



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

Preferred Citation

The Meadows Center for Preventing Educational Risk. (2012). *Reading instruction for middle school students: Lessons for improving comprehension through “Iqbal” by Francesco D’Adamo*. Austin, TX: Author.



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Chapter 12

Teacher Guide and Student Log

Chapter 12 Teacher Guide

pp. 91–100

Day 1 at Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 12 Student Log for each student
- Display of Chapter 12 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Introduce Vocabulary	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> • Prepare Yes/No Response Cards (or use sets from previous instruction). • Plan vocabulary instruction.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Build Background Knowledge	15 minutes	<ul style="list-style-type: none"> • Graphic Organizer headings on wall • 8 colored sheets (for each group) that coincide with their assigned prize nominee • Extended reading passages about each nominee from Chapter 10 and 11 Student Logs 	
Read the Chapter: Generate Level 1, 2, and 3 Questions	15 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.

Introduce Vocabulary

(15 minutes)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

Display the Chapter 12 Student Log so students can follow along as you read. After introducing each word, connect the word to context of the passage and, for at least three words (depending on time), provide some examples and nonexamples. Use the vocabulary templates on the following pages to plan this instruction.

The procedure 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.
- Step 4:** Give students three to five examples of the word being used in other contexts.
- Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary Word:

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

Step 2: Tell students what the word means. (Write the definition.)

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

Step 4: Give students three to five examples of the word being used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

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Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 11 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 12 Student Log that tells what you think is going to happen in Chapter 12.*

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.*

Monitor discussions and share ideas with the entire class as appropriate.

Build Background Knowledge

(15 minutes)

Activity

The World’s Children’s Prize for the Rights of the Child

Objective

Students will review the three nominees for The World’s Children’s Prize for the Rights of the Child and will create a chart displaying important information about each nominee.

Information for the Teacher

The information for this lesson was taken from The World’s Children’s Prize for the Rights of the Child website: www.childrensworld.org/page.html

Today, students will review the three nominees in preparation for voting for the World’s Children’s Prize for the Rights of the Child. They will also vote for their chosen candidate. This background knowledge lesson spans 2–3 days.

Students will be creating a chart that will be displayed on a wall in your classroom. In preparation for this lesson, place the column headings on the wall (see diagram below).

Today: Students work in groups to re-read the passage on their assigned nominee and begin to create the information cards.

Day 2: Students will complete their information cards.

Day 1 of Chapter 13 Lesson: Each group will present their information and post their information cards on the wall. Students will vote. After each class, you will have to dis-assemble the chart so that the next class can create their own chart.

Here is what the completed chart should look like:

	Nominee	Location	Problem	Solution
Green cards	Inderjit Khurana			
Yellow cards	Betty Makoni			
Blue cards	Cynthia Maung			

1. Have students work in pairs to complete this activity.
2. Ask students to find “The World’s Children’s Prize for the Rights of the Child” handout in their Chapter 12 Student Log. Explain the activity.
3. Hand out materials and allow students to begin working. To manage time, you may want to provide the following structure:
 - 2–3 minutes to explain the activity and hand out materials
 - 5 minutes to read the passage (Have students use the extended reading passages in their Chapter 10 and 11 Student Logs.)
 - 5 minutes to work on the information cards

Read the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes; complete on Day 2)

(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	

Stop at the following places to have students generate Level 1, 2, and 3 questions:

- Top of page 94: Level 1 question
- Middle of page 97: Level 2 question
- End of page 100: Level 3 question

If time remains, students can generate additional questions.

Day 2 at a Glance

(55 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 11 Student Log for each student
- Display of Chapter 11 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Build Background Knowledge	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Review Vocabulary: What Word Fits?	15 minutes	Vocabulary index cards	<ul style="list-style-type: none"> • Prepare vocabulary index cards (one set per pair of students). • Prepare transparency for “What Word Fits?” game.
After Reading; Does It Make 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	

Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions

(15 minutes; continued from Day 1)

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

Continue reading the chapter and stopping to generate questions. (Refer to plans from Day 1.)

Build Background Knowledge

(15 minutes; continued from Day 1)

Continue student work from Day 1. Students will share the information on their cards during the following class period (Day 1 of the Chapter 13 lesson). They will also vote on this day.

Review Vocabulary: What Word Fits?

