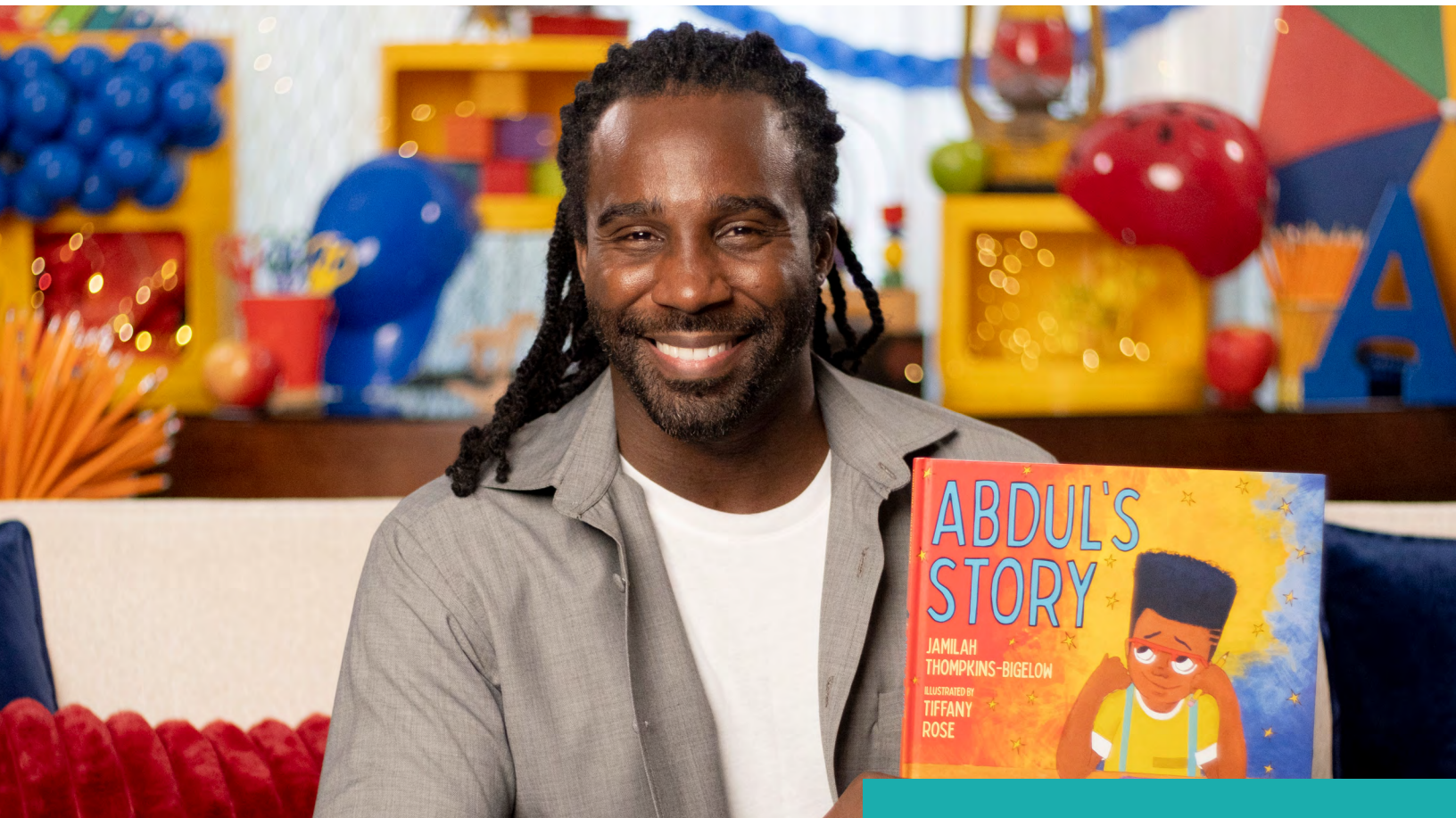




**| TEACHERS' GUIDE**

# ***Abdul's Story***

**SUGGESTED GRADE LEVEL: 2<sup>nd</sup> - 4<sup>th</sup> |**

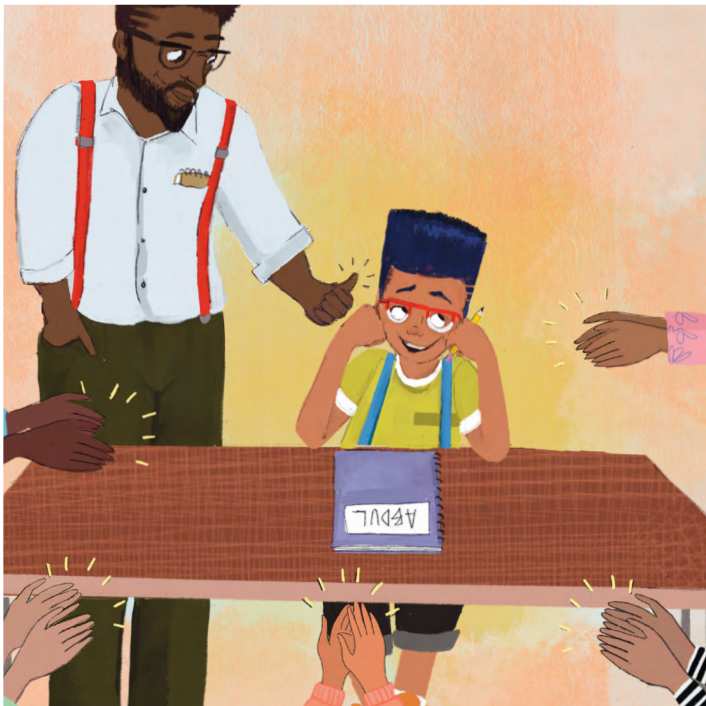
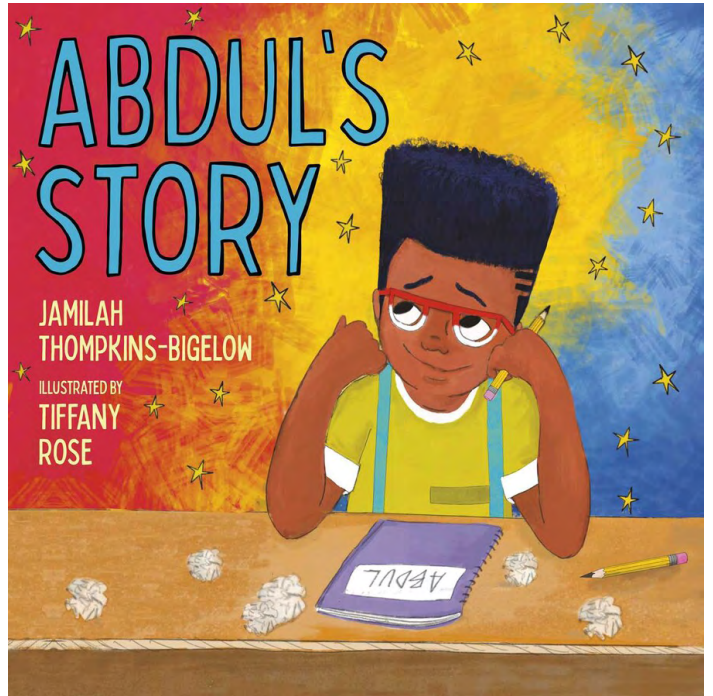


### SYNOPSIS

Abdul loves to tell stories. But writing them down is hard. His letters refuse to stay straight and face the right way. And despite all his attempts, his papers often wind up with more eraser smudges than actual words. Abdul decides his stories just aren't meant to be written down...until a special visitor comes to class and shows Abdul that even the best writers—and superheroes—make mistakes.

### THEMES IN THE STORY

- Differences
- Making mistakes
- Perseverance
- Role models



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**Illustrated by:** Tiffany Rose

**Published by:** Salaam Reads, an imprint of Simon & Schuster Books for Young Readers

**Read by:** Tramell Tillman

**Suggested grade level:** 2<sup>nd</sup> - 4<sup>th</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 3<sup>rd</sup> grade, but can be adapted to 2<sup>nd</sup> and 4<sup>th</sup> grade standards.

## BEFORE VIEWING

**Standards:** *CCSS.SL.3.1*

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- What is something that you love to do? *Think, pair, and share.*
- What is something that is hard for you to do? *Think, pair, and share.*
- Think about the title and look at the picture. What do you think this book will be about? *Raise hands.*
- Who is someone who has inspired you? *Turn and talk to a partner.*

