**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Germs and How To Stop Them From Getting You Sick** |
| **Your name:**Nicole Moore | **Age or Grade Level:**Kindergarten | **Integrated Disciplines/Subjects:**Health, Spread of Germs | **Time frame for Lesson:**30 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)**,** [**ISTE: ICT Profiles**](http://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4) **(as appropriate for the lesson):**NELG: (HP.03): Child develops an awareness of health, nutrition, physical activity, and safety.  |
| **Objectives:** After reading the story *Germs Make by Sick* and participating in the following activity, students will be able to identify how germs are spread. |
| **Assessment:** Watching the students doing the activity and by asking them questions, the teacher will be able to see and know if they are grasping the objective. By doing the group discussion at the end of the lesson, the teacher will see if everyone learned the information, if certain students did, or if no one did. If you see that only a certain amount of students learned, you can go over the information again or get into a small group and help them. If no one learned, you will see that you need to do something else in order to teach the lesson.  |
| **Materials:*** *Germs Make Me Sick! By Melvin Berger*
* Small bottle of lotion
* Glitter (in multiple colors)
* Sink/Paper towels
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| **LESSON PROCEDURES** |
| **Anticipatory Set:** Before starting this lesson I will have the students all come sit on rug that is in front of the room (or wide space enough for all of us to sit on the ground) and ask them “How many of you have ever been sick?” Then I will ask “Does anybody know how we get sick?” and I would listen to their guesses. Then I would go on to say “ Today we are going to read a story about why we get sick.”  |
| **Input/Modeling/Guided Practice/Check for Understanding:**  |
| **Teacher will do:**Teacher will follow the anticipatory set listed above.Teacher will read the story *Germs Make Me Sick.*After finishing the book, teacher will ask the class “What makes us get sick?”Teacher will then introduce activity and give directions.Teacher will give every student a small dot of lotion on one hand and a small amount of glitter.Teacher will instruct students to rub their hands together.Teacher will instruct students to shake hands with another classmate who has glitter of a different color.Teacher will say “Look at your hands now. Do you have the other person’s glitter on your hands?”Teacher will explain that the glitter is like germs and whenever you touch someone or something, you get it’s germs too. Teacher will then tell students to get a paper towel and instruct them to try and wipe the ‘germs’ off.Teacher will then ask class if their ‘germs’ are gone.Teacher will then instruct students to wash their hands with soap & water.Teacher will ask class again if ‘germs’ are gone. | **Student will do:**Students will listen and respond to questions asked by teacher.Students will sit and listen to the story *Germs Make Me Sick.*After finishing the book, students will answer the question asked by the teacher. (Germs)Students will listen to the directions given by the teacher.Student will receive a small dot of lotion and a small amount of glitter on one of their hands.Students will rub their hands together. Students will shake hands with another classmate who has glitter of a different color.Students will respond to teacher. (Yes)Students will listen to teacher’s explanation on how the glitter is like germs and how they are spread.Students will grab a paper towel and try to wipe the ‘germs’ off.Students will respond to teacher’s question.(No) Students will wash hands with soap & water.Students will respond to teacher’s question.(Yes) |
| **Closure:** Class will regroup on the front rug (or space from beginning of lesson) and have an open group discussion. Teacher will ask the following questions: “What did we learn about today?”, “Why is this important to know?”, and “Now what are we going to do to stop the spread of germs?”  |
| **Differentiation:**If a student is autistic for example, and uncomfortable with using the lotion and glitter, instead of participating in the activity he can observe the other students and I would have two students do the activity in front of the child to make sure he is seeing what happens. I would then have those two students show the child that just using a paper towel does not get the ‘germs’ off. I would have the child wash his/her hands with the class to observe their hand-washing method. After I would have those same two students show that their ‘germs’ are gone. Then I would have them join in on the class discussion. If the student is uncomfortable in participating with the group discussion, I would ask them one on one, if they were comfortable, the same questions I asked the group.  |
| **References:** Germs Make Me Sick! By Melvin Berger |
| **LESSON ANALYSIS** |
| **Content Knowledge:** *This lesson addresses children on one way to help them stay healthy. Protecting oneself from germs and getting sick is highly important and something they will use for the rest of their life. This lesson also addresses hand-washing and how it is the best way to get rid of germs.* **Teaching Methods/Strategies:** *By using a book to help give information on germs, it holds the students’ attention and is an exciting way to learn other than a lecture. By doing the germ activity, students will physically see how germs are spread and that the best way to get rid of them is to wash your hands.*  |
| **REFLECTION** |
| Every one in the class met the set objective. All of the students listened intently to the story and participated in the activity correctly. Students participated in the group discussion and answered all of the questions correctly. The children were engaged in the lesson the whole time. They listened to the story quietly and the directions for the activity without any interruptions. No unplanned activities occurred and I did not have to alter my instructional plan in any way. If the opportunity to teach the lesson again I would but I would try to find more colors of glitter so the students could shake hands with more than a few students. |

Updated by Dr. M. K. Felton

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