



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,314

Book Summary

InFLUenza provides basic facts pertaining to the flu, or influenza—including what it is, how it spreads, and how it changes. The book provides students with useful information about how their body naturally fights flu viruses, as well as how the flu can be prevented and treated. Photographs, diagrams, charts, and maps support the text.

Book and lesson also available at Levels T and W.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand nonfiction text
- Identify main idea and details in nonfiction text
- Identify and understand the use of parentheses
- Recognize and use synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—*InFLUenza* (copy for each student)
- Chalkboard or dry-erase board
- Thesauruses
- [Connect to prior knowledge, main idea and details, parentheses, synonyms and antonyms 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: *contagious* (adj.), *fatigued* (adj.), *germs* (n.), *immunity* (n.), *vaccines* (n.), *virus* (n.)

Enrichment: *antibiotic* (n.), *antibodies* (n.), *antigens* (n.), *congested* (adj.), *epidemic* (n.), *genetic material* (n.), *hosts* (n.), *intracellular* (adj.), *invasive* (adj.), *microorganism* (n.), *mutating* (v.), *pandemic* (n.), *parasites* (n.), *phagocytes* (n.), *protein* (n.), *respiratory tract* (n.), *strain* (n.), *submicroscopic* (adj.)

Before Reading

Build Background

- Write the word *virus* on the board. Divide students into groups. Have them discuss what the word *virus* means. Provide the definition of *virus* from the glossary (microorganisms that enter the body, get into the cells, rapidly reproduce, and cause illness).

- Ask students to share whether they have had the flu. Invite them to briefly share how they felt when they had the flu. Explain that the flu is a type of virus.
- Ask students to pretend that you have the flu virus. Pass out a piece of green paper to each student in the classroom, continuing to demonstrate feeling as though you have the flu. Randomly pass a piece of red paper to one or two students as you walk through the room. Explain that the piece of paper represents exposure to the flu virus. Point out that even though the body has a system to fight off these viruses, sometimes the virus spreads faster than the body can fight it off. Explain that students with red pieces of paper represent those who come down with flu symptoms. Invite students to share what they know about how viruses are spread (saliva, air, and so on).

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 and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a nonfiction book.
- Model connecting to prior knowledge, using the information in the table of contents.
Think-aloud: The section title "Changing Viruses" suggests to me that this section will be about viruses and how they change. I know that viruses are easily passed between people. I'm not sure if living beings other than humans can catch viruses, but I hope to find out when I read that section. I will be able to add new information about influenza to what I already know.
- Have students preview the covers of the book. Ask them open-ended questions to facilitate the discussion: *What experiences have you had that can help you relate to the photos on the front and back covers? What else do you know about influenza?*
- Introduce, explain, and have students complete the [connect-to-prior-knowledge worksheet](#). Have them read the sentences and write "Yes" or "No" to complete the column on the left.
- 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**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, each section having its own main idea.
- Reread the section titles in the table of contents together. Explain to students that they will be learning how to identify main ideas in the book from what they read as a strategy for understanding and remembering the content of the book.
- Read page 4 aloud to students. Model identifying the main idea and details.
Think-aloud: I know that the section headings will often identify the main idea. Each section in this book contains details that support a main idea about influenza. The first section is titled "Introduction." In this section, the author introduces readers to the topic by asking questions about their own experiences with the flu. He informs us that if we feel symptoms such as chills, fever, sore throat, stuffy nose, muscle aches, and headaches, we may have flu germs in our body. He tells us that by learning about the flu, we can fight back against the illness and stay healthy. I will underline all of this important information. Based on what I've read, I think the main idea of the section is: Learning about the flu can help you combat the virus and stay healthy.

- Ask students to identify details from the section that support this main idea (causes, symptoms, how to treat and so on). Point out the difference between interesting details and essential facts that support the main idea.
- Introduce and explain the [main-idea-and-details worksheet](#). Draw a similar chart on the board. Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue as to the main idea for that section.*

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs, diagrams, and maps. Reinforce the vocabulary words they will encounter in the text.
- Write the following words from the content vocabulary on the board: *contagious*, *vaccines*, *fatigued*, and *germs*.
- Give groups of students a large piece of blank paper. Have them divide the paper into four sections. For each word, have them write or draw what they know about the word. Encourage group collaboration, invite students to listen to other students' ideas. Have groups discuss and create a definition for each word using prior knowledge.
- Review or explain that the glossary and a dictionary contain words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary in the back of the book. Invite a volunteer to read the definition for *contagious* in the glossary.
- Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 14 as you read the sentence in which the word *contagious* is found, to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read the book to find out more about influenza. Remind them to think about what they already know about the flu, and to identify and record important details from each section of the text as they read.

During Reading

Student Reading



Guide the reading: Have students read from page 5 to the end of page 10. Ask them to put an asterisk or a star next to information where they connected with prior knowledge. Encourage students who finish before everyone else to go back and reread.

- Model making connections using prior knowledge.
Think-aloud: *I read that a virus is a microorganism that is invisible to the naked eye. I know that the flu is caused by a virus and that it spreads easily between people. I remember last year when I had the flu, and the virus spread to my whole family. We were all sick and miserable together because the virus infected us all. Now that I know the microorganism is invisible to the naked eye, I understand why it is so hard to stay away from it.*
- Ask open-ended questions to facilitate discussion: *Have you ever had the flu? What were your symptoms? Was anyone else in your family sick?* Ask students to share additional ways they connected to prior knowledge while reading the text.
- Review with students that the title of each section can be a clue to the main idea for that part of the book. Have them turn back to page 5. Say: *The title of this section is "What Is the Flu?" It makes me think that the main idea has something to do with an explanation and definition of the sickness.* Ask students to provide details for this main idea, and add them to the class chart (microorganism, flu season, passes from one person to another, intracellular parasites, and so on). Have them check their main-idea-and-details worksheet with a partner, adding important details they may have left out, or erasing details they added that weren't essential to the main idea.

