



Reading Instruction for Middle School Students

**Lessons for Improving Comprehension
Through “Iqbal”
by Francesco D’Adamo**

Adapted from intervention materials developed by the Texas
Center for Learning Disabilities

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Chapter 4

Teacher Guide and Student Log

Chapter 4 Teacher Guide

pp. 23–31

Day 1 at a Glance

(60 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes		
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Read the Chapter	25 minutes		Choose a reading format.
After Reading: Introduce the Frayer Model	15 minutes	Transparency of blank Frayer model	Plan modeling of the Frayer Model.

Introduce Vocabulary

(15 minutes)

1.	illustrious	p. 23	<i>adj.</i>	highly respected
2.	endearment	p. 23	<i>n.</i>	a loving act or word
3.	pallet	p. 24	<i>n.</i>	a small bed, or mattress stuffed with straw
4.	suk	p. 24	<i>n.</i>	a street market in the Middle East; an area lined with vendors, or people selling things
5.	quarrel	p. 25	<i>v.</i>	to disagree or argue
6.	precious	p. 25	<i>adj.</i>	of great value or worth
7.	snicker	p. 27	<i>v.</i>	to giggle or laugh in a sneaky way
8.	chaos	p. 29	<i>n.</i>	complete disorder and confusion

Display the Chapter 4 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage. You should spend a maximum of only 1–2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using the Frayer Model later in this lesson.

The procedure for introducing vocabulary words is as follows:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Sample Script

Before we read Chapter 4, I want to introduce several words you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

The first word is ILLUSTRIOUS. What word? Students repeat ILLUSTRIOUS.

Steps 2 and 3

Illustrious means “highly respected.” In Chapter 4, Hussain is preparing for a visit from illustrious customers. This means that the customers are distinguished or honored or maybe even well known or famous. These highly respected, or illustrious, customers are coming to look at and possibly purchase his rugs.

Step 1

The next word is ENDEARMENT. What word? Students repeat ENDEARMENT.
What is the suffix in this word? (MENT)

Steps 2 and 3

An endearment is “a loving act or word.” In Chapter 4, Hussain is anxious about the customers coming to look at his rugs. He wants to make sure the children do not mess up any of the rugs, so he starts calling them, “my dear ones” and “my little doves” and patting them on the head. Words like “my doves” and actions like patting someone on the head are called endearments. One way to remember the meaning of this word is “dear” (Point to the word part, dear.) If someone or something is dear to you, then you feel love for that person or thing. So an endearment is a word or action that shows love.

Step 1

The next word is PALLET. What word? Students repeat PALLET.

Steps 2 and 3

A pallet is “a small bed or mattress stuffed with straw.” This is the type of bed the children sleep on. Mattresses that we sleep on are usually stuffed with cotton and have springs for comfort. A pallet is not as comfortable as a mattress.

Step 1

The next word is SUK. What word? Students repeat SUK. (Suk is pronounced “sook” with the oo sound, as in “food.”)

Steps 2 and 3

A suk is “a street market in the Middle East.” It is an area lined with vendors or people selling things, such as fresh produce, garments or clothing, jewelry, or even animals. When the children refer to the suk they are referring to the market in the city.

Step 1

The next word is QUARREL. What word? Students repeat QUARREL.

Steps 2 and 3

To quarrel means “to disagree or argue.” In Chapter 4, Fatima comments that it would make sense for the children to be united because they are all going through the same hardship. But instead, the children bicker and quarrel with each other. As we read the chapter, I want you to think about why this might be—why do the children quarrel with each other?

Step 1

The next word is PRECIOUS. What word? Students repeat PRECIOUS.

Steps 2 and 3

Something or someone precious is of “great, great value or worth.” Your new iPhone may be important to you, but the necklace that was handed down to you from your great grandmother, your grandmother, and your mother on your fifteenth birthday is precious. In Chapter 4, we learn that Hussain has told another carpet maker that Iqbal is precious. Why would Hussein consider Iqbal precious? (Accept all reasonable responses.)

Step 1

The next word is SNICKER. What word? Students repeat SNICKER.

Steps 2 and 3

Snicker means “to giggle or laugh in a sneaky way.” For example, children might snicker in church—trying not to be heard. Or students may snicker behind a teacher’s back. In Chapter 4, some of the children will snicker at Karim.

Step 1

Our last word is CHAOS. What word? Students repeat CHAOS.

