



## About the Book

Text Type: Nonfiction/Interview Page Count: 16 Word Count: 536

### Book Summary

Nine-year-old Mia is one of almost three million children and adults in the United States living with type 1 diabetes. Mia must take special care of herself to live a healthy and active life. *Diabetes and Me* is an informational and inspiring interview with Mia. Readers gain insight into the day-to-day life of someone with type 1 diabetes through detailed text and informative photographs.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Ask and answer questions
- Understand cause-and-effect relationships
- Identify consonant *th* digraph
- Recognize and use pronouns
- Identify synonyms

### Materials

Green text indicates resources are available on the website.

- Book—*Diabetes and Me* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of poster board
- Thesauri
- Ask and answer questions, cause and effect, pronouns, synonyms worksheets
- Discussion cards



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

### Vocabulary

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

- Content words:

Story critical: **blood sugar** (n.), **carbohydrates** (n.), **contagious** (adj.), **diabetes** (n.), **glucose** (n.), **insulin** (n.)

## Before Reading

### Build Background

- Write the word *Healthy* on the board. Ask students to share and explain ways in which they stay healthy in their lives such as eating well, exercising, and so on. Write this information on the board. Explain to students that when someone's body is balanced and healthy, he or she feels good and has the energy to work, play, and enjoy life.

- Explain to students that some people must take special care to stay healthy due to illness or injury. Ask students to think of a time when they were sick or had an injury. Ask them how they felt during this time and why it might have been more challenging to keep themselves healthy (*having a broken leg and not being able to play, having the flu and not being able to eat nutritious foods, and so on*).
- Write the word *Diabetes* on the board and read it aloud to students. Explain that diabetes is a disease that affects many adults and children in the United States. Point out that people with diabetes can lead a healthy life through special care in their diets and lifestyles. Explain to students that diabetes is a disease in which the body cannot properly control the amount of sugar in the blood. If there is too much or too little sugar in the blood, the body cannot function properly, and it becomes very dangerous for the person affected.
- *Explain to students they will be reading a book about a nine-year-old girl with type 1 diabetes. This book will help them understand what type 1 diabetes is and how someone with diabetes can live a healthy and vibrant life.*
- Create a KWLS chart on the board and hand out the [KWLS / ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. Write the following information in the *K* section of the KWLS chart on the board: *Diabetes is a disease in which the body cannot properly control the amount of sugar in the blood; people with diabetes must take special care in order to live a healthy life.* Ask students to share any additional information about diabetes on the basis of their prior knowledge. Record this information on the board and have students copy this information on their KWLS chart.
- Ask students what they would like to know about diabetes. Have them fill in the *W* section of their chart. Write their questions on the class chart.

### 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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

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

- Discuss with students how having prior knowledge about the topic and asking and answering questions while reading can help readers understand and remember the information in a book.
- Explain to students that much of this book is written in the format of an interview. Explain that in an interview one person asks a question and then records the response of the person being interviewed. Point out that the author spoke with nine-year-old Mia and presents her interview questions as well as Mia's responses. Explain that although the author has asked Mia many questions during the interview, it is still important for readers to create their own questions.  
*Think-aloud: I can use my preview of the book to think of questions I have about diabetes. Even though the book presents the questions the author asked directly to Mia, I know it is important for me to create my own questions. For example, I know there are two types of diabetes, type 1 and type 2. I am curious to know which type of diabetes Mia has. I also want to know what the difference is between these two types of diabetes. I will write these questions in the W section of my KWLS chart. Additionally, I know that people with diabetes must take special care in order to live a healthy life. I want to know what things Mia must do in order to stay healthy. I will write this question in the W section of my chart too. As I read, I will be sure to look for answers to these questions and record any answers in the L section of my chart.*
- Have students write any questions they have on the basis of the covers and text preview in the *W* section of their KWLS worksheet.

- Have students preview the rest of the book and look at the photographs and diagrams. Invite students to read through the glossary. Have them add any additional questions they might have on KWLS worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- 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 action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Effect* heading: *A fire burned much of the forest.*
- **Think-aloud:** *I know that there are reasons, or causes, for events to occur. Perhaps lightning struck a tree and caused the fire. In this case, the cause is the lightning, and the effect is the fire that burned the forest.*
- *Explain to students that there can be more than one cause that leads to the same effect. Ask students what else could cause a fire in the forest (someone not putting out a campfire properly, a fire spreading from a nearby area, and so on).*
- Point out to students that when reading a nonfiction book, it is very important to understand cause-and-effect relationships. Explain to students that while reading this book, they will be identifying cause-and-effect relationships.

