Lesson 13
BEFORE READING

BEFORE READING

Determining Importance

As you read, determine what is important so that you can remember it. One way to do this is to summarize the paragraphs in a selection.

**How to Summarize a Paragraph**

1. Identify the topic. Ask, “What is the paragraph mostly about?”
2. As you read, take notes about the important details and ideas. Use a Summary Planner.
3. Stop and ask, “What does the author want me to know in this part of the selection?” Write a sentence or two to retell the ideas.

Read the text and the Summary Planner.

**Look into the Text**

I will never forget the week I spent in Washington, D.C. I was part of the Presidential Classroom. It’s a program for high school students. It teaches about the government. The experience changed how I see the world. But what I remember most was not about government. It was the night I saw myself through the eyes of a quiet Muslim girl.

**Try It**

Make a Summary Planner. As you read “Behind the Veil,” use the planner to sum up the important ideas.

**AcaDemic Vocabulary**

Use the Make Words Your Own routine (PD 25) to introduce the words determine and importance one at a time.

1. Pronounce each word and have students repeat it.
2. Study examples:
   - **determine**: When you determine something, you figure it out.
   - **importance**: If something has importance, it matters to you. It has value and is worth remembering.
3. Encourage elaboration:
   - **How can you determine** when someone is telling the truth?
   - **Which people are of importance** to you?

**What It Means**

<table>
<thead>
<tr>
<th>What It Means</th>
<th>Example</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>determine</td>
<td>reading a thermometer to figure out how hot it is</td>
<td>making a guess about the weather</td>
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</table>

**Teach the Strategy**

**Develop Academic Vocabulary**

Use the activity below to teach Academic Vocabulary related to the strategy.

**Determine Importance**

Introduce Read aloud the introductory text. Then sum up: When we read, there are many ideas to think about. We can summarize the text to help us determine, or figure out, the most important ideas.

**Look into the Text** Chorally read the text. Clarify the meaning of program (classes) and government (people and laws that run a country).

**Model How to Summarize a Paragraph** Work through the steps in the How-To box one at a time, using the text in Look Into the Text and the Summary Planner.

- **Say**: I read the first sentence to get an idea of what the text is about. I think the topic is something important that happened in Washington, D.C.
- **Chorally read row 3.**
- **Say**: I ask myself: What does the writer want me to know? Then I put the most important ideas together in a summary.
- **Chorally read row 4.**

**Try It** Explain that students will use a Summary Planner to identify more important ideas as they read.

**Ongoing Assessment**

Have students explain what information belongs in a summary. (important ideas and details)
Lesson 13, continued

READ

OBJECTIVES
Vocabulary
• Key Vocabulary
Viewing
• Respond to and Interpret Visuals

BUILD BACKGROUND

A Review Vocabulary
Point to and pronounce the highlighted words to review the Key Vocabulary before reading. Have students repeat the words. Then have them complete these sentences:
• A religion I know about is _______.
• I _______ because of my beliefs.
• I feel uncomfortable when _______.

B Cultural Clothing
Read the text line by line and have students echo. Then have partners reread it chorally. Point out the word Muslim. Explain that Muslims, like Nadia in the selection, are people who follow the religion of Islam. There are more than 1.3 billion Muslims who live around the world.
Check comprehension of the text with yes/no questions:
• Do people everywhere wear the same clothes? (no)
• Do some people wear special clothing because of their religion? (yes)
• Was the selection written by a girl named Nadia? (no)

Have students signal by nodding if the answer is yes and shaking their heads if the answer is no.

ABOUT "BEHIND THE VEIL"

Selection Summary
This selection is told by a high school boy named Philip. He describes how he meets Nadia, a Muslim American girl, at a program for high school students. Initially, Nadia feels separated from the other teenagers because of her traditional Muslim clothing and their misunderstanding of her culture. During an emotional talk, Nadia explains that even though she looks different, behind her veil she is like any other teen. The author realizes that young people everywhere are more similar than different, no matter how they look or what they believe.

Background
Share some facts about head coverings worn by people of different religions.
• Many Muslim women around the world wear veils over their heads. Some also wear clothing that fully covers their bodies. They are following the Muslim practice of hijab, which means “modesty,” or not thinking you are the most important or most beautiful.
• Many Jewish men wear a head covering called a kippah or yarmulke. Some Jewish women may cover their heads with scarves or hats. Head coverings can show a person’s faith.

www.hbedge.net
• Read another essay about a lesson a teen learned.
• View clothing from around the world.
Language Support

Chorally read the title. Support students’ understanding of text language with these ideas:

- Behind: Hold a sheet of paper in front of your face and explain: I am behind this paper.
- Veil: Point to the veil in the art and use two hands to pantomime laying a veil over your head. Explain: A veil is clothing people put over their head.

