



About the Book

Text Type: Nonfiction/Interview Page Count: 16 Word Count: 450

Book Summary

I'm Allergic to Peanuts introduces students to Dominic, a young boy with a peanut allergy. The book uses an interview format to share Dominic's feelings. He talks about how his life is altered by the special needs of an allergy, emergency steps he can take, and how his allergy affects other people. Photographs of Dominic and his family accompany his honest responses.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Determine cause and effect
- Identify words with silent letters
- Describe and use verbs
- Recognize and apply questions words

Materials

Green text indicates resources available on the website.

- Book—*I'm Allergic to Peanuts* (copy for each student)
- Chalkboard or dry erase board
- [Cause and effect, verbs, question words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **allergic** (adj.), **allergy** (n.), **ingredients** (n.), **medicine** (n.), **peanuts** (n.), **wheeze** (v.)

Enrichment: *label* (n.), *restaurant* (n.), *swelled* (v.)

Before Reading

Build Background

- Write the word *allergy* on the board. Have students read the word and share with a partner what they think the word means. Explain to the class that an allergy is a medical condition that causes a person to have a bad reaction to some substance. Point out that when people have an allergy to a substance, such as milk or peanuts, they have to stay away from that substance.

Lesson Plan *(continued)*

I'm Allergic to Peanuts

- Have students raise their hand if they (or people they know) have an allergy. Call on students and have them share the type of allergy they have or know about. Record a list of possible allergies on the board.
- Have students discuss in groups the symptoms of an allergy. Invite groups to share their thoughts with the class. Explain to students that they are going to read a book about a real boy and his life with an allergy.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Remind students that good readers ask questions about the topic in a book they are reading and seek the answers to those questions while they read. Discuss with students how asking questions will help them understand and remember the information in the book.
- Model how to ask questions using the cover and title pages.
Think-aloud: On the cover of this book, I see a boy playing baseball. I know from the title that he is allergic to peanuts. I wonder if his allergy to peanuts affects the way he plays baseball. That is an interesting question; I will look for the answer to that question as I read.
- Record the question on the board for later reference.
- Have students share any questions they have about the book after previewing the cover, title pages, and photographs. Pass out a separate sheet of paper to each student and direct them to record all their questions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I stay up late watching television.*
- Model how to determine a series of cause-and-effect relationships.
Think-aloud: Let me imagine that I stay up late one night watching television. That is the event, or cause. The next morning, I am too tired, so I sleep through my alarm. That is the effect because it is the result of staying up too late. If I sleep through my alarm, I am late to school. Now sleeping through my alarm has become a cause, or event, that results in the effect of my being late to school. Sometimes a cause and its effect can cause other events to happen. There can be a chain of causes and effects.
- Write the following sentence under the *Effect* heading: *I sleep through my alarm.* Now write the same sentence under the *Cause* heading and point out to students that first this was an effect, or result, and now it has become a new event, or cause, that causes a new effect. Under the *Effect* heading, across from the new cause, write the following sentence: *I am late for school.*
- Write the same sentence, *I am late for school,* under the *Cause* heading. Ask students to discuss with a partner the effect of being late for school. Record suggestions on the board and have the class vote on one. Record that effect under the *Effect* heading. Have students describe to a partner the chain of cause-and-effect relationships.

Introduce the Vocabulary

- As you preview the book, use the vocabulary words student will encounter in the text as often as possible.

Lesson Plan *(continued)*

I'm Allergic to Peanuts

- Reinforce new vocabulary words by incorporating them into the discussion of the photographs. For example, while looking at the photograph on page 10, say: *Dominic is looking at the label on the side of the box. A label lists the ingredients, or food items that make up that type of food. The word ingredients starts with the /i/ sound. Point to the word ingredients on this page.*
- Have students draw four squares on a separate piece of paper. In the first square, have them write the word *wheeze* and their own definition of this word.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a glossary to find a word's meaning. Have them locate the word *wheeze* in the glossary. Invite a volunteer to read the definition for *wheeze*. Have students compare the glossary definition with their prior knowledge of the word. On the separate sheet of paper, have students write the definition for the word *wheeze* in the second box.
- Have students follow along on page 6 as you read the sentence in which the word *wheeze* is found to confirm the meaning of the word. In the third box on the separate sheet of paper, have students write their own sentence containing the word *wheeze*. In the fourth box, have students draw a picture to represent the word *wheeze*.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Dominic and his food allergy. Remind them to stop every time the book causes them to think of a new question, write it down, and continue looking for answers as they read.

