

MEET

YASMIN

"Readers will be charmed by this one-of-a-kind character and won't tire of her small but significant dilemmas. Faruqi nails the child's perspective, and illustrator Aly gives Yasmin life."

*—KIRKUS, STARRED REVIEW!

written by
Saadia Faruqi

art by
Hatem Aly



READER'S GUIDE

for Yasmin the Fashion Model

TIPS FOR READING & DISCUSSING
EARLY CHAPTER BOOKS



Meet Yasmin

Yasmin Ahmad is a spirited young girl who's always on the lookout for those "a-ha" moments to help her solve life's little problems. A creative thinker and curious explorer, Yasmin and her multi-generational Pakistani family will delight and inspire readers.



About the Author

Saadia Faruqi is a Pakistani-American writer, interfaith activist, and cultural sensitivity trainer recently profiled in *O Magazine*. She is the author of the adult short story collection *Brick Walls: Tales of Hope & Courage from Pakistan*. Her essays have been published in *Huffington Post*, *Upworthy*, and *NBC Asian America*. She resides in Houston, Texas, with her husband and children.



About the Illustrator

Hatem Aly is an Egyptian-born illustrator whose work has been featured in multiple publications worldwide. He currently lives in New Brunswick, Canada, with his wife, son, and more pets than people.



TIPS AND SUGGESTIONS FOR READING

Yasmin the Fashion Model

The *Yasmin* series appeals to pupils at a very exciting time in their reading lives: they have moved from picture books to early readers and chapter books. Pupils will be reading at different levels and have varying degrees of confidence. You may find that you need to change your interaction to match these variables.

- **Less Confident Readers** You may read the entire story aloud to a struggling or less confident reader or to group of readers. Ask pupils to read aloud the names of chapters as you get to each new one.
- **Confident Readers** More confident readers may want to take turns reading pages with you or other group members. You may also want to role-play different characters: one pupil can read Yasmin's dialogue, and another read the words of another character. You can read the text while pupils read the dialogue. This method works particularly well to keep pupils not only engaged, but focused on the words on the page as they seek out their "lines."
- **Above-Level Readers** If you are reading with a confident reader or reading group, allow pupils to read to you until they grow tired, then pick up where they left off. You can also invite group members to take turns reading chapters.

No matter your pupils' reading levels, when it is your turn to read, do so with expression, changing voices between characters and setting a mood with your tone, volume and intonations. The *Yasmin* series centres around a young girl excited to try new things. As such, your voice should alternate between confident and nervous to match Yasmin's moods.

It is essential to monitor pupil comprehension as you read. To make sure pupils understand what they've read before moving on, ask *who*, *what*, *why*, *when*, *where* and *how* questions about content and the literary craft. Try to sculpt most of your questions around higher-level reading strategies, such as inferring, comparing and contrasting, predicting, analysing and synthesizing. Pause to ask if pupils have questions. Teach pupil strategies to monitor comprehension, such as rereading and pausing to summarise what they've read before continuing.

Possible questions:

- *What details do you think are important?*
- *What is the main idea of the story?*
- *Can you infer a theme of this story?*
- *Why does [a character] act that way?*
- *Compare the setting in the story to our setting here.*

Engage Pupils

Encourage pupils to make predictions for the story by asking:

What new things do you hope to try? Explain that, in this book, the main character explores a fun passion that could lead to a future career. Help pupils make connections between their own lives and Yasmin's.



