



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 7

Teacher Guide and Student Log

Chapter 7 Teacher Guide

pp. 49–55

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 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 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	<ul style="list-style-type: none">• Choose a reading format.• Plan stopping points in text where students will generate questions.

Introduce Vocabulary

(15 minutes)

1.	courage	p. 49	<i>n.</i>	a quality of spirit that enables a person to face difficulty, pain, or danger without showing fear
2.	torrid	p. 51	<i>adj.</i>	intensely hot
3.	interminable	p. 52	<i>adj.</i>	unending (Latin root: termin = to end)
4.	lament	p. 52	<i>v.</i>	to express grief or sorrow
5.	dysentery	p. 52	<i>n.</i>	a contagious stomach infection that causes diarrhea
6.	sabotage	p. 53	<i>v.</i>	deliberate destruction of something
7.	bandits	p. 54	<i>n.</i>	gang of robbers
8.	litany	p. 54	<i>n.</i>	a type of prayer that includes responses and may be repetitive

Display the Chapter 7 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 7, 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 COURAGE. What word? Students repeat COURAGE.

Steps 2 and 3

Courage is “the quality of spirit or mind that enables a person to face difficulty, pain, or danger without showing fear.” The other kids tell Iqbal that he had great courage when he ripped the carpet in front of Hussain and faced the danger of Hussain’s punishment without fear.

Step 1

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

Steps 2 and 3

Torrid means “intensely or very, very hot.” In this chapter, Fatima explains that as the days pass by, the summer becomes less torrid. This means that the days are not as hot, and as summer turns into fall the days get cooler.

Step 1

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

Steps 2 and 3

Interminable means “never-ending or unending.”

Write the word on the board and underline *termin*. Say: *The root word is termin. It is a Latin root that means, “to end.” What is the prefix? Accept responses. That’s right, the prefix is in-. Circle in-. What does in- mean? Accept responses. Yes, in- means “not.” What is the suffix? Accept responses. That’s right, able. So, if we put the parts together, interminable means “not end able,” or “unable to end.”*

In Chapter 7, Fatima talks about afternoons being interminable, meaning the workdays seemed to never end. Sometimes, the school day may seem interminable.

Step 1

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

Steps 2 and 3

To lament is “to express grief or sorrow.” In Chapter 7, Hussain laments his decision to take Iqbal. The text says that Hussain “cries out to heaven” to express his grief and sorrow over the time and money he invested in Iqbal.

Step 1

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

Steps 2 and 3

Dysentery is a contagious stomach infection that causes diarrhea. I’m sure some of you have had a stomach virus. Dysentery is like that but much worse and very contagious. Because the children work so closely together, if one child gets sick, the others usually get sick, too.

Step 1

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

Steps 2 and 3

If you sabotage something, you deliberately destroy it. In Chapter 7, a loom breaks. Hussain thinks it is sabotage, meaning that someone broke the loom on purpose. But we’ll also read that Hussain has no proof of this. So pay attention as we read Hussain’s reaction to the broken loom.

Step 1

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

Steps 2 and 3

Bandits are gangs or groups of robbers.” In Chapter 7, some of the children want to escape and become bandits in order to survive.

Step 1

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

Steps 2 and 3

A litany is “a type of prayer that includes responses and may be repetitive.” Sometimes litany makes people feel comforted or happy during difficult times. In Chapter 7, we learn that the children often list the things they would like to do when their debt is cancelled. They say it is like litany for them and a “way to feel good.”

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 6 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 that tells what you think is going to happen in Chapter 7.*

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 3 Questions

(30 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

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	

First, review what students learned about Level 3 questions in Chapter 6. Remind students that they cannot answer a Level 3 question by looking only in the text. To answer a “making connections” question, you need to think about what you just read and make connections to what you already know or have previously learned. Remind students that Level 3 questions often start with the following question stems:

- “How is this like...?”
- “How is this different from...?”
- “How is this related to...?”

As you read the chapter, you are going to ask your students to generate Level 3, Making Connections 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 3 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____
	Page ____	Paragraph ____

Day 2 at a Glance

(40 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
After Reading: Use the Frayer Model	30 minutes	Transparency of blank Frayer Model	Plan guided practice of Frayer Model.
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	

After Reading: Use the Frayer Model

(30 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

1. Place the transparency of the blank Frayer Model the overhead projector. Ask students to find the blank Frayer Models in their Chapter 7 Student Logs. Ask students to fill out their charts with you.
2. Write the word *courage* in the middle of the model.
3. Say, *We are going to delve deeper into a few of our vocabulary words using the Frayer Model. The first word we are going to look at is courage.*

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, *Look at your student logs and find the definition of courage. Partner 2, read the definition to Partner 1.* Call on one student to read the definition of *courage* for the group. Write the definition.
5. *Next, we need to list characteristics, or features, of courage.*

Think aloud as you list one or two characteristics. Then ask partners to work with each other to write 3–4 more characteristics of courage. Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' characteristics and write appropriate answers on the transparency.

6. *Now I am going to list several examples for the word courage.*

Think aloud as you list a few examples: *I remember that Iqbal had courage when he ruined the carpet. So I'm going to write that under the examples box. Another example of courage might be standing up to a bully at school.*

Ask partners to work with each other to write 3–4 more examples of courage. Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' examples and write appropriate answers on the transparency.

7. *The last section asks for nonexamples. Now I need to think of things that are not examples of courage.*

Think aloud as you list a few nonexamples: *Not running a race because the competition is difficult is a nonexample of courage because you do not have courage to face a difficult situation. With your partner, think of 3–4 more nonexamples of courage.* Circulate and monitor the class while students are working. Call on several students to share their answers. Discuss students' nonexamples and write appropriate answers on the transparency.

8. Follow steps 2 and 4–7 with two more vocabulary words of your choosing. Use the form on the following pages to plan your instruction.

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

Vocabulary Word: _____

Definition:

Characteristics:

Examples:

Nonexamples:

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

(5 minutes)

Look at the sentence under the heading “After Reading: Does It Make Sense” on your Chapter 7 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:

Iqbal was released from the Tomb three days later. When we saw him walk across the courtyard on wobbly legs, blinded by the light, his arms covered with angry insect bites, we pitied him, but we were jealous, too.

(“No” card or thumbs down; see page 49)

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 7.

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate student responses on the Chapter 7 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.

Chapter 7 Student Log

pp. 49–55

Vocabulary

1.	courage	p. 49	<i>n.</i>	a quality of spirit that enables a person to face difficulty, pain, or danger without showing fear
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Prediction

Read the Chapter: Generate Level 3 Questions

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

After Reading: Does It Make Sense?

Iqbal was released from the Tomb 3 days later. When we saw him walk across the courtyard on wobbly legs, blinded by the light, his arms covered with angry insect bites, we pitied him, but we were jealous, too.

Yes

No

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.
