

Zain's Super Friday

written by Hena Khan

illustrated by Nez Riaz

About the Book

Genre: Realistic Fiction

Format: Hardcover
32 pages, 11 x 8-1/2

ISBN: 9781643794242

Reading Level: Grade 3

Interest Level: Grades PreK-5

Guided Reading Level: L

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Childhood Experiences and Memories, Diversity, Families, Fathers, Fiction, Holidays/Traditions, Muslim/Muslim American Interest, Realistic Fiction, Religion/Spiritual, Religious Diversity, Self Control/Self Regulation

Resources on the web:

leeandlow.com/books/zain-s-super-friday

SYNOPSIS

Join Zain and his dad on a special visit to their local mosque to attend jumu'ah prayers in this heartwarming picture book from the author of *Under My Hijab*.

Early Friday morning, Zain leaps out of bed ready to save the world from alien invaders! But his dad has other plans for Zain on this special day of the week. Dad takes Zain to the mosque and guides him through his first jumu'ah prayers. But Zain's quest for a superhero adventure leads to supersize distractions. Can Zain rein in his powerful impulses and appreciate this special experience with his dad and community?

With spirited text by award-winning author Hena Khan and dynamic illustrations by artist Nez Riaz, *Zain's Super Friday* is a celebration of Muslim traditions, imagination, and the joy of community.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Author's Note from Hena Khan

Jumu'ah, which means "Friday" in Arabic, is a special day for Muslims. Every Friday afternoon, around the world, jumu'ah prayers are held at mosques, community centers, parks, schools, office buildings, or wherever a group of people can gather.

The service begins with someone reciting the adhan, which is the call to prayer. Before entering the prayer area, everyone performs wudu, cleaning their hands, mouth, nose, face, forearms, forehead, ears, neck, and feet with water. Then they head to the prayer area, remove their shoes, and get comfortable. The Imam, who is a religious scholar and community leader, gives the khutbah, a talk or sermon that inspires and teaches others.

After the khutbah, someone recites the iqamah, a second call to prayer indicating that it's time to begin. The group forms straight lines, standing shoulder to shoulder. They face in the direction of the Kaaba, a cube-shaped structure considered to be the holiest site in Islam, located in the city of Mecca, Saudi Arabia. During the prayer, worshippers bow, kneel, and prostrate in unison, following the Imam's lead.

At the end of the prayer, everyone turns their heads to the right and to the left and then spends a few moments in quiet reflection. When the service is over, people greet each other with smiles and hugs, wish each other "Jumu'ah Mubarak," or "blessed Friday," and socialize for a bit. They may enjoy lunch and relax if they have the day off or go back to work or school if they don't. It's also recommended to give a charitable donation to help run the mosque, support community programs, and assist those in need.

Everywhere it is held, jumu'ah prayers bring people together in a tradition that Muslims honor and cherish. Children such as Zain begin attending service when they are young and learn how to celebrate the day with their elders, who welcome their energy and their company.

More Information about Jumu'ah Prayers

For additional information and resources about Jumu'ah, consult the University of Michigan's fact sheet on Jumu'ah (<https://provost.umich.edu/wp-content/uploads/2022/12/Jumuah.pdf>) and Harvard's The Pluralism's Project further details on Jumu'ah (<https://pluralism.org/jum%E2%80%99ah-the-friday-prayer>). Videos on YouTube of Jumu'ah prayers include (<https://www.youtube.com/watch?v=iapJzCzQ68Y>) and (<https://www.youtube.com/watch?v=UHsxQAI03lw>).

