



## Golden Domes and Silver Lanterns

by Hena Khan

illustrated by Mehrdokht Amini

978-0-8118-7905-7 • \$17.99 HC

978-1-4521-4121-3 • \$7.99 PB

From a red prayer rug to a blue hijab, readers learn about a different color of the Muslim world on each spread with a young Muslim girl and her family as a guide.

## Crescent Moons and Pointed Minarets

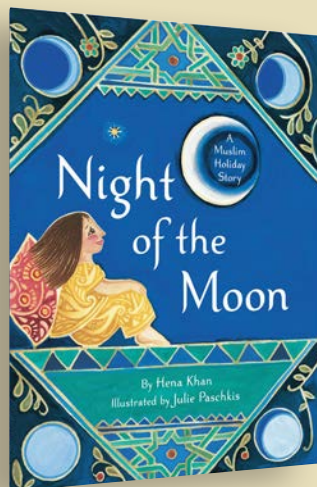
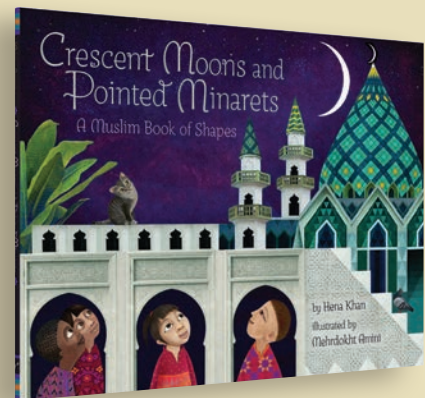
by Hena Khan

illustrated by Mehrdokht Amini

978-1-4521-5541-8 • \$17.99 HC

F&P Text Level Gradient: M • Lexile® Measure: AD600L

From a crescent moon to a square garden to an octagonal fountain, this breathtaking companion to *Golden Domes and Silver Lanterns* celebrates the shapes—and traditions—of the Muslim world.



## Night of the Moon

by Hena Khan

illustrated by Julie Paschkis

978-0-8118-6062-8 • \$16.99 HC

978-1-4521-6896-8 • \$7.99 PB

### ABOUT THIS GUIDE

This teacher guide contains discussion questions and activities aligned with the Common Core State Standards. See inside for reference to the Reading and Writing strands and grade-specific standards.



## A Note from the Author

The religion of Islam is part of the Abrahamic tradition, which means that members of the faith worship the same God as Christian and Jewish people. A Muslim is a person who practices the religion of Islam. There are about 1.8 billion Muslims living in the world, comprising almost a quarter of the global population. That means one out of four people living on our planet—from every race, ethnicity, and culture—is a Muslim.

Muslims have lived in the United States since colonial times, and a little less than half of the American Muslim population has made the U.S. their home for two generations or longer. About 65 percent of Muslims living in the US today are first-generation Americans, which means they immigrated to the country. Muslims who have immigrated to the U.S. come from almost 80 different countries. Pakistan is the single largest country of origin, accounting for about 9 percent of immigrant Muslims living in the US. Interestingly, people from all of

the Middle Eastern countries combined make up only about a quarter of American Muslims. While Middle Eastern or Arab culture is often conflated with Islam, in reality the Muslim population is tremendously diverse.

In the U.S., Muslims make up less than 2 percent of the country's population, or about 3-5 million people. However, Islam is the third largest religion practiced in the U.S., after Christianity and Judaism. Even though they make up a relatively small segment of Americans, Muslims contribute to society in a multitude of ways. American Muslim men and women are teachers, doctors, members of the armed forces, elected officials, athletes, artists, and more. They value American ideals of strong communities and families, and are among the most charitable Americans. At the same time, recent surveys show that 60 percent of Americans report they don't know a Muslim personally, and over half state they know little to nothing about the faith. Perhaps related, negative stereotypes of Muslims persist, along with growing fears of Muslims as a threat of some kind. In these times in particular, stories serve as powerful tools that can help us to get to know each other better, realize how much we all have in common, and build understanding and tolerance.

