



SIMPLIFIED READING INSTRUCTION GUIDE

Title: Miracle in Amuru		Author: Oscar Ranzo	Illustrator: Joseph Agaba Hamman	Prepared by: Jessica Parra
	Sight Words: N/A			
	Important words: empathy (feeling how another feels), discrimination (unfair treatment), isolated (feeling or being alone), lonely (feeling or being alone), curse (bad spell), flight (to leave quickly), escape (to leave), miracle (an extraordinary event), oil drilling (getting oil from the ground)			

Day 1 The Boy With No Friends	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Discuss what we know about albino people and beliefs about them to start; follow up with examine the cover. Teacher: “What do you think is the connection with the albino boy and the title of this book?” ● Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand. ● Students have time to read the book independently, while the teacher circulates to support struggling learners. ● If time allows, teachers may call on one student at a time to read paragraphs while other students follow along. <p>Vocabulary</p> <ul style="list-style-type: none"> ● Teacher should have the important words on the board. Before reading, students should practice reading the words, and the teacher should lead a discussion on what the words mean, letting students share their knowledge as much as possible. Teacher should highlight the word “flight,” as students may immediately assume that in this story, it means “getting on a plane.” <ul style="list-style-type: none"> ○ Note: The important words should be written on the board or paper with the definition for reference throughout the book.
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	<ul style="list-style-type: none">○ Optional: Students make a glossary in their notebooks of the words and definitions for reference● WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF SAVING LITTLE VIOLA<ul style="list-style-type: none">○ disdain○ retorted○ trek○ taunted○ shaman● Use each of the words above in a sentence of your own. <p>Comprehension</p> <ul style="list-style-type: none">● Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story● Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 2 The Omen Herdsman</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.● Students have time to read the book independently, while the teacher circulates to support struggling learners.● If time allows, teachers may call on one student at a time to read paragraphs while other students follow along <p>Vocabulary</p> <ul style="list-style-type: none">● Students play a walking game to practice using



	<p>vocabulary in sentences. The teacher counts to 10 as students walk around. When the teacher gets to 10, students find a nearby partner and wait for teacher directions. After following the directions, students repeat the process as the teacher counts to 10 again. This day will be for using words in sentences, so as students get different partners, their direction should be: “Take turns using [discrimination, isolated, lonely, curse, flight, escape, miracle] in sentences.” Make sure to have the students use “flight” in 2 different ways. Make sure to allow students time to share out after each partnership.</p> <ul style="list-style-type: none">● WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF SAVING LITTLE VIOLA<ul style="list-style-type: none">○ disdain○ retorted○ trek○ taunted○ shaman● Use each of the words above in a sentence of your own. <p>Comprehension</p> <ul style="list-style-type: none">● Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story● Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 3 The Shamen and the Bishop</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come



	<p>across one they cannot decode or understand.</p> <ul style="list-style-type: none">• Students have time to read the book independently, while the teacher circulates to support struggling learners.• If time allows, teachers may call on one student at a time to read paragraphs while other students follow along. <p>Vocabulary</p> <ul style="list-style-type: none">• Students draw a Frayer model for the word <i>lonely</i> in their notebooks. In the boxes in the Frayer model on the board, teacher should label the boxes: Use in a sentence; draw what it means to be lonely; write the definition of lonely; write or draw what lonely is NOT. <table border="1" data-bbox="496 646 1101 1041"><tr><td data-bbox="496 646 800 831">What is lonely?</td><td data-bbox="800 646 1101 831">Use lonely in a sentence</td></tr><tr><td data-bbox="496 831 800 1041">Write what lonely is not.</td><td data-bbox="800 831 1101 1041">Draw what it means to be lonely</td></tr></table> <p>Comprehension</p> <ul style="list-style-type: none">• Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story• Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.	What is lonely?	Use lonely in a sentence	Write what lonely is not.	Draw what it means to be lonely
What is lonely?	Use lonely in a sentence				
Write what lonely is not.	Draw what it means to be lonely				
<p>Day 4 The Black Well</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure				