During Reading


Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread. Have students write down questions that came to mind as they were reading on the separate sheet of paper.
- Model asking and answering questions.
Think-aloud: In these first pages, I learn a lot about Dominic's allergy. The book doesn't mention anything about baseball, though, so I still don't know the answer to my first question. However, I do have some new questions now that I have read these pages. What does Dominic do when has a reaction? Is he scared because of his allergy? I will look for answers to these questions as I read, and I'll continue to look for an answer to my earlier question.
- Record the new questions on the board. Have students take a few minutes to review their questions and see if they found the answers in what they just read. Invite volunteers to share with the class any answers they found.
- Have students share with a partner new questions they generated while reading. Have students write these questions on the separate sheet of paper they saved for recording questions.
- Create a cause-and-effect chain on the board. Write the following sentence under the *Cause* heading: *Dominic is allergic to peanuts.* Guide students to determine the effect, using the text and the earlier think-aloud (*Dominic must stay away from peanuts*).
- Under the *Cause* heading, rewrite the following sentence: *Dominic must stay away from peanuts.* Encourage students to look for the next effect in the chain, one that is caused by Dominic staying away from peanuts.
- **Check for understanding:** Have students read to the end of page 11. Have them record new questions on the sheet of paper set aside for that purpose.

Lesson Plan *(continued)*

I'm Allergic to Peanuts

- **Think-aloud:** *Earlier, I wanted to know what Dominic would do if he did have an allergic reaction. From his answers to the interview questions, I learned that he had an EpiPen that he could use to give himself medicine, if he needed it. That information answered one of my questions. I didn't find answers to my other questions, so I knew that I would have to keep reading for more information.*
- Record the answer on the board underneath the corresponding question. Direct students to review their original questions and circle any that were answered while reading. Have students share with a partner the answers they found.
- Ask students to share the effect of Dominic staying away from peanuts. Possible answers include: *Dominic must read the labels on food, Dominic needs to stay away from people eating peanuts, or Dominic's teacher put up a nut-free sign in his class.* Record one of these effects under the **Effect** heading. Point out to students that the cause can have multiple effects. Emphasize how the chain connects the second cause-and-effect relationship with the first.
- Have students read the remainder of the book. Encourage them to continue to ask questions and seek answers as they read the rest of the book. Remind them to look for cause-and-effect relationships as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *On page 12, I learned that Dominic's mom told the parents of his teammates about his allergy. Apparently, his allergy didn't affect the way he played baseball. On page 15, Dominic told the interviewer that having an allergy is okay—he just has to be careful. He did not seem scared about his allergy; he seemed to be comfortable with it. By reading the rest of the book, I had all my questions answered. However, if the book had not answered all my questions, I would have had to look in other books to find more information about peanut allergies.*
- Have students review the questions they wrote down as they read. Have them circle all the questions that the book answered. Randomly point to students and have them share a question they had and the answer they found.
- Discuss with students the uncircled questions that were not answered. Guide the class in a brainstorm of other resources that would provide them with answers to those questions.

Reflect on the Comprehension Skill

- **Discussion:** Review the cause-and-effect chains on the board. Trace your finger from a cause to the effect and from the effect that becomes the new cause in order to emphasize how one cause and effect leads to another. Have students discuss with a partner whether they can add a new cause-and-effect relationship to the series on the board. Invite volunteers to share the new cause-and-effect relationship they discussed.
- **Independent practice:** Introduce, explain, and have students complete the **cause-and-effect worksheet**. If time allows, discuss their responses.
- **Enduring understanding:** In this book, Dominic answers questions about his peanut allergy. Now that you know this information, what do you think about food allergies? How hard would it be to live with one? Why is it important to pay attention to your food choices, even if you don't have an allergy?