Steps 2 and 3

Chaos means “complete disorder and confusion.” In this chapter, Iqbal talks about the chaos of traffic. We can assume that the traffic he is talking about is disorderly—cars swerving and honking, people yelling and drivers not obeying the traffic laws. Not all traffic is chaotic. If I am driving down the highway and everyone is going the speed limit and staying in their lanes, is that chaos? (NO) If I am driving down the highway and an 18-wheeler is close behind me and cars are speeding and swerving in and out of lanes, is that chaos? (YES)

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement from Chapter 3 to yourself.*
3. *Now follow along as I read the statement.*

Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 4 Student Log that tells what you think is going to happen in Chapter 4.*

Set timer for one minute.

5. When the timer goes off, say, *Partner 1, tell Partner 2 what you think this chapter is going to be about.*

Read the Chapter

(25 minutes)

While reading this chapter, you are encouraged to ask questions to check your students' understanding, but students will not be asked to stop and generate Level 1 or Level 2 questions.

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

Reading format options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)
Silent reading with frequent checks for understanding	

After Reading: Introduce the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

This activity will begin on Day 1 and be completed on Day 2 (total of 25 minutes).

Introduce this graphic organizer and model its use. Students may follow along and fill in a Frayer Model example with you as you model the process. A blank Frayer Model is provided in the Chapter 4 Student Log.

1. Place the transparency of the blank Frayer Model on the overhead (template located 2 pages down).
2. Write the word *precious* in the middle of the model.
3. Say, *We are going to delve deeper into a few of our words. The first word we are going to examine is precious. This type of graphic organizer is called a Frayer Model because it was developed by Dorothy Frayer. We are going to use this model to help us obtain a deeper understanding of words.*

NOTE: It is essential that you **think aloud** while modeling steps 4–7 and make your thought process clear to your students. Verbalize what you are thinking to show your students what their thought process should look like when they attempt to use this strategy on their own or with a partner.

4. Say, *We said that precious means that something is of great worth or value. That is the definition, so we write it under the box labeled definition. If I don't remember the definition, I can look back on my student log to find the definition.* (Write the definition on the transparency.)
5. *Next, we need to list characteristics, or features, of something or someone who is precious. So what I need to do is list words that describe the word precious.* (Think aloud as you list characteristics on the transparency: valuable, priceless, irreplaceable, treasured, rare, etc.)
6. *Now I will list several examples of something or someone who might be precious.* (Think aloud as you list examples: *Well, I remember that Hussain said that Iqbal was precious because of his talent and skills, so I will write IQBAL.* Continue to think aloud as you write other examples, such as mother, family jewelry, home, child, family pet, etc.)

7. *The last section asks for nonexamples. Now I need to think of people or things that would not be precious. Maybe my overhead projector wouldn't be precious. I need it to teach, but it is not priceless or irreplaceable. (Continue to think aloud as you write other examples, such as a phone, a pair of shoes, a backpack, earrings, etc.)*
8. Follow steps 2–7 with the words *endearment* and *chaos*. The following are possible answers.
- **Endearment:**
 - Definition: A loving act or word
 - Characteristics: Loving, sweet, friendly
 - Examples: Love, sweetheart, children, a pat on the head, an arm around the shoulders
 - Nonexamples: A handshake, a wave hello or goodbye

 - **Chaos:**
 - Definition: Complete disorder and confusion
 - Characteristics: Disorganized, noisy, confusing, out of control
 - Examples: A busy street, an out-of-control classroom, an airport during a snowstorm
 - Nonexamples: A calm sea

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Introduce the Frayer Model	10 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Made Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use sets from previous instruction).
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	
Extended Reading	25 minutes	Extended reading passage, “Life Story: Nadeem”	

After Reading: Introduce the Frayer Model

(10 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

Continue modeling the use of the Frayer Model. (Refer to plans from Day 1.)

After Reading: Does It Make Sense?

(5 minutes)

We are going to practice recognizing if text does or does not make sense again. I am going to show you a sentence, and I want you to ask yourself if the sentence makes sense.

Look at the sentence under the heading "After Reading: Does It Make Sense?" on your Chapter 4 Student Log. Read the sentence to yourself and hold up the "Yes" card if it makes sense and the "No" card if it does not. Give students time to read the following sentences:

1. A carpet like that is worth a lot of money, and not just anyone can make one. You need an illustrious artist for a carpet like that.

("Yes" card or thumbs up; see page 26)

Note: The sentence in the novel does not include the word *illustrious*, but that term will make sense in this sentence.

2. The heat got worse and worse and we worked better and better. Hussain moved nervously around the workshop, distributing threats and promises.

("No" card or thumbs down; see page 23)

Closure: Verify Predictions and Get the Gist

(5 minutes)

Verify Predictions

Let's look back at our predictions and see if we were correct. First 1s then 2s, share your prediction with your partner. Were you correct?

