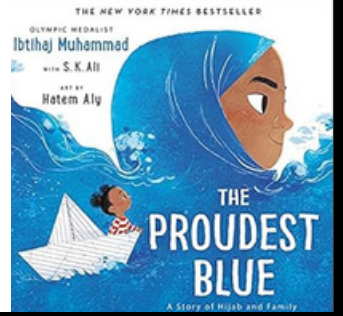


# The Proudest Blue: A Story of Hijab and Family

Written by Ibtihaj Muhammed



## Before Reading: Get Ready

**Review the book synopsis with the student to confirm interest in reading the book.** Share the title, author, and illustrator. Talk about the cover.

**Activate comprehension and set a purpose for reading.** In this book, a girl named Faizah loves something beautiful that her older sister, Asiya, is wearing on the first day of school. Did you wear something special on the first day of school? Tell me about it. Let's read to find out what Asiya wears and what happens when she wears it!

**Introduce important vocabulary and ask your student to listen for these words during reading.**

- **hijab:** A hijab is a scarf that some women and girls who are Muslim wear to cover their hair and show their faith. This word is important in the story, so listen for it.
- **strong:** Strong is a describing word that can mean powerful, and we usually think of strong arms to lift something heavy. Strong can also mean brave, or courageous, and that's how it is used in this book.
- **proud:** Proud is a describing word that we use when we feel really good about ourselves, something, or someone else. It's used in this book to talk about self-respect.

## During Reading: Read Together

**Sit side-by-side to share the book.** Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **After reading p. 6:** How do you think Faizah feels about her sister wearing a hijab for the first time?
  - Help your student infer with text information and their own feelings.
- **After reading p. 18:** How does Asiya respond to the other students?
  - Help your student recall text information connected to strength and pride.

- **After finishing the book:** In the story, Faizah and Asiya felt proud. When have you felt proud of yourself?
  - Invite your student to share and connect with the story.

**NOTE:** This book does not have page numbers. These conversation prompts will be marked in the book for your use.

## After Reading: Discuss and Extend

**After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text.** Extend the conversation with writing to give your student multiple opportunities to show understanding.

- **Please tell me the events in this story.** (Prompt story recall and help the student include key events. It's ok to look back in the book if your student wants to check.)
- **Let's write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
  - What do you think happened the next day at school? Why do you think that?
  - The next day, \_\_\_\_\_ happened. I think that because \_\_\_\_\_.
  - I was proud of myself when I \_\_\_\_\_.
  - I was strong when I \_\_\_\_\_.