



## Golden Domes and Silver Lanterns

By Hena Khan, illustrated by Mehrdokht Amini



### THEME: Cultural Diversity August 2013

**Silver is a fanoos, a twinkling light, a shining lantern that glows a night.....**

*Golden Domes and Silver Lanterns* celebrates the world of Islam through its inspiring exquisite and informative rhyming text. A truly unique story time experience which will inspire questions and build understanding of customs and traditions.

### Key Message for Parents:

**Children learn language by listening to it and using it**

As educators and parents we can support language acquisition by

- Reading regularly to children
- Singing songs and rhymes
- Encouraging dramatic or role play by having a dress up box and a few simple props/toys
- Talking , responding and listening attentively to children

### Learning Outcomes

**Outcome 1-Children have a strong sense of identity**

Educators, parents and caregivers can encourage this by

- Being supportive, responsive and attentive when engaging with a child
- Valuing and recognizing their achievements, big and small
- Recognizing and acknowledging each child's cultural background
- Promoting positive values of respect, acceptance and understanding of others

**Welcome-**Ask carers to write nametags for themselves and their children. Welcome everyone! (Introduce yourself) and remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

**Sing - Welcome Song (or your preferred song)**

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

**Good Morning**

Good morning to you

Good morning to you

Good morning everybody

And welcome to you!



**Song** (as we are going to learn about lots of colours today let's sing **The Rainbow Song!**)

*Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow, sing a rainbow,  
Sing a rainbow too!*



### Introduce Book-Golden Domes and Silver Lanterns by Hena Kahn

Begin by looking at the cover together. By asking open ended questions children have the opportunity to share their ideas and really engage with the book.

- Talk about the building, what kind of building do they think it is?
- What is the girl holding? Why is she holding it?

**During reading-**The words or text inform us but what stories do the pictures tell?

Mehrdokht Amini's exquisite illustrations describe the traditions and customs of Islam and inform us of particular details like "Two Minarets" or the three "Kufi's".

You can use the illustrations to clarify these words, which may be new to some children. Where possible use open-ended prompts like "Tell me what's happening in the picture" or use "Wh prompts" like "why is the girl holding the lantern?" "What is the girl posting into the box?"

### After Reading-

Give children an opportunity to share any experiences!

- Is there a special time when they share special food? ( Birthdays, etc ) What kind of food was it? Who did they share it with?
- What were the colours in the book? Ask parents/carers if what these colours are called in their first language. You could have a chart or poster with coloured circles. Ask adults who have any language other than English to write the name of the colour in their language onto the chart.



## Song- 5 Little Candles (finger play)

Five little Candles straight and tall (hold up five fingers)  
Burning brightly count them all!  
Puff! I go with all my might (blow one finger out)  
And out goes one little candlelight! (Bend one finger down)

Four little candles, straight and tall  
Burning brightly count them all  
Puff! I go with all my might  
And out goes one little candlelight

Three little candles...(cont. till they are all gone!)



## Activity Time – Make a FANOOS! (lantern)

Activity Time at your library may be the only time that some children have the opportunity to colour, cut, and paste. Activities like these are essential, not only for a child's fine motor skill development but also for their imagination, creativity and development of their planning, design and language skills.

### What you will need to create your Fanoos

- Sticky tape
- Glue
- Sequins to decorate
- Scissors
- Coloured paper
- Coloured crayons



### Procedure

Take a piece of A4 coloured paper and decorate with crayons. Encourage children to use lots of lines and shapes in different colours. Next, fold the paper three or four times, (in half, in half and half again.) Help child to cut small shapes around the edges of the paper. The more folds, cuts and shapes the better the pattern! Open out the paper then roll into a cylinder and stick together with sticky tape. A strip of paper for a handle can be attached across the top! Decorate further with sequins or stickers if desired!



## Further Activity Time ideas

### Working together

### Have Colour hunt!

Tape pieces of coloured paper onto the floor. Have an assortment of coloured objects, toys, books and get children to hunt for the objects and place them onto the right coloured paper!

This is a great group activity! Encourage parents and carers of children to get involved and some have fun!



(photo courtesy of [handswegrow.com](http://handswegrow.com))

**Thinking of others-** Make a present box or "Eid" – children may like to make a present for someone who might be sick or sad. Or maybe just make a little gift for someone special. Talk about whom that special person might be and help them post it into the box!

**Music and movement-** Have a box of scarves and material in the middle of the circle. Encourage children to use the scarves and material and move to the music. Play a variety of world music with contrasting rhythms and tempos. You could introduce the "freeze game", ie when the music stops – you stop dancing! When it starts again-you dance!!

## Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children which explore cultural diversity.

- *Shake A Leg* by Boori Pryor and Jan Omerod
- *Fang Fang's Chinese New Year* by Sally Rippin
- *Ten Little Fingers and Ten Little Toes* by Mem Fox and Helen Oxenbury
- *My Granny Went to Market* by Stella Blackstone & Christopher Corr

### Goodbye Song

*This is the way we say goodbye (use a waving action)*

*Say goodbye, say goodbye*

*This is the way we say goodbye*

*To all our library friends (or :) to our friend.....)*

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.