

Lesson #3

Grades

1 and 2

Suggested Pacing

30 - 50min

Group Size

Teacher Led

Individual



Lesson Slides

<https://tinyurl.com/3axcvj8p>

What You Need

From Lysol® Minilabs Module #1:

- **30 Student Journals**
- **30 Bad Microbes sticker sheets**
- **30 Microbe Busters sticker sheets**

Optional Sourced Materials:

- **Coloring pencils or markers,**
- Pen or pencil to write**

Digital Only Option

If you don't have the physical Lysol® Minilabs Science Kit, check out the "Digital Kit Implementation Guide" at the end of this lesson plan with links to free printables and list of materials you need to source.

Protect Against Bad Microbes

Overview

This lesson has two essential parts, (1) Read Together: Chapter 3 of the Minilabs journal that highlights ways bad microbes may find their way inside our bodies, and hygiene habits we can practice to protect ourselves, and (2) A Hands-On Activity for students to add "Bad Microbe" stickers on a diagram of a "sick" child while reflecting on where these microbes might have come from, and "Microbe Busters" stickers on a model of a "healthy" child while reflecting on ways we can keep the bad microbes away from our bodies. In addition, you may implement some of the optional extensions and the optional section, titled "Check Understanding."

Session Planning

- Lesson Difficulty: **If you are teaching more advanced students, we highly recommend implementing the Creative Writing Optional Extension Activity.**
- Time Management: **If you have 20-30min, we recommend focusing on "Read Together" and the model of the Healthy Child activity. If you have 30min+, you can do the full lesson.**

Learning Goals

- **Understand different ways microbes may find their way inside our bodies.**
- **Learn about good hygiene habits and how these habits help us keep bad microbes away from our bodies.**

Key Vocabulary

- Science Concepts: **Microbe**
- Science Practices: **Investigate**
- Health Practices: **Hygiene**

Standards

- **NGSS** K-2-ETS1-1, ESS1. **NHES** 1.2.2, 1.2.3, 1.2.4, 1.2.6; 2.2.1, 2.2.2; 5.2.1, 5.2.3, 5.2.4; 6.2.1, 6.2.4; 7.2.1. **CCSS.ELA-Literacy.** RI.2.1, W.2.6, W.2.8, SL.2.5, L.2.4, L.2.4e. **TEKS** S.1.1.B, S.2.1.B, ELA.1.1.A, ELA.1.2.D, ELA.1.3.B, ELA.1.6.E, ELA.1.6.I, ELA.1.7.E, ELA.1.9.D.ii, ELA.2.1.A, ELA.2.6.E, ELA.2.6.I, ELA.2.7.E, ELA.2.9.D.ii



Getting Ready



- Please review the student-facing slides, and get them ready to project on your classroom board. Please note that you may make a copy of the slides and edit based on your classroom's needs.
- Have copies of student Minilabs Journals ready to pass along to students. Thirty (30) copies have been provided in your Lysol® Minilabs Science Module #1.
- Have copies of Bad Microbes sticker sheets ready to pass along to students. Thirty (30) copies have been provided in your Lysol® Minilabs Science Module #1.
- Have copies of Microbe Busters sticker sheets ready to pass along to students. Thirty (30) copies have been provided in your Lysol® Minilabs Science Module #1.
- **IMPORTANT:** Please remember to collect all student Minilabs Journals at the end of the session.

Start Your Lesson

Suggested Time: 10min



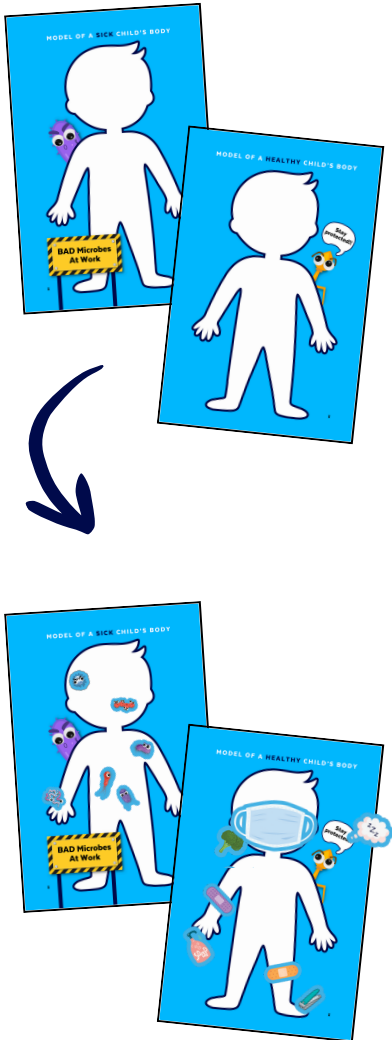
Modification:

Two teachers or two students may read the story aloud, each voicing a different character (bad versus good microbe).

- Pass along students' Minilabs Journals.
- **READ TOGETHER:** Read Chapter 3 in the graphic novel, shown on the lesson slides. Students can follow along on pgs. 27 to 36 of their Minilabs Journal. This chapter highlights ways bad microbes may find their way inside our bodies and hygiene habits we can practice to protect ourselves.