## DURING VIEWING

**Reading Focus:** Ask and answer questions.

**Standards:** *CCSS.RL.3.2*

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop story at specific times to ask questions or pose prompts from the suggested list below:

- What did Abdul love to do?
- What was difficult for Abdul?
- Why did Abdul erase his writing over and over?
- What did he mean when he said that the people and places in his schoolbooks never looked or sounded like the people or places that he knew? Can you relate?
- Who visited Abdul's class, and what did Abdul notice about him?
- "Write new stories with new superheroes," Mr. Muhammad said. Explain what he means.
- Why does Abdul slide under the table and imagine an eraser big enough to erase himself? How does this show what he is feeling?
- What is something that Abdul and Mr. Muhammad have in common?

## DURING VIEWING – CONTINUED

- What does Mr. Muhammad show Abdul that gives him an idea and some confidence to try writing again?
- Why was it okay for Abdul to write a “mess” and to make mistakes? How do you think this helped him?
- Abdul smiled when he read his “less messy” story to himself, but then what happened to change his mood?
- Why does Abdul say, “Some kids are writers, but not me?”
- Why does Mr. Muhammad return to school a few days later?
- Everyone sits up straight, except Abdul. What does this show?
- Whose story did Mr. Muhammad read out loud? How did Abdul react? His classmates?
- What does Abdul say at the end of the story that proves he has changed his thoughts about writing?
- What lesson can be learned?