### Introduce the Vocabulary

- Write the following story-critical words on the board: *insulin, blood sugar, contagious, glucose*. Read the words aloud with students and ask them to share what they know about each word. Point out to students that using familiar words might help them identify the meaning of each word. (For instance, the word *blood sugar* is a compound word, and the two words that make up the compound word can help them in thinking about what *blood sugar* might mean.)
- Write each of the words listed on the board on separate sheets of poster board and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the poster board. Rotate the groups and have them repeat the process with the remaining words.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

### Set the Purpose


- Have students read to find out more about how Mia lives a healthy life with type 1 diabetes. Encourage students to identify cause-and-effect relationships while reading.

## **During Reading**


### Student Reading

- **Guide the reading:** Have students read pages 3 through 5. Remind them to look for information that will answer their questions on the KWLS worksheet. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS worksheet that were answered and write any new questions that were generated.

- Model answering questions using details from the text to complete the L section of the KWLS chart.  
**Think-aloud:** *As I read the first few pages of the book, I was sure to keep in mind the questions I recorded in my KWLS chart. I wanted to know what type of diabetes Mia has and what is the difference between type 1 and type 2 diabetes. I learned that Mia has type 1 diabetes. I also learned that type 1 diabetes affects nearly three million people in the United States. I will write this information in the L section of my KWLS chart. I did not learn, however, about the difference between type 1 and type 2 diabetes. As I read, I will continue to look for the answer to this question. The other question I listed on my chart was how people with diabetes take special care to stay healthy. On page 5, I read that people with diabetes must watch what they eat, get lots of exercise, and check their blood sugar often. I will record this information in the L section of my chart. After reading pages 3 through 5, I thought of a couple of additional questions including: How does Mia check her blood sugar? Are there foods that Mia cannot eat? I will record these questions in the W section of my chart. As I read, I will look for answers to these questions.*
- Have students write answers to the questions they circled on their KWLS worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Refer back to the cause-and-effect chart on the board. Under the Cause heading write: *Having diabetes*. Ask students to use the text and think-aloud discussion to identify the effect of this cause (cause: *having diabetes*, effect: *the body stops making insulin*). Record this information on the chart.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on the worksheet. Have them identify the cause-and-effect relationship between having diabetes and the effect on the body. Continue the discussion by asking students the effect of the body not producing insulin (cause: *body does not produce insulin*, effect: *body does not get the glucose it needs*). Have students record this information on the cause-and-effect worksheet.
- Have students work with a partner to identify the cause-and-effect relationship created by the body not taking in enough glucose (cause: *body does not take in enough glucose*, effect: *the body cannot work and play*). Discuss this cause-and-effect relationship with students. Record this information on the board and have students record it on their worksheets. Explain that this cause-and-effect relationship helps to explain why and how diabetes affects the body.

 **Check for understanding:** Have students read to the end of page 9. Have them write any answers they found while reading in the L section of their KWLS worksheet and additional questions they raised in the W section. Invite them to share the information they learned and the questions they generated as they read pages 6 through 9. Write shared responses on the class KWLS chart.

- Have students work with a partner to verbalize the cause-and-effect relationship of diabetes. (Having diabetes causes the body to not produce insulin. When the body does not produce insulin, it cannot take in glucose from food. When the body does not take in glucose, it does not get the energy it needs. Without this energy, a person cannot work or play.) Be sure that students have recorded the details of this relationship on the cause-and-effect worksheet.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS worksheet questions, and to look for cause-and-effect relationships to record. Encourage them to add new questions to their KWLS worksheet 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:** *I wanted to know how Mia checks her blood sugar and if there are any foods she cannot eat. I read that Mia must prick her finger twelve times a day to check her blood sugar to make sure it is at a normal level. When she is at school, she must go to the nurse several times a day to check it. I learned that Mia uses a special meter that is run on batteries to check her blood sugar. I was able to look at the photograph on page 6 to understand more about this meter and what it looks like. I will record this information in the L section of my KWLS chart. I also wanted to know if there are any foods that Mia cannot eat. On page 10, I read that Mia can eat any foods she wants as long as she tells her mom and she has the right amount of insulin. When I read the caption on page 10, I learned that Mia must eat snacks that are high in protein and low in carbohydrates. I will record this information in the L section of my chart. Finally, I wanted to know the difference between type 1 and type 2 diabetes. I did not find the answer to this question in the text, so I will record it in the S section in my chart because it is information I still want to know.*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the L section of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Discuss other sources they might use to locate additional information to answer their questions. Invite students to fill in the S section of their KWLS worksheet with information they would still like to know about living with diabetes.

### Reflect on the Reading Skill

- **Discussion:** Discuss with students the information on the cause-and-effect worksheet. Point out that sometimes one effect leads to another and so on. Ask students why it is important to understand cause-and-effect relationships when considering nonfiction text.
- **Independent practice:** Have students identify at least two more cause-and-effect relationships from the text such as *cause: low blood sugar, effect: passing out*. If time allows, have them share what they wrote in the remaining boxes of their worksheet.
- **Enduring understanding:** In this book, you learned about a young girl with type 1 diabetes. Even though Mia is not much different from other kids, why is it important for researchers and doctors to continue to look for a cure for diabetes?