(15 minutes)

(Beck, McKeown & Kucan, 2002)

	Word	Part of speech	Definition	Reference the book
1.	intervene	<i>v.</i>	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
2.	influential	<i>adj.</i>	having power	The moneylenders are influential. (Page 92)
3.	clandestine	<i>adj.</i>	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	<i>v.</i>	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	<i>adj.</i>	loss of hope	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)
6.	liberated	<i>adj.</i>	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	<i>adj.</i>	hopeful that things will work out well	All the men had come back grim and discouraged that day, even Eshan Khan, who was always optimistic and ready to smile. (Page 105)

To play the game, follow the same procedures and rules used in Chapter 11. The transparency for this game appears on the following page.

1. There are two girls arguing in the hallway, and the principal stops the argument. What did the principal do? Liberated or **intervene**?
2. When you think about the STAAR reading test, you truly believe that you will do well on the test. Are you **optimistic** or discouraged?
3. There is a test this Friday that you did not study for. Do you **fret** or are you liberated?
4. Iqbal helped the Liberation Front locate children who were in bonded labor. Were the children **liberated** or discouraged?
5. Iqbal snuck into factories with a hidden camera. Was this act influential or **clandestine**?

What Word Fits?

liberated

intervene

optimistic

discouraged

fret

liberated

liberated

discouraged

influential

clandestine

After Reading: Does It Make Sense?

(5 minutes)

Choose a response format (see guidance below) for this game. Students may respond by using their Yes/No Response Cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Say: For the “Does It Make Sense” game, I am going to read a short paragraph from the chapter. You tell me if it makes sense. (Tell students about the response format you have chosen to use today.)

Response Formats

Using group response cards	Partner work
1. Have students put cards out on their desk	1. Have students find the heading “Does It Make Sense?” on their logs
2. Tell them your procedure	2. Tell them your procedure
3. Read the passage	3. Read the passage
4. Give 5 seconds	4. Give 5 seconds
5. Signal students to answer	5. Signal students to confer with their partners
6. Students hold up cards	6. Groups share as appropriate
7. Discuss as a group (as time allows)	7. Discuss as a group (as time allows)

Game Prompts and Answers

Prompts	References from book
<p>Prompt 1: That same evening, after breakfast, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I never want to help with this cause again.”</p> <p>Answer: Doesn’t make sense. Iqbal would not eat breakfast in the evening. Iqbal felt passionately about helping other children, so he probably would not say that he didn’t want to help with the cause.</p>	<p>From page 91: That same evening, after dinner, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I want to stay and help you free all the children who are slaves in Pakistan.”</p>
<p>Prompt 2: By now, he had taken his place in the meetings of the adults, speaking up with authority. He was tireless. The minute he finished one mission, he began another.</p> <p>Answer: Makes sense</p>	<p>From page 95: Same as Prompt 2</p>

Note: Always return to the text to justify why the passage does or does not make sense.

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 et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

Chapter 12 Student Log

pp. 91–100

Vocabulary

	Word	Part of speech	Definition
1.	intervene	<i>v.</i>	to enter a situation and change what is happening
2.	influential	<i>adj.</i>	having power
3.	clandestine	<i>adj.</i>	secret
4.	fretted	<i>v.</i>	felt troubled or uneasy
5.	discouraged	<i>adj.</i>	loss of hope
6.	liberated	<i>adj.</i>	released from social constraints or the enemy
7.	optimistic	<i>adj.</i>	hopeful that things will work out well

Prediction

The World's Children's Prize for the Rights of the Child

In a few days, you will vote for the nominee you believe should win The World's Children's Prize for the Rights of the Child. All three of the nominees will be honored for their contributions to the rights of the child at an international awards ceremony. The three nominees will receive prize money that will help them continue their work.

Today we will compare the nominees.

Materials

- 1 set of color-coded cards
 - Green: Inderjit Khurana
 - Yellow: Betty Makoni
 - Blue: Cynthia Maung
- Copy of the article about your nominee

Procedure

1. Each group will be assigned one nominee. Reread the article about your nominee with your group.
2. Record the following information on your cards:
 - 1 card: Where your nominee works
 - 2–3 cards: The problem your nominee is working to solve
 - 2–3 cards: How your nominee is working to solve the problem
3. The teacher will be monitoring your work and will help you as needed.
4. At the end of class, put your cards together so that you can share your information with the class tomorrow.

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Iqbal—Chapter 12 Student Log

Level 1 Level 2 Level 3

Level 1 Level 2 Level 3

After Reading: Does It Make Sense?

- | | | |
|--|--|---------------------------------------|
| 1. That same evening, after breakfast, Iqbal made a solemn declaration to the men and women who were meeting in the big downstairs room: “I never want to help with this cause again.” | Yes
<input type="checkbox"/> | No
<input type="checkbox"/> |
| 2. By now, he had taken his place in the meetings of the adults, speaking up with authority. He was tireless. The minute he finished one mission, he began another. | 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.