## AFTER VIEWING

**Reading Focus:** Ask and Answer Questions/Story Mapping

**Standards:** *CCSS.RL.3.1*

**Objective:** Students will ask and answer questions in order to demonstrate an understanding of the text, referring to key details, as needed.

**Materials:**

- **Story Map** worksheet (*page 7*)
- Pencils

**Procedure:**

1. The teacher will review the components of the **Story Map** worksheet to clarify the meaning of *Characters, Setting, Conflict, Important Events, Resolution, and Theme*.
2. Next, the teacher can lead a class discussion about the story, and make sure to focus on some of the key questions that were asked in the During Viewing section.
3. Students will work in pairs or groups to complete their **Story Map** worksheets.
4. The teacher can circulate the room and offer guidance, as needed.
5. After students have completed their **Story Map** worksheets, they can review and discuss in groups or as a class.

## READING RESPONSE

**Standards:** *CCSS.RL.3.3*

**Objective:** Students will answer the prompt by selecting character traits and using at least two details from the text to support their responses.

**Reading Prompt:** Describe how Abdul changed from the beginning of the story to the end of the story. Use character traits and evidence from the text to support your response.

## WRITING – NARRATIVE

**Standards:** *CCSS.W.3.3*

**Objective:** Students will write a narrative piece about a time they had to work hard to accomplish something that didn't come easily.

**Materials:**

- **Messy Writing** worksheet (*page 8*)
- **Narrative Writing** worksheet (*page 9*)
- Chart paper
- Pencils

**Procedure:**

1. The teacher and students will review the story and refer to Abdul's struggle and the things that he did to become a writer, even though it didn't come easily.
2. Next, the teacher will provide an example of a personal struggle by brainstorming on the board or chart paper. Show students an example of messy writing, just like Abdul and Mr. Muhammad did in the story.
3. Have students start their own messy writing using the **Messy Writing** worksheet. Emphasize that they are encouraged to be messy today to get all of their ideas on paper without worrying.
4. After students have completed their messy writing, pair them up to have peer reviews. They can use their messy writing as a guide to talk about their ideas, and talk also about their own personal struggles.
5. Have students start working independently on their narratives, pulling ideas from their messy writing. Students will use the **Narrative Writing** worksheet, using grade appropriate sentence structure.
6. The teacher can conference with students, as needed.
7. Share narratives when complete. Display both **Messy Writing** worksheets and final **Narrative Writing** worksheets for all to see.

## SOCIAL STUDIES – CULTURAL CHARACTERISTICS

**Objective:** Each student will write a summary and create a visual representation of their family, community, or neighborhood that includes cultural characteristics. Let students choose.

**Materials:**

- Characteristics of My Culture worksheet (page 10)
- Paper
- Pencils
- Assortment of art materials (teacher’s choice)

**Procedure:**

1. The teacher will refer to Abdul’s own story and point out the things Abdul liked to write about (the people and place he is from). Highlight some of the characteristics and cultural references Abdul includes that make his stories unique.
2. The teacher can show a video of choice on different cultures within communities, or provide a written/visual that represents their own cultural characteristics. Make sure to include information about customs, celebrations, languages, religion, food, etc.
3. Students will be given the opportunity to write their own cultural description, using the **Characteristics of My Culture** worksheet as a guide, if needed.
4. After writing is complete, students will get to create a visual representation. Encourage students to be creative. They may come up with their own idea for a visual representation, but some examples could be a neighborhood map, a painting or drawing of a cultural scene or reference, a diorama, a digital slide show, etc.

## ART – CREATE YOUR OWN SUPERHERO

**Objective:** Students will design their own superheroes using various materials.

**Materials:**

- Construction paper
- Crayons, markers, paint
- Fabric

**Procedure:**

1. Remind students that in *Abdul’s Story*, Mr. Muhammad says, “Write new stories with new superheroes.”
2. Explain to them that they can create their own superhero to look and do whatever they want. Their superheroes can be from different places and have different cultures than the ones we are used to seeing on TV or in books. Be creative.
3. Allow students time to sketch or brainstorm ideas.
4. When they are ready, encourage students to use a variety of materials in order to bring their superhero to life. Providing your own example would also be helpful!
5. Display and have students explain what makes their superhero unique.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# ABDUL'S STORY **STORY MAP**

**Characters**

**Setting**

**Conflict**

**Important Events**

**Resolution**

**Themes**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# MESSY WRITING

Use this space to brainstorm your ideas. Don't worry if it is messy. It's supposed to be!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# NARRATIVE WRITING

**Introduction**

**Middle**

**Conclusion**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CHARACTERISTICS OF MY CULTURE

Celebrations

Language

Music and Art

Food

## **ABOUT THIS GUIDE**

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.