

**Project FOCUS
Best Lessons
THIRD GRADE**

Title of Lesson: Body Bugs - A Great Body Shop Lesson

Theme:

Unit Number: **Unit Title:**

Performance Standard(s) Covered (enter codes):

(K) Discover how germs spread.

(LS) Practice distinguishing between communicable and noncommunicable diseases.

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Symptoms
Communicable
Noncommunicable
Contagious

Learning Activity (Description in Steps)

Abstract (limit 100 characters): Students will learn the difference between communicable and noncommunicable diseases.

Details: Begin the lesson by asking students how they feel when they are sick. Students listed different symptoms in their science journal, and we had a group discussion about illnesses. We then defined communicable and noncommunicable diseases. Each group thought of examples to share with the class. After they understood the basic vocabulary, I took four students in the hallway and gave them each 10 different colored stickers. Blue represented the flu, yellow was chickenpox, red was strep throat, and green was a cold. Explain to the class that those four students are very sick and have communicable diseases. When the game begins, the infected students walked around to "infect" their classmate by putting stickers on their hands. Students can get multiple colors of stickers on their hands. Once the sticker is on the student, it cannot be removed. The original infected student must keep one of their stickers on their hand. After most of the students looked like they had been infected with different diseases, the students counted how many stickers they ended the game with. Have the students discard all the stickers on their hands. Choose four new students to get new colored stickers. This time red was cancer, green was asthma, yellow was diabetes, and blue was heart disease. Explain that they cannot infect other students. When the game

began again, these students could only go around and talk to their classmates, but keep their stickers on their own hands. Discard of the stickers. End the lesson by having a class discussion about why students got so many diseases the first round, but not in the second round. Finish by having students write what they learned today in their science journal and share their favorite fact with the class.

Materials Needed (Type and Quantity):

A package of 4 different colored circle stickers

Notes and Tips (suggested changes, alternative methods, cautions):

Make sure students do not run around during the game and emphasize that they can only put stickers on hands or arms. To make sure that the students really understand the difference between communicable and noncommunicable, I would wait until the very end of the game to reveal the different diseases each round. I think this will ensure that students truly understand what the words mean.

Sources/References:

- 1) The Great Body Shop Lesson Binder - The Children's Health Market, Inc. 2010**
- 2)**
- 3)**