

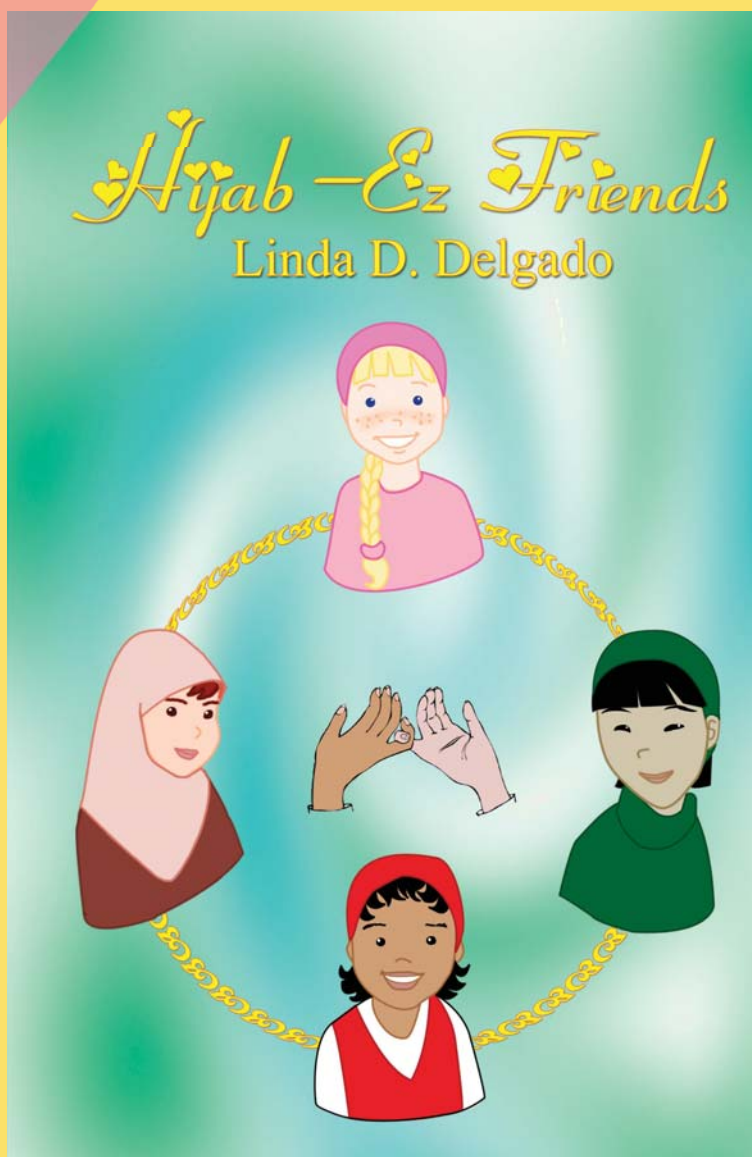
*Educator
Approved!*



A TEACHER'S GUIDE FOR

HIJAB-EZ FRIENDS

BY LINDA D. DELGADO



- *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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Section I: Before the Book

About the Book

1. DISCUSSION POINT:

The themes for Hijab-Ez Friends are friendship, diversity, religious tolerance, cultures, co-operation, inquisitiveness, and responsibility.

STUDENT ACTIVITY 1: Q&A

Direct the students to look on the back book cover. Rose's dad tells her she is going to attend public school instead of returning to the private school she has always attended. He tells her it will be an adventure. Rose thinks to herself that only a grownup would tell a kid that going to a new school will be an adventure.

1. Why do you think Rose's dad wants her to change from a private school to a public school?

Hint: See Prologue page for possible answers.

2. What do you think Rose might be thinking and feeling about attending a new school?

2. DISCUSSION POINT:

Rose has been attending private schools where everybody looks the same and has the same religion, cultural background, financial situation, etc. This does not reflect the world Rose will live in, work in, and deal with, as she grows older.

STUDENT ACTIVITY 1: GLOSSARY DEFINITIONS

Have students look in the *Glossary* at the back of the book and write definitions for:

Friendship:

Diversity:

Tolerance:

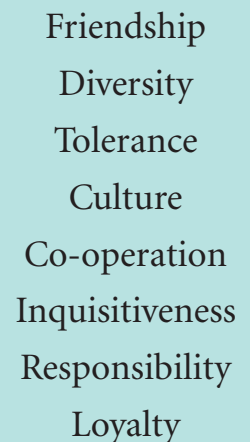
Culture:

Co-operation:

Inquisitiveness:

Responsibility:

Loyalty:



Friendship
Diversity
Tolerance
Culture
Co-operation
Inquisitiveness
Responsibility
Loyalty

About the Book Characters

1. DISCUSSION POINT:

The author’s focus for the book is for readers to gain an appreciation for diversity, sharing differing cultures, comparing and contrasting religious practices, religious tolerance and recognizing that being different (as the girls are) can be a strength and not a weakness.

CLASS ACTIVITY 1: READ ALOUD

Have the students open their books to the front pages and find the page: *Introduction - Islamic Rose Family and Friends*, which lists the book characters in Hijab-Ez Friends. Have students take turns reading the list of book characters out loud.

SEE ANSWER KEY

2. DISCUSSION POINT:

On the page *Introduction - Islamic Rose Family and Friends*, the author provides information that tells you something about the diversity of the book characters.

Ask the students if they have heard of Egypt, Vietnam, Saudi Arabia, or Arizona?

Ask students what “mixed ethnicity” means.

