

Vocabulary & Comprehension Lesson for Hana's Hundreds of Hijabs by Razeena Omar Gutta



Lesson plan by [Kate Winn](#)

Based on [Text Talk Lessons from Utah's Reading First Project](#)
& Vocabulary Lesson Plan template from *Structured Literacy Interventions*
edited by Louise Spear-Swerling

Potential Tier 2 words in the text

- upcycles
- magnificently
- peculiar
- flamboyant
- exquisite
- encouraging
- original
- observe
- coordinate
- combinations
- demand
- vibrant
- hauls

Tier 2 words selected for direct instruction

- **magnificent(ly)**
- **peculiar**
- **observe**

Step 1: Read-aloud of the text with a focus on comprehension

Before reading:

Show cover and read title. Do you know what a hijab is? (A head covering that some women and girls wear because of their religion or culture.)

“When I read this story, I want you to listen for three special words. Repeat after me: magnificently [repeat], peculiar [repeat], observe [repeat]. When you hear one of these words in the story, raise your hand.” *(You could also provide special wands/sticks the children hold up when they hear a special story word, e.g., jeweled sticks to hold up when they hear “treasure words”.)*

During reading: (after bolded words, children should repeat)

What does it mean to recycle? What do you think it means when it says Hana **upcycles** her mama’s old skirts?

During reading:

“Her hijab is always styled **magnificently**.”

“I see some of you have raised your hands. What word did you hear? Yes, **magnificently**. ‘Her hijab is always styled **magnificently**.’ If something is **magnificent**, it is very beautiful and wonderful. Hana always styles her hijabs to look beautiful and wonderful or **magnificent**.” *(You could provide a gesture to use every time you/they say the word, e.g., hands on cheeks and an expression of awe to show they are looking at something magnificent.)*

“...she has one **peculiar** problem.”

“I see some of you have raised your hands. What word did you hear? Yes, **peculiar**. Hana ‘has one **peculiar** problem.’ If something is **peculiar**, it is strange or different. Hana has a peculiar problem that we will learn about on the next page..” *(You could provide a gesture to use every time you/they say the word, e.g., head tilted and a confused expression to show they are looking at something peculiar.)*

What is Hana’s problem? What could Hana do to solve her problem of too many hijabs?

Hana donates some hijabs. What does that mean? Have you ever donated anything?

What do Hana’s friends, teacher and family think about her hijabs?

“While Hana helps out at Aunt Huda’s salon, she **observes** carefully.”

“I see some of you have raised your hands. What word did you hear? Yes, **observes**. Hana ‘**observes** carefully’ at Aunt Huda’s salon.’ If you **observe** something, you watch really carefully.” (You could provide a gesture to use every time you/they say the word, e.g., fingers making circles like binoculars in front of eyes to show observing.)

What does Hana do to solve her problem?

After reading:

In the book it says Hana had hundreds of hijabs, and they take over her entire house. Do you have hundreds of something? Do your items take over the house or do you keep them in a special place?

Hana is a very creative artist. People can be creative in many different ways. What do you like to create?

Step 2: Direct vocabulary instruction of the Tier 2 words

Target word: **magnificent (magnificently)**

1. In the story, it says Hana’s hijabs were always styled **magnificently**.
2. When something looks **magnificent**, that means it looks very beautiful and wonderful.
3. Say the word with me: **magnificent**
4. You might see a really big, beautiful building that looks **magnificent**, or someone could paint a wonderful painting that is **magnificent**.
5. Now think of something that might be **magnificent**. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **magnificent**

Target word: **peculiar**

1. In the story, it says that Hana has a **peculiar** problem: once she starts decorating her hijabs, she can’t stop!
2. If something is **peculiar**, that means it is strange, different or unusual.
3. Say the word with me: **peculiar**
4. You might think it was **peculiar** if it was snowing in the summer. It would be **peculiar** if there was a horse inside your house.

5. Now think of something else you might find **peculiar**. You could say “It would be **peculiar** if...” (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **peculiar**

Target word: **observe**

1. In the story, it says that when Hana was at her Aunty Huda’s salon, she **observed** carefully.
2. When you **observe**, you watch someone or something really closely.
3. Say the word with me: **observe**
4. You might **observe** a bird eating at the bird feeder, or **observe** your science experiment to see what happens.
5. Now think of something else that you might **observe**. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **observe**

Step 3: Consolidation

Combine the words by having children make a choice between two of the words

- You see a garden full of lovely flowers: peculiar or magnificent?
- You watch your friend throw a ball so you can learn: magnificent or observe?
- You wear your pajamas in the daytime and your clothes at night. observe or peculiar?
- You see someone wearing beautiful, shiny jewelry. magnificent or observe?
- You get to school and no one else is there. magnificent or peculiar?
- You watch your cake rising in the oven. peculiar or observe?