Muslim Demographics

Twenty-five percent of the global population—people from every ethnic group, race, and culture—identify as Muslim. As of 2015, there were an estimated 1.8 billion Muslims around the world, making Islam the world's second-largest religious tradition after Christianity and currently the fastest-growing world religion (<https://www.pewresearch.org/fact-tank/2017/01/31/worlds->

[muslim-population-more-widespread-than-you-might-think/](https://www.pewresearch.org/fact-tank/2017/08/09/muslims-and-islam-key-findings-in-the-u-s-and-around-the-world/)) (<https://www.pewresearch.org/fact-tank/2017/08/09/muslims-and-islam-key-findings-in-the-u-s-and-around-the-world/>). The Pew Research Center estimates that there were about 3.45 million Muslims of all ages living in the U.S. in 2017, and that Muslims make up about 1.1% of the total U.S. population. The Muslim population in the United States has grown at a rate of roughly 100,000 per year (<https://www.pewresearch.org/fact-tank/2018/01/03/new-estimates-show-u-s-muslim-population-continues-to-grow/>), and Muslims will constitute approximately 2.1% of the U.S. population by 2050.

Educating Others about Hijabs & Being Muslim American

In "Raising Her Voice," (<https://bethesdamagazine.com/Bethesda-Magazine/January-February-2018/Raising-Her-Voice/>), Hena Khan describes what it was like to write her middle-grade novel, *Amina's Voice*, and provides details about growing up in Bethesda, Maryland, with very few people acknowledging or wanting to learn about her Pakistani and Muslim traditions and culture. Adding books to your collection such as *Khan's Golden Domes*, *Silver Lanterns*, and *Under My Hijab* (<https://www.henakhan.com/golden-domes>) for young students and *Amina's Voice* (<https://www.henakhan.com/amina-release>) for older readers gives students opportunities to learn more about Muslim customs and offers all children a chance to feel included in any setting.

Racism and Prejudice towards Muslims and Muslim Americans

Hena Khan wrote a piece in the Washington Post titled, "Parents, we need to teach our children about the dangers of hate-laced speech against Muslims" (https://www.washingtonpost.com/lifestyle/2019/04/09/teaching-my-son-all-parents-stand-up-against-muslim-hatred/?utm_term=.7c079bfb521), where she points out that hate speech towards Muslims is becoming normalized and not addressed nearly enough in educational settings. Khan suggests strategies where parents can encourage children to not use harmful language, educate them about Muslim practices, and expose them to quality literature in order to break the dangerous trend.

Consult the Lee & Low Blog Post, "Tackling Islamophobia with Children's Literature" (<https://blog.leeandlow.com/2019/02/28/tackling-islamophobia-with-childrens-literature/>), which was written by Gauri Manglik and Sadaf Siddique, co-founders of the South Asian book blog *KitaabWorld* (<https://kitaabworld.com/>). The post discusses the importance of Muslim voices in government and in children's literature, but also how Islamophobia and hate speech against Muslims continue to persist in our government, schools, and other spaces.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- [If students are familiar:] What do you know about jumu'ah and jumu'ah prayers? How do you practice jumu'ah prayers? Where do you practice jumu'ah prayers?
- [If students may not be familiar:] Have you seen a mosque before? What is a mosque? Why do you think mosques are important to people who visit them?
- Are there any places that are important to you or your cultural or religious traditions? How do they make you feel? When and why do you visit them?
- Are there places in your neighborhood that you like to visit? What are those places? Why do you like to go to those places?
- How do you like to use your imagination? Do you like to pretend play? What do you like to do when you pretend play?
- What do you like to do with your family? Are there certain things that you like to do with someone at home, like going to the market or the park? How do these activities make you feel? How is your family special to you?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Zain's Super Friday*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Hena Khan's biography:** Read about author Hena Khan prior to reading the book. Encourage students to think about how she came up with the idea to write *Zain's Super Friday*, and what could have been her inspiration for writing this story.
- **Read Nez Riaz's biography:** Read about illustrator Nez Riaz prior to reading the book. Encourage students to think about how she used Hena Khan's text to inspire her illustrations for *Zain's Super Friday*.
- Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- why practicing jumu'ah prayers are important to Zain and his dad
- how jumu'ah prayers and visiting the mosque make Zain and his dad feel during the story
- who Zain and his dad interact with at the mosque and what they teach Zain about jumu'ah prayers
- how this book is important for both people who practice jumu'ah prayers and people who are learning about jumu'ah prayers and visiting a mosque
- how and why Zain looks up to his dad
- how Zain channels his creativity and energy while he's visiting the mosque with his dad
- why imagination and creativity are important for play

Encourage students to consider why the author, Hena Khan, would want to share this story about Zain and his dad and practicing jumu'ah prayers with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Many words can be found in the glossary at the end of the book, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.

