

# Amal Unbound

## Novel Study Sample



Created by Gay Miller

# Table of Contents

Materials Needed	5
Lesson Plans at a Glance	6
<b>Vocabulary</b>	<b>7</b>
Teacher Information	8
Cultural Vocabulary List	11
Vocabulary List	18
Vocabulary Bookmarks	25
Vocabulary Word Cards	27
Vocabulary Practice Booklet	32
Vocabulary Test	55
<b>Constructed Writing Questions</b>	<b>59</b>
Teacher Information	60
Character Maps	66
Chapters 1-3 Comprehension	70
Constructed Response – Setting	72
Chapters 4-6 Comprehension	74
Constructed Response – Point of View	76
Chapters 7-9 Comprehension	80
Constructed Response – Character Traits of Amal	82
Chapters 10-12 Comprehension	84
Constructed Response – Sequence of Events	86
Chapters 13-15 Comprehension	88
Constructed Response – Course of Action	90
Chapters 16-18 Comprehension	92
Constructed Response – Figurative Language	94
Chapters 19-21 Comprehension	98
Constructed Response – Summarizing	100
Chapters 22-24 Comprehension	102
Constructed Response – Problem and Solution Chain	104
Chapters 25-27 Comprehension	106
Constructed Response – Acrostic	108
Chapters 28-30 Comprehension	109
Constructed Response – Mood/Details	111
Chapters 31-33 Comprehension	113

Constructed Response – Contrasting Family Members	115
Chapters 34-36 Comprehension	117
Constructed Response – Figurative Language	119
Chapters 37-39 Comprehension	123
Constructed Response – Theme	125
Chapters 40-42 Comprehension	127
Constructed Response – Character Change	129
Chapters 43-46 Comprehension	131
Constructed Response – Plot Development	133
<b>Spelling</b>	136
Book #1 – To Double or Not to Double	137
Book #2 – When to Drop the Final E	147
Spelling Test	155
<b>Language Arts Skills</b>	159
Context Clues Organizers	160
Context Clues Game and Printable Practice	171
Punctuation – Commas/Parentheses/Dashes	178
Commas Organizer	179
Commas/Parentheses/Dashes Organizer	186
Commas/Parentheses/Dashes Practice	190
Varying Sentences	194
Varying Sentence Beginnings Organizer	196
Varying Sentence Beginnings Practice	199
Varying Sentence Lengths (Sentence Types)	203
Varying Sentence Lengths Practice	206
Varying Sentence Lengths (Adding appositives, adjectives, adverbs, etc.)	208
Varying Sentence Lengths Practice	211
Credits	215

# Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Comprehension Practice	Constructed Response Question	Spelling	Skill Practice
	Throughout Unit -- Cultural Word Definitions		Throughout Unit – Character Family Trees			
Chapters 1-3	prosperous conspiracy	Page 1	Chapters 1-3	Settings	To Double or Not to Double Practice Booklet  ↓	Context Clues Organizers, Game, and Printables
Chapters 4-6	dissipate boisterous	Page 2	Chapters 4-6	Point of View		
Chapters 7-9	oppressive adamant	Page 3	Chapters 7-9	Character Traits of Amal		
Chapters 10-12	corral dole	Page 4	Chapters 10-12	Sequence of Events		
Chapters 13-15	circumstance indebted	Page 5	Chapters 13-15	Course of Action		
Chapters 16-18	verandah reprieve	Page 6	Chapters 16-18	Figurative Language		
Chapters 19-21	percolator knack	Page 7	Chapters 19-21	Summarizing		
Chapters 22-24	presumption fixate	Page 8 Page 9 (Review)	Chapters 22-24	Problem and Solution Chain	Test	Punctuation Rules (Two Organizers and a Practice)
Chapters 25-27	penance confines	Page 10	Chapters 25-27	Acrostic	Dropping the Final E Practice Booklet  ↓	
Chapters 28-30	relay comport	Page 11	Chapters 28-30	Mood/Details		
Chapters 31-33	interject intercede	Page 12	Chapters 31-33	Contrasting Family Members		
Chapters 34-36	subdued immaculate	Page 13	Chapters 34-36	Figurative Language		
Chapters 37-39	publicity conviction	Page 14	Chapters 37-39	Theme		
Chapters 40-42	federal invoke	Page 15	Chapters 40-42	Character Change		
Chapters 43-46	admonished surreal	Page 16	Chapters 43-46	Plot Development		
	Vocabulary Test				Test	Varying Sentence (Three Organizers each with a Practice)