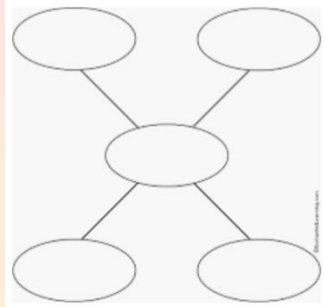


	<p>out difficult words and asking the teacher if they come across one they cannot decode or understand.</p> <ul style="list-style-type: none">• Students have time to read the book independently, while the teacher circulates to support struggling learners.• If time allows, teachers may call on one student at a time to read paragraphs while other students follow along <p>Vocabulary</p> <ul style="list-style-type: none">• Students independently write one of the important words in their notebook (they choose which one). When the teacher calls a word at random, any student who wrote that word stands up. In rapid fire, teacher asks students who are standing the following questions: Spell the word. Use it in a sentence (can be used more than once). What does it mean? Give an example from the story.• WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF SAVING LITTLE VIOLA<ul style="list-style-type: none">○ disdain○ retorted○ trek○ taunted○ shaman• Use each of the words above in a sentence of your own. <p>Comprehension</p> <ul style="list-style-type: none">• Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story• Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 5 The Prophet of Doom</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.

- Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.
- Students have time to read the book independently, while the teacher circulates to support struggling learners.
- If time allows, teachers may call on one student at a time to read paragraphs while other students follow along

Vocabulary

- Students draw a story web (see image below) in their notebooks. The middle circle should say “Jah feels isolated because...” and there should be four lines coming out of the middle circle, with a circle at each end. In the four outside circles, students should write 4 reasons from the book that Jah feels isolated.



Comprehension

- Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story.
 - DAY 5 extra questions: What do you think is causing the animals to die and plants to fail? Do you think the sorcerer’s solution will work
- Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.
 - If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.

Day 6

Accuracy & Fluency



The Hunt

- Review what happened the day prior.
- Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.
- Students have time to read the book independently, while the teacher circulates to support struggling learners.
- If time allows, teachers may call on one student at a time to read paragraphs while other students follow along

Vocabulary

- Students play a walking game to practice using vocabulary in sentences. The teacher counts to 10 as students walk around. When the teacher gets to 10, students find a nearby partner and wait for teacher directions. After following the directions, students repeat the process as the teacher counts to 10 again. The directions should be for students to discuss and describe to each other examples of the important words in the story. Make sure to allow students time to share out after each partnership.
- WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF SAVING LITTLE VIOLA
 - disdain
 - retorted
 - trek
 - taunted
 - shaman
- Use each of the words above in a sentence of your own.

Comprehension

- Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called "MIRACLE in Amuru." This is to gauge basic-level understanding for events in the story
- Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.
 - If students forget what a summary is, remind them that it is when you think of all you read about (in



this case, that day) and tell it again, using just a few sentences.

Day 7
The Escape

Accuracy & Fluency

- Review what happened the day prior.
- Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.
- Students have time to read the book independently, while the teacher circulates to support struggling learners.
- If time allows, teachers may call on one student at a time to read paragraphs while other students follow along

Vocabulary

- Students draw a Frayer model for the word *flight* (as used in the story) in their notebooks. In the boxes in the Frayer model on the board, teacher should label the boxes: Use in a sentence; draw flight (as it is used in this story); the definition of flight (as used in this story); what other ways you could use flight.

What is flight as used in the story?

Use flight in a sentence

What other ways could you use flight.