Maintain all three words by asking the children to give examples or explanations

- What would be something peculiar to see inside your home? Outside your home?
- What would you like to observe someone doing so you could learn to do it too?
- What is the most magnificent item of clothing or accessory you have?

Maintain by helping children add to their networks of related words

- What is something that would be peculiar to do at school?
- What animal would you most like to observe?
- Describe something magnificent you have seen before.

Step 4: Assessment

Could do this whole group or individually.

Let's think about all three of our new words again: **peculiar, observe, magnificent**

You can ask the questions open-ended (kids provide own examples) or give examples below as choices.

- What would be an example of peculiar: eating breakfast in the kitchen or eating breakfast in the bathroom?
- What would someone want to observe: a chair or a child?
- What might be called magnificent: a blank piece of paper or a beautiful drawing?

Celebrate when a student uses one of the words in a sentence.

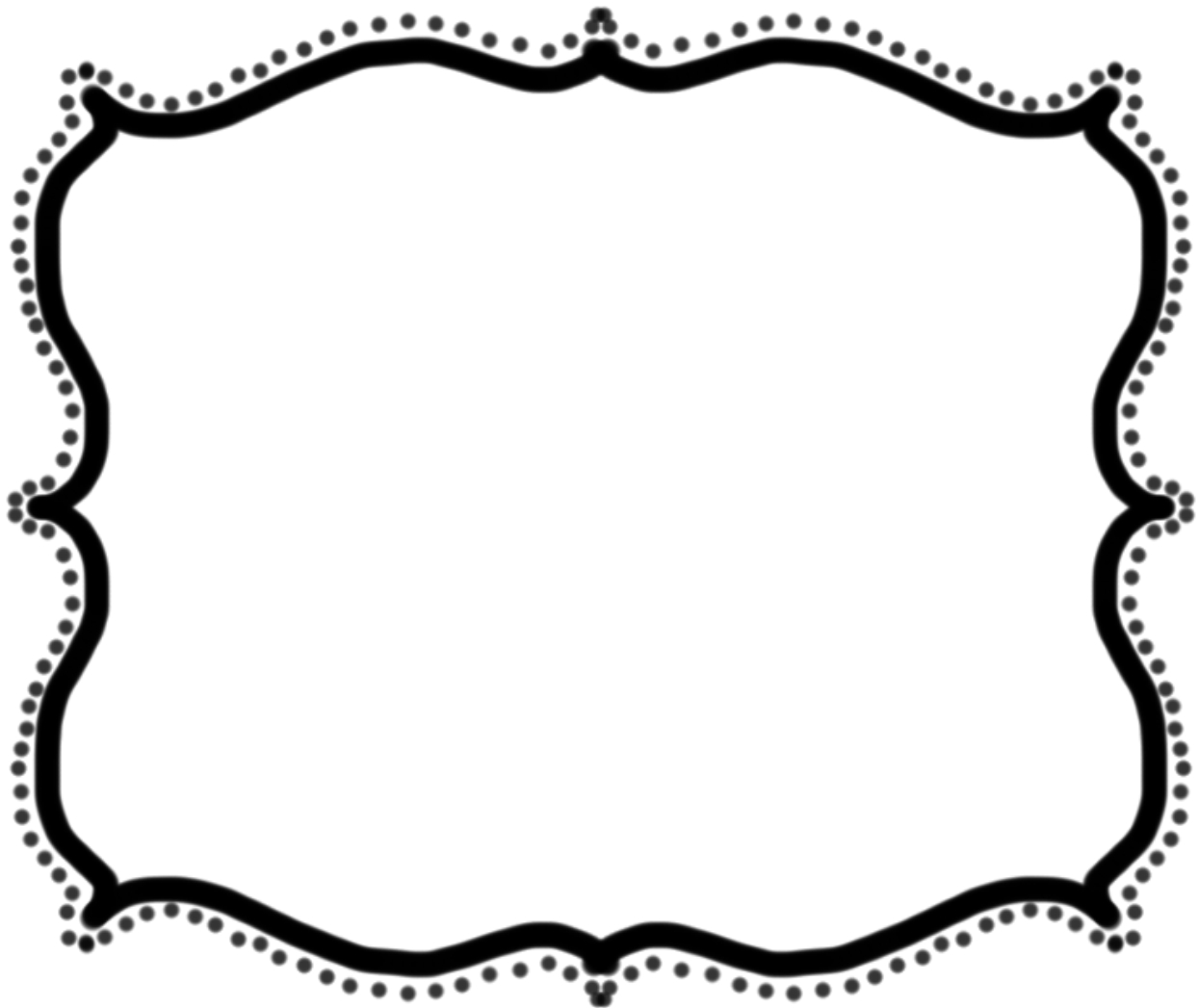
Periodically ask children if they remember what previously taught words mean.

Name: _____

My Magnificent Creation

Based on *Hana's Hundreds of Hijabs* by Razeena Omar Gutta

Hana creates hijabs. What do you create? Draw a picture!



I create _____