Build Skills

Phonics: Silent letters

- Write the word *wheeze* on the board. Have students read the word aloud with you.
- Have students to point to the letter *h* and say the /h/ sound aloud. Ask students if they hear the /h/ sound in the word *wheeze*. Have them shake their head if they do not hear it or nod their head if they do.
- Explain to students that sometimes a letter is silent, or unpronounced. The letter *h* is often silent when it follows the letter *w*, as in the word *wheeze*.
- Point out that many question words begin with a combination of the letters *w* and *h*, such as *what* and *where*. Brainstorm a list of question words and write them on the board. Invite volunteers to come to the board and circle the words that contain the silent *h*.
- **Check for understanding:** Write the following words on the board and read them aloud to students: *when, heart, whale, happy, hippo, wheel, hand, why, and whip*. Have students tap their desk every time they hear a word that contains the silent *h*.

Grammar and Mechanics: Verbs

- Write the following sentences on the board: *Dominic reads labels to check for peanuts. Dominic has a food allergy.* Have students count the verbs and show with their fingers how many verbs they see. Invite volunteers to come to the board and circle the verbs. You may need to help students identify the verb *has* in the second sentence.
- Have students think-pair-share about the definition of a verb: think it over in their mind, discuss in a pair, and share with the class. Guide students to form a class definition—that a *verb* is an *action word*.
- Direct students to think of one verb silently, in their mind. Randomly select students to share the verb they thought of. Write a list of verbs on the board.
- Explain to students that while a verb is an action word, some actions are easier to pick out than others. Write the word *is* on the board. Point out that the word *is* is a verb because the state of being something is an action, but it is easy to overlook the word *is*. Write a list on the board of other “hidden” verbs, such as *do, seem, and have*, and their various conjugations, such as *does, has, seems, are*, and so on.



- **Check for understanding:** Have students work with a partner to locate all the verbs on pages 11 through 14 of the book. Have them circle the verbs. Remind students to look for hidden verbs, like *is* or *have*, that are harder to spot.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). Discuss their answers aloud after students finish.

Word Work: Question words

- Write the following sentence on the board: *When did you find out you had a peanut allergy?* Read the sentence aloud with students.
- Point to the question mark at the end of the sentence. Ask students to identify the signal by calling out its name. Remind students that a question mark signals that the sentence is a question.
- Underline the word *when* at the beginning of the sentence. Explain to students that *question words* are special words that sometimes begin a question. These words signal that a question is coming, in the same way that a question mark signals that a question was just asked.
- Have students discuss with a partner the question words they know. Have partners share with the class. Create a class list of question words, adding words that students overlook. Include the following: *Who, What, When, Where, Why, How, Do, Are, Will, and Can*.
- **Check for understanding:** Assign students to a new partner and have them create oral sentences using the question words from the board.

Lesson Plan *(continued)*

I'm Allergic to Peanuts

- **Independent practice:** Introduce, explain, and have students complete the [question words worksheet](#). Discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students share cause-and-effect relationships from the book with someone at home.

Extend the Reading

Interview Writing Connection

Choose a topic that interests your class, such as the types of pets people own and what they do, favorite foods in the cafeteria, where students want to go for vacation, and so on. Work with students to create a list of at least five questions related to that topic. Have each student write all five questions on a sheet of paper, with space between each one. Explain to students that they will be interviewing another person, just as the author interviewed Dominic. Visit another class and have each student pair up with a student from that class. Have students interview their partner and record that student's responses. Back in class, have students deliver a summary of what they learned in the interview, in either written or oral form.

Visit WritingA-Z.com for a lesson and leveled materials on interview writing.

Science Connection

Bring in books and charts about the digestive system, healthy eating habits, and exercise. Have students study how the body digests food, and discuss what happens with a food allergy to change that process. Point out that healthy eating is important for everyone, with or without a food allergy. Discuss what types of food are healthy and what types are not. Start a class challenge where students record what type of food they eat and what exercise they perform every week. Have a weekly check-in to see how students are doing. Encourage students to exercise and eat well.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of asking and answering questions to comprehend the text during discussion
- accurately determine a series of cause-and-effect relationships during discussion and on a worksheet
- correctly read words containing the silent letter *h* during discussion
- accurately define and use verbs during discussion and on a worksheet
- consistently recognize and apply question words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)