## Chapters 43-46 [admonished and surreal]

1. Write two sentences using the word **admonished**. Each sentence must use the word based on the definition.

to speak to (someone) in a way that expresses	_____
	_____
	_____

to tell or urge (someone) to do something	_____
	_____
	_____



2. Circle six words in the box that are synonyms of **surreal**.

ordinary	regular	unreal
weird	odd	strange
normal	familiar	unusual
usual	common	bizarre



3. Add vowels to the nonsense words to create vocabulary words from Chapters 31-46.

fdrl	_____
mmclt	_____
ntrcd	_____
dmnshd	_____
nttrjct	_____
pblcty	_____

## Chapters 1-3 [prosperous and conspiracy]

1. Circle six words in the box that are synonyms of **prosperous**.

poor	affluent	poverty-stricken
wealthy	rich	penniless
broke	destitute	booming
needy	well-off	successful



2. Is **conspiracy** used correctly in the sentences?

True or False

\_\_\_\_\_ He was accused of **conspiracy** to overthrow the government.

\_\_\_\_\_ When she married a duke, she became part of a **conspiracy** family.

\_\_\_\_\_ The king discovered a **conspiracy** to end the queen's rule.

\_\_\_\_\_ The soldiers showed great **conspiracy** to their country during the war.

\_\_\_\_\_ They shouldn't allow their decision to be influenced by political **conspiracies**.



3. Which word does not belong?

plot, scheme, intrigue, treachery, loyalty, conspiracy



4. Write a sentence using the word **prosperous**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapters 43-46 [admonished and surreal]

1. Write two sentences using the word admonished. Each sentence must use the word based on the definition.

to speak to (someone) in a way that expresses	_____ _____ _____
---	-------------------------

to tell or urge (someone) to do something	_____ _____ _____
---	-------------------------



2. Circle six words in the box that are synonyms of surreal.

ordinary	regular	unreal
weird	odd	strange
normal	familiar	unusual
usual	common	bizarre



3. Add vowels to the nonsense words to create vocabulary words from Chapters 31-46.

fdrl	federal
mmclt	immaculate
ntrcd	intercede
dmnshd	admonished
ntrjct	interject
pblcty	publicity

## Chapters 1-3 [prosperous and conspiracy]

1. Circle six words in the box that are synonyms of prosperous.

poor	affluent	poverty-stricken
wealthy	rich	penniless
broke	destitute	booming
needy	well-off	successful



2. Is conspiracy used correctly in the sentences? True or False

T He was accused of conspiracy to overthrow the government.

F When she married a duke, she became part of a conspiracy family.

T The king discovered a conspiracy to end the queen's rule.

F The soldiers showed great conspiracy to their country during the war.

T They shouldn't allow their decision to be influenced by political conspiracies.



3. Which word does not belong?

plot, scheme, intrigue, treachery, loyalty, conspiracy



4. Write a sentence using the word prosperous.

---



---



---

# Amal Unbound ~ Chapters 1-3

1. The story is told from which point of view?
- 1<sup>st</sup> person told by Amal
  - 1<sup>st</sup> person alternating perspectives between chapters
  - 3<sup>rd</sup> person limited to Amal
  - 3<sup>rd</sup> person alternating perspectives between chapters

3. Which genre is *Amal Unbound*? Check one from each row.

- \_\_\_\_\_ fiction            OR        \_\_\_\_\_ drama
- \_\_\_\_\_ action            OR        \_\_\_\_\_ prose
- \_\_\_\_\_ fantasy            OR        \_\_\_\_\_ realistic

5. Sequence the following events in order.

- \_\_\_\_\_ Omar tells Amal that he was accepted in Ghalib Academy.
- \_\_\_\_\_ Amal tells Miss Sadia she can't stay after school to help.
- \_\_\_\_\_ Omar signals Amal by chiming his bell.
- \_\_\_\_\_ Omar gives Amal a poetry book.
- \_\_\_\_\_ Amal receives her math test.
- \_\_\_\_\_ Amal, Hafsa, and Seema talk about the new building with the green door.