Explain that the phrase “behind the veil” can describe what a person is really like on the inside.

Analyze Visuals

About the Art

Point out the image of the woman and explain: This picture shows a woman. What is she wearing over her head? (a veil)

If possible, show an example of Arabic writing and explain: The artist used white Arabic words to create this woman’s veil.

Interpret and Respond

Provide language frames to help students express responses to the image:

- The woman in the picture looks like she feels __________.
- She is different from other people because __________.
- She is the same as other people because __________.

Possible responses:

- sad and lonely
- she is wearing a long veil
- her face looks like other people’s faces

Preview

Preview the selection with students, pausing to build background and language.

- Turn to pp. 194–195 and say: This girl is like a girl in the story named Nadia. Nadia is Muslim, which means that she follows the religion of Islam.
- Point to the girl’s headscarf and say: Some Muslim women wear veils like this. It covers their head and face.
- Point out the woodwork background and say: This is art from Nadia’s country. As we read the story, we will learn about Nadia and her culture. See how it is the same or different from your own life.

Read Aloud

To provide a supported listening experience as students track the text in their books, read aloud the selection or play the Selection Reading CD.

Selection Reading CD 2, Tracks 3–4

Non-Roman Alphabet

Focus on written contractions by playing “Contraction Concentration.” First, students create pairs of cards for the selection contractions it’s, don’t, and didn’t, and the corresponding two-word phrases. Shuffle the cards, lay them face-down, and have students turn over two cards at a time to match contracted and non-contracted forms.
I will never forget the week I spent in Washington, D.C. I was part of the Presidential Classroom. It’s a program for high school students. It teaches about the government. The experience changed how I see the world. But what I remember most was not about government. It was the night I saw myself through the eyes of a quiet Muslim girl.

It was our last night. We sat in a small room. We had been there many times. But this time was different. We were there to say goodbye.

Nadia wore black clothes. Her face, arms, and legs were covered. She seemed afraid to join the group. I could not understand why.

We had all tried to make her feel welcome many times throughout the week. Sometimes she seemed depressed. We tried to make her laugh. Other times she seemed lonely. We tried to start conversations with her. She rarely lifted her head to look at us.

When she did, we saw her sad eyes. They seemed full of emotion. It was waiting to pour out.

**Key Vocabulary**

- **forget** verb, to not be able to think of something
- **experience** noun, something that you did or saw

**In Other Words**

- **program** group of special classes and meetings
- **government** how the country is run
- **see** understand
- **depressed** sad
- **emotion** a lot of feeling
- **pour out** come out quickly

**Verbs with -ed and -ing**

Before reading, use Transparencies 46–53 from *Inside Phonics*.

- Write these words from “Behind the Veil” on index cards: covered, seemed, lifted, walked, waiting, speaking, growing.
- Chorally read the words aloud. Repeat and have students echo. If necessary, say the sounds for the verb endings and then blend all the sounds to say the whole word. Point out the two different ending sounds created by the verb ending -ed.

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<td>Blended</td>
<td>waiting</td>
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<td>speaking</td>
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<td>separate</td>
<td>covered</td>
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<tr>
<td>-ed sound:</td>
<td>lifted</td>
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</table>
When everyone finished speaking, Nadia slowly rose from the corner. She walked to the middle of the room. “This has been a memorable week,” she said. “But it has also been one of my most uncomfortable.”

“All of you have been wonderful to me,” she said. “But I realize that some of you are afraid of me and my beliefs. I understand. You only know the Islam that you hear about in the media. You don’t know the truth of our religion.”

Key Vocabulary

- **uncomfortable**: adjective, not easy
- **belief**: noun, an idea you think is true
- **truth**: noun, something that is a fact
- **religion**: noun, a set of strong ideas about god or gods

In Other Words

- **rose**: got up
- **memorable week**: week that I will always remember
- **realize**: understand
- **in the media**: in newspapers and on television

**Monitor Comprehension**

**Explain**

Possible responses:
- she is with the group
- she thinks people don’t understand her

**Monitor Comprehension**

**Explain**

Read the first paragraph. Model Nadia’s actions. For example, as you read “Nadia slowly rose,” stand up slowly. Say: I slowly got up from the chair. Have students mimic your actions and echo your words.

**Vocabulary Strategy**

**Use Word Parts: Prefixes and Suffixes**

Point out the word **uncomfortable**. Say: Uncomfortable has a prefix, a base word, and a suffix.

- **Prefix**: un
- **Base Word**: comfort
- **Suffix**: able

- Say: The prefix un- means “not.”
- Say: The base word is comfort. Something is comfortable if it makes you feel happy and safe. You can feel comfortable when you are with family and friends.
- Say: Put the word parts together. Something is uncomfortable if it makes you feel unhappy. Have students complete this sentence: Nadia feels uncomfortable when ______.