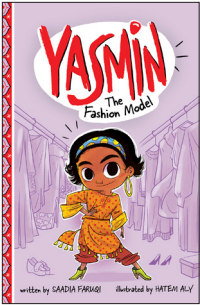
BEFORE READING

- **Allow pupils to preview the book.** Begin with the cover. Read aloud the title and the names of the author and illustrator. Allow pupils to look at the art. Ask: *What do you think this book is going to be about?* After pupils have provided their predictions, ask: *What evidence did you use to make that prediction?* Point out that their predictions were based on clues in the art and other elements found right on the cover. Explain that they will be meeting a girl named Yasmin and sharing some adventures with her.
- **Discuss how different cultures enrich a community.** Get pupils thinking about the importance of learning about various cultures and sharing elements of their own. Ask if any pupils in your class have moved here from another country or have family members that have done so. Invite them to share cultural traditions that they enjoy, such as holidays, meals, music, and stories such as folktales and fairy tales. Using their examples, emphasise how people from different cultures enrich a community, school, and country.
- **Use a map or globe.** Point out that the author is Pakistani-American, which means the author moved to the United States from Pakistan. Pupils may not be aware of where Pakistan or the United States are located. On a map or globe, point out their location.
- **Analyse art.** Now instruct pupils to study the art. Draw pupils' attention to the clothes hanging up. Ask for volunteers who may know what a *sari* or *kameez* is. If no one does, explain that a *sari* is a long, loose dress, usually made of silk. A *kameez* is a long, loose-fitting shirt worn by both men and women. Both styles originated in the Indian subcontinent and the middle east. If time permits, explain that the *shalwar kameez* consists of a long shirt (*kameez*) and baggy pants (*shalwar*). It is the national dress of Pakistan! Guide pupils to consider that their "normal" school clothes may not be considered "normal" in another country. Use this to jump into a thoughtful discussion about how "normal" or "other" is relative to what we are used to.
- **Make predictions.** Challenge pupils: *Looking at the drawing, make a prediction about Yasmin—what words do you think can describe her personality? What clues in the art did you use to make those inferences?* Guide pupils to notice her playful and confident pose, as well as the bright colours she wears.
- **Preview the text and art.** Open the book and allow pupils a few minutes to do so. If possible, take note which pages and illustrations they find most interesting, so you can focus on those later.
- **Analyse text features.** Ask pupils to volunteer text features they see: a Table of Contents, chapter titles, and so on. Explain that these features help to structure and organise a book. Titles allow for a "sneak peek" about what the pupils will read, as do chapter titles. Chapters also allow for a natural stopping point. (Note: Don't feel locked in to a chapter-by-chapter reading format. If you notice pupils becoming restless, choose an earlier stopping point and engage in one of the hands-on, related activities provided later in this guide.)
- See the *Connecting Literacy and Content* section on each title for tips, activities and extended learning opportunities to explore while reading. Take special note of cross-curricular connections to standards that cover PSHE and art, with extensions for maths and science.

Introduce the Content

Preview *Yasmin the Fashion Model*

Tell pupils that they are going to read a book about a young girl named Yasmin. She is spunky, fun and likes to try new things—even if they scare her. Say: *You may find that Yasmin is a lot like you, but also very different.* Have pupils partner and look through the book's illustrations. Give pupils time to discuss differences and similarities they see between themselves and Yasmin.



CONNECTING LITERACY AND CONTENT

Yasmin the Fashion Model

Reading Age: 6 - 8

Literature

Content: A schoolgirl turns an accident into a fashion designing adventure.

CONNECT TO LITERATURE

Build Content Background

Engage Pupils

- Connect to Art. Before beginning, tell pupils that, *A fashion model is a name for a person who is very knowledgeable about fashion and always dresses in the latest designs.*
 - Bring in some catalogues or save some links to children's clothing pages online. Allow pupils to pick and choose their favourite outfits and accessories, and create a collage of looks they like. Be mindful of having a diverse representation. If preferred, allow pupils to draw an outfit or outfits they would like to wear.
 - As pupils work, discuss the many careers available in art. Not all artists paint or sculpt. Provide examples of interesting choices that aren't as obvious: textile designer, furniture designer, interior decorator, car designer, etc. Challenge pupils to name more. Allow pupils to volunteer ideas they think of. Point out that many art careers have everyday applications. Ask: *Which career would you be most interested in?*

Discuss Text Features

Open to the Table of Contents and tell pupils: *Now we are going to read "Yasmin the Fashion Model." On what page does it start? (page 5) Let's turn to that page, now.* Once at the story, lead pupils to look at the picture on page 8. Then, encourage pupils to make predictions for the story by asking, *Do you think this story is going to be about how she likes clothes, or more? (I think she will dive into clothes and maybe make them).*