Give partners a minute to discuss, and then have a few students share with the group.

Get the Gist

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Let's Get the Gist of Chapter 4.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 4 Student Log transparency.
2. *What was the most important thing about the “who” or the “what?”* Accept reasonable student responses. Write appropriate responses on the student log transparency.
3. *Now I'm going to give you a minute to write a Get the Gist statement with your partner. Remember, the statement must include who or what the chapter was about, the most important thing about the “who” or the “what,” and it should be 10 or fewer words.*
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. For each chapter, keep a running log (on chart paper) of Get the Gist statements posted clearly posted in your room.

Extended Reading

(25 minutes)

Ask students to locate the extended reading passage within their Chapter 4 Student Log. Place the transparency of the passage on the overhead projector.

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students.

After the class finishes reading the passage and the students finish answering questions on their own or with a partner, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answer.

The passage is adapted from: ThinkQuest. (2011). *Life story: Nadeem*. Retrieved from http://library.thinkquest.org/03oct/01908/1024/lifestory_nadeem.htm

Answer Key

1. C
2. B
3. D
4. A

Extended Reading Passage

Life Story: Nadeem

Adapted from:

http://library.thinkquest.org/03oct/01908/1024/lifestory_nadeem.htm

¹Nadeem is a 9-year-old boy who works as an apprentice weaver for a wealthy man named Sadique. Nadeem’s father is Mirza, a 30-year-old brick worker. Sadique is describing the “advantages” his son will “enjoy” in his job. “I’ve admired your boy for several months,” Sadique says. “Nadeem is bright and ambitious. He will learn far more practical skills in 6 months at the loom than he would in 6 years of school. He will be taught by experienced craftsmen, and his pay will rise as his skills improve. Have no doubt, your son will be thankful for the opportunity you have given him, and the Lord will bless you for looking so well after your own.”

²Sadique most aggressively hires 7–10-year-old children because they are “the most energetic and dexterous at this stage of development and are very obedient.” Sadique says that the boys would work all day and night if he asked.

³But, when pressed, Sadique says that he hires them first and foremost because he can save a lot of money. Three boys who produce first-class rugs would receive the same salary as a second-class adult weaver. The low cost of his labor gives Sadique a significant edge over all of his competitors in countries where child labor laws are enforced. They greatly undersell their competitors, and, not surprisingly, American and European consumers are attracted to low-priced, yet high-quality goods, not knowing of the practice of child labor for these products.

⁴Whatever reluctance Mirza currently has is greatly overshadowed by his poverty, which is extreme and worsening. He supports a family of 5 by working at a kiln nearby, molding bricks by hand for around 80 hours a week. Many families in similar conditions are forced to give their children up to manufacturers like Sadique for as little as 15 U.S. dollars.

⁵Poverty is ruling the children’s lives. They are thrown into an endless cycle of hard manual labor. Once the child is put into this cycle, the family usually cannot raise enough money to buy the child back, or the child never gets an education or even a payment to pursue something else in his or her life.

Comprehension Questions

1. Which definition represents the meaning of *press*, as used in paragraph 3?
 - A. To flatten or make smooth
 - B. To lift to a position above the head
 - C. To urge or insist strongly
 - D. People in the media, such as news reporters and photographers
2. In paragraph 1, the author puts the words *advantages* and *enjoy* in quotation marks to help the reader understand that:
 - A. Working for a weaver is a fun job.
 - B. There aren't really any advantages or things to enjoy in his job position.
 - C. Sadique has great respect for Nadeem.
 - D. His job position is important.
3. What is the main reason Sadique aggressively hires 7-year-old to 10-year-old children?
 - A. They have lots of energy.
 - B. They are obedient.
 - C. They don't mind working all day and all night.
 - D. He doesn't have to pay them as much as an adult.
4. The author's choice of words in paragraph 5 of this story creates a mood of:
 - A. hopelessness
 - B. anticipation
 - C. regret
 - D. fear

Chapter 4 Student Log

pp. 23–31

Vocabulary

1.	illustrious	p. 23	<i>adj.</i>	highly respected
2.	endearment	p. 23	<i>n.</i>	a loving act or word
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Prediction

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. A carpet like that is worth a lot of money, and not just anyone can make one. You need an illustrious artist for a carpet like that. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. The heat got worse and worse and we worked better and better. Hussain moved nervously around the workshop, distributing threats and promises. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |

Get the Gist

Who or what was the chapter about?

What was the most important thing about the “who” or the “what”?

Write your gist statement in 10 or fewer words.

Extended Reading Passage

Life Story: Nadeem

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 - A. hopelessness
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 - C. regret
 - D. fear