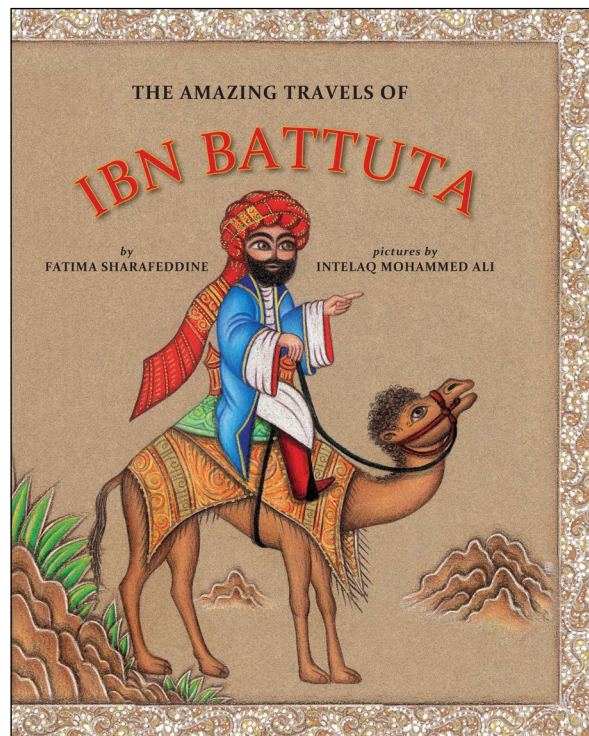




GROUNDWOOD STUDY GUIDES

The Amazing Travels of Ibn Battuta

Written by Fatima Sherafeddine
Illustrated by Intelaq Mohammed Ali



The true story of a fourteenth-century traveler, whose journeys through the Islamic world and beyond were extraordinary for his time.

CURRICULUM CONNECTIONS

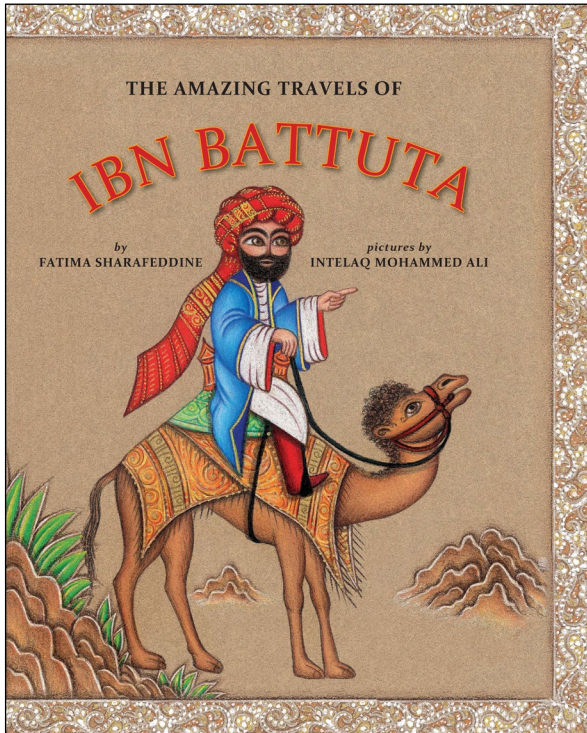
Ages 7 to 11 / Grades 2 to 6

JUVENILE NONFICTION / Biography and Autobiography / Historical; Exploration and Discovery / Travel

Full-color illustrations / 9 x 11.375 / 32 pages

Hardcover with jacket / \$18.95 / 978-1-55498-480-0 / ebook 978-1-55498-481-7

groundwoodbooks.com



BOOK DESCRIPTION

In 1325, at the age of 21, Ibn Battuta set off from his home in Tangier, Morocco on his pilgrimage to Mecca. For the next 30 years he traveled extensively, throughout Islamic lands and beyond — from the Middle East to Africa to Europe to Asia. This book chronicles his amazing journey and the fascinating people, cultures and places he encountered. Ibn Battuta’s own writings and observations, retold here by Fatima Sharafeddine and beautifully illustrated by Intelaq Mohammed Ali, give us a remarkable picture of what it was like to be a traveler nearly 700 years ago.

