

Lesson #6

Grades

1 and 2

Suggested Pacing

30+ min

Group Size

Teacher Led Individual Classroom



Lesson Slides

<https://tinyurl.com/4u4nab87>

What You Need

From Lysol® Minilabs Module #1:

- **30 Student Journals**

From Lysol® Minilabs Module #3:

- **1 classroom cleaning poster**
- **1 spinner arrow,**
- **1 Chicago screw,**
- **30 take home posters**

Sourced Materials:

- **Blank sheet of paper, coloring and writing tools**
- **Optional: Print out of “spinner slices” resource (available online)**

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.

Cleaning & Disinfecting Germs

Overview

This lesson has two essential parts: **(1) Read Together: Chapter 6** of a graphic novel that introduces students to the differences between cleaning, sanitizing, and disinfecting practices one can take to keep their space germ free and **(2) A Hands-On Activity** for students to collaborate and create a spinner with cleaning tasks that will encourage them to maintain their classroom clean. 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 non-writers or early writer students, you may ask them to draw or talk out loud instead of writing their ideas for cleaning tasks.**
- Time Management: **If you have 20-30min, we recommend focusing on “Read Together” and have students to contribute only one cleaning idea for the spinner activity during “Hands-On Activity” portion of the lesson. If you have 30min+, students may contribute more ideas.**

Learning Goals

- **Understand the difference between cleaning, sanitizing, and disinfecting.**
- **Identify cleaning practices that support health and well-being.**
- **Learn to express and communicate needs that support health and well-being of themselves and others.**
- **Develop effective decision-making and skills to support health and well-being practices of themselves and others.**
- **Demonstrate best practices for keeping spaces clean**

Key Vocabulary

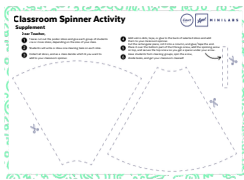
- Health Concepts: **Health, Well-being, Wellness**
- Health Practices: **Cleaning, Sanitizing, Disinfecting**

Standards

- **NHES** 1.2.1, 1.2.3, 1.2.4, 4.2.1, 4.2.2, 5.2.3, 5.2.4, 6.2.1, 6.2.2, 6.2.4, 6.2.5, 6.2.6, 7.2.1, 7.2.2, 8.2.1, 8.2.2, 8.2.3. **CCSS.ELA-Literacy** RI. 1.1, RI. 1.2, RI. 1.6, W.1.7, RI. 2.1, RI.2.2, RI. 2.10, W. 2.7. **TEKS**. S.1.1.F., S.2.1.F.



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 Module #1.
- Have a blank piece of paper ready to pass to each of your students (not included in the module). Optionally, you may print “Spinner Slices”, cut, and pass along to your students (1-3 to each student): <https://tinyurl.com/38xd5m8f>
- Have the “Classroom Cleaning Spinner” poster ready to be filled out with the help of your students. One (1) poster, one (1) arrow, and one (1) Chicago screw have been provided in Module #3.
- Have copies of the “Take Home” posters to pass out to students. Thirty (30) copies have been provided in your Module #3. Spanish translations are available here: <https://tinyurl.com/38py248e>

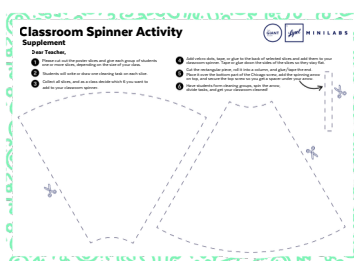
Start Your Lesson

Suggested Time: 10min

- Give your students their Minilabs Journals.
- READ TOGETHER: Read through Chapter 6 of the graphic novel shown on the lesson slides. Students can follow along on pages 63-69 of their Minilabs Journal.

Hands-On Activity

Suggested Time: 15 to 20min



Pro Tip:

If you add multiple layers of paper, the spinner may get stuck as you spin it. To avoid this, you may use the “buffer” paper strip provided on the Spinner Slice resource.

