	Lesson Plans for Nestle Collection
	Germ and Disease (Level 1, PreK-2)
	Reading Is Fundamental
	Books Supported: <ul style="list-style-type: none"> • <i>Itchy, Itchy Chicken Pox</i> by Grace Maccarone • <i>Germ and Disease</i> by Melvin Berger • <i>A Bad Case of Stripes</i> by David Shannon

INTRODUCTION

Contagious diseases are a part of life, and children are especially vulnerable to catching them. Learning about how germs such as viruses and bacteria make us sick can help children to practice good hygiene habits that may reduce the number of illnesses they catch.

Here are some examples of classroom activities to support students' learning:

- Create a word wall of vocabulary from the unit. For pre-readers, include pictures that can be easily detached from and reattached to the wall. As you review vocabulary, ask students to help you match the pictures with the words.
- Set up a "Germ and Disease" literacy center in your classroom. Include books from this collection, other books about germs and disease, and handouts and posters about germs and disease from your local pediatrician or school nurse.
- Use the handouts and posters to talk about symptoms of various common illnesses, such as how to distinguish between a cold and the flu.
- Invite a healthcare expert or scientist to talk to your class about germs, how germs are spread, and how we can stay well.
- Make a list of good health and hygiene rules for your class.

Materials List

- sentence strips
- handouts and posters about germs and disease

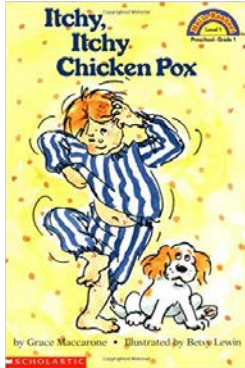
General Objectives for Germ and Disease Lessons

Students will:

- understand key vocabulary from the Germ and Disease unit
- compare and contrast the characteristics of viruses and bacteria
- describe how germs are passed from one person to another

BOOK-SPECIFIC LESSON PLAN 1

Using *Itchy, Itchy Chicken Pox* by Grace Maccarone with the Germs and Disease Level I Lesson Plan



Itchy, Itchy Chicken Pox by Grace Maccarone (Scholastic, 1992) tells the story of a child's experience with chicken pox. It is a rhyming leveled reader that contains short, simple sentences and repeated sight words.

Objectives

Students will:

- add new sight words to their vocabulary
- describe how the text and illustrations work together to make meaning
- identify and discuss the major events in the story

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

NGSS Alignment

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Look at the front cover and read the title and author's and illustrator's names. Ask students, "What do the title and the picture on the cover tell us about chicken pox?" (They are itchy.)

Because it is now very common for children to be vaccinated against chicken pox, don't assume that your students have had it or even know what it is.

Reading: Read the book aloud to students. Provide students with a list of questions to think about as you read.

How does the child know he has chicken pox? (Red spots show up all over his body.)

What do his parents do to help him feel better? (apply lotion, give an oatmeal bath)

What does the child do to help himself feel better? (rest, read, eat, play)

Make the book available in the literacy center for students to read on their own.

Post-Reading:

Post-reading Comprehension Questions:

What disease does the little boy have? (chicken pox)

How does chicken pox make the little boy feel? (itchy and twitchy)

How does the story end? (The little boy gets better and can go back to school.)

Class Activity: As a class, talk about why you need to stay home from school when you're sick. Many schools have illness policies that say what symptoms require a child to stay home. Go over these and explain that these symptoms often mean you are contagious and should avoid contact with others. (School illness policies typically include a fever, vomiting, or a contagious rash like chicken pox.)

ABOUT THIS TITLE
Lexile: 80L
Interest Level: 4-8 years
Reading Level: PreK-3
Themes Literary Text, Rhyming Text, Germs and Disease, Chicken Pox, Sick Days, School

Word List:**Category Vocabulary:**

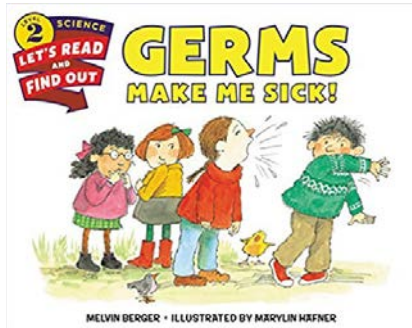
Chicken pox	An itchy rash caused by a virus
Germs	Tiny organisms that can make you sick
Bacteria	A type of germ that makes you sick by multiplying inside your body and poisoning your cells
Virus	A type of germ that makes you sick by invading your cells and multiplying inside them
Lab	A place where scientists identify germs

Book-Specific Vocabulary

Spots	Red, itchy places on your skin
Lotion	Cream to help you stop itching
Oatmeal bath	A bath to help you stop itching
Itchy	The feeling that you need to scratch your skin

BOOK-SPECIFIC LESSON PLAN 2

Using *Germs Make Me Sick* by Melvin Berger with the Germs and Disease Level I Lesson Plan



Germs Make Me Sick by Melvin Berger (Harper, 1985) is a Level 2 Let's Read and Find Out book designed for children in the primary grades. It discusses how germs, such as viruses and bacteria, get into our bodies, how they make us sick, and what we can do to get better.

Objectives

Students will:

- understand key vocabulary.
- explain how germs make us sick.
- explain the differences and similarities between viruses and bacteria.
- explain what we can do to recover from illness.
- identify the main topic of the book.
- identify the author's purpose for writing

CCSS Alignment

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Introduce the book by reading the title and showing the front cover. As a class, make a list of what students already know about germs. Connect the topic to any other relevant projects or topics your class has studied.

Reading: Read the book aloud to students, pausing to reinforce the information covered in the list of questions below.