PRE-READING QUESTIONS & ACTIVITIES

As a class, examine the cover of the book and the map on the title page. What do students think this story is going to be about? Where will the action take place? Do they think it is fiction or non-fiction?

This is a story about curiosity, travel and the adventures of a man who embarked on a 30-year journey of exploration. It takes place in the 14th Century — 700 years ago, when people did not travel as much as we do today. Discuss with students how a stranger and a traveler would have been received in these times. Why do they think travel might have been less common?

As a class, perform a “picture walk” through the book. Based on the illustrations, what kind of adventures do students think he will have? Record the predictions and compare them with the real story when the class reads it.

VOCABULARY

This book is set in the Middle East, Asia, Northern Africa and Spain of the 14th Century. It is a world very different from the one in which students live. Discuss the following words as they are used in this book and what they mean in this context.

- prophet
- pilgrimage
- the Hajj
- sandstorm
- dehydration
- caravan
- merchant
- Kaaba
- theologians
- lighthouse
- mosque
- hyenas
- mosaic
- Qur’an
- dormitory
- hammam
- seaport
- destination
- sabotage
- qadi
- prolong
- medicinal herbs
- governor
- sultan
- asteroid
- ambassador
- porcelain
- architecture
- numerous

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

WHY DO PEOPLE REMEMBER IBN BATTUTA?

Ibn Battuta was respected by his peers and honored by the powerful men and royalty of his time. His fame continues to this day. Ask students what about him was so significant to his contemporaries. Why do they think so many people today remember who he was and celebrate his life?

GREETINGS

As he journeys from place to place, Ibn Battuta encounters different cultures with different traditions. Working as a class, identify the different ways each community welcomes him when he first arrives. Why do students think he received the receptions that he did? How do students think such a traveler would be welcomed in their own home town today?

DANGER! DANGER!

There were many dangers that threatened travelers in the 14th Century. As a class, discuss the hazards Ibn Battuta encountered on his travels. How did he react? What tactics or precautions did he take in response to these threats?

MAPPING

As this book follows the life and travels of Ibn Battuta, it is very specific about the different places he visits. Working as a class, use the descriptions in the text, the map on the title page and the illustrations to mark on a world map the cities he visits. You may choose to use Google Maps if you have internet access. Are the cities he visited still in existence? Have their names or the countries they are part of changed? How many continents did he visit? How many modern countries? Next, use lines to show his journeys. Is it easy or hard to follow his path? Does he cross, or revisit places? When the class is done, compare the map you made as a class to the one on the title page of the book.

THE PLACES HE WENT

Working as a class, create a chart listing the different places Ibn Battuta traveled. Include how long he spent in the location, the people he met, the sights he saw and any additional interesting facts from the book. Working on their own, or with a teacher or other adult, have students research one of these places and what it's like today. Have them write a brief description of this place and include a photograph or other illustration, as well as the information about this location from the book. Have students share their work and revise their writing based on peer feedback to create a final version on the computer. Working as a class, create a cover and choose a title for this modern-day travel guide to the journeys of Ibn Battuta. Assemble the final copies into booklets and distribute them to the class.

SETTING THE SCENE

This story is set in many cities and many lands. Citing specifics from the text, discuss the ways the illustrator conveys information about the settings of the story. Draw attention to the use of maps as elements of the illustrations. What specific details of the backgrounds are map features and how do they work with the text to help tell the story? What purpose do students think these graphic elements serve?

TRAVELING MAN

Ibn Battuta spends most of his life traveling from place to place. At the beginning of the book, he lists a few of the methods he used during his travels, and as the story progresses we see him travel as part of a pilgrimage, with a caravan, via sailing ship and more. As a class, list the different ways he travels. Working independently or with an adult, have students research methods of travel used during the 14th century, drawing on internet resources and the library. How common was it for people to travel? Why did they take journeys? What were dangers a traveler would face? Have students create a presentation, illustrating their findings with a poster, a diorama or other method.

