



# **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 1**

## **Teacher Guide and Student Log**

# Chapter 1 Teacher Guide

pp. 1–8

## Day at a Glance

(60 Minutes)

### Materials Needed Throughout Lesson

- Novel for each student
- Chapter 1 Student Log for each student
- Display of Chapter 1 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
<b>Introduce Vocabulary</b>	15 minutes	Yes/No Response Cards	<ul style="list-style-type: none"> <li>• Prepare Yes/No Response Cards (or use sets from previous instruction).</li> <li>• Plan vocabulary instruction using the Vocabulary Template.</li> </ul>
<b>Prediction</b>	5 minutes		
<b>Read the Chapter: Practice Level 1 and Level 2 Questions</b>	30 minutes	Level 1 and Level 2, Question Cards on a ring (one set per pair of students)	<ul style="list-style-type: none"> <li>• Prepare Level 1 and Level 2 Question Cards.</li> <li>• Choose a reading format.</li> <li>• Plan stopping points in the text where students will generate questions.</li> </ul>
<b>After Reading: Does it Make Sense?</b>	5 minutes	Yes/No Response Cards	
<b>Closure: Verify Predictions and Get the Gist</b>	5 minutes		Begin running list of Get the Gist statements.

# Introduce Vocabulary

(15 minutes)

1.	bonded	p. 1	<i>adj.</i>	being held or tied to a promise or an obligation
2.	envious	p. 6	<i>adj.</i>	jealous; wanting something that someone else has
3.	debt	p. 1	<i>n.</i>	something that is owed, or must be paid, such as money, goods, or services
4.	incessantly	p. 2	<i>adv.</i>	continuing without interruption; nonstop
5.	loom	p. 6	<i>n.</i>	a hand-operated machine for weaving fabrics
6.	slate	p. 3	<i>n.</i>	a thin piece of dark bluish-gray rock used as a writing surface
7.	numskull	p. 3	<i>n.</i>	a dull or stupid person
8.	moneylender	p. 1	<i>n.</i>	one whose business is loaning money
9.	fatigue	p. 8	<i>n.</i>	exhaustion from work or labor
10.	rupee	p. 4	<i>n.</i>	monetary unit of India and Pakistan

Display the Chapter 1 Student Log so students can follow along as you read. After introducing each word, connect the word to the context of the passage and provide some examples and nonexamples. The procedure is as follows:

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

**Step 2:** Tell 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.

## Sample Script

*Before we begin reading Chapter 1, I want to introduce to you several words that you will need to know in order to understand the story.*

### Step 1

*The first word is BONDED. What word? Students repeat BONDED.*

### Steps 2 and 3

*BONDED means “being held or tied to a promise or an obligation.” In Iqbal, several children are bonded to a master and are obligated to work for him. This means that their parents have promised the master that their children will work for him in order to pay back money that they owe. The children are bonded, or “tied to,” this master until they work enough to pay back their parents’ debt.*

### Step 4

*Many early American colonists were bonded to work as servants for a certain number of years in order to pay for their passage to the colonies.*

*In some countries even today, if people borrow money and are too poor to pay it back, they or their children might be forced to work to pay back the loan. They are then considered bonded to the person they have to pay back and are often forced to work as long as a lifetime to pay back the loan.*

*Sometimes entire families are bonded to a particular landlord and kept like slaves. They are paid little for working twelve or more hours a day, seven days a week, and therefore need to continue to borrow money from their master to survive. So one generation’s debt may be passed on to the next generation.*

### Step 5

*Group students into pairs, and give each pair a set of Yes/No Response Cards. Say: Hold up the “Yes” card if I give you an example of BONDED or the “No” card if the example I give is not an example of being BONDED.*

- *A child is forced to work for a master for years in order to pay his parents' debt. Is this child bonded? (Yes)*
- *I borrowed \$100 from my dad and I agreed to wash his car and mow the lawn for two months. Am I bonded? (No) Why not? (Accept reasonable student responses.)*
- *A man is employed by a builder and works 12 hours a day building homes. Is he bonded? (No) Why not? (Accept reasonable student responses.)*
- *A woman marries a man whose family works for a master; now she is forced to work for this master for years and years to help pay back the debt of her husband's family. Is she bonded? (Yes)*
- *A child helps his mother clean houses during the summer months when he is not in school. Is he bonded? (No) Why not? (Accept reasonable student responses.)*

### Step 1

*The next word is ENVIOUS. What word?* Students repeat ENVIOUS.