Provide students with a list of questions to think about as you read.

What two types of germs usually make you sick? (bacteria and viruses)

Where can germs be found? (Everywhere!)

How does your body keep germs from getting in? (Your skin blocks many germs. The wetness of your mouth, nose, and throat stops many germs, too.)

How can germs get into your body? (You might breathe them in or get them from putting your mouth on something. Germs can also get in through a scrape or other broken skin.)

What parts of your blood fight germs? (white blood cells and antibodies)

How do bacteria make you sick? (They multiply and give off poisonous waste products that kill cells.)

How do viruses make you sick? (One virus breaks into a cell, new viruses form inside the cell, and then hundreds of new viruses break out of the cell. Each virus then invades a new cell.)

How can a doctor help you feel better? (A doctor tries to find out what kind of germ is making you sick. The doctor may send a swab of your throat or a few drops of blood to a lab. The lab tells the doctor which germ is making you sick so that the doctor knows how to treat you.)

What can you do to help yourself get better? (Take any medicine the doctor prescribes, rest, and eat and drink healthy foods and drinks.)

Post-Reading:

Post-reading Comprehension Questions:

What is the main topic of this book? (germs)

What is the author's purpose for writing? (to explain how germs make us sick)

Class Activity: Using the list on page 31 as a guide, make a list of rules for avoiding germs to stay well and for recovering when you are sick. Add any specific hygiene rules your class or school has.

Make the book available for students to read in your literacy center.

ABOUT THIS TITLE
Lexile: 530L
Interest Level: 4-8 years
Reading Level: PreK-3
Themes Informational Text, Germs and Disease, Viruses, Bacteria, Antibodies, Illness, Doctors, Healthcare, Self-Care

Word List:**Category Vocabulary:**

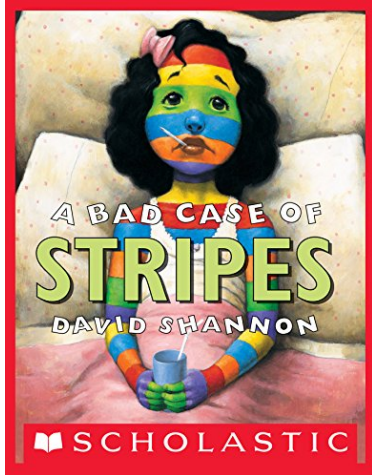
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Bacteria	A type of germ that makes you sick by multiplying inside your body and poisoning your cells
Virus	A type of germ that makes you sick by invading your cells and multiplying inside them
Lab	A place where scientists identify germs

Book-Specific Vocabulary

Microscope	A tool scientists use to see very tiny organisms like germs
White blood cells	Cells in your blood that chase and kill germs in your body
Antibodies	Special proteins in your blood that attack germs
Poisons	Harmful substances that come from bacteria and kill cells
Medicine	A substance that helps you feel better when you are sick

BOOK-SPECIFIC LESSON PLAN 3

Using *A Bad Case of Stripes* by David Shannon with the Germs and Disease Level I Lesson Plan



A Bad Case of Stripes by David Shannon (Scholastic, 1998) is the fictional story of Camilla Cream, who comes down with a mysterious illness that causes her body to shift and change colors, until she overcomes her anxiety about being different.

Objectives

Students will:

- understand key vocabulary
- understand the central message or lesson of the story
- demonstrate reading comprehension by answering questions about plot, characters, and key details

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading Activities: Discuss the cover and title with students. What can these two things tell us about the story? What do students think "a bad case of stripes" is? Is "stripes" a real illness, or is it fictional?

Reading: Read the book aloud to students. Provide students with a list of questions to think about as you read.

What is Camilla always worried about? (what other people think of her)

What is Camilla's favorite food? (lima beans)

What happens to Camilla each time someone suggests a pattern? (Her skin changes to show that pattern.)

What do her parents do to help? (call the doctor)

What happens when Camilla takes medicine from the Specialists? (She turns into a giant pill.)

What do the various cures do to Camilla? (They make her sprout all sorts of things from her skin. Finally, she turns into her room.)

What finally cures Camilla? (An old woman convinces her to eat the lima beans she's wanted all along.)

Post-Reading:

Post-Reading Comprehension Questions:

What is making Camilla sick? (She cares too much about what other people think of her.)

What is the overall message or lesson of this book? (Be yourself.)

How do Camilla's feelings about lima beans change over the course of the story? (She loves lima beans but refuses to admit it because she is too scared of being made fun of. When she

finally admits she loves lima beans, her mysterious illness goes away. Afterward, she eats all the lima beans she wants, even though some people think it's strange, and she never has the stripes again.)

Class Activity: Discuss how the things some people might think are a little strange about us are often the things that make us special. Have each student make a list of three things that make them unique.

ABOUT THIS TITLE
Lexile: AD610L
Interest Level: 5-8 years
Reading Level: K-3
Themes Literary Text, Anxiety, Doctors, Sick Days, Bullying, School

Word List:**Category Vocabulary:**

Chicken pox	An itchy rash caused by a virus
Germs	Tiny organisms that can make you sick
Bacteria	A type of germ that makes you sick by multiplying inside your body and poisoning your cells
Virus	A type of germ that makes you sick by invading your cells and multiplying inside them
Lab	A place where scientists identify germs

Book-Specific Vocabulary:

Ointment	A medicated lotion for your skin
Contagious	Capable of being spread to others
Specialists	People who have specialized knowledge in one area
Experts	People who have very good knowledge about a topic
Fungus	An organism that grows on organic matter, like skin
Cure	Gets rid of an illness
Remedies	Things that help you feel better when you're sick