



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 5

Teacher Guide and Student Log

Chapter 5 Teacher Guide

pp. 32–37

Day 1 at a Glance

(65 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 5 Student Log for each student
- Display of Chapter 5 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: Generate Level 1 and Level 2 Questions	30 minutes	Level 1 and Level 2 Question Cards on a ring	<ul style="list-style-type: none">• Choose a reading format.• Plan stopping points in text where students will generate questions.
After Reading: Use the Frayer Model	15 minutes	Transparency of blank Frayer Model	Plan modeling of the Frayer Model.

Introduce Vocabulary

(15 minutes)

1.	apprentice	p. 32	<i>n.</i>	a person who works for another in order to learn a trade or occupation
2.	foreigner	p. 32	<i>n.</i>	a person from another country
3.	agitated	p. 33	<i>adj.</i>	disturbed or excited
4.	festive	p. 33	<i>adj.</i>	joyous or happy, as if celebrating
5.	ingrate	p. 35	<i>n.</i>	an ungrateful person
6.	instinctively	p. 35	<i>adv.</i>	spontaneous; to act on impulse or nature, without thinking
7.	emerge	p. 36	<i>v.</i>	to come into view

Display the Chapter 5 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 the following:

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 5, I want to introduce several words that you will need to know to understand the story. (Point to each word on the transparency.)

Step 1

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

Steps 2 and 3

An apprentice is “a person who works for someone else in order to learn a trade or skill.” In Chapter 5, Hussain refers to the children as his apprentices when talking to customers from another country. He doesn’t want the customers to know the children are slaves.

Step 1

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

Steps 2 and 3

A foreigner is “a person from another country.” In Chapter 5, Hussain has customers coming to look at his rugs. These customers are from another country, so they are foreigners.

Step 1

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

Steps 2 and 3

Agitated means “very disturbed or excited.” We are going to read today that instead of sleeping late, Hussain wakes up early and is agitated. There are foreign customers coming to look at his rugs. Why might he be disturbed, excited, or agitated? (Accept any reasonable responses.)

Step 1

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

Steps 2 and 3

Festive means “joyous or happy, as if celebrating.” A person might feel festive, or be in a festive mood, at a Christmas party or a dance. We will read today that there is a festive air in the workshop as Hussain is waiting for his foreign customers to arrive. The rugs are hung and displayed on the walls. It is almost as if they are celebrating the arrival of the customers.

Step 1

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

Steps 2 and 3

An ingrate is "a person who is not grateful or appreciative." I see a word part that could help me remember this word. inGRATE=not GRATEful. In this chapter, Hussain is going to call Iqbal an ingrate. Hussain is saying that Iqbal does not appreciate something. Think about why Hussain might say this about Iqbal, and remember this when writing your prediction.

Step 1

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

Steps 2 and 3

If you do something instinctively, you do it spontaneously, or without thinking. In this chapter, the children are going to look for protection instinctively. This means they are not really thinking about finding protection; instead, they just act on impulse.

Step 1

The last word is EMERGE. What word? Students repeat EMERGE.

Steps 2 and 3

Emerge means "to come into view." In this chapter, Hussain goes down into the Tomb for a moment, so he is out of sight. He then emerges or comes back into view.

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 5 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 5 Student Log that tells what you think is going to happen in Chapter 5.*

Set the timer for 1 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: Generate Level 1 and Level 2 Questions

(30 minutes)

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

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	

As you read the chapter, you are going to ask your students to generate Level 1, Right There and Level 2, Putting It Together questions. Plan and record below the page numbers where you will stop to allow students to practice question generation strategies. Students will write their answers in the space provided on the student log.

Comprehension strategy practice		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____

After Reading: Use the Frayer Model

(15 minutes)

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

(Frayer, Frederick, & Klausmeier, 1969)

Students may follow along and fill in a Frayer Model with you as you model the process. A blank Frayer Model is provided in the Chapter 5 Student Log.