### For further reading:

Pew Research Center is the go-to source for demographic and other data and analysis of Muslims in the US and worldwide, such as this article: "Muslims and Islam: Key Findings in the U.S. and around the World":

<http://www.pewresearch.org/fact-tank/2017/08/09/muslims-and-islam-key-findings-in-the-u-s-and-around-the-world/>

Visit Georgetown University's Bridge Initiative for more on Islam in America and Islamophobia:

[www.bridge.georgetown.edu](http://www.bridge.georgetown.edu)

The Institute for Social Policy and Understanding has a variety of research of American Muslims, including polling data:

<https://www.ispu.org/wp-content/uploads/2018/02/Who-Are-American-Muslims.pdf>



## Golden Domes And Silver Lanterns: A Muslim Book Of Colors

*Golden Domes and Silver Lanterns: A Muslim Book of Colors* is a picture book that celebrates Islam's beauty and traditions. From a red prayer rug to a blue hijab, everyday colors are given special meaning as young readers learn about clothing, food, and other important elements of Islamic culture. Named Bank Street College of Education's Best Book of the Year, *Golden Domes and Silver Lanterns* was honored with a Parents' Choice Recommended Seal and was also an ALA Notable Children's Book Nominee.

### VOCABULARY FROM GOLDEN DOMES AND SILVER LANTERNS (IN ORDER OF APPEARANCE IN BOOK)

*Golden Domes and Silver Lanterns* contains several words that may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.

Write the words listed below on chart paper or the whiteboard in preparation for discussion while reading.

- Mecca
- Allah
- Quran
- Hijab
- Ramadan
- Fanoos
- Minarets
- Henna
- Deen
- Mosque
- Eid
- Kufi
- Zakat

### ACTIVITES AND DISCUSSION QUESTIONS DURING READING:

- Take time to explore the design of the book. Ask students to identify the front cover, back cover, jacket, jacket flaps, spine, title page, etc. Have students examine the illustrations and then describe the various colors and patterns they see.
- Read the book all the way through the first time without stopping.
- During the second reading, ask children to raise their hands if they have questions. Make a list of all the questions on the board. If students are older, ask them to write questions on sticky notes to post on a chart. Then, after the second reading, discuss possible answers to these questions.
- Encourage children to suggest definitions for each of the vocabulary words (above) based on its context within the book. Definitions can be found in the Glossary on the last page of the book.
- Create a way to remember what each vocabulary word means by using Total Physical Response, in which students make up an action that symbolizes the word and helps them remember it.
- Instruct the class to look closely at the family in this book and answer the following questions: Who are the members of the family? What are some of the things they do together? Are there any similarities to your own family?

## WRITE THE SCENE

Instruct students to choose one of the spreads in *Golden Domes and Silver Lanterns* and tell the story behind the scene, including a beginning, middle, and end. For example, where are the little girl and mother going in the “Blue is the hijab” spread? How does the little girl feel? How does the mother feel? What do they say? What happens next? Have students write a line of dialogue for each one of the characters pictured.

For inspiration, before they begin to write, ask children to consider if the traditions in the book remind them of anything in their own religion or culture. Muslim students might share other traditions that are not covered in the book. Some examples might include praying, attending religious services, gift-giving, special holiday foods, or decorations.

## THE COLORS OF MY WORLD

Our worlds are filled with color. Direct students to choose the color of something important in their own lives, perhaps their home or their pet. Then, using a similar format as *Golden Domes and Silver Lanterns*, have them write their own rhyming two-line stanzas following the below format:

**First line:** Name the color and describe the object

**Second line:** Describe where this object can be found or what it is used for; try to rhyme with this line the first line

For example:

*White is the color of my lazy pet dog.*

*He doesn't do much, like a bump on a log.*

## HENNA BODY ART

Henna, as mentioned in *Golden Domes and Silver Lanterns*, is sometimes part of the Eid celebration, especially in South Asian cultures. Instruct students to use Google to conduct image research and find examples of henna body art. Have them look closely at the intricate designs and patterns in the images they find. Finally, have students create their own henna body art by tracing their hands and forearms on a piece of white paper and using colored pencils or markers to make a design.

## COLORFUL MATH FUN

Help your students practice these important math skills and color recognition with the following activities:

**Classifying and grouping:** Mix many kinds of blocks, LEGOs, or small toys and ask students to classify them by color. Additionally, these items may be classified by size and shape.

**Gathering and Inventory:** Mark two minutes on a timer and ask students to collect items from around the classroom that are the same color. For example, they may find as many blue items in the room as possible. Then, place another two minutes on the timer and instruct them to find as many red objects as possible. Then have students compare results. For which color did they find more items? How many more?

**Patterning:** Instruct students to build a simple pattern using M&Ms, buttons, or pieces of paper. Have them start with an alternating pattern (called an AB pattern): one red candy, one green candy, one red, one green, and so forth. Be sure to repeat the pattern at least once. Next, students should create their own pattern and repeat it several times building a sequence that's exactly like the initial pattern. Some more difficult patterns to practice include: AAB, ABB, AABB, and ABC.

## HOW TO MAKE A RAINBOW

White light, like that from a flashlight, contains all the colors of the rainbow. In this simple science experiment, students will refract the light from a flashlight to bring out their own rainbows, just like sunlight through raindrops.