- **Check for understanding:** Have students read to the end of page 16. Review the details that were important to add to their worksheets when reading the section titled “Preventing the Virus from Taking Over” (wash hands frequently, avoid others that show symptoms, vaccines keep the flu virus from taking over the body, and so on). Check individual worksheets for understanding. Encourage additions or subtractions to accurately record the most important details in the section. Add them to the class chart.
- Ask students to share examples of how they connected to prior knowledge, while reading about preventing viruses.



Have students read the remainder of the book. Remind them to think about what they know about influenza as they read and to identify important details in each section. Have them continue to put an asterisk or a star next to information where they connected with prior knowledge.



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

- Have students complete their connect-to-prior-knowledge worksheet and compare what they knew before they read the book with what they know after reading it.
- Discuss how making connections between information read and information known about the topic keeps readers actively involved and helps them remember what they have read.
- **Think-aloud:** *When I read page 17, it reminded me of a time when I was younger and I was trying to get better from the flu. My mom gave me medicine to take away the achy feeling in my muscles, and I drank tons of water all day long. She reminded me to get plenty of rest, so I lay on the couch through the afternoon watching TV and when I felt really tired, I took a nap. Thinking about what I know helped me to understand and remember this information in the book.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Talk about how stopping to review the important details helped students remember facts and better understand the information. Ask them to use the important details they identified to confirm the main idea of the book.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. Have them work in pairs to check their work.
- **Enduring understanding:** Viruses are everywhere and can spread quickly. Your body has ways to fight microbes, including antibodies that search for invaders such as the influenza virus. Now that you know this information, why do you think it’s important to make healthy lifestyle choices to help your body fight off these invaders and keep you healthy?

Build Skills

Grammar and Mechanics: Parentheses

- Review or explain that *parentheses* () are punctuation marks used to indicate a pause in thought. Parentheses contain words or spellings used to clarify information within a sentence. They can also be used to add more information to the sentence. Direct students to the first sentence on page 5. Explain that the parentheses are used in this instance to clarify the pronunciation of *influenza*.

- Direct students to page 8 and have them find the sentence containing parentheses. Read the following sentence aloud as they follow along: *Influenza B is milder, causes smaller outbreaks, and affects only humans (mostly children).* Ask students how the parentheses are used in this instance (to add a thought to the end of the sentence).
- Direct students to page 9 and have them find the sentence containing parentheses. If necessary, point out that it is in the caption. Read the following sentence aloud as students follow along: *Wild birds (above) often pass viruses to farm chickens (right), which are around people more.* Ask students how the parentheses are used in this instance (to clarify which photo is being explained).



Check for understanding: Have students find and circle the parentheses used in the glossary. Have volunteers explain how the parentheses are used in each instance.

- **Independent practice:** Introduce, explain, and have students complete the [parentheses worksheet](#). If time allows, discuss their responses.

Word Work: Synonyms and antonyms

- Write the word *sick* on the board. Ask students to suggest a word that means almost the same thing (*ill, unwell*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *sick* (*healthy, well*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 8 and locate the caption. Write the following sentence on the board: *Tiny drops of saliva and mucus fill the air when you sneeze.* Ask students to find the word that tells the size of the drops of saliva (*tiny*). Ask them to suggest a word that means the same or almost the same as *tiny* (*small*). Ask them to suggest a word that means the opposite of *tiny* (*enormous*).
- Show students a thesaurus. Use the example above to explain how a thesaurus is used, writing synonyms and antonyms for *tiny* on the board.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *destroy* and have them name the synonyms listed. If the thesaurus lists antonyms, have them find the antonyms for *destroy*. If needed, provide additional practice using a thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss their answers aloud once everyone has finished working independently.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite 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 practice identifying the main idea and details of each section with someone at home. Have them compare with someone at home prior knowledge about influenza.

Extend the Reading

Informative Writing Connection

Have students use Internet resources to research and compare information on hand washing. Encourage them to find out how often and in what situations it is recommended that people wash their hands, what technique is most effective, and why hand washing is so important when trying to stay healthy. Have students write a report on hand washing, including at least three separate titled section. Encourage them to add photographs and/or illustrations to their final copy.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Discuss behaviors that promote good health and help to prevent illness (clean drinking water, adequate rest, nutritious food, healthy teeth and gums, and so on). Divide students into small groups. Have them explain and illustrate five to seven healthy habits on 9 X 13 pieces of paper. Have each group combine their pages into a book. Then have the groups read their book to a pre-K, kindergarten, or first-grade classroom to teach those students about the importance of healthy habits.

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.
- Conduct a class discussion as a review before the book quiz.

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

- correctly use the strategy of connecting to prior knowledge to understand nonfiction text during discussion and on a worksheet
- accurately identify important details in each section that support the main idea during discussion and on a worksheet
- correctly identify the use of parentheses during discussion and on a worksheet
- correctly use a thesaurus to identify, select, and use synonyms and antonyms during discussion and on a worksheet

Comprehension Checks

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