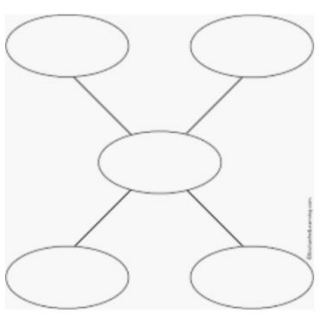
Draw flight

Comprehension

- Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called "MIRACLE in Amuru." This is to gauge basic-level understanding for events in the story
- Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a



	<p>summary of what happened that day in their reading journals.</p> <ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 8 The Miracle</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened the day prior.● Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.● Students have time to read the book independently, while the teacher circulates to support struggling learners.● If time allows, teachers may call on one student at a time to read paragraphs while other students follow along <p>Vocabulary</p> <ul style="list-style-type: none">● Students independently write one of the important words in their notebook (they choose which one, different from last time). When the teacher calls a word at random, any student who wrote that word stands up. In rapid fire, teacher asks students who are standing the following questions: Spell the word. Use it in a sentence (can be used more than once). What does it mean? Give an example from the story.● WHAT IS THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY OF SAVING LITTLE VIOLA<ul style="list-style-type: none">○ disdain○ retorted○ trek○ taunted○ shaman● Use each of the words above in a sentence of your own. <p>Comprehension</p> <ul style="list-style-type: none">● Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to

	<p>gauge basic-level understanding for events in the story</p> <ul style="list-style-type: none"> • Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals. <ul style="list-style-type: none"> ○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 9 Pages 24-28</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Review what happened the day prior. • Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand. • Students have time to read the book independently, while the teacher circulates to support struggling learners. • If time allows, teachers may call on one student at a time to read paragraphs while other students follow along <p>Vocabulary</p> <ul style="list-style-type: none"> • Students draw a story web (see image below) in their notebooks. The middle circle should say “Miracles” and there should be four lines coming out of the middle circle, with a circle at each end. In the four outside circles, students should write 4 examples of miracles - real from their own life or imaginary - that they know of. They may use the example from the book, if needed. <div data-bbox="597 1371 915 1682" data-label="Diagram">  </div> <p>Comprehension</p> <ul style="list-style-type: none"> • Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand



	<p>why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story</p> <ul style="list-style-type: none">• Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a few sentences.
<p>Day 10 Pages 29-32</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened the day prior.• Students have time to read the section first with a partner, taking turns with paragraphs, working together to figure out difficult words and asking the teacher if they come across one they cannot decode or understand.• Students have time to read the book independently, while the teacher circulates to support struggling learners.• If time allows, teachers may call on one student at a time to read paragraphs while other students follow along <p>Vocabulary</p> <ul style="list-style-type: none">• Students make a t-chart in their books. On one side, students write “positive products.” On the other side, students write “negative effects.” Using the informational back section of the book, students find positive products we get from oil drilling to fill in one side, and negative effects from oil drilling on the other side <p>Comprehension</p> <ul style="list-style-type: none">• Each day, the teacher should discuss with the students what happened in that section, how Jah was treated, and if we notice anything that might lead us to understand why the book is called “MIRACLE in Amuru.” This is to gauge basic-level understanding for events in the story• Each day, students will have 5 minutes after reading time, vocabulary work, and basic comprehension to record a summary of what happened that day in their reading journals.<ul style="list-style-type: none">○ If students forget what a summary is, remind them that it is when you think of all you read about (in this case, that day) and tell it again, using just a



	few sentences.
Day 11 Read for pleasure, marking where they stop at the end of reading time each day	Accuracy & Fluency <ul style="list-style-type: none">• Students have time to read independently, but with a known partner that they can ask if they have trouble decoding a word or phrase.<ul style="list-style-type: none">◦ This is a pleasurable time for reading, but also a time for teachers to circulate to visit with struggling readers and support them. Vocabulary (integrated with Comprehension) <ul style="list-style-type: none">• Teacher leads group discussion on empathy, using examples from the story: “When Jah was running from the stampede of men, how did he feel, and how did that make YOU feel? Why?”, “When no one would talk to Jah at school or be his friend, how did that make him feel, and how did that make YOU feel? Why?”, “When Jah was hailed a hero, how did that make him feel, and how did that make YOU feel? Why?”, “When you heard the sorcerer say they needed blood of the Jah, how did that make YOU feel? Why?”, “When the bishop said he was Jah’s friend, how did that make him feel, and how did that make YOU feel? Why?” (Try to get students to think of other empathetic words, other than just happy or sad; help them to think of relieved, joyous, scared, nervous, etc.). This activity may be done in partners, groups, or as a whole group. Comprehension <ul style="list-style-type: none">• Students play a walking game to review specific events from the story, as well as to discuss motivations, feelings, and connections. Students walk around as teacher counts to 10. When the teacher gets to 10, students find a nearby partner and wait for discussion questions from the teacher. Discussion questions could be the following: Would you be friends with a child like Jah? Describe how people treated him. Which part of the book do you think was the saddest and why? What was the real miracle? If you were Jah, what would you have done to get friends? What are problems and dangers or crude oil exploration
Day 12	Accuracy & Fluency