1. Place the transparency of the blank Frayer Model (found in the Chapter 5 Student Log) on the overhead.
2. Write the word *apprentice* in the middle of the table.
3. Say, *We are going to delve deeper into a few of our vocabulary words. Remember last week I introduced to you the Frayer Model as a tool for understanding words and concepts more deeply. We are going to continue to practice using this model.*

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, *Everyone, find the definition of apprentice and raise your hand when you can read the definition to me. (Accept all reasonable student responses.) That is correct. An apprentice is “a person who works for another person in order to learn a trade or occupation.” (Write the definition on the transparency.)*
5. *Next, we need to list characteristics of an apprentice. So what I need to do is list words that describe an apprentice. I am thinking that if an apprentice is learning a trade or skill, then he or she must be a beginner. So, one characteristic I might list is beginner. (Think aloud as you list characteristics on the transparency, such as student, novice, learner, trainee, amateur, helper, etc.)*

6. *Now I am going to list several examples. I remember my last year of college I was a student teacher in a high school classroom. The teacher I worked for taught me several skills necessary to be a good teacher. I helped him and taught some of his classes while he guided me. So, I was his apprentice because I was learning about my occupation. So, the first example I am going to write is student teacher.*”(Continue to think aloud as you write other examples, such as an assistant coach, an intern, a mechanic’s assistant, etc.)
7. *The last section asks for nonexamples. Now I need to think of people who would not be considered an apprentice. An expert would not be considered an apprentice because he or she has already mastered a trade or occupation.* (Continue to think aloud as you write other nonexamples, such as a professor, a head coach, CEO of a company, etc.)
8. Follow steps 2 and 4 - 7 with two additional vocabulary words of your choosing. Plan your modeling, using the form on the following pages.

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout the Lesson

- Novel for each student
- Chapter 5 Student Log for each student
- Display of Chapter 5 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Use the Frayer Model	10 minutes	Same as Day 1	Refer to plans from Day 1.
After Reading: Does It Make Sense?	5 minutes	Yes/No Response Cards	Prepare Yes/No Response Cards (or use cards 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, “Adolescent Farmworkers in the United States: Endangerment and Exploitation”	

After Reading: Use 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)

Look at the sentence under the heading “After Reading: Does It Make Sense” on your Chapter 5 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. Before they could grab him and take the knife away, Iqbal had cut twice more and the world’s most beautiful blue carpet was in pieces on the red earth of the floor.
(“Yes” card or thumbs up; see page 35)
2. Iqbal was standing next to his loom. Behind him was his carpet, that marvelous carpet had worked better and faster than anyone else could have. The foreigners would go crazy over a rug like that.
(“No” card or thumbs down; see page 34)

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 5.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 5 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 5 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 Extended Reading passage is from Human Rights Watch. (2000). *Fingers to the bone: Adolescent farmworkers in the United States: Endangerment and exploitation*. Retrieved from:

http://www.hrw.org/reports/2000/frmwrkr/frmwrk006-02.htm#P271_31476

Answer Key

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

Extended Reading Passage

Adolescent Farmworkers in the United States: Endangerment and Exploitation

¹Nobody knows how many adolescents work in agriculture in the United States. The General Accounting Office recently cited an estimate of 300,000 15- to 17-year olds working in agriculture each year, while acknowledging that “methodological problems ... likely result in an undercounting of the total number.” This estimate excludes those 14 and younger; in fact, children under 14 are not included in any nationally based surveys of farmworkers. The United Farm Workers union estimates that there are 800,000 child farmworkers in the United States. These estimates include both children working as hired laborers and children working on their parents’ farms—a much smaller group. This report focuses on children working as hired laborers.

²Farmworkers aged 17 and younger—all considered children under U.S. and international law—can be found working all across the country. Particularly large populations of farmworkers live and work in California, Texas, Florida, Washington, and Arizona. Migrant streams travel up each year through the Midwest, the eastern seaboard, and into New York. Virtually no state is without child labor in agriculture, and certainly no state is without its fruits, as the produce that is harvested and packed by youngsters’ hands may travel thousands of miles to grocery store shelves.

³Children come to agriculture at varying ages. Reports of children as young as 4 or 5 years of age working alongside their parents are not uncommon. Full-time agricultural work, whether during school vacations and weekends or year-round, usually begins in early adolescence. The majority of workers interviewed for this report began working in the fields between the ages of 13 and 15. A recent California study also reported 13 to 15 as the most common ages at which children begin agricultural work, and a Florida study found most young farm workers began working by the age of 14.

⁴Farm work is low-paying, exhausting, stigmatized, and often dangerous. Agricultural workers labor under extreme weather conditions, from pre-dawn cold to intense desert heat, where temperatures are commonly well above 100 degrees Fahrenheit. Their work is physically demanding, requiring sustained strength, endurance, and coordination.

