their decision. Then, pair students and have them argue that their opinion is the correct one. Tell students to use text evidence from the book, as well the other three reasons they listed. Encourage students to debate and try to come to an agreement. Remind students to listen to their partners respectfully, and to present their own ideas in a respectful manner.
- Have students imagine the conversations that occurred between the author, Saadia Faruqi and the illustrator, Hatem Aly as they worked together to make the book. Choose students to play the role of news reporter, Saadia and Hatem. Supply the reporter with an initial list of interview questions for them on the process of making the book. Instruct students to listen carefully and take notes of any questions that may arise. After the interview is done, the reporter should allow students to ask their questions. Model asking a question first, doing so respectfully. Have students note that you’re speaking loudly and clearly, using words that the audience understands. Students should do the same.
- Give students a take-home assignment: to write five interview questions they might ask someone who moved to their town from another country. Facilitate a class collaboration to winnow all questions to a list of just 10 that would be appropriate and informative to ask. For example, students may ask how traditions were handed down to them, whether they feel these traditions are still being carried on or forgotten. You may wish to allow students to practice good listening skills by conducting mock interviews with each other.
- If possible, have an older adult who immigrated come to the classroom. Ask him/her the top 10 questions students picked.

STANDARDS CONCEPTS COVERED

English and Language Arts Standard Concepts

Fiction Reading:

- Identify Main Ideas and Key Details.
- Differentiate Between Theme and Main Idea.
- Use Key Details to Ask and Answer Questions.
- Use Key Details to Demonstrate Understanding of Central Message or Theme.
- Use Key Details to Describe Characters, Setting, and Major Events.
- Identify Words and Phrases that Appeal to the Senses.
- Use Illustrations and Details to Describe Characters, Settings, or Events.
- Answer *Who, What, When, Where, Why* and *How* Questions.
- Recount Stories from Diverse Cultures.
- Describe Characters' Reactions to Major Events and Challenges.
- Describe the Structure of a Story, Including Beginning and End.
- Acknowledge Different Points of View of Characters by Reading Aloud in a Different Voice for Each.
- Use Illustrations and Words to Infer Information.
- Identify Plot Stages, and Analyze Events to Place Them in One Stage.

Speaking and Listening:

- Participate in Collaborative Conversations.
- Follow Agreed Upon Rules During Discussions, and Build on the Conversations of Others.
- Orally Ask And Answer Questions To Clarify And Show Understanding.
- Orally Describe Characters, Settings and Events With Relevant Details.
- Recount Key Ideas from Recently Read Texts.
- Tell A Story With Appropriate Facts And Descriptions

Writing:

- Write Opinion Pieces.
- Write Informative Texts.
- Write Narratives, Using Temporal Words.
- Use Digital Tools to Publish Writing.
- Participate in Shared Research and Writing Projects.
- Gather Information from Various Sources to Answer a Question.

Language:

- Demonstrate Command of the Conventions of Standard English Usage, Spelling, Grammar and Punctuation.
- Use Context Clues to Determine the Meaning of Unknown Words and Phrases.
- Use Glossaries or Dictionaries to Determine the Meaning of Unknown Words.

Social Studies Standards Concepts

Geography:

- Use Maps and Globes to Locate a Local Community, State, and Country.
- Create Simple Maps.
- Create Maps that Show Local Places and Routes Within a Community.
- Construct a Map with Cardinal Directions and Map Symbols.
- Interpret Map Elements, Such as Legends and Symbols.
- Describe How Location, Weather and Physical Environment Affect the Way People Live.
- Locate on a Map Where Ancestors Lived.
- Use a Letter-Number Grid System to Locate Locations and Features.
- Use Cardinal Directions to Locate Places.
- Describe the Location of Self Relative to Other Locations.
- Locate from Memory Locations on a Map or Globe, such as: the Seven Continents and the Each of the Oceans.
- Use a Map or Globe to Locate from Memory Places Within North America, such as the Great Lakes, Mississippi River, and Various Mountain Ranges.
- Gather and Analyze Geographic Information from Various Sources.

Cultural Awareness:

- Describe Traditions, Customs, Holidays, and Social Practices of Various Cultures, and Explain Their Importance.
- Describe the Varied Backgrounds of American Citizens.
- Recognize the Reasons People Immigrated to the United States Throughout History.
- Recognize that All are Part of the Same Community.
- Understand the Contributions of All Cultures to This Country, and History.
- Understand the Importance of Individual Actions, and Explain How Past Action Has Made a Difference Today.

Economics:

- Compare Land Use in Rural, Suburban and Urban Areas
- Understand the Roles of Farmers, Buyers, and Sellers in an Economy

History:

Trace How Communities and Individuals Contributed to the Development of Their Communities Over Time, Using Primary Sources.

- Describe the Lives of American Heroes.
- Identify Local Statues, Monuments, or Other Cultural Landmarks.
- Obtain Historic Information from Valid Sources, Including Interviews, Electronic Sources, Maps and References.

Social Studies Skills:

- Create Written and Visual Material, such as Maps, to Express Ideas.
- Apply Critical Thinking Skills to Organize and Use Information Gathered from a Variety of Valid Sources.
- Identify and Use Sequencing Terms.
- Identify and Use Primary and Secondary Sources to Gain Historical Information.

Visual Art Standards Concepts

Creative:

- Brainstorm and Collaborate with Others in Exploration and Imaginative Play with Artistic Materials.
- Observe and Prepare Before Creating Art.
- Create Art with Various Tools.
- Explore Various Media and Tools to Create Different Forms of Visual Art.
- Discuss and Reflect with Peers About Choices Made When Creating Art.
- Create Natural and Constructed Environments Using Various Materials.
- Repurpose Objects or Materials to Create Something New.
- Replicate Patterns Found in Nature.
- Demonstrate Beginning Skill in Creating Sculptures.
- Plan and Use Variations in Line, Shape, Color etc. to Express Ideas in Works of Art.
- Use Appropriate Decision-Making Skills to Meet Intended Artistic Objectives.

Presenting:

- Explain Why Some Artwork is Valued Over Others.
- Distinguish Between Materials and Techniques When Discussing and Presenting Artwork.
- Demonstrate an Understanding of Art History by Analyzing Artistic Styles, Historical Periods, and a Variety of Cultures.
- Explain Ideas About Personal Artwork.
- Compile Artwork for Exhibitions.
- Reflect on and Discuss Possible Meanings in Works of Art.

Responding:

- Select and Describe Works of Art.
- Select Something They Like and Something They Would Change About a Work of Art, and Discuss.
- Describe Patterns Found in Nature and Art.
- Identify Skillful Techniques in Works by Peers and Others.
- Identify Art Elements, Such as Line, Shape etc. Found in Nature.
- Recognize and Describe the Characteristics of One's Physical Environment.
- Analyze Elements of Art, Such as Line, Shape, Color and/or Texture.
- View and Describe Works of Art, and Art as It Is Used in Objects Throughout History.
- Examine Historical and Modern Artwork and Make Connections to Various Cultures.

Connecting:

- Identify Reasons People Make Art.
- Explain How Artists Use Art to Express Themselves or Their Ideas.
- Discuss Artists Who Create Different Types of Art.
- Sort and Categorize Art Based on Form and Function.
- Relate Visual Art to Other Disciplines.
- Understand that Development of Artistic Techniques and Analysis of Art Strengthens the Ability to Remember, Focus, Process and Sequence Information in Other Disciplines.