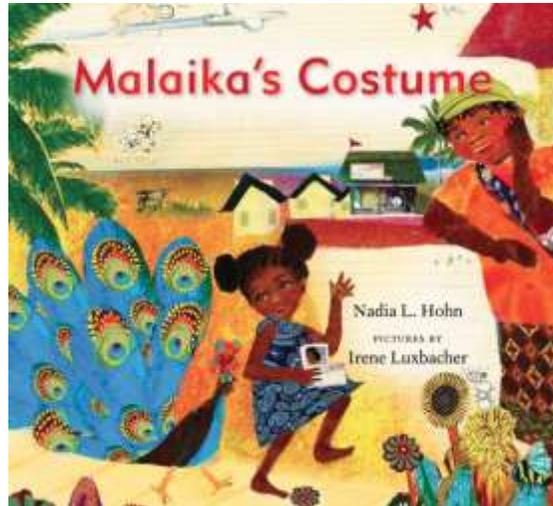




Américas Book Award
www.claspprograms.org
2017 Honorable Mention



Malaika's Costume
by Nadia L. Hohn
Curricular Resource



Introduction

This lesson plan is designed to accompany *Malaika's Costume* by Nadia L. Hohn. The lesson is appropriate for grade 3. The lesson is aligned to standards for grade 3: reading (literature), writing, speaking, listening, and language.

The full lesson plan requires 80 minutes, but teachers can tailor the lesson to suit the needs of their classrooms.

Designed by: Erin Lierl, Tulane University

Text synopsis and description

Malaika's Costume is narrated in the first person by Malaika, a young girl who dreams of being a peacock as carnival time approaches. This is the first year Malaika's mother will be living far away in Canada, where she has gone seeking work in order to support Malaika and her grandmother. Malaika's mother has promised to send Malaika money for a carnival costume, but the money doesn't arrive. At first, Malaika is upset and does not want to wear her grandmother's old carnival dress. Malaika's attitude changes when she hears one of her grandmother's favorite songs on the radio, with lyrics that emphasize cultural pride and dignity amidst poverty. Malaika requests fabric scraps from a local tailor, and with the help of her grandmother constructs a peacock costume even better than the one in her dream.

The story is accompanied by richly textured, colorful illustrations by Irene Luxbacher. With a lexile level of 630, this book is appropriate for grade 3.

Required Materials

- A computer, projector, and internet connection (in order to play a Youtube video) are suggested but not required.
- Copies of the book or a document camera and projector.
- Student work packets.

Lesson Plan

- Pre-reading task (20 min)
 - Teacher elicits a list of favorite holidays from students and posts the list on the board.
 - Examples may include Christmas, New Year's Day, Valentine's Day, Mardi Gras, Easter, Halloween, Thanksgiving, etc.
 - Teacher asks students to think about their favorite holiday and how their family or community prepares for the holiday together.
 - The teacher may model the task: "When I was a child, my favorite holiday was Christmas. Before Christmas, my mother always brought us to pick out a Christmas tree. We would decorate the tree and the whole house with lights and tinsel and ornaments."
 - Students share their favorite holidays and preparation activities in pairs or small groups.
 - Teacher invites students to share responses with the whole group.
 - After students have shared with the group about their families'/communities' holiday traditions, the teacher asks the students to consider how they might feel if family/community members could not be together during the holiday. Would they still want to celebrate the holiday? Students write their responses on their worksheets.
 - Teacher tells students that **carnival** is an important holiday in some parts of the world. During carnival time (as during Mardi Gras) people go to parades. Some places have children's parades. Children wear costumes and dance in the parades.
 - Teacher shows video of Spicemas Children's Parade in Grenada (1 min, 47 sec) <https://www.youtube.com/watch?v=0eRdywTbLD0>. As they watch, students describe what they see on their worksheets.
 - Students share their observations with the whole group.
- Reading for main idea (15 min)
 - Teacher explains that in the story, it's time to celebrate carnival where Malaika lives, but someone important is missing. Teacher directs students to read to find out the following components of the main idea:
 - Who is missing? Why?
 - How does Malaika feel?

- Does Malaika decide to celebrate carnival anyway? How?
 - Teacher provides each student with a copy of the text or displays the text using a document camera.
 - Teacher guides students in reading the story. (Teacher may read the text aloud, or tell the students to read in small groups, pairs, or individually, according to students' reading skills.)
 - Teacher models using context clues to determine the meaning of words and phrases.
 - Students discuss main idea components in pairs or small groups. Students summarize the main idea on their worksheets, using these components.
- Reading for detail (10 min)
 - Teacher asks questions to elicit a more detailed plot summary:
 - What was Malaika's dream? (Being a peacock.)
 - Where was Malaika's mother? (Canada.)
 - Why was she in Canada? (To get a good job. To make a better life for Malaika and grandma.)
 - What is Canada like? (Cold and snowy.)
 - How does Malaika know about snow? (Her mother tells her.)
 - What is Malaika waiting for? (Money for her costume.)
 - What are the other children doing? (Preparing for carnival, practicing their dance moves.)
 - How does Malaika feel about carnival? (She doesn't feel like dancing.)
 - What does Malaika's grandma give her? (An old costume.)
 - How does Malaika react to her grandma's costume? (She runs away.)
 - What does Malaika hear when she stops running? (A song on the radio.)
 - What does Malaika do after she hears the song? (Asks the tailor for cloth.)
 - What do Malaika and her grandmother do? (Make a peacock costume.)
 - Why does Malaika feel bad on carnival morning? (It was her mother who used to help dress her for carnival.)
 - How does Malaika feel in the children's parade? (Proud.)
 - What does she do? (She dances.)
- Making inferences (20 min)
 - Teacher explains that the story tells some things directly, but other details, the reader just guesses. For example, the story tells the reader directly that Malaika's mother is in Canada to get a good job. From this, what can reader can tell about the place where Malaika lives? (There are not good jobs there.)
 - Teacher tells students the parts of the story the reader is told directly are called **evidence**; the parts of the story the reader guesses are called **inferences**. Inferences are guesses. Good readers are like detectives. They make guesses, or inferences, based on evidence.

