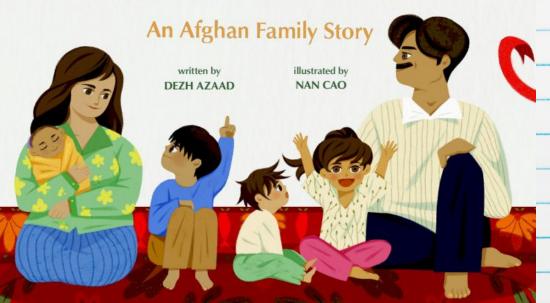


Images on this slide are clickable links!

CARPET



AUTHOR: DEZH AZAAD



ILLUSTRATOR: NAN CAO



#### A NOTE TO EDUCATORS, LIBRARY MEDIA SPECIALISTS AND PARENTS

Thank you for choosing this Google Slide Deck to use with your students! The material can be used before, during, and after you read "The Carpet," by Dezh Azaad.

When you opened this link, you were prompted to create a copy of the slide deck. Before presenting to students, feel free to delete any slides that you don't feel will be necessary for the content you will be teaching.

The material in this deck is directly aligned to the Common Core Learning Standards and New York's NextGen Standards, with some alignment to Texas' TEKS Standards. In the cases of standards not applicable to your grade level, most can be found along the same strand (i.e., if a standard is listed as CCSS.ELA-LITERACY.RL.1.1, look to CCSS.ELA-LITERACY.RL.2.1 for alignment).

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#### Today I will:

\*Engage in a discussion with my classmates about the picture book The Carpet and analyze the significance of the family carpet for a family that has been displaced. Take the discussion a step further by considering what the word home might mean to different individuals.

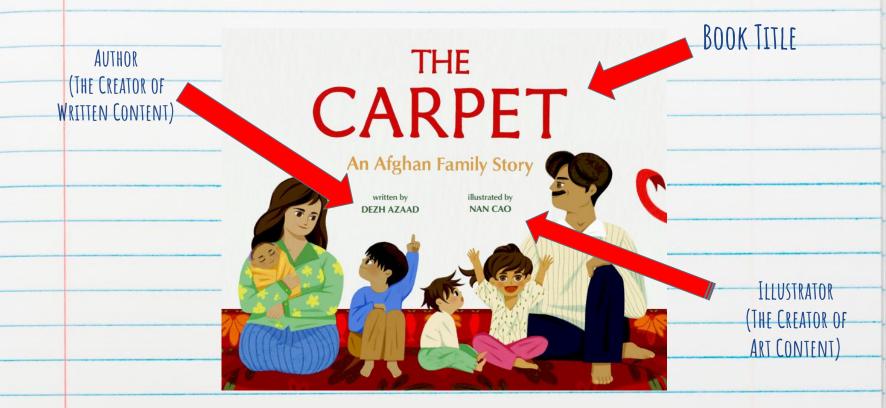
\*Identify and organize key details in a text.

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Next Gen 1R6: Describe how illustrations and details support the point of view or purpose of the text.

Next Gen 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.



CCSS.ELA-LITERACY.RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

What do you think this book will be about?

Considering the title and the cover art, what do you think the significance of the carpet will be in this story?

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Next Gen 1R7: Identify specific information an author or illustrator gives that supports ideas in a text.

TEKS §110.3.b.6.B - Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

#### <u>CUSHION</u>

A PILLOW OR OTHER STUFFED

MATERIAL THAT CAN BE USED FOR

SITTING

#### PREPPING

TO PREPARE SOMETHING TO USE (SUCH AS GETTING INGREDIENTS READY FOR A RECIPE)

# <u>SIMORGH</u>

AN ANCIENT BIRD FROM PERSIAN MYTHOLOGY

#### DISTANT

TO BE FAR APART OR SEPARATED FROM SOMETHING OR SOMEONE

#### **CULTURE**

THE CHARACTERISTICS AND BELIEFS
SHARED BY A GROUP OF PEOPLE

Link to the PDF vocab cards and vocab assessment:





\*CLICKING ON THE RED WORDS ABOVE WILL LINK TO THEIR MERRIAM-WEBSTER DEFINITIONS

Next Gen 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

(Whole class or partner share)

What does the word "home" mean to you?

What does it...

...look like?

...smell like? ...sound like?

...feel like?

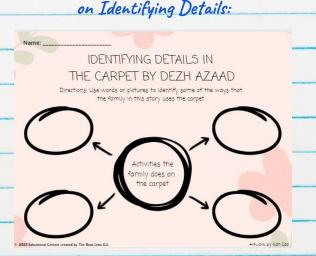
taste like?