Ask students if anyone has heard of the words Protestant or Catholic before.

Ask if the characters sound like anyone the students know.

STUDENT ACTIVITY 1: Q&A GLOSSARY DEFINITIONS

1. Ask the students to tell you what some of the clues are that show the diversity of the book characters?
2. Glossary Research: Tell students to use the *Glossary* at the back of the book to look up and write definitions for:

Protestant: _____

Catholic: _____

Muslim: _____

3. The title of the book has an unusual word in it: Hijab-Ez. Ask students what they think the word *Hijab-Ez* means. One or more students might have read the definition on the book characters’ description page.

Write the definition for Hijab-Ez: _____

SEE ANSWER KEY

Book Categories, Sub-Categories, and Genres

1. DISCUSSION POINT:

All books have descriptive information which helps libraries, booksellers, and others to easily find the different kinds of books they want to borrow from a library or purchase from a bookstore. Booksellers and libraries create databases to help locate books. Libraries use this information to know where and how to place books on shelves in the library. Booksellers make catalogs describing books they sell, and they list books on their web sites using these descriptive words for books so people will have an easier time finding the kinds of books they want to purchase.

Non Fiction
Fiction
Islamic Fiction

Books that are often referred to as *Literature* are in two main groups: *Non-Fiction* and *Fiction*. There are two major reading level categories: *Adult* books and *Juvenile* books. These major categories are then defined by *sub-categories* (groups of like books) and by *genre* (types of books). Libraries and book sellers also group books in the many different *genres* by the reading level or age appropriateness of the book content, such as children, youth, teens, young adult, and adult – or they might use an age or grade in school as the way to define reading levels for children, youth, and teens.

The Muslim book industry (producers of books) has a unique sub-category for Fiction books called *Islamic Fiction*.

STUDENT ACTIVITY 1: GLOSSARY DEFINITIONS

- a. Have students look up the definitions in the Glossary for Non-Fiction, Fiction, and Islamic Fiction and write them down.

Non-Fiction: _____

Fiction: _____

Islamic Fiction: _____

- b. Tell students that Fiction stories have also been labeled as Fables, Legends, Myths, or Tales. Have students look up the definitions in the Glossary and write them down.

Fables: _____

Legends: _____

Myths: _____

Tales: _____

2. DISCUSSION POINT: FICTION WORKS

The author of *Hijab-Ez Friends* based some of the book characters and happenings on real-life events in the author's life that were fictionalized by the author. The author also developed and included creative and imaginative characters and situations to make the story more interesting or easier to read. Throughout the story you will also read factual information about Islam.

STUDENT ACTIVITY 1: Q&A

1. Ask students if they think the *Hijab-Ez Friends* book is a Non-Fiction, Fiction, or Islamic Fiction Book?
2. Ask students if they think they will know when they are reading fact or fiction in the *Hijab-Ez Friends* book.

SEE ANSWER KEY

STUDENT ACTIVITY 2: INTERNET RESEARCH

Instruct students to use a computer at home or in the school library and go to the web site address www.IslamicFictionBooks.com and then answer the following questions:

1. What do scholars have to say about Islamic fiction?
2. Ask students to find out what kind of content won't be found in any Islamic Fiction book.
3. Ask students if they have read any of the books listed on the Author and Book List pages.

SEE ANSWER KEY

3. DISCUSSION POINT:

Most students and people have read Non-Fiction books. There are many sub-categories and genres of *Non-Fiction*. Some of them include: autobiography, biography, memoir, educational textbooks in many subjects, How-To-Do-Something books, the Qur'an, books written about Hadith, and many hundreds of other genres in the sub-categories of Non-Fiction.

STUDENT ACTIVITY 1: STUDENT AUTOBIOGRAPHY - INTRODUCTION

For this activity, tell the students to write an autobiographical introduction about him/herself.

Choose one of the following genres: Adventure, Fantasy, Science Fiction, or Western.

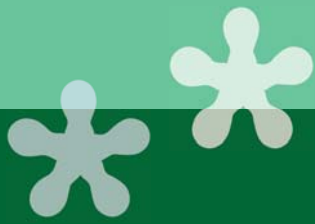
Add or change details using the genre style chosen. When students are finished, have them exchange their autobiographical story with a partner. Tell the students to circle the details they think are fictionalized.

1. Example using a Western Category of Islamic Fiction:

My name is Safiyyah, and I live in Arizona. I walk ten miles to school each day. Someday, I will get a spotted pony and ride to school like all my other classmates.

2. Example using a Science Fiction category of Islamic Fiction:

My name is Safiyyah, and I live on the planet X-toes. Each day I ride a rocket ship shuttle ten miles to school. Someday, I will get to be the rocket ship pilot and will not have to ride in the back with my classmates.



A TEACHER'S GUIDE FOR

HIJAB-EZ FRIENDS

Muslim Writers Publishing is pleased to make available to Islamic schools and home schooling parents Teacher Study Guides for appropriate Islamic fiction books it publishes. Using the Hijab-Ez Friends Teacher Study Guide and corresponding fiction novel in a Language Arts program will provide a comprehensive cross-curricular resource that has been field-tested and approved by Muslim educators and administrators. The TSG will help the teacher draw from language arts, science, history, and Islamic teachings in the printed book to maximize students' learning experiences. Content in each TSG includes:

- Key curriculum connections
- Engaging Islamic integrated activities
- Critical thinking and reading comprehension
- Internet research and projects
- Multicultural themes
- Vocabulary and quizzes
- A Glossary
- A Teacher's Answer Key