Content Specific

Jumu'ah Mubarak, invaders, sonic transmitter, jumu'ah prayers, cape, wudu, prayer hall, adhan, khutbah, Imam, Allahu Akbar, donation box, salaam, briefcase

Academic

dome, activate, cubbies, tingle

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What patterns do you notice in the book? How does each page start?
2. What happens in the beginning of the book? Who does the young girl, Miriam, tell first about the incident?
3. Who are the different people that Miriam tells about Connor kissing her? How do they react? What do they tell her to do?
4. What emotions do Miriam, the children, and the adults experience during the story? What do they do to express themselves and their feelings? How do Miriam's feelings differ from her peers? From the adults?
5. How does the text in the story change from the beginning to end? What happens in the end of the story?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does Zain do after he gets out of bed on Friday morning?
2. How does Zain's dad react to Zain's alien invaders declaration? What is his dad doing?
3. What does Zain's dad tell him that they're going to do after lunch? How does Zain react? What does Zain want to do?
4. Where do Zain and his dad go to do their jumu'ah prayers? What does Zain want to do first? Why?
5. What does Zain's dad tell him they have to make before their prayers?
6. How do Zain and his dad practice wudu? What do they do after wudu?
7. Where do Zain and his dad put their shoes? What captures Zain's attention? What does he do?
8. Who do Zain and his dad listen to? What does the Imam ask them to do? How does Zain respond?
9. How does the Imam respond to Zain coming to the front? What does the Imam ask Zain to do?
10. What does Zain do during the jumu'ah prayers?

11. How do the prayers end? What does the Imam tell Zain?
12. Why does Zain's dad point to the donation box?
13. What does Zain do when he sees the playground after they leave the mosque? How does his dad react?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought you have after reading this book? What is your takeaway from *Zain's Super Friday*? What would you tell a friend about this book?
2. What do you think is Hena Khan's message to the reader? Think about possible motivations behind the author's intentions for writing the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How do Zain's thoughts and feelings relate to issues that you've had? Why?
4. Have students make a text-to-text connection. Did you think of any other books while you were reading *Zain's Super Friday*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Zain's Super Friday* make you think of that?
6. What does family mean to you? Think of the people in your life who you look to for guidance and support. How do these people support you and help you achieve your goals?
7. How does your community play a role in your life? Are there special places in your community that are important to you? What do you enjoy about them?
8. How do you use your imagination in your own life? What are some ways that we can be imaginative? Why do you think imagination is important?

Multilingual Learners Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are Multilingual Learners.

1. Assign Multilingual Learner students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.

- Depending on students' level of English proficiency, after the first reading: 1) Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing. 2) Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
- Have students give a short talk about what rituals or routines they have with their family and why they're important.
- Have students give a short talk about what they think Hena Khan's message is in *Zain's Super Friday*.
- Keep a list of all the Arabic words and their meanings mentioned in *Zain's Super Friday*. Consider displaying a chart in the classroom for students' reference.
- The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
- Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

- How does Zain demonstrate persistence and perseverance? Keep track of his actions throughout the book and reflect on them afterwards. What were his goals throughout the story? What did he want to do? What did he have to do to get what he wanted after the mosque?
- Why is Zain's restraint important during the story? How does Zain show patience during times that he wants to play superhero? Give some examples of when Zain wanted to pretend play with his superpowers, and what he did instead. Connect Zain's actions to a time that you wanted to do something when you couldn't in your life. What happened? How did you demonstrate patience?
- How does *Zain's Super Friday* show positive family relationships, specifically between a father and son? What are the qualities of a positive family relationship? How does Zain interact with

his dad? How do he and his dad show respect to one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>). Students can connect Zain's relationship with his dad to a relationship that they have in their life that they appreciate and is special to them.

