

GRADES K-2 LESSON PLAN

LAILAH'S LUNCHBOX: A RAMADAN STORY

Title: *Lailah's Lunchbox: A Ramadan Story*

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Grade Level: K-2

Standards*:

- **Common Core:** *CCSS.ELA-Literacy.RL.K.1, K.2, & K.3; CCSS.ELA-Literacy.RL.1.1, 1.2, & 1.3; CCSS.ELA-Literacy.RL.2.1, 2.2, & 2.3*
- **Virginia Standards of Learning:** K.9; 1.9; 2.8

Overarching Theme(s): Segregation, Fairness, Point of View, Empathy, Inferencing

Timeframe: (30-45 minutes)

Lailah's Lunchbox: A Ramadan Story

Summary: This book is told from the perspective of Lailah, a Muslim girl preparing to celebrate Ramadan. While she sorely misses her friends back in the Middle East, she is excited to finally share in her family's observance of the month-long fast called Ramadan. As Lailah prepares to begin the fast, her mother sends a note to her teacher excusing her from lunch. Lailah is afraid that she will be treated differently or will be misunderstood and decides not to give the message to Mrs. Penworth. When students kindly offer to share their meals with Lailah, she politely declines. She almost considers breaking her fast but comes up with a solution. Lailah confides in the librarian, Mrs. Carman, who provides her with advice to help. Lailah decides to her mother's note with her teacher and adds some information about herself. Lailah uses the opportunity to educate her new classmates and community about being Muslim and observing Ramadan.

Lesson Goals:

1. Identify feelings and motivations of characters

Key Terms:

- **Ethnic:** sharing a unique culture, language, and/or religion
- **Identity:** the qualities, characteristics or beliefs that make a person who they are; people's identities are similar in some ways and different in others; everyone has multiple identities (race, ethnicity, language, gender, sexuality, religion, etc.)
- **Immigrant:** a person living in a country that is different from where they were born

Procedure:

Important! Before the start of the lesson, students **must engage in transactive discussion practice for the discussion to be meaningful. This does not have to take place before every lesson but students need to be familiar with this type of discussion for the lesson to be effective.**

Before reading the story with students, teachers should provide a primer on Ramadan (sample language below):

“Ramadan is the ninth month on the Islamic calendar, which marks important holidays and events for Muslims (people who practice Islam). During Ramadan, people fast or refrain from eating and drinking while it’s light outside. For the hundreds of millions of Muslims worldwide who observe Ramadan, the month is a time to focus on their faith and perform generous acts. People raise money and donate supplies to help others in need. And many fast to remind themselves about those in the world who don’t have enough to eat.”

Teacher should read the story aloud to the whole group. During the read aloud process, teacher should stop and ask teacher-generated comprehension questions to assess/support student understanding, address misconceptions, and answer questions.

- Students should discuss and answer book-specific discussion questions (see below) in pairs. (Teacher-generated comprehension questions can be discussed as a whole group.)
- Teacher can then have students share out the answers they generated in pairs.
- During whole group discussions, teacher should provide guiding questions rather than providing answers.
- Immediately following reading and discussion, teacher should have students *independently* respond to writing prompts or assign for homework.

Discussion Questions

1. Why do you think Lailah thought the kids would treat her differently?
2. Do you think Lailah’s made the right choice keeping the note from the teacher?
 - a. Why or why not?
3. Why do you think Lailah is afraid to share with her friends about Ramadan and fasting?
4. What do you think the teacher should have done if her friends made fun of her?
5. Why do you think Lailah is more comfortable sharing her Muslim heritage and Ramadan fasting with the librarian, Mrs. Carman?
6. Was Mrs. Carman’s advice helpful?
7. What advice would you have given Lailah?
8. Is there anything about your family traditions that you want to share?

Writing Prompt

In the story, Lailah is excited about Ramadan but scared to share her tradition with her classmates. Do you think she should keep it a secret or share it? Why or why not?

Lailah
should _____

Writing Prompt

In the story, Lailah and her family were preparing to celebrate Ramadan.

- How did the family feel about the holiday?
- What special holiday could you teach your classmates and teachers about?

I think the family felt _____ because _____

I could teach my classmates and teacher about _____ because _____

Standards*

[CCSS.ELA-Literacy.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.K.2](#)

With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-Literacy.RL.K.3](#)

With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[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.2.3](#)

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

Virginia Standards of Learning (SOL)

- **K.9** The student will demonstrate comprehension of fictional texts: a) Identify the role of an author and an illustrator; b) Relate previous experiences to what is read; c) Use pictures to make predictions; d) Ask and answer questions about what is read; e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
- **1.9** The student will read and demonstrate comprehension of a variety of fictional texts: a) Preview the selection; b) Set a purpose for reading; c) Relate previous experiences to what is read; d) Make and confirm predictions; e) Ask and answer who, what, when, where, why, and how questions about what is read; f) Identify characters, setting, and important events; g) Retell stories and events, using beginning, middle, and end in a sequential order; h) Identify the theme.
- **2.8** The student will read and demonstrate comprehension of a variety of fictional texts: a) make and confirm predictions; b) connect previous experiences to new texts; c) ask and answer questions using the text for support; d) describe characters, setting, and plot events in fiction and poetry; e) identify the conflict and resolution; f) identify the theme; g) summarize stories and events with beginning, middle, and end in the correct sequence; h) draw conclusions based on the text.