Reading Support

**Determine Importance**

Chorally read the remainder of the page. Remind students that each section has important ideas and details. Remind students to pause at the end of each page to add to their Summary Planners. Say: The most important idea of the first paragraph is that Nadia feels uncomfortable, but she will remember her week. Have students signal with a nod if they agree with this statement.

**DAILY ROUTINES**

**Vocabulary**

See the Vocabulary and Fluency Routines tab for more information.

**Word Sort** Have partners discuss the meaning of each Key Vocabulary word and sort the words into these categories: things a person does, things a person thinks, and ways a person feels. Have them compare their work with another pair’s.

**Game** Write the Key Vocabulary words on separate cards. Then have students take turns drawing a card and either acting out the word or sketching an example of it. Have group members guess the word.

**Fluency: Expression**

This cluster’s fluency practice uses a passage from “Behind the Veil” to help students practice reading with appropriate expression.

Use **Reading Handbook** T536 and the Fluency Model CD 4. Track 8 to teach or review the elements of reading expressively, and then use the daily fluency practice activities to develop students’ oral reading proficiency.
What she said was true. We knew about the beliefs of Islamic terrorists. But we knew nothing about the beliefs of nonviolent Muslims. I didn’t know anything about her religion.

“The truth is that I am just like all of you. I like the same music. I like the same television shows.” A single tear slid down her cheek.

“When you laugh at something, so do I. And when you cry, I do, too.”

In Other Words

NONVIOLENT-MUSLIMS: Muslim people who do not want to hurt others

A single tear

Objectives

Vocabulary
• Key Vocabulary
• Strategy: Use Word Parts (Prefixes)

Reading Strategy
• Determine Importance

Speaking
• Give an Oral Response to Literature

Language Function
• Make Comparisons

Teach & Practice

Reading Support
Set a Purpose
Remind students: When you have something in common with other people, you are alike in some way. Have students look for ways that Nadia and her classmates are similar.

Language Support
Have students chorally read pp. 196–197. Use the In Other Words restatements to help students access language. For additional support, restate words.

• true: the truth; right
• Islamic terrorists: dangerous people who say they are Muslims

Reading Support
Determine Importance
Ask yes/no questions to help students determine which ideas are important:

• Nadia says that she likes TV shows. Is this an important detail?
• A tear slides down Nadia’s cheek. Is this important to remember?
• Nadia says, “I am just like all of you.” Is this an important idea?

Have students respond by nodding or shaking their head.

Vocabulary Strategy
Use Word Parts: Prefixes
Write the word nonviolent and circle the prefix non-. Explain:

• The prefix non- means “not.”
• The base word violent means “harmful.”
• We can put the word parts together. Nonviolent means “not harmful or hurtful.”

Debrief the Comparisons and Contrasts
Draw a Venn Diagram. Label the outer circles Nadia and Philip. Label the center section Both. Have students share answers from their discussions. List ways Nadia and the author are alike in the center and ways they are different in the outer circles.

Debrief the Cooperative Process
Have students evaluate the quality of their individual participation, for example:

• Did you make comparisons between Philip and Nadia?
• What did you do well? What would you do differently next time?
Nadia’s words were simple. They meant so much to me. Her clothing and religion did not define her. She was a teenager growing up in America—just like me.

**ANALYZE** Behind the Veil

1. Summarize What did Nadia tell the other students?
2. Vocabulary What truth did the author learn about himself?
3. Reading Strategy Determine Importance Complete your Summary Planner. Share your summary of each section with a partner. Compare to see if you agree about the main ideas.

**RETURN TO THE TEXT**

Reread and Retell Tell a partner about Nadia. Describe one way she is similar to her classmates and one way she is different. Find sentences in the text to support your ideas.

**In Other Words**

meant so much were very important define her tell us everything about who she was

**Language Support**

Chorally read p. 197. Support students’ understanding of text language.

- did not define her: Restate as did not tell the kind of person she was.
- growing up: Say: When you are growing up, you are getting older. You are becoming an adult.

**ANALYZE**

1. Summarize Nadia told the other students that she was just like them on the inside, even though she dressed differently.
2. Vocabulary The author learned that he really didn’t know anything about Nadia or her religion.
3. Determine Importance Have students review their Summary Planners and verbally summarize each section with a partner to find similarities.

**RETURN TO THE TEXT**

Use the Academic Language Frames on Transparency 18 to help students write statements about how Nadia and her classmates are similar and different.

**Academic Language Frames**

Compare Nadia and Her Classmates

1. Nadia is like her classmates because they all...

   The text says...

2. Nadia is not like her classmates because...

   The text says...

**Transparency 18**

Behind the Veil 197