

*Educator  
Approved!*



# A TEACHER'S GUIDE FOR

# STORIES

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GUIDE AND LESSONS PREPARED BY SABAH NEGASH



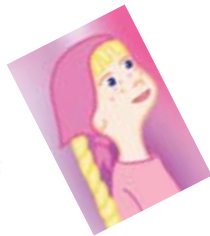
- *Key Curriculum Connections*
- *Engaging Islamic Integrated Activities*
- *Critical Thinking and Reading Comprehension*
- *Internet Research and Projects*
- *Multicultural Themes*
- *Vocabulary and Quizzes*

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# Pre-Reading Activities

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## Story Prediction

Discussion Topic One: Look at the cover of the book. Based on the title, what do you think the book is about?

Discussion Topic Two: What is a story? There are many types of stories. In small groups, brainstorm some different kinds of stories.

Possible answers: Fables, Parables, Myths, Legends, Fairy tales, Folklore, Narratives, Tales, Accounts, Chronicles, History, Hearsay, Gossip, Rumors, Anecdotes, and Jokes

Have students look up all answers including possible answers in the dictionary. Give students a list of stories and have them place each story in the categories listed above.

Possible stories: Cinderella, Aesop's Fables, Epic of Gilgamesh, Joan of Arc, Records of Three Kingdoms (China), The Loch Ness Monster, "Knock-Knock, Who's There?," Hercules, The Battle of Badr, Hadiths of the Prophet (pbuh)



## Discussion topics:

What is storytelling?

What are the benefits of storytelling?

Have you ever heard a story that changed your point of view? Please share it and how your view changed.

Have you ever gotten angry before?

Have you ever done something out of anger and then later regretted it?

What is the best way to control anger?

# Vocabulary Word Search



Y A S J T N K D T R Y Z U E Y  
Q R F G A S E N E P R T V S D  
D J A H O F E P O N E I R T E  
Q I P R I D U N A M T S E U G  
T R V A O T G V O N S A L B A  
O R N O A P A N E H A G I B R  
I C I T R R M T O Z N U E O T  
E N I B A C T E C S O A F R S  
F O T C E A E X T A M R P N E  
N Y L E T I R T N O C O R Y T  
R U F D R E H P E H S C O E O  
D A E L P R O F I T E A T S Y  
R E D A R T U T A E H C E O O  
L A Z Y E Y E P O L T T S N C  
I N D I G N A N T J O I T V L

orphan

temporary

stubborn

nosey

tribe

tragedy

monastery

monk

reputation

profit

attentive

defiance

indignant

relief

trader

interrupt

honest

plead

shepherd

contritely

cheat

caravan

lazy eye

Song Dogs

divorce

Saguaro Cacti

protest

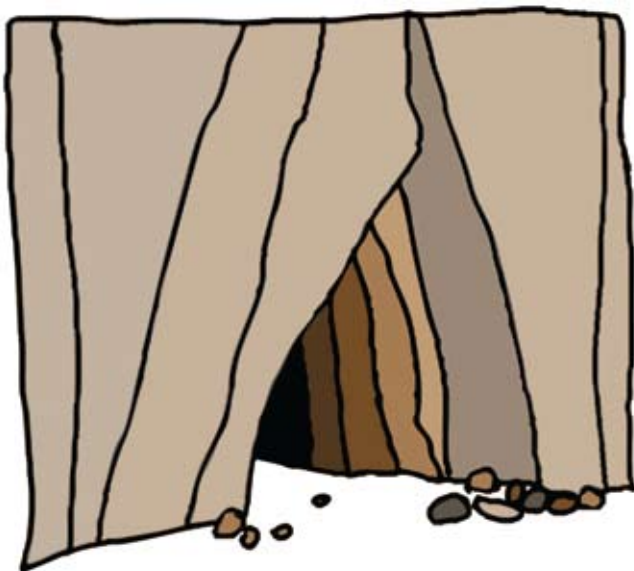
coyotes

# Caves: Timelines

How do people keep track of things that happen on certain days or in certain years? They make a timeline. Timelines help us understand history. They also tell us what happened, when it happened, and how much time elapsed between events. Below is a timeline of Colossal Cave Mountain Park. But wait, the dates are all mixed up. Help Rose put the dates in order in time to add it to her report.

**Match the dates to the historical facts of Colossal Cave.**

- |                 |   |
|-----------------|---|
| a) 900          | 1) The Mountain Park around Colossal Cave was over two thousand acres.                                |
| b) 1456 to 1880 | 2) Sobaipuri Indians used Colossal Cave for shelter.  |
| c) 1923         | 3) Solomon Lick found the entrance to the cave.   |
| d) 1992         | 4) A 75-foot tunnel was excavated into Colossal Cave in order to mine bat guano.                      |
| e) 1879         | 5) Guided tours of the cave were offered to visitors.   |
| f) 1905         | 6) Hohokam Indians used Colossal Cave as well as numerous other sites in Colossal Cave Mountain Park. |



## Discussions:

How are caves formed?

What kinds of animals live in caves?

What are some similarities and differences between Colossal Cave and the Cave of Hira? You will have to do some research about Cave of Hira on the Internet.

## Research Topic:

Caves exist in many places, countries and continents. Choose a cave to research. Use the library, Internet or other media to find information about the cave of your choice.