WHILE READING

- **Connect text to self.** Encourage pupils to discuss the following in pairs and then have a classroom discussion around their responses.
 - Engage pupils by asking if they have ever been "really really bored." Ask: *What did you do to entertain yourself? Did anyone experiment and find something new they enjoyed doing?*
 - After reading page 7, pause and ask: *What does Yasmin call her grandmother? Her grandfather? (Nani and Nana). Ask pupils to share their own names for their grandparents. Point out that some of these names are family traditions, while others are the words in a different language.*
- **Use graphics to make inferences.** Point out the illustration on page 10-11. Have pupils analyse details to make inferences.
 - Ask: *Where is Yasmin standing? How do you know? (She's in a closet. I can tell because clothes are hanging).*
 - *Whose closet is she in? What details did you use as clues to make your prediction? (Her mother's closet. The clothes look too big for Yasmin and the shoes are high-heeled grown-up shoes.)*
- **Use text features to make predictions.** Begin Chapter 2 by asking pupils to predict why it is called, "The Accident." Allow volunteers to share their answers with the class.
- **Draw conclusions.** Draw pupils' attention to pages 13-14. *Whose clothes is Yasmin wearing? (Her mother's clothes. The clothes are too big for Yasmin so she has rolled the sleeves and pants, as well as they differ in style). Increase pupil intrigue by taking their inferences one step further: *What do you think Yasmin did to combat her boredom? Do you think she is supposed to be putting on her mum's clothes? (She puts on her mother's clothes; some may guess that she shouldn't.)**
- **Make inferences.** Ask pupils: *Why are Yasmin's grandparents at her house? When they answer that the grandparents are babysitting, point out that the author didn't actually write this; they inferred it from clues on the page—just like they inferred that Yasmin was in her mother's closet and wearing her clothes. Say: *Clues can be words in a text or pictures. You've all gotten very skilled at making inferences!**
- **Connect to PSHE.** Reinforce the idea that people may have cultural differences, but are more alike than they are different. Ask pupils if they've ever had a grandparent babysit them, or a babysitter that wasn't exciting. Call attention to Yasmin's expressions on these pages and ask: *Who has felt like Yasmin?*

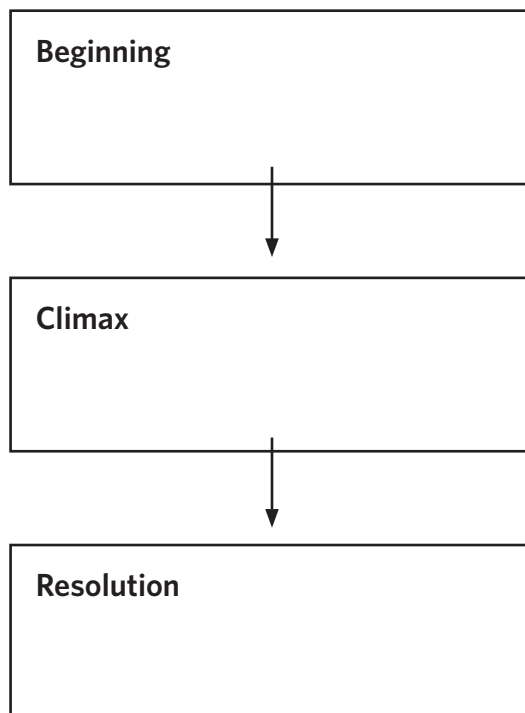
- **Summarise changes over time.** Monitor comprehension by asking pupils to summarise how Yasmin's mood has changed and to explain why. Circulate to ensure pupils are summarising events in the correct order, and in a way so that they make sense.
- **Study author's craft: Diction and Syntax** On page 15, point out how the author uses words and grammar to build the action.
 - o Point out words like "grew louder," "grew faster" and the use of an emdash followed by "OOPS!" Say: *By writing about things getting louder and faster, the author creates the feeling that things are getting a little bit crazy!*
 - o Draw pupils' attention to the fact that rather than end the sentence with "until Mama's kameez ripped," the author breaks off mid-sentence and writes "OOPS!" Explain: *The author could have just told us what happened. But the way they interrupt the sentence makes us feel like we're there with Yasmin and her Nani.* Explain to readers that this helps them stay involved in the story.
- **Connect text to self.** Ask pupils: *How do you think Yasmin feels right now?* (bad, worried she'll get in trouble, guilty) If pupils have difficulty understanding Yasmin's feelings, Ask: *Have you ever broken anything you weren't supposed to be playing with?* Allow volunteers to share. You may wish to share a "story" of your own rather than having pupils respond.
- **Identify sequence of events.** Help pupils follow the sequence of events by writing on the board: *first, next, then*, and so on, sequencing how the accident went from bad to worse (first the kameez ripped, next the needle on the sewing machine broke, then, Nana couldn't find his glasses). Point out how transition words help when reading or writing a story.
- **Connect text to society.** Pupils might not be familiar with the idea of a "red carpet". Explain that at very fancy events, traditionally, a red carpet is rolled out between the front door of the event and the car door of someone attending. Explain that often film stars and royalty or other famous people attend red carpet events.
- **Focus on social-emotional learning.** Guide pupils in a discussion to realise that when Yasmin is worried about something she seeks out help from others.
 - o Ask: *Who winds up fixing Yasmin's problems?* (Yasmin).
 - o Say: *Sometimes we all worry when something goes wrong, but that doesn't fix anything. We might ask others for help, which is fine. But it's also good to have faith in yourself. Yasmin didn't realise how capable she was, and how she could fix problems herself!*
 - o Ask pupil volunteers: *Did you ever face a situation where you felt like you were stuck and couldn't fix something? What happened to fix it?*
- **Identify theme.** Bring that real-life message back to the content. Explain that a *theme* is a message a reader gets from a story, or a lesson they learn. Ask: *What do you think the theme of these stories is?* (Help readers see possible themes: Problems can be fixed if a person just believes in themselves. Life is an adventure. We can learn from our mistakes.)
- **Compare and contrast.** Explain to pupils that Yasmin and her grandparents are putting on a fashion show. That's when a clothing designer shows everyone all the clothes he or she has made. Yasmin and her Nani are modeling the clothes. Nana is setting the scene with music and lights. Ask: *How is this like a party?* (Fun, music and lights).
- **Monitor comprehension.** Ask a few questions to wrap up and assess pupil understanding: Did Mama and Baba like Yasmin's fashion show? (yes) How can you tell? They clapped and yelled 'Amazing!'. The picture shows them smiling. What was Yasmin's problem? (Mama's kameez was ripped). How did she solve it? (With a glue gun). How did Yasmin turn an accident into a fun time? (She got the idea to design clothes when she used the glue gun to fix the kameez. She wouldn't have had the idea if the kameez hadn't been ripped.)

