

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 547

Book Summary

In **Asthma**, readers learn about a disease that affects millions of people around the world. The book discusses the different causes of attacks, how asthma affects the lungs, and how people keep asthma under control. The book also gives examples of successful people who have asthma. Photographs, diagrams, and graphs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Understand and identify main idea and details
- Identify silent letters
- Recognize and use verbs
- Understand the purpose of boldface print in text

Materials

Green text indicates resources are available on the website.

- Book—**Asthma** (copy for each student)
- Chalkboard or dry-erase board
- Highlighters
- **KWL / ask and answer questions, main idea and details, verbs 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**.

- Content words:
Story critical: **disease** (n.), **inhalers** (n.), **mist** (n.), **symptoms** (n.), **triggers** (n.), **wheeze** (v.)

Before Reading

Build Background

- Create a KWLS chart on the board, with one letter heading each of the four sections. Introduce and explain the **KWL / 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 word *asthma* on the board. Have students read the word and share with a partner what they think the word means. Explain to the class that asthma is a medical condition that makes it difficult for a person to breathe. Point out that when people have asthma, they have to control the disease by learning their triggers and taking the right medicine when necessary. Fill in the first row (K) on the board with information students already know about the topic. (There may be a very limited amount of information offered by students at this time, depending on their prior knowledge.) Have students complete the same section of their KWLS worksheet.
- Ask students what they would like to know about asthma. Have them fill in the second row (W) of their worksheet. Write their questions on the class chart under (W), the second row.

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, 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.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.
Think-aloud: I can use the table of contents to think of questions I would like to have answered about asthma. For example, the second section is titled "People with Asthma." That makes me think that I'll learn how many people have asthma. I wonder if, like the flu, asthma is contagious, and if I can catch it by sitting near a person who has it. I'll have to read the book to find out. I'll write my questions on the chart under the "W" because these are things I want to know.
- Have students look at the other section titles. Have them write any questions they have, on the basis of the covers and table of contents in the W section of their KWLS worksheet.
- Have students preview the rest of the book, looking at the photographs, diagrams, and graphs. Invite students to read through the glossary. Have them add any additional questions they might have on their KWLS worksheet. Invite students to share their questions aloud. Write shared questions on the class chart, under the W.
- Explain that sometimes readers don't know anything about a topic before they read a book. Reassure students that it's acceptable to have a limited amount of information on the K section of their worksheet at this point. Explain to them that when they continue reading and filling out the worksheet, it will become evident how much more they know about the subject after reading the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Write the following list of words on the board: *backpack, pencil box, folder, notebook*. Ask students to describe what these words refer to (school supplies). Point out that the definitions of these words help to identify a main idea. (*There are many different supplies needed for school.*) The words *backpack, pencil box, folder, and notebook* are the details that support this main idea.

- Explain that sometimes the amount of information about a topic is so large that it is grouped into separate sections, and each section has its own main idea. Point out that while this book does have separate sections, some books do not. When a book is divided into chapters or sections, each one has its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details of the first page.
Think-aloud: As I read page 4, most of the sentences mention something about asthma. This page gives information about what happens when people breathe. I will underline the information that talks about this. The sentences I will underline mention that when people breathe, air goes in and out of the lungs through special tubes. I also read that asthma is a disease that makes it difficult for people to breathe. On the basis of what I've read, I think the main idea of the first page is: breathing and asthma.
- Write the main idea on the board. Point out that different people may think of a different way to say the main idea. While the words may vary slightly, the overall point of the main idea is the same. Ask students to identify the details from the book that support the main idea (page 4: *disease, difficult to breathe, air through the nose or mouth, lungs, special tubes*). Write these details on the board.
- **Think-aloud:** *To understand and remember new information in a book, I can think about the main idea and details of the book. I know that this is one skill that engaged readers use, so I'm going to look for the main idea and details as I read.*

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs, diagrams, and graphs. Reinforce the vocabulary words they will encounter in the text.
- Write the following vocabulary words on the board: *disease, inhalers, and wheeze*. Remind students that they can look for context clues in the text and photographs to help them define an unfamiliar word.
- Give groups of students a large sheet of poster paper with each of the vocabulary words in a bubble drawn on the page. Have them write and draw what they know about each word, connecting each thought with a line to the correlating bubble. Remind them to collaborate and share ideas.
- When all groups are finished collaborating, invite them into a class discussion. Create the same design on the board as their posters, and ask volunteers to share their group definition aloud. Create a class definition for each word, using students' prior knowledge.
- Review or explain that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them locate the glossary at the back of the book. Invite a volunteer to read the definition for *disease* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 4 as you read the sentence in which the word *disease* is found to confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.