7. Use the names of the characters in the box to complete the chart.

Safa	Omar	Sahib
Sadia	Seema	Hafsa

Family Members	Friends	Grown-Ups
_____	_____	_____
_____	_____	_____

2. Which word best describes Amal?

- responsible
- bully
- inventive
- dare devil

4. Read this passage from Chapter 1.

This is what I now remember most about my last afternoon at school—the smell of the dusty chalkboard, the sound of the students lingering outside the door, and, mostly, how easily I took my ordinary life for granted.

Which type of literary device is used?

- flashback
- cliffhanger
- foreshadowing
- personification

6. Color the map to show which country Amal lives in.

What is the name of Amal's village?

Tell one detail about the village.



8. Based on the information in the story in Chapters 1-3, which prediction can the reader make?

- Amal's little sister will obey the family rules and not get into mischief.
- Omar and Amal will grow up and get married one day.
- Something is going to happen to Amal's mother that will prevent her from returning to school.
- Amal will not enjoy the poetry unit that her teacher plans to do the following week.



# Amal Unbound ~ Chapters 1-3 Answer Key

1. The story is told from which point of view?
- a. 1<sup>st</sup> person told by Amal
  - b. 1<sup>st</sup> person alternating perspectives between chapters
  - c. 3<sup>rd</sup> person limited to Amal
  - d. 3<sup>rd</sup> person alternating perspectives between chapters

3. Which genre is *Amal Unbound*? Check one from each row.
- fiction      OR       drama
- action      OR       prose
- fantasy      OR       realistic

5. Sequence the following events in order.
- 6. Omar tells Amal that he was accepted in Ghalib Academy.
  - 2. Amal tells Miss Sadia she can't stay after school to help.
  - 4. Omar signals Amal by chiming his bell.
  - 5. Omar gives Amal a poetry book.
  - 1. Amal receives her math test.
  - 3. Amal, Hafsa, and Seema talk about the new building with the green door.

7. Use the names of the characters in the box to complete the chart.

Safa	Omar	Sahib
Sadia	Seema	Hafsa

Family Members	Friends	Grown-Ups
Seema	Omar	Sahib
Safa	Hafsa	Sadia

2. Which word best describes Amal?

- a. responsible
- b. bully
- c. inventive
- d. dare devil

4. Read this passage from Chapter 1.

This is what I now remember most about my last afternoon at school—the smell of the dusty chalkboard, the sound of the students lingering outside the door, and, mostly, how easily I took my ordinary life for granted.

Which type of literary device is used?

- a. flashback
- b. cliffhanger
- c. foreshadowing
- d. personification

6. Color the map to show which country Amal lives in.

Pakistan

What is the name of Amal's village?

Punjabi

Tell one detail about the village.

small – so small you won't find it on a map



8. Based on the information in the story in Chapters 1-3, which prediction can the reader make?

- a. Amal's little sister will obey the family rules and not get into mischief.
- b. Omar and Amal will grow up and get married one day.
- c. Something is going to happen to Amal's mother that will prevent her from returning to school.
- d. Amal will not enjoy the poetry unit that her teacher plans to do the following week.



# Constructed Response - Setting

Complete the chart to explain the importance of the setting of *Amal Unbound*.

Location Where the Story Takes Place

Year of the Setting

## Setting

Importance of the Setting

Mood - Atmosphere of the Setting



CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Constructed Response - Setting (Answer Key)

Complete the chart to explain the importance of the setting of *Amal Unbound*.

Location Where the Story Takes Place  
in the village of Punjabi, Pakistan

Year of the Setting

The year is not mentioned. One of the biggest clues that the story takes place in current times is --- Amal wonders why some airplanes leave whiffs of clouds.

### Setting

Importance of the Setting

Amal's father is one of the more prosperous men in the village. He has sugarcane fields and orange groves.

The boys and the girls attend separate schools. The boys' school has more books. This leads the reader to believe that the culture favors males.

Mood - Atmosphere of the Setting

On the walk from school, the characters discuss Khan Sahib, the village's powerful landlord. They think he might be building a factory near their homes. The talk about Khan Sahib is negative. He is a mysterious figure who is thought of as large and scary. 'He breathes fire when he talks.'



CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

You can purchase the full unit on  
[Teachers Pay Teachers](#).