Extend the Learning

- **Below-Level:** Have pupils work individually or collaboratively to sketch out design ideas for a storefront window. Encourage them to be specific in terms of materials and designs. Pupils can draw a clothing storefront, or some sort of accessory shop window.
- **On-Level:** If possible, provide pupils with materials to design a scarf or bandana. Pupils may work in groups, partners or alone. Either can be ordered in bulk online for relatively little cost, or made by cutting larger fabric. Materials might include sequins, lace, fabric paints, studs and rivets. Encourage pupils to be creative: a scarf might have a different, practical use—maybe not even as clothing! Once pupils have finished, allow them to share their work with the class, and explain their choices. Encourage listeners to provide positive feedback.
- **Above-Level:** Challenge pupils to research an item of clothing particular to a culture they enjoy learning about. Have them create a multi-media presentation with images of the item, and information about its qualities, history and importance to its culture. When they've all completed their presentation, ask pupils to share which item they preferred the most. Lead a discussion to help pupils see how contributions from other cultures enrich the arts and other areas.

AFTER READING

- Allow time for questions and answers pupils may have about each text.
- Assess pupil understanding by having them summarise each story. Explain: *A summary is a retelling of the most important parts of a story. Summaries don't include every detail—just the details necessary to make sense of the story. A summary tells the story in the same order of events.* Draw a story map on the board like the one below.