### Steps 2 and 3

*ENVIOUS means "jealous; wanting something that someone else has." In Iqbal, some of the children are envious that Fatima, the main character, had never been punished by their master. They thought that the master gave Fatima special treatment and they wanted special treatment, too. For that reason, they were envious of her.*

### Step 4

*Someone might be envious of a friend's new car.*

*A brother might be envious of how his parents treat his sister.*

*You might be envious that your friend never seems to get in trouble.*

*An employee might be envious that her coworker seems to get more praise and recognition from their boss.*

*A little boy might be envious that his brother got more presents at Christmas.*

### Step 5

Say: *Hold up the “Yes” card if I give you an example of ENVIOUS or the “No” card if the example I give is not an example of being ENVIOUS.*

- *My friend got tickets to the concert that I wanted to go to, but they were sold out when I tried to buy tickets. Might I be envious? (Yes)*
- *My friend got tickets to a great concert and asked me to go with her. Might I be envious? (No)*
- *Would you be envious if your parents bought your brother a new car?*
- *Would you be envious if your parents bought you a new car?*
- *Would you be envious if someone else got the job you applied for?*
- *Would you be envious if you got all As on your report card?*
- *Would you be envious if your teacher always called on the same student?*

*First 1s, then 2s, tell your partner about a time that you were envious. Have students share answers with the group.*

Choose three more words from the vocabulary list (more if there is time) and plan to teach using the above procedure. You can use the Vocabulary Templates on the following pages to plan your instruction.

### Helpful Hints

- Keep a running list of vocabulary words clearly posted in your classroom. Post the words on a word wall, chart paper, or whatever works best in your classroom.
- Find pictures of examples and nonexamples to incorporate into this introductory routine.



**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. *Turn to page 1 in your novel.*
2. *Read the quotation in italics to yourself.*
3. *Now follow along as I read the quotation.*

Read the first four lines to the class.

4. *In 1 minute I want you to write down a sentence that tells what you think this chapter is going to be about.*

Set timer for 1 minute. (Students will record their thoughts in their Chapter 1 Student Log.)

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

# Read the Chapter: Practice Generating 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. Stop at the following places to have students write questions.

- End of page 1: Level 1 question
- End of page 8: Level 2 question

Before you begin reading the chapter, or as you stop to have students generate questions, briefly review Level 1, Right There and Level 2, Putting It Together questions.

There may be time left after generating these two questions, and you may use additional time to let students practice more question generation. Record the page numbers of where you will stop to allow students to practice more question generation, and finish reading the chapter.

<b>Comprehension strategy practice</b>		
Level 1 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____
Level 2 questions:	Page ____	Paragraph ____
	Page ____	Paragraph ____



## After Reading: Does It Make Sense?

(5 minutes)

*When good readers read something that doesn't make sense, they will most likely say to themselves, "Wait a minute, this doesn't make sense," and then go back and reread what they just read. How many of you, though, have read something that didn't seem to make sense but then just went on reading? Lots of us do that. But it is very important to be aware of text that does not make sense, and to go back and reread it.*

*We are now going to practice recognizing if text does or does not make sense. I am going to show you a sentence and I want you to ask yourself if the sentence makes sense. If the sentence makes sense, put your thumbs up (or hold up the "Yes" card). If the sentence does not make sense, put your thumbs down (or hold up the "No" card).*

*My turn first. (Point to the appropriate section of the Chapter 1 Student Log.) The first sentence says, "The fish walked on land." Well, I know that fish cannot walk on land—they can only swim in water—so this sentence does not make sense. I am going to put my thumb down (or hold up the "No" card).*

*Your turn. Read the next sentence to yourself and hold up the "Yes" card if it makes sense or the "No" card if it does not.*

Give students time to read the following sentence: "The children who worked for Hussain sat at a loom all day long." ("Yes" card or thumbs up)

*Let's try one more: Read the last sentence.*

Give students time to read the following sentence: "At the end of the day, Hussain felt fatigued." ("No" card or thumbs down. The children, not Hussain, would feel fatigued because they worked all day. Hussain did not work all day, so it would not make sense that he would feel fatigued.)

# 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)*

*For closure each day, we are going to Get the Gist of the entire chapter.*

1. *Who or what was the chapter about?* Accept reasonable student responses. Write appropriate responses on the Chapter 1 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 “what,” and it should be 10 or fewer words.* Monitor partners and be available to help when needed.
4. Give students a minute or two to write a gist statement. Accept reasonable student responses. Keep a running log (on chart paper) of Get the Gist statements for each chapter clearly posted in your room.

# Chapter 1 Student Log

pp. 1–8

## Vocabulary

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## Prediction

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# Read the Chapter: Practice Level 1 and Level 2 Questions

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

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

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

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*Iqbal*—Chapter 1 Student Log

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**Level 1**

**Level 2**

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**Level 1**

**Level 2**

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## After Reading: Does It Make Sense?

- |  |  |                                       |
|--|--|---------------------------------------|
| 1. The fish walked on land.  | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |
| 2. The children who worked for Hussain sat at a loom all day long. | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |
| 3. At the end of the day, Hussain felt fatigued.                   | <b>Yes</b><br><input type="checkbox"/> | <b>No</b><br><input type="checkbox"/> |

## Get the Gist

Who or what was the chapter about?

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

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Write your gist statement in 10 or fewer words.

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