4. Which illustration in *Zain's Super Friday* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
5. Zain loves to pretend to be a superhero. What do you like to pretend to be? How does this make you feel? Do you ever feel like you're a superhero or use superpowers? What superpowers would you want to have?
6. What are ways that you like to express yourself? What does it mean to express yourself? What makes you feel good? Students can share the ways that they like to show their identities through art, a writing piece, or any other kind of visual or written presentation.
7. What are the different ways that you can create a welcoming environment at school, in your home, and in your community? Think about Zain's community at the mosque with his Dad, the Imam and the other Muslims at the mosque. How does everyone demonstrate respect to one another? How do they appreciate the mosque and care for one another? Create a chart in the classroom so that students can refer to it throughout the year.
8. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Zain's Super Friday*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a literature unit on picture books with Muslim characters and books that will inspire pride in Muslim identity** (<https://www.hautehijab.com/blogs/hijab-fashion/16-childrens-books-that-will-inspire-pride-in-their-muslim-identity>). What do students learn from each of the books? How is Muslim identity presented and how are the Muslim characters portrayed? What traditions or customs are shown? What did students learn from reading each of the books? Why are these books essential to have in a library? Other Lee & Low picture book titles with Muslim characters and people include *King for a Day* (<https://>

www.leeandlow.com/books/king-for-a-day), *Coming to America* (<https://www.leeandlow.com/books/coming-to-america>), *Twenty-Two Cents* (<https://www.leeandlow.com/books/twenty-two-cents>), *Malala Yousafzai: Warrior with Words* (<https://www.leeandlow.com/books/malala-yousafzai>), *Growing Peace* (<https://www.leeandlow.com/books/growing-peace>), and *Under My Hijab* ([leeandlow.com/books/under-my-hijab](https://www.leeandlow.com/books/under-my-hijab)).

- **Read Hena Khan's other Lee & Low title, *Under My Hijab* ([leeandlow.com/books/under-my-hijab](https://www.leeandlow.com/books/under-my-hijab)) alongside *Zain's Super Friday*.** As students read both titles, have them think about the following questions: are there similar themes in both books? What do you think Hena's message is in both titles? How does she show readers that it's important to be true to who you are? How does she showcase the religion of Islam and different Muslim traditions that the characters take part in? What do students connect with, or learn from, both titles? Start with a graphic organizer outlining the details, and then have students discuss in small groups or write or draw a reaction piece to their experience after reading *Under My Hijab* and *Zain's Super Friday*.
- **Have students come up with a list of questions to ask author Hena Khan.** What do students want to know about the process behind writing a children's book? How did she come up with her idea to write *Zain's Super Friday*? What about her other books? Why did she want to write a book about wearing jumu'ah prayers? Consider contacting Hena and inviting her to your school, library, or other relevant setting for an author visit in person or virtually (<https://www.henakhan.com/book-visit>).
- **Have students write about a time when they needed to demonstrate patience, even though they wanted to do something else.** Students can think about a moment when they wanted to do something, like how Zain wanted to play superheroes in the story, but they had to do something else first. How did they demonstrate patience? What did they do to help themselves feel calm, or to motivate them? Did they ask friends or family for help? How did they use creative thinking skills to resolve the issue? Students can accompany their writing with an illustration, and present to a partner, small group, or the whole class.
- **Conduct a "how-to" unit featuring a routine or special event, like attending jumu'ah prayers at the mosque on Friday.** Zain and his dad attend jumu'ah prayers every Friday at the mosque, and there are different steps involved with their arrival, their prayers, and their departure at the mosque. Have students write about a specific routine or tradition that they do with a family member or a friend. Students can think about the following: what are the most critical instructions? How do I write the directions so people will know exactly what I do during this routine? What makes an effective how-to writing piece? ReadWriteThink has a lesson plan for more information about how-to writing (<http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html>). After students write their piece, if possible, they can also record a video on this routine or tradition. Students can also accompany their pieces with illustrations or pieces of artwork.
- **Encourage students to think about a member of the community, like the Imam in *Zain's Super Friday*, who is meaningful to them.** The Imam leads the prayers at the mosque and helps to involve Zain in the jumu'ah prayers. Do you have someone like this at a place in your neighborhood or community that you look up to and who helps you? Students

can describe this person in a writing piece and accompany their writing with artwork of their choosing.