- Students use the evidence on their worksheets to make inferences that answer the following questions (students may work in pairs, independently, or as a whole group, according to students' ability):
 - Malaika knows about snow from what her mother tells her. → What is weather like where Malaika lives? Does Malaika live close to Canada or far away?
 - Malaika's mother does not send the money for the costume. → How is life for Malaika's mother? Are her plans working out?
 - Malaika doesn't feel like dancing. → Why does Malaika feel different from the other children?
 - Grandma looks sad when she opens the letter. → What does the letter say?
 - Malaika hears one of her grandma's favorite songs on the radio, and then she gets an idea. → How does the song make Malaika feel?
 - Malaika has two rag dolls her grandmother made → What skill does Malaika's grandmother have?
- Writing (15 minutes)
 - Teacher tells students to imagine they are Malaika. After Carnival, they are going to write a letter in Malaika's voice to Malaika's mother in Canada, explaining what happened during Carnival. As Malaika, students explain:
 - How did you make your costume? What did you do during the children's parade? How did you feel? What do you want your mother to know?

Standards Alignment: Grade 3 English Language Arts

Reading Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish the student's point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that
 - preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
6. Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

Language

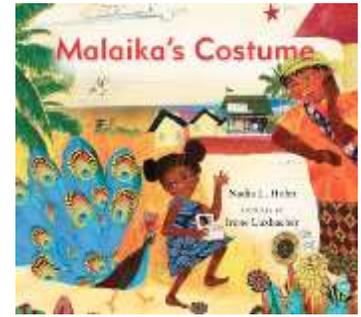
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
6. Distinguish shades of meaning among related words that describe states of mind or

degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Name _____
Date _____

Malaika's Costume Student Packet



1. What is your favorite holiday?

My favorite holiday is _____.

2. How do you prepare for the holiday? Who prepares with you?

3. How might you feel if someone important could not celebrate with you?



Sad?



Angry?



Confused?

I would feel _____.

4. Would you still want to celebrate the holiday? YES NO

5. Carnival is an important holiday in many countries. Watch the video of carnival in Grenada. What do you see the children doing? Write as much as you can.

6. Read for main idea: As you read Malaika's Costume, write the answers to these questions:

Who is going to miss Carnival this year? _____

How does Malaika feel? _____

Does Malaika decide to celebrate Carnival anyway? If so, how does she celebrate?

7. **Summarize the text:** Pretend you are telling someone who has not read *Malaika's Costume* what happened in the story. Using the main ideas (from Question #6), write one sentence that tells the most important part of the story.

8. **Make inferences.** An inference is a guess. Good readers are like detectives. They make guesses based on evidence. What can you guess from the evidence below?

| Evidence | Inference |
|--|---|
| <p>1. Malaika's mother went to Canada to get a good job.</p> <p>2. Malaika knows about snow, but only from what her mother tells her.</p>  <p>3. Malaika's mother does not send money for the costume.</p>  | <p>1. How is life different where Malaika lives from life Canada?</p> <p><u>There are not as many good jobs where Malaika lives as there are in Canada.</u></p> <p>2. What is the weather like where Malaika lives? Does Malaika live near Canada or far away?</p> <hr/> <hr/> <hr/> <hr/> <p>3. How is life for Malaika's mother? How are her plans working out?</p> <hr/> <hr/> <hr/> |

4. Malaika doesn't feel like dancing.



5. Grandma looks sad when she opens the letter.



6. Malaika hears one of her Grandma's favorite songs on the radio, and she gets an idea.



4. Why does Malaika feel different from the other children?

5. What does the letter say?

6. How does the song make Malaika feel?

7. Malaika has two rag dolls her grandmother made.



8. _____

9. _____

7. What does this show about Malaika's grandmother?

8. _____

9. _____

9. **Write.** Pretend that you are Malaika. After Carnival, you want to write a letter to your mother. Tell her about Carnival. How did you make your costume? What did you do during the children's parade? How did you feel? What else do you want your mother to know?

A large yellow rectangular area with a red border and horizontal blue lines, intended for writing a letter. The area is divided into 20 horizontal rows by blue lines, with a vertical red line on the left side, creating a margin for writing.