IBN BATTUTA CHARACTER MAP

In the course of this story, we learn a great deal about the kind of person Ibn Battuta is. Sometimes the author tells us what Ibn Battuta is thinking. Sometimes we hear the impressions or opinions of other characters. We also get to see what sort of a person he is through his actions. Discuss how the author conveys each piece of information about the character to the reader. Working as a class, review the story and note his key personality traits. Create a character map and organize Ibn Battuta's character traits according to the categories above.

THE THINGS HE DID

Break students into pairs and have them select an episode or event from the book. Have students create an oral presentation that briefly retells the episode they have chosen and addresses the following questions: What is the main idea or major event of this section? How does Ibn Battuta respond to these events? Come together as a class and have each pair summarize their episode and discuss their conclusions. Have students explain why they chose this event.

HERE COMES THE JUDGE

At the end of the story, Ibn Battuta is made a judge. Discuss as a class what qualities Ibn Battuta develops in his travels that make him ideal for this position. Then have each student write an opinion piece discussing what kind of judge they think Ibn Battuta was. Have them be sure to introduce their topic, cite specific evidence from the text to support their view and provide a concluding statement. Break students into pairs to critique each others' work; revise as needed based on peer feedback.

WHAT'S IN A NAME

Locate the passage in the book that discusses Ibn Battuta writing his book. How was the book written—did he write it alone? Did he base his work on anything else he had written? What was the original title of his book? What do students think about the title?

INTERNET RESOURCES

Google Maps World Map

Use this to plot the travels of Ibn Battuta.

<https://maps.google.com/maps/ms?msa=0&msid=218326542034227400695.0004af2e8e3bd18d224a1>

The Travels of Ibn Battuta: A Virtual Tour with the 14th Century Traveler

Excellent summary of information about Ibn Battuta; includes additional activity suggestions and tips for teachers.

<https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta>

The Longest Hajj: The Journeys of Ibn Battuta

A wonderful in-depth series of articles about Ibn Battuta and his travels and why he remains such an important and fascinating figure today.

<https://archive.aramcoworld.com/issue/200004/the.longest.hajj.the.journeys.of.ibn.battuta-editor.s.note.htm>

Ibn Battuta: Travels in Asia and Africa 1325-1354

This text is part of Fordham University's Internet Medieval Source Book.

Read diary entries and excerpts from Ibn Battuta's writings.

<http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp>

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

READING FOR LITERATURE

Key Ideas and Details

Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.

Describe how characters in a story respond to major events and challenges.

Craft and Structure

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

Compare and contrast two or more version of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

READING SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

Production and Distribution of Writing

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

Presentation of Knowledge and Ideas

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Capitalize holidays, product names and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array 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 prefix is added to a known word (e.g., happy/ unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 2

Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

GRADE 3

READING FOR LITERATURE

Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

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).

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 3

WRITING

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Production and Distribution of Writing

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

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 3

Research to Build and Present Knowledge

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

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.

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.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 3

Presentation of Knowledge and Ideas

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.

LANGUAGE

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.*
- Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound and complex sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- 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).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 4

READING FOR LITERATURE

Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama or poem from details in the text; summarize the text.

Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

WRITING

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 4

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 4

Range of Writing

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 4 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 and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 4

LANGUAGE

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARDS AND SKILLS USED IN THIS GUIDE

GRADE 4

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

AUTHOR & ILLUSTRATOR BIOGRAPHIES



Fatima Sharafeddine is an award-winning Lebanese writer who has twice been nominated for the prestigious Astrid Lindgren Memorial Award. After receiving a B.A. in Early Childhood Education, she moved to the United States to pursue graduate studies. She now divides her time between Beirut and Brussels, where she writes and translates full time. She has written more than one hundred books for children.

Intelaq Mohammed Ali is an award-winning Iraqi illustrator with over thirty years experience. She has illustrated 44 books for children, 32 animations, 27 books for adults and 12 children's magazines, and is an active participant in international conferences and workshops. She has won numerous international awards for her illustrations. She is based in Iran.