### You will need:

- clear glass filled with water
- a piece of white paper
- masking tape
- flashlight

1. Cover the flashlight with two pieces of masking tape leaving a slit in the middle.
2. Shine the flashlight through the glass of water onto the piece of paper.
3. The rainbow should appear on the paper.
4. Play with the angle of the light shining through the glass until you find the best rainbow. Sometimes shining the light near the top of the glass, by the rim, works the best.

As a follow-up activity, discuss which colors from the book students see in the rainbows they create.

CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



## Crescent Moons And Pointed Minarets: A Muslim Book Of Shapes

*Crescent Moons and Pointed Minarets: A Muslim Book of Shapes* celebrates shapes and traditions in Muslim culture. In simple rhyming text, children from around the world guide the reader through the art, architecture, and other features of Islam.

### VOCABULARY FROM *CRESCENT MOONS AND POINTED MINARETS* (IN ORDER OF APPEARANCE IN BOOK)

Write the words listed below on chart paper or the whiteboard in preparation for discussion while reading.

- Ayah
- Wudu
- Mimbar
- Mihrab
- Imam
- Ka'aba
- Jannah
- Daff
- Iftar
- Kaftan
- Salaam

### ACTIVITIES AND DISCUSSION QUESTIONS DURING READING:

- Take time to explore the design of the book. Ask students to identify the front cover, back cover, jacket, jacket flaps, spine, title page, etc. Have students examine the illustrations and then describe the various shapes and patterns they see.
- Read the book all the way through the first time without stopping.
- During the second reading, ask children to raise their hands if they have questions. Make a list of all the questions on the board. If students are older, ask them to write questions on sticky notes to post on a chart. Then, after the second reading, discuss possible answers to these questions. Internet and library research can be used to find answers.
- Encourage children to suggest a definition for each of the vocabulary words (above) based on its context within the book. Definitions can be found in the Glossary on the last page of the book.
- Create a way to remember what each vocabulary word means by using Total Physical Response, in which students make up an action that symbolizes the word and helps them remember it.
- If the children have read *Golden Domes and Silver Lanterns*, ask them what words reappear in this picture book. Does their understanding of the word deepen or change?
- Children should note that there are many shapes on each page that often form a pattern. Explain to students that shapes and geometry are important to Islamic art and architecture. Since the worship of idols is not permitted within the religion of Islam, depictions of God and his prophets are prohibited. Muslim artists also do not use the human form or animals in their art. Instead, they use calligraphy, nature motifs like flowers and leaves, and geometric patterns. These shapes are often repeated to form patterns in Islamic art. After introducing this idea, turn to two or three of the double-page spreads and ask students where they spot different patterns, including those formed from nature motifs and other geometric shapes.

## FINDING COMMONALITIES/UNIQUENESS WITH OUR FRIENDS

Finding what we have in common with other people is a good way to start a meaningful relationship. Here is a way for students to learn what they have in common with other classmates, while also celebrating what makes each of them unique.

Materials: A pen and two pieces of paper.

- This activity can be done with the whole class or in pairs.
- On one sheet of paper, students will have ten minutes to come up with a list of things they share in common. Obvious answers such as “we both have hair” or “we are both in \_\_\_\_\_ class” are not allowed!
- After ten minutes, instruct students to switch to the other paper. They now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

Afterwards, go back to the book. The spreads in *Crescent Moons and Pointed Minarets* depict different countries from around the world. Have the class look closely at the illustrations in each spread and ask students to share what they see that is similar to their own lives, and what is different.

## GEOMETRIC COLLAGE

Provide students with various pieces of construction paper shapes: circles, squares, rectangles, ovals, hearts, triangles, etc. Challenge each student to use the shapes to create a picture. For example, maybe a rectangle turns into a building, with a triangle pine tree nearby, and a circle sun in the sky.

Try to move students towards creating scenes, as seen throughout *Crescent Moons and Pointed Minarets*, instead of abstract works. Additionally, encourage them to add lines with markers to enhance objects and add detail.

## “SHAPE UP” FIELD TRIP

Divide the students into three teams: Circles, Squares, and Triangles.

Lead them on a field trip to the library, playground, or through the school hallways. As a group, each team must look for their assigned shape in objects they find on the trip. For example, a hall tile might be in the shape of a square. Have students take notes about the objects they find and where they are found.

At the end of the field trip, have students return to the classroom and draw a collage of the items their team found for display in the classroom.

Optional: For further technological experience, teams can use a computer and a scanner to create a multimedia presentation of their findings to present to the class.