### Build Skills

#### Phonics: Consonant *th* digraph

- Introduce or review the consonant *th* digraph with students. Write the word *thick* on the board and ask students to read it aloud with you. Ask what sound they hear at the beginning of the word and what letters make this sound. Have a volunteer come to the board and underline the consonant *th* digraph.
- Write the word *bath* on the board and ask students to read it aloud with you. Ask what sound they hear at the end of the word. Have a volunteer come to the board and underline the consonant *th* digraph.
- **Check for understanding:** Write the following words on the board leaving off the consonant *th* digraph: *thumb, math, this, those, path, thanks, mouth, thief, cloth*. Invite volunteers to come to the board and add the consonant *th* digraph and then read the word aloud for the class.



**Independent practice:** Have students reread the book with a partner. Invite them to highlight any words in the text that contain the consonant *th* digraph. Review students' responses as a class.



### Grammar and Mechanics: Pronouns

- Write the following words on the board: *we, he, she, they, it*. Explain to students that *pronouns* refer to and replace nouns. Review with students that a noun is a person, place, or a thing. Point out that pronouns are used in talking or writing so the name of the person, place, or thing does not have to be repeated too many times.
- Write the headings *Nouns* and *Pronouns* on the board. List students' names on the board under the *Nouns* column. Ask students to name the pronouns that could be used instead of the names (*he, she*). List the pronouns in the *Pronouns* column. Write two students' names together. Ask which pronoun could be used instead (*they*). Write a name and the word *I*. Ask which pronoun could be used instead (*we*). Write the word *bus* in the *Nouns* column. Ask students which pronoun could be used instead (*it*).
- Have students turn to page 5. Have a volunteer read the first sentence aloud: *To live healthy lives, people like Mia take special care of themselves.* Have another student read the second sentence aloud: *They watch what they eat and get lots of exercise.* Ask students what the word *they* is referring to, or replacing, in the second sentence (*people like Mia*). Have students turn to page 6. Ask them to reread the page and locate the word *it* in the third sentence. Ask students what the word *it* is referring to or replacing (*Mia's blood sugar*).



**Check for understanding:** Have students work in pairs to reread page 14. Invite them to locate and circle the pronoun (*he*) and underline the noun that the pronoun is referring to (*my dad*).

- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers aloud after students finish.

### Word Work: Synonyms

- Write the word *normal* on the board. Have student students locate and read the word in the last sentence on page 4. Ask students to suggest other words that mean almost the same thing (*ordinary, usual, and so on*). Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting.
- Show students a thesaurus. Explain that a thesaurus is a book that contains synonyms of words. Have students locate the word *healthy* on page 4. Look up the word *healthy* in the thesaurus. Point out that when using a thesaurus or a dictionary, it is necessary to look up the root word. For example, the root word of *healthy* is *health*. Review that the suffix *-y* added to the end of the word *health* means *to have the quality of*.
- Give pairs of students a thesaurus. Ask them to locate the word *health* and read the synonyms suggested.
- **Check for understanding:** Have students locate the word *scared* on page 6 and read the sentence aloud. Invite pairs of students to locate *scared* in the thesaurus. Have students share the suggested synonyms and replace the word *scared* with one of these synonyms to see if the sentence still makes sense.
- Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 demonstrate how a reader asks questions then reflects on the answers while reading.

### Extend the Reading

#### Science and Math Connection

Provide students with nutrition labels from various foods. Ask students how nutrition labels provide important information. Invite them to look at the labels and determine what kinds of information are provided. Remind students that in the book, Mia must count her carbohydrates each day in order to stabilize her blood sugar. Have students locate the carbohydrate count on each label. Discuss with students a healthy number of carbohydrates for an adult and for a child. Have students compare and contrast the carbohydrate count for different foods and determine which foods have a high carb count and which foods, such as vegetables and fruits, have a lower count. Have students collect the nutrition labels from the food they consume in one day. Have students find the total number of carbohydrates consumed in one day. Discuss with students what constitutes a healthy diet.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on science and math.

#### Social Studies Connection

Invite the school nurse or local healthcare professionals, such as doctors, physician assistants, nurses, and so on, to present to the class on living with diabetes. Have students use their unanswered questions from the KWLS chart to ask the presenters.

#### 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 ask and answer questions to comprehend the text during discussion and on a worksheet
- understand and accurately identify cause-and-effect relationships in text, during discussion, and on a worksheet
- correctly identify pronouns in the text, during discussion, and on a worksheet
- accurately identify synonyms during discussion and on a worksheet

#### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**