Next Gen 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)
TEKS §110.2.b.5.E/§110.3.b.6.E - Make connections to personal experiences, ideas in other texts, and society with adult assistance;

\*What are some of the things that the family does together on the carpet? Let's chart these using our graphic organizers.

Think about it!

Why are these activities special to the family?



Link to the PDF worksheets

CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text Next Gen 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

TEKS §110.3.b.6.G - Evaluate details to determine what is most important, with adult assistance;

#### LET'S THINK ABOUT DETAILS

In the story, the family gathers basil, mint, dill, and parsley and uses the carpet for prepping. The author writes, "First comes washing, then it's soaking. Stems from leaves need mindful splitting. The carpet is for helping."

What do you think they are about to make?
Why is their process important?



CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Next Gen 1R1: Develop and answer questions about key ideas and details in a text. (Rl&RL)

TEKS \$110.3.b.6.G - Evaluate details to determine what is most important, with adult assistance:

#### CONNECT TO THE STORY

In the story, the children play on the carpet and pretend they are using the carpet to avoid hot lava and sharks.

What types of made-up games do you play at home? What materials do you use to play (chairs, blankets, etc.)?



How are the games you play at home similar to or different from those played by the children in the story?

TEKS §110.2.b.5.E/§110.3.b.6.E - Make connections to personal experiences, ideas in other texts, and society with adult assistance;

### THINK ABOUT IT!

In The Carpet, the children listen to stories of Simorgh, "born of fire." In his author's note, Dezh Azaad writes "She is the fierce protector of children and nature, so big she could carry a whale. She is born of ashes and symbolizes strength and renewal..."

Why do you think the author chose to include Simorgh in his story?



NextGen 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where,

when, why, and how key events occur). (RI&RL)

CCSS.ELA-LITERACY.RL.3.2 - Recount stories including myths from diverse cultures: determine the central message, lesson or moral and explain how it is conveyed through key details in a text

\*Let's discuss: Think about the relationship among the family members in this story. What is special about their interactions throughout the book?

How do the illustrations support the writing in the story?

CCSS.ELA-LITERACY.RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events

Next Gen 1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

Next Gen 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

Next Gen 1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

TEKS §110.3.b.10.C - Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes

In The Carpet, the author tells us that the family stands together while a war is going on. Considering this new information, what does this now tell us about the importance of the carpet? How is the carpet meaningful to a family that has been displaced?



NextGen 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

# UNDERSTANDING DETAILS

Let's look at this page in the book. What do you notice?

Now let's re-read the words on this page. Let's discuss it.



Why does the child in this story feel this way?

Have you ever felt different from those around you?

Why did you feel this way? What emotions did you have?

Link to the PDF worksheet on Small Moments:

A "SMALL MOMENT IN THE CARPET BY DEPTH AZAAD

THE CARPET

Next Gen 1R9: Make connections between self and text (texts and other people/ world). (Rl&RL) TEKS §110.2.b.5.E/§110.3.b.6.E - Make connections to personal experiences, ideas in other texts, and society with adult assistance;

#### IDENTIFY DETAILS

Think about the things the family does in the story. What are some words to describe the character traits of the family members? What evidence do you have to support these?

# Character Traits/Qualities of the Family in this Story

- helpful (the children gather herbs and then clean up after dinner)



CCSS.ELA-LITERACY.RL.3.3 - Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

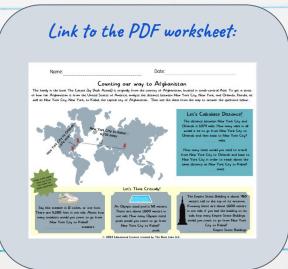
Next Gen 3R3: In literary texts, describe character traits, motivations or feelings, drawing on specific details from the text. TEKS §110.4.b.8.B - Describe the main characters' internal and extral traits.

# EXTEND OUR LEARNING: SOCIAL STUDIES AND MATHEMATICS

The family in The Carpet is originally from the country of Afghanistan, which is located in South-Central Asia.

Through the activities in this worksheet, we will analyze the distance between two cities in The United States of America and compare them to the distance between New York City, New York, and Kabul, Afghanistan.

Then, we will explore this distance by looking at it through the lens of things familiar to us in the world.



# How would the family's daily life be different without the carpet?

Can you think of a special place where you and your family do things together?

Does a home need to be a house?

CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NextGen 3R3: 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL).

Stephanie Fitzpatrick is an educator who has sixteen years of experience in the NYC Department of Education and a passion for children's books. She has taught fifth and third grade and has been an elementary assistant principal since August 2013. She has a B.A. in History and Political Science from Binghamton University, an M.S.T. in Elementary Education from Pace University and an Ed.M. in Educational Administration from Teachers College Columbia University.

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