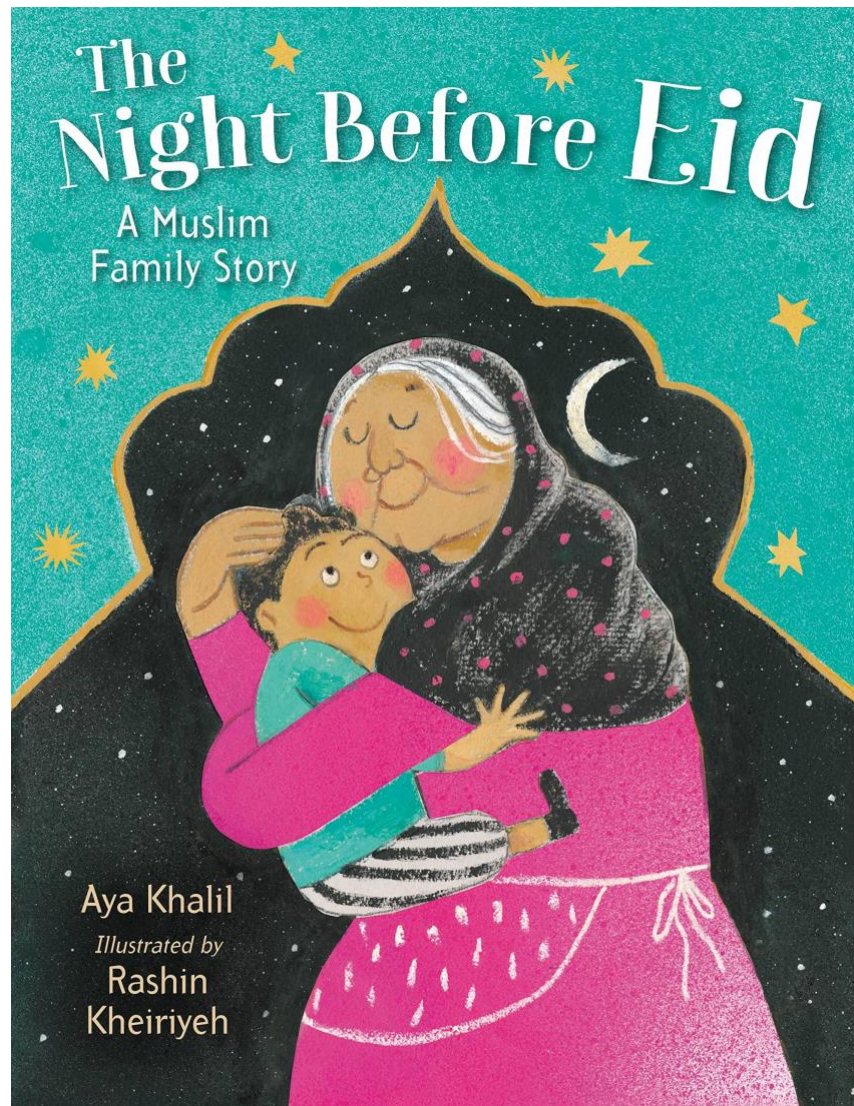


# The Night Before Eid:

## A Muslim Family Story

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Aya Khalil and illustrated by Rashin Kheiriyeh



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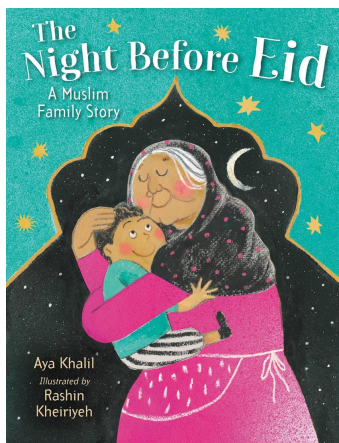
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## How to Use This Guide

This classroom guide for *The Night Before Eid: A Muslim Family Story* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *The Night Before Eid: A Muslim Family Story* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.



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**Title: The Night Before Eid**  
**Author: Aya Khalil**  
**Illustrator: Rashin Kheiriyeh**  
**Ages: 4-8**  
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**ISBN-10: 0316319333**

**Celebrate the end of Ramadan with this luminous Muslim family story about faith, history, and delicious foods.**

On the night before Eid, it's finally time to make special sweet treats: Teita's famous ka'ak. Zain eagerly unpacks the ingredients from his grandmother's bulky suitcase: ghee from Khalo Karim, dates from Amo Girgis, and honey from Tant Tayseer—precious flavors all the way from Egypt. Together with Mama and Teita, Zain follows his family's recipe and brings to life Eid songs and prayers, pharaonic history, and the melodies and tastes of his Egyptian heritage.

This Muslim holiday story, featuring a delicious ka'ak recipe, is a satisfying addition to a joyful and expansive Eid.

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# English Language Arts

## **Reading Comprehension**

Before reading *The Night Before Eid* help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

Describe the cover illustration.

- o What do you see?
- o Who do you see?
- o Choose two words to describe the characters you see. Explain your answer using evidence from the illustration.