## Islamic Integration:

How did Islam grow? Make a timeline of events that chart the beginning and growth of Islam.

# Story Journal: Main Ideas

## (Understanding the meaning of a tale)

Throughout the book, Rose is told stories to help her understand her problems, think about them, and solve them effectively. However, some stories are easier to understand than others. Re-read the stories below. In a notebook, write what you think the moral of each story is. Was the story useful in helping Rose solve her problem? In a small group, discuss your answers.

The Unlettered Man

The Cloud Miracle

The Miracle of the Lost ZamZam Well

Rose's Mother Leaves

Dad's Childhood Story

Grandma's Seed Story

## Reading Between the Lines

(ambiguous words, vocabulary and concept development)

Read the sentences and phrases below. What do they mean?

1. Rose was hooked.
2. She planted a kiss on his head.
3. The sun peeked over the horizon.
4. I am going to rest my eyes.
5. The school week flew by.
6. The children piled out of the bus.
7. "Pretty is as pretty does."
8. Camelia struggled within herself.
9. May as well go face the music.
10. The butterflies were dancing madly in her tummy.



### SPECIALIZED VOCABULARY

Jibra'il = the angel that brought revelation to Prophet Muhammad and all prophets before him

Wu'du = ritual cleaning before prayers

Salah = the five daily prayers

Al-Fatiha = the first surah in the Holy Qur'an

Surah = A chapter in the Holy Qur'an

# Set the Stage:

## Exploring Character Traits with Adjectives

### Identifying Character Traits

The reader can learn a lot about a book's characters by looking at the things they do and how they act. These actions show us what kind of people these characters are: friendly, impulsive, nosy, happy, confused, angry, or loyal. A **character trait** is a descriptive adjective that tells us about one of the specific features a character has.

**Finding a character's trait:** The author may tell us these traits directly; however, more often, we see the traits in the actions of the character.

**Example:** Ruby almost never raised her voice and never, ever got angry.  
Ruby = quiet, calm

#### ISLAMIC INTEGRATION

What are the characteristics of a good Muslim? From the many stories that Fahd and Abdul tell, find ten adjectives that are characteristic of a good Muslim.

**Practice:** What adjective would you use to describe these actions?

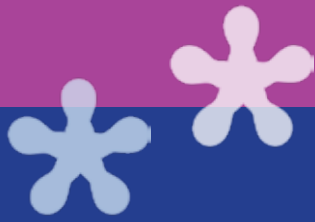
- Rose burst into the family room. "It's not fair. They are being mean. I don't want to go to that Sunday school class ever again!" Rose nearly shouted as she flung herself into Grandpa's recliner and began to bawl like a baby. (Adjective: \_\_\_\_\_)
- "Super!" Rose nodded her head vigorously, jumped up, ran to her grandpa, and hugged him. (Adjective: \_\_\_\_\_)
- Muhammad (pbuh) rushed out of the cave, trembling. (Adjective: \_\_\_\_\_)
- Khadijah, his wife, covered him and held him close till he fell asleep. (Adjective: \_\_\_\_\_)
- Rose ran quickly to the car, waving her hands above her head. (Adjective: \_\_\_\_\_)

### Become the Character Activity (Working with adjectives)\*

Rose, Grandma, Camelia, Christina, Nusaybah, Abu Hurairah, Grandpa, and Fahd

- Choose a character from the book to "become."
- List ten adjectives that describe you – the character whom you've become.
- On a sheet of notebook paper, list ten adjectives each for three other characters, describing them as the character that you've become would describe them- for example, Rose describing one of her friends.
- Look over your lists for accuracy. Remember that you need strong adjectives and that you need to choose your adjectives from the perspective of the character you've chosen.
- Make any revisions or additions to your lists.
- Write each of your lists separately on the blackboard. Don't write any names next to the lists. Other groups will be asked to guess the characters described by each of your lists.

\*List of adjectives can be found at: [www.readwritethink.org/lesson\\_images/lesson175/traits.pdf](http://www.readwritethink.org/lesson_images/lesson175/traits.pdf)



# A TEACHER'S GUIDE FOR STORIES

In the USA and other westernized countries, reading fiction books is an educational requirement of Language Arts courses. Students must also learn to write creatively. Islamic schools must use fiction books in their classrooms in order to meet State and National educational accreditation requirements.

Muslim Writers Publishing has been dedicated to locating quality Islamic fiction manuscripts, publishing them, and working hard to make the published books available to Muslims and Islamic schools. These wholesome, fun, and interesting stories contain characters and story lines students can relate to as minority Muslims living in a larger secular society. Creating corresponding teacher study guides for Islamic Fiction books is the next step in providing valuable educational support to schools and home schooling parents.

A Teacher's Guide for Stories is a comprehensive cross-curricular resource that includes:

- Key Curriculum Connections
- Engaging Islamic Integrated Activities
- Critical Thinking and Reading Comprehension
- Internet Research and Projects
- Multicultural Themes
- Vocabulary and Quizzes

*“A Teacher's Guide for Stories—what a delightful collection of relevant educational activities for young students! I must say that I'm extremely impressed with the scope and depth of the activities. Every page is expertly designed to address multiple learning styles and offers the teacher or parent an enriching experience at a highly satisfying level. Designed to go along with the main reading text, Stories, this is the kind of quality production that parents and educators have been looking for.”*

—Yahiya Emerick, Educator and Author