Set the Purpose

- Have students think about what they already know about asthma. As they read the book, have students find answers to their questions and write what they learned in the *L* section of their KWLS worksheet.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Remind them to look for information about asthma that will answer questions on their KWLS worksheet. Encourage students who finish before everyone else 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 a question and filling in the third section (*L*) of the KWLS chart.
Think-aloud: I wanted to know if asthma, like the flu, is contagious, and if I can catch it by sitting near a person who has it. I found out that doctors know that it cannot be passed from one person to another like a cold. I also read that doctors do not know how people get asthma, but that it often runs in families. I wonder if there is medicine that people can take to get rid of asthma. I will write this new question on my chart. Encourage students to write different questions on their own chart.
 - In the *L* section of their KWLS worksheet, have students write answers to the questions they circled. 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.
 - **Check for understanding:** Have students read pages 8 to the end of page 10. 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 8 through 10. Write shared responses on the class KWLS chart.
 - Model identifying the main idea and details for a specific page.
Think-aloud: As I read page 8, all of the sentences mentioned something about the causes of asthma attacks. I noticed that this is also the title of the section. I read that many things can cause asthma attacks, and that these are called triggers. I also read that these triggers vary for different people and include dust, animals, pollen, mold, cigarette smoke, fumes from cars, the cold or flu, and exercise. I will underline this information. On the basis of what I've read, I think the main idea of the section is causes of asthma attacks.
 - Write the main idea on the board. Ask students to identify details that support this main idea (Page 8: *triggers, dust, animals, pollen, mold, cigarette smoke, fumes from cars, cold or flu, exercise*). Write these details on the board.
 - 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 identify important details in each chapter. Encourage them to add new questions they might have 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 if there is medicine that people can take to get rid of asthma. I read that medicine doesn't get rid of a person's disease, but people can keep asthma under control with medicine. Once people with asthma create an action plan with their doctor, they are able to identify their personal triggers and know how to avoid them. Many people with asthma take pills or use an inhaler, which sprays a mist of medicine that is breathed in. Another important part of keeping asthma under control is staying healthy. Millions of people live with asthma every day, including many famous athletes. This makes me wonder if I know anyone with asthma, and what other famous people have asthma. I will write these questions in my chart.*
- 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 while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Remind students that all of their questions may not have been answered in this text. Brainstorm to find other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (S) of their KWLS worksheet with information they would still like to know about asthma.

Reflect on the Comprehension Skill

- **Discussion:** Talk about how stopping to review the important details helped students remember the facts and better understand the information. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- Have students turn to page 9 and reread the section, looking for supporting details about the main idea. Write on the board and say the main idea (*keeping asthma under control*). Ask volunteers to share the details that support the main idea (*action plan, avoiding triggers, different medicines, pills, inhalers, exercise, healthy diet, sleep*). Write the details on the board.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). When everyone has finished working independently, review answers aloud.
- **Enduring understanding:** In this book, you learned about what asthma is and what causes attacks. Now that you know this information, what will you think about the next time you see someone with an inhaler?

Build Skills

Phonics: Silent letters

- Write the word *wheeze* on the board. Have students read the word aloud with you.
- Have students 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 to produce 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

- Review that a verb names an action. Write the following sentences on the board: *Many people use inhalers. These devices spray a mist of medicine that is breathed in.*
- Have students count the verbs and show with their fingers how many verbs they see. Invite volunteers to come up to the board and circle the verbs in each sentence (*use, spray, is, breathed*). Point out the verb *is* in the second sentence, if necessary.
- 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 (*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. Write a list of verbs on the board.
- Explain to students that while a verb is an action word, some action verbs 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. Write a list on the board of other verbs of being, 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 12 through 14 of the book. Have them circle the verbs. Remind students to look for verbs of being, like *is* or *have*, that are more difficult to identify. If time allows, discuss their answers aloud.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). When everyone has finished working independently, review answers aloud.

Word Work: **Boldface**

- Review or explain that boldface print in text is lettering that is darker and thicker than the other lettering.
- Have students turn to page 5. Ask them to identify the boldface word on the page (*wheeze*). Ask why they think the author chose to use boldface print for this word (to make it stand out, because it is a word that can be found in the glossary). Point out that using boldface print for the glossary words is a strategy the author uses to make sure the reader knows that those words are special and need to stand apart from the rest of the text.
- Have students turn to page 8. Ask them to identify the boldface words on the page (*The Causes of Attacks* and *triggers*). Write *The Causes of Attacks* on the board. Ask students why they think the author chose to use boldface print for these words (to make them stand out, because they are the title of the section). Write *triggers* on the board. Ask why they think the author chose to use boldface print for this word (to make it stand out, because it is a word that can be found in the glossary).



Check for understanding: Have students work in pairs to highlight all of the boldface words in the text. Have them tell their partner why the author chose to use boldface print. Circle the room, listening to partner discussions. Check individual answers for understanding.

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 also take home their completed KWLS worksheet and explain what each row means to someone at home.

Extend the Reading

Expository Writing and Art Connection

Provide print and Internet resources for students to find the names of more famous people who have asthma. Citing information from their research and the book, have them explain why people with asthma can do anything that anyone else can. Have them write a report that includes at least three paragraphs, including an introduction, a body, and conclusion. Have them title their work *People With Asthma: They Can Do Anything!* Encourage them to add illustrations or photographs to their report.

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

Science Connection

Bring in books and charts about the digestive system, healthy eating habits, and exercise. Have students study how the body moves air in and out, and discuss what happens with an asthma attack to change that process. (Refer to the diagrams on pages 4 and 5.) Point out that healthy living is important for everyone, with or without asthma. 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, and model by sharing your own journals on the subject.

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 relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- understand and identify the main idea and details in the text, during discussion, and on a worksheet
- correctly pronounce words that include silent letters
- identify verbs used in the text, during discussion, and on a worksheet
- identify and understand the use of boldface print

Comprehension Checks

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