- Model summarising for the story: *I'm going to separate the story into three parts: the beginning, the climax (or most exciting part) and the resolution-the ending.* Model rereading the beginning before writing in the text box. Talk out deciding which details are important or not as you continue, before filling in the other boxes. Pupils can then share their work with the class.
- Bring to the forefront the ways in which someone can be different and still be like everyone else. Draw a Venn diagram on the board. On one circle, write "Yasmin" and over the other "me." Encourage pupils to look through the story for differences, which will appear in each of the outer circles. All the many things they have in common should take center place between the circles. If pupils have difficulty, point out possible similarities: she goes to school; projects make her nervous, etc.
- Turn to the activities in the back of the book.
 - o Allow pupils time to discuss the *Think About It, Talk About It*. Act as a facilitator, circulating and taking note of pupils who aren't as willing to participate. You may wish to place quieter pupils in pairs or smaller groups to elicit sharing. You may also share your own thoughts if discussion seems to stall.
 - o When pupils read the *Learn Urdu with Yasmin!* page, make a fun activity that will also help pupils practice using context clues. Challenge pupils to sit in pairs, and to say to each other sentences using one of the Urdu words while their partner sits without looking at the book. Challenge the partner to guess or remember what each word means. Remind pupils to include context clues to help their partner. For example, "I love my baba," doesn't really include clues. However, "My baba has a beard and is very tall," provides a few more clues.
 - o Pupils can try the fun and practical projects in class or for homework.
- Ensure pupils have access to books on any topics that interested them: careers in exploring, art, architecture, or design, for example. Find titles at the library about the daily life of a child in Pakistan or another country other than theirs. Allow pupils to read the books during independent reading time. Encourage them to write notes connecting their own lives to those of children in different countries.

RESPOND BY WRITING, SPEAKING AND LISTENING

RESPOND BY WRITING

- Recall what a *simile* is, and name an example already discussed. As a class, have pupils search for other similes and make a list on the board. Then, have pupils write their own simile, describing a season using a simile. (Scribe for younger children).
- Assign pupils a paragraph or drawing that describes a time they turned an accident into a good thing. Have pupils try to use at least one simile, and words that might set a mood for their piece. The text should be organised in chronological order as this one was; remind pupils of the transition words they used when describing the events in a text: *first, next, then, etc.* Inform pupils that they'll be sharing their narrative with a partner. Help pupils revise and edit for grammar and spelling, correcting any errors they notice.
- Assign pupils the job of writing a short expository piece describing a contribution a person from another nationality has made to society. They may choose their own focus, in terms of nationality and contribution. Before pupils begin, review with them the types of sources they should be using to ensure reliability and validity. Encourage pupils to write creatively, using descriptive words. Have them check their pieces for correct punctuation, spelling and capitalisation.
- Ask pupils to consider which story they liked the best. Have them write an opinion essay explaining their claim. Make sure they provide "evidence" from the text to make their claim convincing. You may need to teach pupils what their claim is: a sentence that states their opinion. Also make sure they understand that evidence will be the information they use to convince others that their opinion is the right one.

RESPOND BY SPEAKING AND LISTENING

- Have pupils act out the story. Pupils must work together to choose roles.
- If it's more feasible, apply any of the writing topics as a speaking and listening topic. For example, have pupils relate a story about a time they turned an accident into a good thing. When relating personal stories, encourage them to use descriptive language so the listener can better picture the story.
- If pupils have read multiple *Yasmin* stories, consider the different career paths she explores and ask *Which career would be the most enjoyable?* from the stories you have read. Have pupils consider the question until they have decided on an answer. Tell pupils to come up with three reasons to support their decision. Then, pair pupils and have them argue that their opinion is the correct one. Tell pupils to use text evidence from the book, as well the other three reasons they listed. Encourage pupils to debate and try to come to an agreement. Remind pupils to listen to their partners respectfully, and to present their own ideas in a respectful manner.
- Have pupils imagine the conversations that occurred between the author, Saadia Faruqi and the illustrator, Hatem Aly as they worked together to make the book. Choose pupils to play the role of news reporter, Saadia and Hatem. Supply the reporter with an initial list of interview questions for them on the process of making the book. Instruct pupils to listen carefully and take notes of any questions that may arise. After the interview is done, the reporter should allow pupils to ask their questions. Model asking a question first, doing so respectfully. Have pupils note that you're speaking loudly and clearly, using words that the audience understands. Pupils should do the same.
- Give pupils a homework: to write five interview questions they might ask someone who moved to their town from another country. Facilitate a class collaboration to whittle all questions to a list of just 10 that would be appropriate and informative to ask. For example, pupils may ask how traditions were handed down to them, whether they feel these traditions are still being carried on or forgotten. You may wish to allow pupils to practice good listening skills by conducting mock interviews with each other.
- If possible, have an older adult who immigrated come to the classroom. Ask them the top 10 questions pupils picked.