



Title: The Jewels of Amuria	Author: Oscar Ranzo	Illustrator: Paul Ikonde	Prepared by: Jessica Parra
Sight Words: N/A			
Important words: dowry (a marriage gift), suitor (person who wants to marry), impossible (not possible), deter (to fend off), anticipation (waiting in excitement), drenched (very wet), intelligent (smart), inspiration (gives an idea)			

Day 1 Pages 3-5	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • On day 1, students discuss the cover and title and make predictions about what will happen in the book. • Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed. • Students have time to read given pages with a partner while teacher circulates to listen and give support when needed. • Students have time to read the pages independently. • If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none"> • Teacher should list the important words on the board, and lead a group discussion about each of them in turn. Write a succinct definition next to each, preferably on a place on the board or on paper that can be displayed for future reference. Teachers may also have students record the glossary in their notebooks for future reference.
Day 2 Reread pages 3-5	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Review what happened on day prior. • Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed. • Students have time to read given pages with a partner while teacher circulates to listen and give support when needed. • Students have time to read the pages independently. • If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none"> • Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record



	<p>short summaries of what happened on that day to help recall what happened in the book.</p> <ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 3 Pages 8-11</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">● Students pick one of the important words in their notebooks. When the teacher, at random, calls out a word, any student who has written that word should stand up. The teacher then gives directions in rapid fire to one student at a time: Spell this word. What does this word mean? How does it relate to the story? Use it in a sentence. Repeat with all the important words.
<p>Day 4 Reread pages 8-11</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 5 Pages 13-15</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any



	<p>words they don't know. List the unknown words on the board and discuss if needed.</p> <ul style="list-style-type: none">• Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.• Students have time to read the pages independently.• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">• Students will complete a Frayer model for the word "intelligent." On the big model on the board, the teacher should label the boxes: What it means, how to get it, draw an intelligent person, use it in a sentence.
<p>Day 6 Reread pages 13-15</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened on day prior.• Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.• Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.• Students have time to read the pages independently.• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 7 Pages 16-18</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened on day prior.• Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.• Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.• Students have time to read the pages independently.• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">• Students draw a word web in their notebooks. In the middle circle, students should write the word "dowry." From the middle circle, there should be 4 lines coming out, with circles



	<p>at each end. In the outside circles, students should write 4 details from the story surrounding the dowries.</p>
<p>Day 8 Reread pages 16-18</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 9 Pages 20-23</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">● Students will complete a Frayer model for the word "anticipation." On the big model on the board, the teacher should label the boxes: What it means, how it applies to the book, draw your face in anticipation, something you anticipate.
<p>Day 10 Reread pages 20-23</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.



	<ul style="list-style-type: none">• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 11 Pages 23-27</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened on day prior.• Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.• Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.• Students have time to read the pages independently.• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">• This activity is to help review and prepare for the assessment. Students pick one of the important words in their notebooks. When the teacher, at random, calls out a word, any student who has written that word should stand up. The teacher then gives directions in rapid fire to one student at a time: Spell this word. What does this word mean? How does it relate to the story? Use it in a sentence. Repeat with all the important words.
<p>Day 12 Reread pages 23-27</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened on day prior.• Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.• Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.• Students have time to read the pages independently.• If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.



	<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 13 Pages 28-32</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Vocabulary</p> <ul style="list-style-type: none">● Assessment: Students take an assessment to review the meanings of the important words for the book. Students number 1-8 in their notebooks. Teacher will give them a word and students write a succinct definition.
<p>Day 14 Reread pages 28-32</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened on day prior.● Students skim the pages for the day and see if there are any words they don't know. List the unknown words on the board and discuss if needed.● Students have time to read given pages with a partner while teacher circulates to listen and give support when needed.● Students have time to read the pages independently.● If time allows, teacher can call on students to read out loud, paragraph by paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students keep a reading journal on the rereading days. Students will have 5-7 minutes after reading time to record short summaries of what happened on that day to help recall what happened in the book.<ul style="list-style-type: none">○ Make sure students date the entries in their journals and possibly put the pages they read for that day.
<p>Day 15 Students read for pleasure</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Students have time to read the book independently or in partners for pleasure and enjoyment. <p>Comprehension</p> <ul style="list-style-type: none">● Assessment: Students take an assessment to answer questions of what happened in the book. Students number 1-10 in their notebooks. Questions can be as follows:



- 1) Who are the “Jewels of Amuria?”
- 2) Why did the chief have so many kids?
- 3) What are 2 animals that were included in the dowry?
- 4) What animal did the Karimojong fight?
- 5) How was chief feeling after the fight?
- 6) What was the dowry for the last daughter?
- 7) Write a word to describe the last suitor.
- 8) What did the last suitor build?
- 9) What was special about the last suitor?
- 10) Would you recommend this book to a friend? Why or why not?

Critical thinking notes:

- When students work to summarize a lot of text into a short paragraph, that is a great exercise in critical thinking. Evaluating the details and deciding which are the most important details is super important in life, and in semantically mapping a story and its main themes.
- The vocabulary in this book is applicable not just to this text set long ago, but also to many things in real life. Making the text - to - life connection is a great critical thinking skill. Having students see how what they are learning about applies to other things, not just one book, is a crucial step in seeing how parts of our world fit together.

Notes on struggling readers:

- If students are having trouble **decoding**, remind them of the tapping out routine for new words and also remind them to think about a word that would make sense. If decoding difficulties are class-wide, then practice more word manipulation, review sight words daily and review sounds (i.e. perhaps using phonemic awareness and alphabetic principle activities before reading).
- If students are having trouble with the **fluency** of this book, remember that repeated readings are the key to reading fluently. Also, if you are working on this book in class, it is more than likely the instructional level of most of the students, which means it is still quite a lot of work to read and comprehend a page, let alone do it fluently. Fluency usually comes at a student’s independent book level, where they don’t need teacher guidance to read and comprehend it. Make sure also to be constantly circulating, visiting students you know struggle and giving guidance as needed.
- If students are having trouble **comprehending** this story and/or **producing work or discussions**, allow them to use the book as a support in recalling events or describing happenings. Some students may need an oral support from the teacher before attempting to do work, or more review or explanation of terms or directions. This is a busy text, so students may need scaffolding to identify the main themes. Remember - the point of practicing this type of comprehension is to allow them strategies to figure out the themes, events, motivations, and details of any text, not just this one. It will take time and lots of practice, probably over multiple texts.