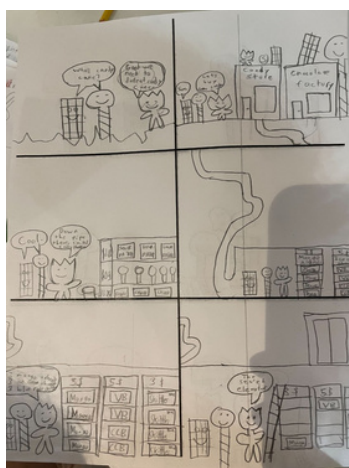
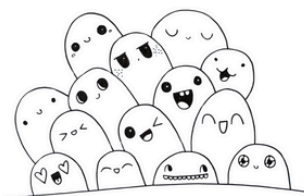
Hands-On Activity

Suggested Time: 10 to 20min



- Give each of your students one “Bad Microbes” sticker sheet and one “Microbe Busters” sticker sheet, provided in your Lysol® Minilabs Science Module #1.
- Ask your students to add bad microbes on the model of the “sick” child, while reflecting on HOW these bad microbes might have found their way in.
 - Did the child pick their nose with dirty hands?
 - Did the child touch their eyes with dirty hands?
 - Did the child touch something dirty and then eat food without washing their hands?
 - Did the child eat something rotten?
 - Did the child eat a dirty fruit?
 - Did the child pet a dog and then put their hands in their mouth?
 - Did the child forget to brush their teeth?
 - Did the child forget to wash their wound?
 - What other scenarios can they think of?
- Next, ask them to add Microbe Buster stickers on the model of the “healthy” child, while reflecting on good hygiene habits:
 - Washing hands with soap and water
 - Covering cuts with a bandage
 - Clipping nails
 - Washing fruits and vegetables
 - Taking showers
 - Staying active
 - Brushing teeth
 - Eating lots of fruits, vegetables, and yogurt
 - Wearing masks in crowded spaces
 - Using hand sanitizer when not close to a sink to wash hands
 - Clean clothing
- On lesson slides, we have provided a list of good hygiene habits as a reference for your classroom. These habits are also listed at the end of Chapter 3 in their Minilabs Journals.

Optional Extensions



- (10–15 min activity) SEL CONNECTION: **Students can practice Kawaii drawing techniques to give their models different emotional expressions. They can also draw clothing and other customizations for their models and turn them into characters!**
- (10–15 min activity) CREATIVE WRITING: **Students may create their own graphic novels featuring the character models they designed while focusing on the story of HOW the microbes found their way inside the character's body and good hygiene habits that protect the character from future microbe invasions!**
 - Context/Setting: **Where does the story take place? Is it inside a classroom, at a playground, in a public restroom, at a restaurant, in a gym, or somewhere else?**
 - Problem/Conflict: **How do microbes find their way inside the character's body?**
 - Solution/Resolution: **How does the character combat the bad microbes?**
- (15–20min activity) GALLERY WALK: **Students work in small groups, share about their characters, and/or stories they created, ask questions, and respond.**

Bonus

- PUBLISH YOUR CLASSROOM'S WORK: **Submit photos of your students' projects, and we'll turn them into books, trading cards, and more!**
www.thegiantroom.com/giant-remix-minilabs



Check Understanding

Suggested Time: 5 - 15min



- TRUE-FALSE: **Go through lesson slides with a set of true-false questions with your whole class. These questions are designed to help reinforce learning.**
- REFLECT TOGETHER: **Optionally, you may review definitions of keywords with your students, challenge them to define the words, or draw a diagram in their journal (Appendix) to further define their meaning.**
- MODEL AND DISCUSS TOGETHER: **Optionally, lay down a piece of craft paper on the floor. Ask a student volunteer to lie down and sketch their silhouette. Next, ask students to draw all different protections on the model to keep the student safe from bad microbes. To make it more playful and challenging, you may introduce different scenarios and even draw on the model. For example, you may say “Uh-oh! I can see a big open cut here (draw a cut on the model).”**

Teacher Survey

Please take 5-10min to provide us feedback on Lysol® Minilabs Science Module #1. Your feedback will help us to continue improving the program and to increase its potential impact.

URL Link: <https://tinyurl.com/y7z84wc3>



Lesson Glossary

HYGIENE

Things we can do to help us stay healthy and prevent sickness.



Digital Kit Implementation Guide

If you don't have the physical box, you can still implement the Lysol® Minilabs Science Kit! Here are links to free printables and a list of materials you need to source.



FREE PRINTABLES

Chapter 3 Only

<https://tinyurl.com/vbr44s2m>

Individual Activity Sheet

<https://tinyurl.com/2suphpw>

Printable Sticker Sheets

<https://tinyurl.com/jp9pb77h>



MATERIALS TO SOURCE

- **Coloring pencils or markers** (Optional)
- **Pen or pencil to write** (Optional)

Check out page 7 for all the Online Resources for this lesson.

Online Resources



SLIDES: LESSON #3

<https://tinyurl.com/3axcvj8p>



SCHOOL-HOME COMMUNICATION PACK

<https://tinyurl.com/2j72wf2n>



VIDEO: READ & WATCH CHAPTER 3

<https://tinyurl.com/2f696nd9>



E-BOOK: CHAPTER 3 ONLY

<https://tinyurl.com/2kvvc5s9>



PRINTABLE: CHAPTER 3 ONLY

<https://tinyurl.com/vbr44s2m>

PRINTABLE: INDIVIDUAL ACTIVITY SHEET

<https://tinyurl.com/2suphpuw>

PRINTABLE: PRINTABLE STICKER SHEET

<https://tinyurl.com/jp9pb77h>



FEEDBACK: MODULE 1 SURVEY

<https://tinyurl.com/y7z84wc3>