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RESOURCE LIBRARY
ACTIVITY : 45 MINS

Feeling Yucky

Students discuss how it feels to be sick. They draw a picture of themselves when they're sick and how it feels to be cared for and connect to the unit driving question and final product of the unit project. Students listen to a story about someone who is sick. They demonstrate their understanding of the text in a class discussion.

GRADES

1, 2

SUBJECTS

Biology, Health, Engineering

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OVERVIEW

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For the complete activity with media resources, visit:
http://www.nationalgeographic.org/activity/feeling-yucky/

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DIRECTIONS

This activity is part of the *Germ-Problem Solvers: Using Engineering to Develop Solutions* unit.

1. **Launch the unit by leading a drawing activity and class discussion about being sick.**

- Distribute the *When I'm Sick* handout to each student.
- Have students draw a picture of themselves when they don't feel well and write words that describe how they feel.
- Next, ask how friends or family support us or care for us when we are sick.
- Ask students to add images or words to their picture that shows how they feel supported or taken care of when they are not feeling well.
- Ask students to share their ideas with the class.

2. **Orient students to the unit project by introducing the driving question and final product.**

- Share the driving question for the *Germ-Problem Solvers: Using Engineering to Develop Solutions* unit: How can we design a way to stop germs from spreading?
- Let students know that in this unit, they will be designing a solution to stop the spread of germs that cause illness.
    - Note that they will learn more specifics about the process, product, and what germs are in the next activity, *Getting to Know Germs*.
- Segue to the next step by explaining that, next, they will read a story about someone who felt sick and will consider how germs play a role in making someone feel bad and how people helped solve the main character's problems.

3. **Connect to students' experiences of being sick by leading a read-aloud and text analysis of a children's book.**

- Lead students in a read-aloud of a text in which a child (or other character) is sick and is cared for by others. This activity uses the children's book *Bob, Not Bob!* (4:16) by Liz Garton Scanlon and Audrey Vernick. (See Tips for other possible options.)
- Before reading the text, let students know that you will be looking for key details. Write "Who, What, Where, When, Why, and How" on the board.

- You might say, *"Sometimes readers look for key details in a text by looking for answers to the 'Five Ws and H'—the Who, What, Where, When, Why, and How. Let's keep those questions in mind as we listen to the story and look at the pictures."*

- Conduct a class read-aloud of *Bob, Not Bob!* or other similar book in which a child (or other character) is sick and cared for by others.
- Lead students in a discussion about the details of the text using the who/what/where/when/why/how format. Sample questions can include:

  - *Who was sick? Who helped?*
  - *What was the problem in the story?*
  - *Where did the story take place?*
  - *When did the story take place?*
  - *Why do you think Little Louie was sick? Why do you think he felt so bad?*
  - *How did Little Louie's family help him? How did Little Louie get sick? How does Louie's experience connect to yours?*
  - This will help students demonstrate understanding of the key details of the text as well as connect it to their own sick-day experience.
  - Keep track of student responses on the whiteboard/smartboard or chart paper for reference in later lessons.
  - Let students know that in the next activity, *Getting to Know Germs*, students will learn more about the kinds of things that made Louie sick and what makes us sick.

Tip

Step 1: You may decide to have students work in pairs or small groups to generate discussion before they begin drawing and writing.

Step 3: Additional texts that you could use in a read-aloud include: *The Sniffles for Bear* (6:16) by Bonny Becker, *When Vera Was Sick* (6:25) by Vera Rosenberry, or *Llama Llama Home With Mama* (5:55) by Anna Dewdney.

Informal Assessment

Drawing: Use students' drawings of themselves when they don't feel well (with words that describe how they feel, and images/words that show how they feel supported or taken care of when they are not feeling well) to pre-assess students' ability to address CCSS W.2.8 and CCSS SL.2.5.

Discussion: Use students' responses to the questions about the read-aloud text to demonstrate their ability to "ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text." (CCSS RI.2.1)

Extending the Learning

Additional texts that could be used in a read-aloud include: *The Sniffles for Bear* (6:16) by Bonny Becker, *When Vera Was Sick* (6:25) by Vera Rosenberry, or *Llama Llama Home With Mama* (5:55) by Anna Dewdney.

OBJECTIVES

Subjects & Disciplines

- **Biology**
  - Health
- Engineering

Teaching Approach

- Project-based learning

Teaching Methods

- Discussions
- Reading
- Writing

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Learning and Innovation Skills
    - Communication and Collaboration
- 21st Century Themes
  - Health Literacy
- Critical Thinking Skills
  - Remembering
  - Understanding
- Science and Engineering Practices
  - Asking questions (for science) and defining problems (for engineering)
  - Obtaining, evaluating, and communicating information

National Standards, Principles, and Practices

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

• **Reading Standards for Informational Text K-5:**
Key Ideas and Details, RI.1.1
• **Reading Standards for Informational Text K-5:**
Key Ideas and Details, RI.2.1
• **Speaking and Listening Standards K-5:**
Comprehension and Collaboration, SL.1.2
• **Speaking and Listening Standards K-5:**
Presentation of Knowledge and Ideas, SL.1.5
• **Speaking and Listening Standards K-5:**
Comprehension and Collaboration, SL.2.2
• **Writing Standards K-5:**
Research to Build and Present Knowledge, W.2.8
• **Writing Standards K-5:**
Research to Build and Present Knowledge, W.1.8

NEXT GENERATION SCIENCE STANDARDS

• **Science and Engineering Practice 1:**
Asking questions and defining problems
• **Science and Engineering Practice 8:**

Obtaining, evaluating, and communicating information.

Preparation

What You'll Need

MATERIALS YOU PROVIDE

- Colored pencils
- Crayons
- Whiteboard, chalkboard, or chart paper
- The children's book, *Bob, Not Bob!* (4:16) by Liz Garton Scanlon and Audrey Vernick, or other similar text in which a child (or other character) is sick and cared for by others

REQUIRED TECHNOLOGY

- Internet Access: Required
- Tech Setup: 1 computer per classroom, Projector

PHYSICAL SPACE

- Classroom

GROUPING

- Large-group instruction
- Small-group work

ACCESSIBILITY NOTES

Step 3: Instead of reading the book aloud yourself, you may decide to show this read-aloud video, *Bob, Not Bob!* (4:16), with closed captions on to support students who may benefit from the visual cues.

BACKGROUND & VOCABULARY

Background Information

This activity centers on the social-emotional impact of sickness on children and draws on student's individual experiences. Additionally, this activity exposes students to the perspective of another child in the read-aloud text. Reading stories can help students develop empathy for other peoples' feelings and experiences. Once students have developed a foundation for their own feelings and the feelings of others, they will be better able to design solutions for problems related to sickness in future lessons.

Prior Knowledge

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Recommended Prior Activities

- None

Vocabulary

TermPart of SpeechDefinition

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