⁵Twelve-hour days are routine, as are 6- and 7-day work weeks. During peak harvesting seasons, children may work 14, 16, or even 18 hours a day, 7 days a week. Whether paid by the hour or on the basis of piece-rates, they are not paid overtime wages—the law does not require it.

⁶Children undertake farm work because their families are extremely poor, and no other work is available. Those who live near towns leap at the chance to work instead at a fast-food restaurant or supermarket. Those in rural areas often have literally no other employment opportunities available.

⁷An intergenerational cycle of poverty plagues farm workers. Most parents of farm worker children are themselves farm workers. The average annual income for a two-earner farm worker family is just over \$14,000 a year, well below the official federal poverty level, which was \$16,700 in 1999. These low earnings make it difficult for farm worker parents to meet their family's needs, which in turn puts pressure on their children to earn money as soon as possible—usually in the fields. All of the juveniles interviewed by Human Rights Watch were children of farm workers. All of them began working either in order to help their family meet their basic needs, or to take care of their own needs—for example, buying clothes for school—because their parents were too poor to do so.

⁸According to farm worker advocates and workers themselves, unscrupulous employers further cut away at earnings with the following common practices:

- Not paying the workers for their last 2 weeks of work at the end of the season.
- Withholding social security payments, but then pocketing the money instead of reporting it to the federal government.
- Deducting from workers' pay the cost of work-related equipment provided by the employer, including safety equipment that the government requires employers to provide.
- Deducting from workers' pay the supposed costs of providing worker housing (which fewer and fewer employers do). One Arizona employer, for example, reportedly deducted from his workers' pay the entire cost of his ranch's use of electricity, despite the fact that the workers lived in shacks that were each lit with a single bulb.
- Deducting from workers' pay a fee for transporting them to and from the work site. For some workers, transportation time and expenses represent a huge burden. Workers transported from the Yuma area of Arizona to the agricultural area west of Phoenix, for example, travel two-and-a-half hours each way, for which they reportedly pay \$12 of their \$40 daily wage.

- Failing to provide drinking water as required by law, and then selling workers soda or beer for \$1 or \$1.50 each.

Comprehension Questions

1. Read the dictionary entry below for the word *adolescent*. Which definition represents the meaning of *adolescent*, as used in paragraph 1?
 - A. To display a lack of maturity
 - B. Being of the age 13 through 19
 - C. To increase or grow up
 - D. To be nourished
2. What are paragraphs 7 and 8 of this passage mainly about?
 - A. Farm worker poverty
 - B. Farm worker safety risks
 - C. Farm worker rights
 - D. Underage farm workers
3. By reading the information about teenage farm workers provided in this passage, the reader can conclude that:
 - A. Teenage farm workers have lots of energy, so they don't mind working long hours.
 - B. Teenage farm workers would rather work at McDonalds than on a farm.
 - C. Teenage farm workers like working with their family.
 - D. Teenage farm workers earn more money than adult farm workers.
4. Read the following chart.

Some unfair employers take advantage of farm workers by reducing their pay in the following ways:
Deducting pay for housing, even when workers live in shacks
Not paying workers for their last two weeks of the season
Stealing workers' social security payments

Which of the following statements best completes the chart?

- A. Paying workers only \$12 a day
- B. Forcing workers to work in 100-degree heat
- C. Forcing workers to work 12 hours a day, 7 days a week
- D. Not providing water, but selling soda and beer for \$1.00 or \$1.50

Chapter 5 Student Log

pp. 32–37

Vocabulary

1.	apprentice	p. 32	<i>n.</i>	a person who works for another in order to learn a trade or occupation
2.	foreigner	p. 32	<i>n.</i>	a person from another country
3.	agitated	p. 33	<i>adj.</i>	disturbed or excited
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Prediction

Read the Chapter: Generate Level 1 and Level 2 Questions

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

<hr/>		
<hr/>		

<hr/>	Level 1	Level 2
	<input type="checkbox"/>	<input type="checkbox"/>

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Iqbal—Chapter 5 Student Log

Level 1

Level 2

Level 1

Level 2

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. Before they could grab him and take the knife away, Iqbal had cut twice more, and the world’s most beautiful blue carpet was in pieces on the red earth of the floor. | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
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<input type="checkbox"/> | No
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Get the Gist

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Write your gist statement in 10 or fewer words.

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