## TESSELLATIONS

Tessellations are an excellent connection between shapes and math. New Mexico State University hosts an online tutorial on creating tessellations at the following link:

<https://www.math.nmsu.edu/~pmorandi/math112f00/EscherRectangle.html>

Ask students to identify tessellations in the illustrations of *Crescent Moons and Pointed Minarets*. Challenge them to create their own tessellations.

## THE SHAPES OF MY WORLD

Shapes are everywhere we look. Instruct students to choose the shape of something important in their own lives. Then, using a similar format as *Crescent Moons and Pointed Minarets*, have them write their own rhyming two-line stanzas following the below format:

First line: Name the shape and describe the object

Second line: Describe where this object can be found or what it is used for; try to rhyme with this line the first line

For example:

*Square is the notebook in which I write.*

*My thoughts are secret. I keep it out of sight.*

## EXTENSION ACTIVITIES:

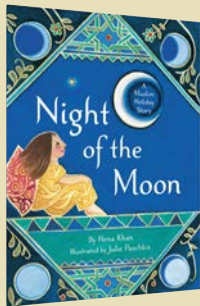
- Using the biographies on the back-jacket flap of *Crescent Moons and Pointed Minarets* as a template, have students write a paragraph about a member of their class. Pretending they are talk show hosts, students can use these biographies to introduce each other to the rest of the class.
- Direct the class to design a mural, using bulletin board paper, to display in the school hallways as a tribute to the students' commonalities and uniqueness.
- Have students make a book celebrating a favorite holiday, using shapes as in *Crescent Moons and Pointed Minarets*. They may use the tessellations they created earlier for the covers or end papers of their books.
- Many of the building exteriors and interiors found in *Crescent Moons and Pointed Minarets* were inspired by real-life Islamic architecture from around the world. (In the example of the Ka'aba, the structure is portrayed directly in the book.) Search the Internet for examples of Islamic architecture and create a slideshow or set of printouts for the children. Ask them to identify similarities that they see between the real-life buildings and the depictions in the book. Can they guess where each spread in the book took place?

CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.





## NIGHT OF THE MOON: A MUSLIM HOLIDAY STORY

In *Night of the Moon: A Muslim Holiday Story*, a seven-year-old Pakistani-American girl named Yasmeeen observes the Muslim month of Ramadan and celebrates the holiday of Eid. Over the month, Yasmeeen watches the moon change shape as she learns that Ramadan is part of a lunar calendar.

### PRE-READING DISCUSSION:

- Ask children to examine the front and back covers. What do they think will be important?

Prompt the children to take particular note of the moon motifs. How many moons can they spot? What do they notice about the depiction of the moon?

### VOCABULARY FROM NIGHT OF THE MOON (IN ORDER OF APPEARANCE IN BOOK)

Write the words listed below on chart paper or the whiteboard in preparation for discussion while reading.

- Islamic
- Ramadan
- Muslim
- Mosque
- Subhanallah
- Eid
- Henna
- Mubarak
- Eidee

### ACTIVITIES AND DISCUSSION QUESTIONS AND DURING READING:

- Read the book all the way through.
- While reading, discuss the following:
  - What does it mean to fast? Brainstorm ideas as a class. Then ask children what they ate this morning before coming to school. Examine the word “breakfast.” Explain that when we sleep, we don’t eat and are technically fasting. When we have our morning meal, we “break” our fast. Ask students if that is the same thing as the fasting that Yasmeeen describes in the book. How is it similar and how is it different? According to Yasmeeen’s mother, what is important about the ritual of fasting during Ramadan?
  - “Yasmeeen imagined a day without lunch. Or snacks. Or even a drink of water!” Ask students how they think it would feel if they didn’t eat or drink all day: How would it affect your day? Your energy level? What would you think about? What are some reasons why people might want to fast? What other religions and traditions include some form of fasting?
  - Have students make a list of all the different types of food that Yasmeeen and her family eat in the book and share if they are familiar with some or all of these foods.
  - After breaking their first fast, Yasmeeen and her family have a special dinner with everyone’s favorite foods. Ask students to share what their menus would include if they were planning a similar meal for their family.
- After reading, discuss the following:
  - Ask students to think about how they prepare to visit a house of worship. Is there anything special they wear, or any way in which their behavior is different than at other times?
  - Have students share any religious festivals or celebrations that they participate in with their families.

## OUR HOLIDAYS AND CELEBRATIONS

Ask students to describe how Yasmeen celebrates Eid with her family. Is her celebration similar to holidays that other families or other religions celebrate? In what ways?