Mimic what the characters are doing.

- o How does it make you feel?
- o How do you think they are feeling? What do you think they are thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Describe the end papers at the front and back of the book.

- o Have you ever had any of the food shown in the end papers? If so, which?
- o Which of the food items are you curious about and why?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- On the night before Eid, Teita arrives. Who is Teita and where does she live?
  - o Do you have any family that lives far away?
  - o How does it make you feel when your family comes to visit?
- What is ka'ak?
- In what ways does ka'ak require teamwork? Use specific examples from the book to support your answer.

- Even the ingredients used to make ka'ak, that Teita brings with her from Egypt, are a form of teamwork. How so?
- Ka'ak is a very old tradition. Describe in your own words the ancient history.
- In what ways is Zain able to help make the ka'ak?
- How are the beautiful designs on ka'ak made?
- In what ways does the ka'ak require patience? Use specific examples from the book to support your answer.
- Zain drinks from a metal straw. Why might Zain's family use metal straws instead of plastic straws?
- What does Zain think is the "fun part" of making ka'ak?
- Mama says that the ka'ak they made is "more valuable" because "they're loaded with tradition." What do you think she means? Explain using your own words.

Help students define the events in terms of a plot arc by using the following chart.

Beginning	Middle	End
<p>"It is the night before Eid, and Teita is <i>finally</i> here from Egypt."</p>	<p><i>Plop! Plop!</i> Teita scoops globs of ghee into the dry ingredients."</p>	<p>"On Monday, Zain brings a wrapped box of ka'ak to Ms. Bryan."</p>
<p>Introduce characters and situation:</p>	<p>Describe the process of making the ka'ak.</p>	<p>Resolution. How does the story end?</p>

- BONUS: Using the basic plot structure above, students can create an original story about a special food tradition with their family, either at home or at a favorite restaurant. Students can work individually or as a class.

- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colorful paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their stories.

Now, let's look closely at the illustrations.

Check out some of the following details that Rashin Kheiriyeh includes. Can you find:

- A grey umbrella
- A jar with a black-striped top
- Four envelopes
- Two musical instruments
- An orange standing mixer
- Two balls of pink yarn
- A pink rolling pin
- A black scarf
- The continent of Africa
- A drawing of a cat
- Two grey birds
- A crescent moon

## Who is everyone? ~ Character Study

How a character acts can tell readers a lot about who the character is.

*The Night Before Eid* is a family story, but mostly about a grandchild and the special traditions their grandparent shares with them.

Read *The Night Before Eid* scene by scene and record your thoughts regarding the two main character, in a chart like the one below.

Who?	What the person does in each scene	How would you describe the person?
Teita		Patient, quiet, kind, friendly, generous
Zain		

After gathering information regarding the two main characters, what other characters can you gather information about? Mama? The cat? Ms. Bryan?

Then, write a new scene about the family in *The Night Before Eid* in which they get together to celebrate someone's birthday.

### What is Eid?

Eid in Arabic means "feast, festival, holiday." Eid is a worldwide festival and celebration for Muslims. Let's learn more about this holiday!

While reading *The Night Before Eid* aloud to the class, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.



Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.
  - Record the answer next to the question in a third column labelled *Answers We Found*.
  
- For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the *Answers We Found* column.
  
- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was the most difficult about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - Which source is more reliable, the Internet or a printed book? Why?
  - How can you determine whether to trust a source?
  - What tips would you give someone who is about to do research?
  
- Read the back matter sections and the author’s note at the back of the book.
  - Create an additional chart to document what information in this section was included in the story and what information was not included.
  - Why do you think the author wrote this book?
  - Why is Eid on a different date every year?
  - Choose three facts from the back matter that was not included in the story and explain why you think each was excluded.
  
- If you celebrate Eid:
  - Are there any traditions from the book that you do as well?

- Have you had or made kayak before, if so what is your favorite kind?
- What other foods does your family make for Eid?

*Extension:* Design and illustrate posters representing each Fact, Question, and researched Answer based on *The Night Before Eid* and display them within the classroom.

## **Writing Activities**

### **Family Tradition Show & Tell**

The family in *The Night Before Eid* have a tradition of making Teita's special ka'ak for the holiday.

Does your family have any traditions? Maybe it's eating tacos on Tuesday or a special family movie night?

Does your family have any annual traditions? Something that they do every year? Like how they celebrate birthdays or holidays? Or maybe planting in the garden or having a leaf raking party?

Imagine that someone asks you to tell the story of one of your family's weekly or annual traditions. Write the story and draw a picture of the tradition to share with your class.

Remember all stories need to have a beginning (what the tradition is), a middle (what the tradition is like), and an ending (what the tradition means to you).

*Optional:* Create the story together as a class.

### **Writing Narrative and Dialogue**

*The Night Before Eid* is written in third person narration with some lines of dialogue sprinkled throughout. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Look closely at the lines of dialogue in *The Night Before Eid*. What do you think the dialogue adds? Do you like the dialogue, or do you not think it's important? Explain your answer using examples from the text.

