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 13
Teacher Guide and Student Log

Chapter 13 Teacher Guide

pp. 101–106

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 13 Student Log for each student
- Display of Chapter 13 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Build Background Knowledge	30 minutes	• Chart headings on wall • Students' completed colored cards • Ballots • Box or bag for ballots	Make copies of ballots (located in Teacher Guide) and cut strips apart.
Prediction	5 minutes	Running list of Get the Gist statements in classroom	
Review Vocabulary: Semantic Features Analysis	15 minutes	• Semantic features analysis chart in student logs • Transparency of chart	

Build Background Knowledge

(30 minutes; continued from Chapter 12 lesson plan)

Activity

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

Objective

Students will present their information on each nominee for The World's Children's Prize for the Rights of the Child and will vote for their chosen candidate.

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, each group of students will present their information and post their information cards on the wall. They will also vote for the candidate they believe deserves to win The World's Children's Prize for the Rights of the Child.

After each class, you will have to disassemble the chart so that the next class can create their own.

1. Hand out students' completed cards.
2. Complete the chart one nominee at a time. If you have more than one group sharing ideas about one nominee, allow them to share the task of completing the 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			

3. Explain that students will now have a chance to vote on the nominee that they believe should be awarded the prize. Remind them that it doesn't have to be the nominee they studied. Discuss the importance of voting privately.

4. Hand out ballots. (See next page; each row will need to be cut out, and students will circle the nominee they wish to vote for.)

5. Students vote and put their ballots into a box or bag.

World's Children's Prize Foundation. (2007). *Global vote 2007: Global Friends' Award*. Retrieved from: www.childrensworld.org/downloads/Ballots_eng_07.pdf

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.

2. Say, *Read the gist statement for Chapter 12 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 13 Student Log that tells what you think is going to happen in Chapter 13.*

   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.

Review Vocabulary: Semantic Feature Analysis

(15 minutes)

(Anders, Bos, & Filip, 1984)

	Word	Part of speech	Definition	Reference the book
1.	intervene	*v.*	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	*adj.*	having power	The moneylenders are influential. (Page 92)
3.	clandestine	*adj.*	secret	But now there's a law in our country that makes these clandestine factories illegal. (Page 91)
4.	fretted	*v.*	felt troubled or uneasy	We had everything we needed, but I still fretted sometimes. (Page 96)
5.	discouraged	*adj.*	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	*adj.*	released from social constraints or the enemy	Almost two hundred children were liberated. (Page 95)
7.	optimistic	*adj.*	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)

You originally taught how to complete a semantic feature analysis in Chapter 9 lessons. This time, you are using vocabulary words to describe events from the story.

1. Ask students to find the semantic feature analysis chart in their student logs. Place the transparency of the chart on the overhead so students can follow along with you.

2. Review what a semantic feature analysis is and why they are learning how to complete one.

3. Remind them that last time, they looked at character traits and found evidence of different vocabulary terms. Today they will be thinking about events from Chapter 12 and which vocabulary words apply to those events. (The last row includes an event from Chapter 13, which will be completed in the Day 2 lesson.)

4. Model at least the first row for the students, more if necessary. Provide guidance as needed once students begin to work in pairs or independently.

5. Check answers once everyone is finished. An answer key is provided on the following page.

Chapter 12 Events: Semantic Feature Analysis Chart Answer Key

Story event	intervene	influential	clandestine	fretted	discouraged
Ch. 12, p. 91–92 Iqbal begged to stay and help the liberation front.	Iqbal wanted to intervene and help children who were slave workers.	Iqbal was very influential in the fight to end child slavery.			
Ch. 12, p. 94 Iqbal snuck into a carpet factory.			Iqbal was clandestine when he snuck into factories where children worked.		
Ch. 12, p. 100 Incendiary bombs were thrown into the headquarters building.	The people who threw the bombs into the building were intervening in the fight to end child slavery.			Knowing that bombs may strike at any time would cause one to fret.	
Ch., 13, p. 102 the life of brick workers					Brick workers were treated so poorly that they were deeply discouraged about life.

Day 2 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 13 Student Log for each student
- Display of Chapter 13 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
Read the Chapter: Generate Level 1, 2, and 3 Questions	30 minutes	Level 1, 2, and 3 Question Cards	Choose a reading format.
Review Vocabulary: Semantic Features Analysis	15 minutes	Same as Day 1	Refer to Day 1 lesson plan.
Closure: Verify Predictions and Get the Gist	5 minutes	Running list of Get the Gist statements in classroom	

Read the Chapter: Generate Level 1, 2, and 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	

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

- End of page 102: Level 1 question
- Middle of page 105: Level 2 question
- End of page 106: Level 3 question

If time remains, students can generate additional questions.

Review Vocabulary: Semantic Features Analysis

(15 minutes; continued from Day 1)

(Anders, Bos & Filip, 1984)

	Word	Part of speech	Definition	Reference the book
1.	intervene	*v.*	to enter a situation and change what is happening	You know how hard it is to get the magistrates to intervene. (Page 92)
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Yesterday you reviewed how to complete a semantic feature analysis with events from Chapter 12. Today, quickly review the purpose of a semantic feature analysis and steps for completing the chart. Let students complete the last row (event from Chapter 13) and any remaining Chapter 12 rows that they did not complete yesterday. Provide modeling and guidance as needed.

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 13 Student Log

pp. 101–106

Prediction

_____

_____

_____

Vocabulary

	Word	Part of speech	Definition
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2.	influential	*adj.*	having power
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6.	liberated	*adj.*	released from social constraints or the enemy
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Chapter 12 Events: Semantic Feature Analysis Chart

Story event	intervene	influential	clandestine	fretted	discouraged
Ch. 12, p. 91–92 Iqbal begged to stay and help the liberation front.					
Ch. 12, p. 94 Iqbal snuck into a carpet factory.					
Ch. 12, p. 100 Incendiary bombs were thrown into the headquarters building.					
Ch., 13, p. 102 The life of brick workers					

Generate Level 1, 2, and 3 Questions

_____   **Level 1   Level 2   Level 3**

☐   ☐   ☐

_____

_____

_____   **Level 1   Level 2   Level 3**

☐   ☐   ☐

_____

_____

_____   **Level 1   Level 2   Level 3**

☐   ☐   ☐

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_____

_____   **Level 1   Level 2   Level 3**

☐   ☐   ☐

_____

_____

_____   **Level 1   Level 2   Level 3**

☐   ☐   ☐

_____

_____

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.

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____