Many of us observe holidays, yet we might have different ways of celebrating. Ask students to tell a partner about their favorite holiday or celebration. Discuss *Night of the Moon* and encourage students to find ways that the book's celebration is the same as or different from their own families' celebrations.

Next, have students recite the months of the year and create a holiday calendar bulletin board to write various holidays and celebrations on.

Finally, have students describe their favorite holiday celebration in a paragraph and draw a picture to go along with it, if they choose.

## SIMILES

Hena Khan uses many delightful similes to describe the moon in *Night of the Moon*. A simile is a literary comparison that compares two objects using “like,” “as,” or “than.” For example: “Yasmeen caught a glimpse of the moon's first crescent, so thin it was like a faint line of chalk in the sky.”

Ask students to find all the different similes for the moon in *Night of the Moon*.

Then, have students list at least five other unlike objects they would compare the moon to. Use the illustrations in *Night of the Moon* to help generate ideas.

Finally, ask students to write similes about themselves using the following prompts:

1. How do you feel?

*Example: I feel as lazy as a polar bear on a hot summer's day.*

2. How do you look?

*Example: My hair looks like a porcupine's quills.*

3. How do you act?

*Example: I am wigglier than a rabbit, hopping quickly from here to there.*

Instructs to students to pick one of their similes and explain its meaning, answering the following questions:

1. What are you comparing yourself to?

2. Why did you choose to compare yourself in this way?

## RAMADAN: A TIME FOR SHARING

Yasmeen and her family serve food to those who do not have any during Ramadan. Ask students to think about some ways they can help those less fortunate than they are. Brainstorm a list and choose one act of service to complete as a class in the spirit of Ramadan.

## THE LUNAR CYCLE

The lunar cycle provides the structure of the story. Create a slideshow or print out images of the moon during each of its phases: new moon, waxing crescent, first quarter, waxing gibbous, full moon, waning gibbous, last quarter, and waning crescent. Ask students to share how the moon appears at the beginning of the story and how it changes throughout the story. Have them find each appearance of the moon and discuss the importance of moon to the structure of the holiday.

Explore the different names and phases of the moon. One revolution of the earth around the sun takes 365 days. One revolution of the moon around the earth takes 29.5 days, or about one month. Introduce students to the following terms for moon phases:

- New moon (not visible)
- Waxing crescent (partly illuminated; increasing)
- First quarter (one half appears illuminated; increasing)
- Waxing gibbous (more than half illuminated; increasing)
- Full moon
- Waning gibbous (more than half illuminated; decreasing)
- Last quarter (one half appears illuminated; decreasing)
- Waning crescent (partly illuminated; decreasing)

## EXTENSION IDEAS AFTER READING THE BOOK:

- After learning the phases of the moon, use this activity from the Sciencebob.com website to recreate the phases using sandwich cookies:

<https://sciencebob.com/oreo-cookie-moon-phases/>.

Distribute sets of 8 sandwich cookies and a plastic utensil for scraping the frosting to small groups of students (or to each student, depending on how many cookies you want to supply). Have students twist the cookie carefully to get as much frosting as possible on one side. Students can then scrape the filling to mimic each phase of the moon. Finally, have students arrange their phases of the moon in order with labels.

- In many Muslim communities, it is tradition to make special treats to share with family and friends. This tradition celebrates kindness, compassion, and the importance of giving to others. Research Eid recipes with the children and decide on one or a few to make. If you have a kitchen, your class can cook simple Eid dishes that incorporate math measurements.

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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Hena Khan

*author*

ABOUT THE AUTHOR

Hena Khan is the author of *Golden Domes and Silver Lanterns: A Muslim Book of Colors*; *Crescent Moons and Silver Lanterns: A Muslim Book of Shapes*; *Night of the Moon: A Muslim Holiday Story*; *Amina's Voice*; *It's Ramadan*, *Curious George*; and other books for children. Hena is a native of Rockville, Maryland, where she lives with her husband and their two sons. You can learn more about her at [henakhan.com](http://henakhan.com) or follow her at [@henakhanbooks](https://twitter.com/henakhanbooks).

Mehrdokht Amini

*illustrator*

ABOUT THE ILLUSTRATOR

Mehrdokht Amini is the illustrator of *Golden Domes and Silver Lanterns: A Muslim Book of Colors*; *Crescent Moons and Silver Lanterns: A Muslim Book of Shapes*; *Chicken in the Kitchen*, *Yo Soy Muslim*, and other books for children. For *Crescent Moons and Pointed Minarets*, she was inspired by the idea of bringing classical elements of Islamic art into a modern setting. She grew up in Iran and now lives in Surrey, England.