- **Help students describe or draw their family in as much detail as possible.** To be inclusive, draw parents, siblings, or someone else who doesn't live with them. Reassure students that they can include anyone they consider family in their pictures. What do you like to do together? Why? What do they mean to you?
- **What makes your family unique?** What activities do you do, or interests do you share with one member in your family? Think about what Zain and his dad like to do in the story. Describe a time you spent with a family member in your life and why that memory is special to you.
- **In an essay, poem, or other written format, have students share something that's important to their identity.** How is this critical to who they are? Why is this important to students, and how does it make them feel to show people their true selves? Why is it essential to be who you are, and not try to be someone else or to be ashamed of your identity? Students can share with a partner, small group, or the whole class.

Social Studies & Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a research study on mosques around the world.** Additional resources include the Metropolitan Museum of Art's "The Mosque" (<https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-mosque>), National Geographic's "See the most exquisite mosques around the world" (<https://www.nationalgeographic.com/travel/article/beautiful-mosques-around-the-world>), "Istanbul's 3000 Mosques" (<https://www.nationalgeographic.com/travel/article/what-can-we-learn-from-istanbuls-3000-mosques>), and All About Turkey's "The Mosque in Islam" (<https://www.allaboutturkey.com/mosque.html>). Have students answer the following questions: where are these mosques located? What are some important historical facts behind mosques? What are the mosques' role in the Islam religion? Why are mosques critical to people? What happens at mosques? Students can display their findings in informational posters around the classroom to learn about mosques around the world.
- **Research jumu'ah prayers and what's involved with the jumu'ah prayers. Students can consult Harvard University's "Jum'ah: The Friday Prayer" (<https://pluralism.org/jum%E2%80%99ah-the-friday-prayer>) for more information and history about jumu'ah prayers.** Read Hena Khan's Author's Note in the back of *Zain's Super Friday* for the history of jumu'ah prayers to have students connect with or learn more about them. Identify the different steps involved with jumu'ah prayers from Hena Khan's Author's Note, including: performing wudu, reciting the adhan, going to the prayer area, removing shoes, listening to the Imam giving the khutbah, someone reciting the iqamah, turning their head to the left and right, and concluding with the greeting "Jumu'ah Mubarak." If possible, display videos of jumu'ah prayers in the classroom (<https://www.youtube.com/>

[watch?v=iapJzCzQ68Y](#)). Students can conclude the project with a writing piece about what they connected with (if they practice jumu'ah prayers) or learned from the research project about jumu'ah prayers.

- **Brainstorm ways that students can support Muslims and Muslim Americans in their community.** Students can read Hena Khan's article for *The Washington Post* (<https://www.washingtonpost.com/lifestyle/2019/04/09/teaching-my-son-all-parents-stand-up-against-muslim-hatred/>) about how hateful speech about Muslims has become the norm and needs to stop. Think about ways that students can be activists for Muslims and what that looks like. How can they bring more books featuring Muslim characters in their classroom? How can they distribute accurate and positive information about Muslims and the Islam religion? Read another blog post from Lee & Low author, A.M. Dassu, "When We Come Together, Our Voices are Stronger" about Islamophobia and allyship (<https://blog.leeandlow.com/2022/10/13/when-we-come-together-our-voices-are-stronger-a-guest-post-by-a-m-dassu/>). Consult organizations like the Pillars Fund (<https://www.nytimes.com/2019/05/24/your-money/pillars-fund-muslim-americans-support.html>) (<https://pillarsfund.org/>) (<https://www.bustle.com/p/7-muslim-advocacy-groups-to-support-through-donations-volunteering-32913>). Encourage students to share their findings with their school or larger community.
- **Learn about the religion of Islam. "The Five Pillars of Islam" and "Islam in America" are lesson plans from PBS with more information, videos and resources on teaching about Islam in the classroom** (<https://ny.pbslearningmedia.org/resource/islam08.socst.world.glob.lppillars/the-five-pillars-of-islam/>) (<https://ny.pbslearningmedia.org/resource/islam08.socst.world.glob.lpinamer/islam-in-america/>). For older students, consider teaching a detailed unit about Islam and its history. PBS has a unit, "Access Islam," that contains lesson plans about the different historical elements of Islam (<https://www.thirteen.org/edonline/accessislam/lesson.html>). Teaching Tolerance also has a lesson, "Debunking Stereotypes about Muslims and Islam," that can be used and adapted for students (https://www.learningforjustice.org/sites/default/files/general/tt_debunking_misconceptions_0.pdf). Students can create informational posters to display around their classroom with a bibliography, resources, and photographs.