<p>Read for pleasure, marking where they stop at the end of reading time each day</p>	<ul style="list-style-type: none">• Students have time to read independently, but with a known partner that they can ask if they have trouble decoding a word or phrase.<ul style="list-style-type: none">○ This is a pleasurable time for reading, but also a time for teachers to circulate to visit with struggling readers and support them <p>Vocabulary</p> <ul style="list-style-type: none">• Assessment: Teacher tells students one of the important words from the list. Students use one or two sentences to describe how the word applies to the story.<ul style="list-style-type: none">○ Note: For students who are struggling with writing, teachers can give them personally the option to draw the part of the story that corresponds <p>WHAT DO THE FOLLOWING STATEMENTS USED IN THE STORY MEAN</p> <ul style="list-style-type: none">○ in tow○ Made the best use of his legs○ In a heap○ Held his breath <p>Comprehension</p> <ul style="list-style-type: none">• Students draw a Venn diagram in their notebooks. On one side, students label “oil,” on the other is “water,” and in the middle is “both.” Students may work in partners, independently, or as a whole group (teachers can draw a Venn diagram on the board) to compare oil and water. Things that JUST describe oil, like “It makes cars go,” go on the oil side. Things that JUST describe water, like “It is healthy to drink,” go on the water side. Things that describe BOTH oil and water go in the middle, like “It is valuable,” or “From the ground.”<ul style="list-style-type: none">○ Extension activity: Another way to use a Venn diagram in this situation is to compare Jah and Viola (from stories prior). One side is “Jah,” one is “Viola,” and the middle is “both.”
<p>Day 13 Read for pleasure, marking where they stop at the end of</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Students have time to read independently, but with a known partner that they can ask if they have trouble decoding a word or phrase.



<p>reading time each day</p>	<ul style="list-style-type: none">○ This is a pleasurable time for reading, but also a time for teachers to circulate to visit with struggling readers and support them <p>Comprehension</p> <ul style="list-style-type: none">● Students work in groups of 6 and review the story in the categories of: <i>title / characters / setting, beginning, middle, end, main problem, opinion</i>. Students work together to review the story and decide who is going to present which section.<ul style="list-style-type: none">○ Note: In this activity, students will be getting ready for the assessment the next day. You can see that this time, the category <i>opinion</i> is included. It should be made clear to students that a reason is necessary to defend their opinion, and the group will have to discuss to reach a consensus. <p>COMPULSORY EXERCISE: SUMMARY WRITING</p> <ul style="list-style-type: none">● In not more than four paragraphs write a summary of the story of DAD'S PARTY
<p>Day 14 Read for pleasure, marking where they stop at the end of reading time each day</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Students have time to read independently, but with a known partner that they can ask if they have trouble decoding a word or phrase.<ul style="list-style-type: none">○ This is a pleasurable time for reading, but also a time for teachers to circulate to visit with struggling readers and support them <p>Comprehension</p> <ul style="list-style-type: none">● Assessment: Students will have time to write a few sentences about the same categories from yesterday: <i>title / characters / setting, beginning, middle, end, main problem, opinion</i>.<ul style="list-style-type: none">○ Note: Students should try to use their memories, but struggling students could be scaffolded by using their reading journals or the book.○ Note: Students should not be marked right or wrong whether their answer to the opinion is yes or no; however, students should NOT get credit if they don't give a reason (i.e. "I did not like the story."). They need to give a reason to support their opinion for full credit ("I did not like the story because seeing people treat Jah badly made me



