

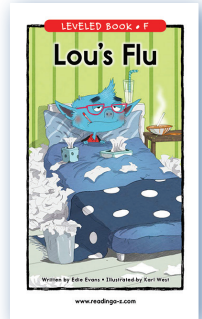
Focus Question:

How does Lou give everyone the flu?

Book Summary

Text Type: Fiction/Fantasy

Oh no, Lou has the flu! With just one sneeze, Lou sets off a series of events that leads to the whole household being bedridden. In *Lou's Flu* students will enjoy a humorous and informative story about how one group of siblings passes around the flu. Use this story to teach students how to identify cause-and-effect relationships and to accurately retell.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify cause-and-effect relationships
- ☐ Describe information provided by illustrations
- ☐ Build word awareness
- ☐ Identify short vowel *i*
- ☐ Recognize and use interrogative sentences
- ☐ Identify and use the high-frequency words *also, not, what*

Materials

- ☐ Book: *Lou's Flu* (copy for each student)
- ☐ Cause and effect, short vowel *i*, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *not, she, would*
- **Words to Know**
Story critical: *aching* (v.), *flu* (n.), *groaning* (v.), *moaning* (v.), *sneezing* (v.), *whooping* (v.)
- **Academic vocabulary:** *cause* (n.)*, *effect* (n.)*

Guiding the Reading

Before Reading

Build Background

- Write the word *flu* on the board and read it aloud to students. Explain that the *flu* is a virus in the body that causes a fever, aches, and weakness. Provide students with a blank sheet of paper and have them illustrate a time when they or someone they know had the flu or was feeling sick. Invite students to share their drawings in small groups and then with the class. Explain that some illnesses, such as the flu, can be passed from one person to another.

Introduce the Book

- Give students their copy of *Lou's Flu*. 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, 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, illustrator's name).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Discuss with students how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell as part of their daily lives, such as what they did at school or what happened during a vacation. Use a familiar story to demonstrate how to retell a story in correct order, emphasizing transition words, such as *first, next, then, finally*, and *so on*.

Introduce the Comprehension Skill:

Cause and effect

- Create a T-chart and label the columns *cause* and *effect*. Read these labels aloud with students. Explain to students that a *cause* is the action and the *effect* is the result of the action. Remind students about their experience of being sick. Point out that if they missed school because they were sick, the cause

Guiding the Reading (cont.)

is being sick and the effect is missing school. Record this information in the chart on the board.

- Have students turn to page 5 and follow along as you read aloud. Invite students to turn to a partner and identify the effect of Lou sneezing on Stu. (*Stu now has the flu.*) Write this cause-and-effect relationship on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about how Lou gets his brothers and sister sick. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How do you know Lou has the flu?* (level 1) page 4
- *What happens when Lou sneezes on Stu?* (level 1) page 5
- *How does Drew get sick?* (level 1) page 9
- *How does Lou sneezing on Stu cause Sue to get sick?* (level 2) multiple pages
- *What could Lou have done to not get his brothers and sister sick?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 5 aloud as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in the words of the story? How do the pictures help to make the story funny?* Invite each

group to share their responses with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how to retell what you have read so far. Have students stop at certain points during the story to retell in their mind what they have read. Have students retell the story from the beginning to a partner. Listen to see whether they include the correct events in detail and sequential order. Encourage students to use transition words, such as *first*, *then*, *next*, *last*, and so on.
- Model cause and effect.
Think-aloud: *When we read stories, we often find cause-and-effect relationships. Understanding these relationships helps us to remember and enjoy what we have read. We learned that the cause can be the action and the effect is the result, or what happens because of the action. The cause in this story is that Lou has the flu. The effect is that, one by one, each of his brothers and sister get sick because he sneezes on Stu. If this story were to continue, what other cause-and-effect relationships might occur? What if Lou went to school when he had the flu?*
- Have students work in small groups to discuss potential cause-and-effect relationships if this story continued on, such as Lou's parents getting the flu or a friend who comes to visit getting sick. Invite each group to share their discussions about cause-and-effect relationships.
- Model how to complete the [cause-and-effect worksheet](#).

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.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the class. Remind students that they can identify cause-and-effect relationships both in stories and in their daily lives.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include: *Lou gives everyone the flu by sneezing on Stu, who coughs on Sue, who then shares with Drew.*)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Word awareness

- Say the following sentence aloud: *He should not cough on sister Sue.* Say the sentence again, clapping once for each word as you say it aloud. Have students repeat the process with you.
- Explain to students that each clap represents a word in the sentence. Point out that words in a sentence are separated by small pauses as they are read aloud and that the pauses help the listener know where one word ends and a new word begins.
- Say the following sentence aloud: *Now Sue also has the flu.* Emphasize each word in the sentence. Then have students stomp each word in the sentence as they say it aloud. Have them identify the number of words in the sentence.
- **Check for understanding:** Say additional sentences aloud. Have students clap the words in each sentence and identify the number of words it contains.

Phonics: Short vowel i

- Write the word *sick* on the board and read it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word *sick* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *sick*.
- Have students practice writing the letter *i* in the air with their finger and then on a separate sheet of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the short vowel *i*: *sit, pin, bid, did, win*. Say each word, one at a time, and have volunteers come to the board and add the medial vowel. Have partners read the words to each other.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Interrogative sentences

- Write the following sentences on the board: *What's one thing Stu should not do? He should not cough on sister Sue.* Read the sentences aloud to students and have them identify which sentence asks a question. Circle the question mark at the end of the sentence and ask a volunteer to name this punctuation mark. Explain to students that

sentences that ask a question always end with a question mark. Have students use their pointer finger to trace a question mark in the air.

- Have students work with a partner to create interrogative sentences about having the flu. Invite volunteers to share their sentences and record them on the board without the correct punctuation. Then have students come the board and add the question mark to each sentence.
- **Check for understanding:** Have students review the story with a partner to identify and circle all of the question marks. Review students' findings as a class. Discuss with students why it is important to signal a sentence that asks a question with a question mark.
- **Independent practice:** Introduce, explain, and have students complete the [interrogative sentences worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words *also, not, what*

- Write the words *also, not, and what* on the board and read them aloud with students. Explain to students that they will often see these words in stories they read and they should memorize them so they can decode them right away.
- Spell each word aloud while students write letters in the air and then in the palm of their hand.
- Have students work with a partner to create oral sentences using the words *also, not, and what*. Call on students to share their sentences with the class and have students give a thumbs-up signal if the words are used correctly.
- **Check for understanding:** Invite students review the story independently and have them highlight each occurrence of the words *also, not, and what*. Review students' work together as a class.

Connections

- See the back of the book for cross-curricular extension ideas.