Write a version of *The Night Before Eid* completely in dialogue. For example, "Teita's here! Now we can make ka'ak!" said Zain. "I can't wait to share them with my class."

How does the new dialogue-only version compare with the original version of *The Night Before Eid*? Which do you prefer? Why?

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *The Night Before Eid* to life in the classroom and have fun with speaking and listening skills.

#### **Choral Reading**

- Turn *The Night Before Eid* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

#### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

#### **Drama**

- Brainstorm a list everyone's favorite holiday foods. Without making noise, students act out a food from the list. Ask the rest of the class to guess what food they are.
- Create a TV commercial to encourage people to read *The Night Before Eid*.

### **Language Activities**

#### **The Language of Eid**

*The Night Before Eid* contains many Arabic words and phrases, some associated with the Muslim holiday and tradition, which may be new for students.

Read through the book, making note of words that are unfamiliar. Then make two cards for each one of the words. One card would have the word and the other would have the definition, so that you have a matching game like Memory in which you match the Arabic word to the English definition.

Additional Exploration:

- Come up with a way to remember what the word means. Using Total Physical Response and a partner, students can create an action that symbolizes the word and helps them remember it.

- Research and learn other common words and phrases in Arabic. How would you say the following:
  - Good morning.
  - Excuse me.
  - Please.
  - I'm sorry.
  - Nice to meet you.
  - Thank you.

## **Onomatopoeia**

Onomatopoeia is an imitation of a sound in words. In *The Night Before Eid* onomatopoeia is used to describe the many sounds of making, mixing, and baking ka'ak.

- Discuss why writers use onomatopoeia, and perhaps why Aya Khalil chose to use onomatopoeia during these scenes.
- Look closely at the illustrations in *The Night Before Eid*. What are some other sounds you might hear in each scene?
- As a class, create a soundscape for *The Night Before Eid*. Create your own onomatopoeia for the pages which do not include any already.
- Demonstrate how conductors use hand motions to set the tempo and noise level of an orchestra. Conduct the class in a musical symphony of the many sounds in *The Night Before Eid*.
- What is your favorite food to make? List the onomatopoeia would you use to describe the process of making this food.

## **Math**

### **Henna Body Art**

Henna, as mentioned in *The Night Before Eid*, is part of the Eid celebration. Using Google, conduct image research to see examples of henna body art.

Look closely at the intricate designs and patterns in the images you find. How many different shapes and objects can you find?

Then, trace your hand and forearm on a piece of white paper with a pencil and using colored pencils or markers, design your own henna body art.

BONUS: order a pack of 12 natural herbal henna paste tubes. Children or parent volunteers can draw designs on each other's arms and hands.

### **Under Where? Spatial Sense**

Look at the "On Monday, Zain brings a wrapped box of ka'ak to Ms. Bryan" spread in *The Night Before Eid*.

Describe where Zain is.

[examples: in the classroom, in front of Ms. Bryan, next to his backpack]

Describe where the boy with the yarmulka is.

[example: behind the table, in between the two children, in front of the whiteboard.]

Describe where the whiteboard is.

[examples: on the wall, next to the pink cabinet, above the stool]

Have students pick another spread in *The Night Before Eid* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

## **Social Studies**

### **All About Me; All About My Family**

The first community we ever belong to is family.

This project allows students the opportunity to get to know one another and serves as an introduction to community.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait  
I am called \_\_\_\_  
My first and last name is \_\_\_\_  
My address is \_\_\_\_  
I live in \_\_\_\_ (the country, a city, etc.)  
I live with \_\_\_\_  
I am good at \_\_\_\_  
My favorite things to do

- In addition to the page about themselves, additional pages should be created about other loved ones in the student's life. This is their community.

A portrait  
I call them \_\_\_\_  
Their first and last name is \_\_\_\_  
They live in \_\_\_\_ (the country, a city, etc.)  
They live with \_\_\_\_  
They are good at \_\_\_\_  
A favorite time we've shared

### **Our Holidays and Celebrations**

Many of us observe holidays, yet we might have different ways of celebrating.

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

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

Discuss *The Night Before Eid* and encourage students to find ways that the celebrations are the same or different from their own families' celebrations.

### **Eid is a Time for Sharing**

In many Muslim cultures, it is tradition to make special treats to share them with family and friends and those who may be in need. This reinforces the importance of kindness, compassion and the importance of giving to others.

What are some ways that you can help those less fortunate than you?

Brainstorm a list and choose one act of service to complete as a class in the spirit of Ramadan.

BONUS: What are some special treats that you and your family make to celebrate special occasions? If you have a kitchen, your class can cook simple celebration dishes together, or perhaps share some foods made at home.

For information regarding foods to celebrate Ramadan, visit:

<https://islamimommy.com/2022/12/08/ramadan-activity-celebration-foods/>

### **Sharing Memories**

Ask students to think of someone in their life that they like spending time with and makes them feel good. It can be a family member or a friend or someone they know of in the community. What are 5 things that they enjoy doing with this special person?

Collect the memories gathered by the class and create a vibrant memory wall or scrapbook.