	<p>sad.”).</p> <ul style="list-style-type: none">Note: If a teacher has created an exam for “Miracle in Amuru,” they may administer it on Day 15, after reading.
<p>Day 15 Read for pleasure</p>	<p>This is a day for students to just enjoy reading the book!</p> <p>COMPULSORY EXERCISE: NEWS BROADCAST</p> <ul style="list-style-type: none">Create a newspaper reporting of the events that happen on the day that the villagers discover the black well is an oil well.

Critical thinking notes:

- In this book, students are not only dealing with complex vocabulary - isolated, discrimination, flight - but with a lot of empathy issues. Students may have all sorts of experience with the albino population, so students using empathy, making connections to the story, and understanding why this book refers to a “miracle,” practices critical thinking.
- Summarizing from a text this complex is critical thinking.

BELOW ARE SOME CRITICAL THINKING EXERCISES

- SPELLING TEST:** Add two letters to each set of letters to form a word from the story of **Miracle in Amuru**

OIN	_ETC_
OUL	_ATE_
THE	_REE_
HAM	_FTE_
BOU	_RAZ_
EGA	_ISI_

RELATION TO SCIENCE

- Jah is hunted because he has been wrongly accused of being responsible for the village well water turning black; Why has t
- List ten items in your school that are made out of oil

_____	_____
_____	_____
_____	_____

4. What are some of the uses of oil in our lives?

5. Name six disadvantages of oil exploration.

RELATION TO MATH

6. From what you have read, how many heads of cattle did Jah take care of?
7. How many horns could be found on Jah's cattle?
8. How many legs would be found on Jah's cattle?
9. Give your reason for your answers to 11 and 12 above.

RELATION TO SST

In what District is oil not found in Uganda

- a. Amuru
- b. Hoima
- c. Jinja
- d. Buliisa

10. WHY do most children not want to play of Jah at first?

because he was a bully

because he is an albino

Because they fear him Because he turned the well black

11. What special days do the following religions celebrate after fasting

a. Muslims:

b. Christians:

12. Oil is made from.

- a. dead plants and animals.....
- b. water
- c. Plastic
- d. rubbish

ART ACTIVITIES

- 13. Look at the picture on the cover page critically: in not less than 100 words describe what is happening in the picture
- 14. Draw your own version of the cover page.'

MULTIPLE CHOICE QUESTIONS

- 15. How many heads does the shaman's pipe have?
 - a) 11
 - b) 10
 - c) 12
 - d) 8
- 19. Where does Jah run to when he is being hunted?
 - a) Bishop's house
 - b) Under the bed
 - c) The neighbor's house
 - d) to the well
- 20. Who sent the village men to sacrifice JAH?
 - a) The bishop
 - b) The shaman
 - c) The head teacher
 - d) The village chief



Struggling readers notes:

- If students are struggling with the basic **decoding** of this story, it is important to support them in multiple ways. Remind them to use the pictures to help figure out the plot; give them a regular partner to work with that could support them; visit them every day during independent reading time; provide them with a list of sight words and story words to practice at home to prepare them for the next day.
- If students are struggling with the **comprehension** of this text, let them use the text for support during writing assignments or times when sequence of events is important. Before an assignment, while everyone else has started working, the teacher can visit the student to listen to them explain their answers orally before writing. Make sure to check in with that student during group exercises and encourage them to use their reading journal and text to support them.
- If students are struggling with **producing work** on the text, allow them to orally tell you an answer and then draw their answer if that makes them more comfortable. Let the students know its ok to use inventive spelling to an extent, but if you notice consistent difficulty with writing and spelling, please refer to strategies for younger students for decoding review work with alphabetic principle.

OASIS