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students come up with questions for an interview with the book's illustrator, Nez Riaz.** What is the process behind creating the illustrations for a children's book? What medium did she choose to create the illustrations? Why? How does her work showcase the themes of the book? Visit Nez's website for more information about her and her work (<https://www.nezriaz.com/>).
- **Encourage students to select the illustration from *Zain's Super Friday* that resonated with them the most.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

- **After conducting the literature unit on books with Muslim characters in the English/Language Arts section of this guide, have students analyze how Muslim culture is portrayed.** Students can compare across books the ways in which Islam and Muslim culture are presented compared to *Zain's Super Friday*. What topics do these books address? What do the illustrations look like? What elements of the Islamic religion are presented, and how? Students can share their findings with a partner, small group, or whole class.
- **Have students design their own superhero cape like Zain and his dad.** What would students want to put on their cape? What are important parts of themselves that they want to show on their cape? Encourage students to illustrate their cape, or if possible, make their own physical capes that they can wear in their classroom.
- **Ask students to create portraits of people who are their personal role models through drawing, collage, or photographs.** Zain and his dad have a special relationship. In writing, students should describe what actions and qualities they admire about these people. How do these people inspire them? In writing, students should describe what actions and qualities they admire about these people. How do these people inspire them?

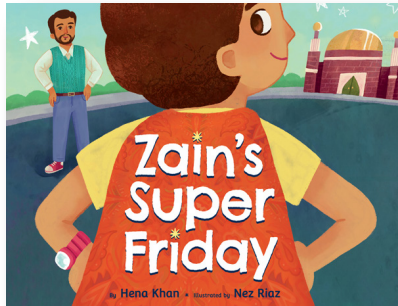
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **If students' family members or friends practice jumu'ah prayers, have students talk to them about why these routines are important and what the prayers mean to them.** If students are comfortable, they can share their findings with the class and discuss why jumu'ah prayers are important to them. If students were not familiar with jumu'ah prayers prior to reading *Zain's Super Friday*, have them describe to their families what they learned about jumu'ah prayers and the sense of community embedded within *Zain's Super Friday*.
- **If possible, have students bring home a copy of *Zain's Super Friday* to read with their family or friends.** What did their families and friends learn from *Zain's Super Friday* that they didn't know before? How did they relate to or learn new information from this book?




Ordering Information


General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/zain-s-super-friday

 **By Phone:** 212-779-4400 ext. 25

 **By Fax:** 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Hena Khan is the author of many award-winning children's books, including *Under My Hijab*, *Golden Domes* and *Silver Lanterns*, *Amina's Voice*, and the *Zara's Rules* series. She lives near Washington, DC, with her family. Please visit her online at henakhan.com.

ABOUT THE ILLUSTRATOR

Nez Riaz is a Pakistani/Palestinian artist based in Boston, Massachusetts. She is the illustrator of the picture book memoir *My Name Is Bana* by Bana Alabed and enjoys storytelling, pineapple pizza, and monkeys. You can visit her online at nezriaz.com.

REVIEWS

"VERDICT: Combining childhood fascination with superpowers and cultural traditions, this is an accessible purchase for picture book shelves."—*School Library Journal*

"Though Zain may be antsy, his patient father and the imam foster a warm community spirit—it's clear everyone is welcome here. Cartoon illustrations propel a fun and lively story that captures the spirited young boy's energy...A lovely tale of father-son bonding set against the backdrop of jumu'ah prayers at the mosque."—*Kirkus Reviews*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.