- **Give each student one (1) sheet of a white paper.** Alternatively, you may print out “Spinner Slices” template sheet, cut, and hand out one or multiple slices to each of your students.
- **Ask students to write down (advanced level) or sketch/draw (beginner level) on their paper one or multiple practices they could do to clean, sanitize, or disinfect their classroom.** To support their brainstorming, you may go to lesson slides and show students 10 cleaning practices provided as examples.
- **Once all students have written (or drawn) their ideas for classroom cleaning practices, collect all their papers.**
- **Next, ask your students to choose which of the cleaning practices they want to add to the “Classroom Cleaning Spinner” by voting:**
 - Read the cleaning practices one at a time from students’ submitted papers.
 - Students give a thumbs-up if they want to add it to the poster.
 - Keep count of the number of thumbs-up for each practice and identify top six (6) with the most votes.
- **Write down on the “Classroom Cleaning Spinner” the six (6) top cleaning practices.** Alternatively, you may tape students’ papers on the spinner directly or use velcro dots. As a class, you may update your Classroom Spinner by taping new ideas on the spinner each week.
- **Attach the arrow with the chicago screw and place the poster within students’ reach.** You may use it to assign cleaning chores or responsibilities inside the classroom. Spin, clean, repeat!

Optional Extensions



- (15-20min activity) **GOAL SETTING & REFLECTION:**
Divide students into small groups, ask them to reflect and think on best ways to keep their classroom clean:
 - **What are some daily, weekly, or monthly cleaning goals we can have in the classroom?**
 - **What are some of the best practices for supporting healthy habits and well-being?**
 - **How can we support each other to keep our classroom clean?**
- (10-15min activity) **DISCUSS KEY DETAILS FROM TEXT:** **As a whole class or in groups, ask students to identify and discuss key details/information shared in Chapter 6 of your Minilabs Journal.**
- (20-30min activity) **“HOW TO” RECYCLING EDITION:**
Divide students into groups and ask them to research what the best recycling practices are. Once they have the information, they can present it to the classroom in the form of a poster or a slide.
- (20-30min activity) **BENEFITS OF COMPOSTING:**
Divide students into groups and ask them to research what composting is, its benefits for the environment, and why microbes are essential for composting. Afterwards, they can share with the class about their research findings and learnings.

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 - 10min



- **MULTIPLE CHOICE:** Go through the multiple choice questions from the slide deck to check your students' understanding. These questions were designed to reinforce their learning.
- **REFLECT TOGETHER:** Optionally, you may review definition of keywords with your students, challenge them to define the words, or draw a diagram in their journal (Appendix) to further define their meaning.

Take Home Activity

Suggested Time: 10 min



- **CREATE & PLAY:** In Module #3, there are thirty (30) copies of "Take Home" posters for students to take home, share with their grown-ups, and use as a resource to be reminded about positive hygiene habits that promote a healthy lifestyle.

Lesson Glossary

Below is a glossary of all keywords covered in Lesson #6. Please note that students can go to the Appendix of their Minilabs Journals to check out the glossary.

CLEAN

The act of removing dirt. Cleaning with soap does not kill microbes.

DISINFECTANT

Destroys microbes such as viruses, bacteria, and fungi on surfaces using chemicals, like chlorine.

SANITIZER

A product that reduces bad microbes from skin or surfaces.



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

Classroom Poster

<https://tinyurl.com/5dpzdkmy>

Spinner Arrow for Classroom Poster

<https://tinyurl.com/54jh5478>

Optional: Poster Supplement

<https://tinyurl.com/38xd5m8f>

Take Home Activity - Hygiene Poster

English: <https://tinyurl.com/42t5r7ux>

Spanish Translation: <https://tinyurl.com/38py248e>

Chapter 6 Only

<https://tinyurl.com/mry99hp6>



MATERIALS TO SOURCE

- 1 Chicago screw or paper fastener
- Paper
- Coloring and writing tools

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



Online Resources



SLIDES: LESSON #6

<https://tinyurl.com/4u4nab87>



SCHOOL-HOME COMMUNICATION PACK

<https://tinyurl.com/e9j4jdvf>



VIDEO: READ & WATCH CHAPTER 6

<https://tinyurl.com/5bxx4bjv>



E-BOOK: CHAPTER 6 ONLY

<https://tinyurl.com/3cuz4zmr>



PRINTABLE: CLASSROOM POSTER

<https://tinyurl.com/5dpzdkmy>

PRINTABLE: SPINNER ARROW FOR CLASSROOM POSTER

<https://tinyurl.com/54jh5478>

PRINTABLE: OPTIONAL - POSTER SUPPLEMENT

<https://tinyurl.com/38xd5m8f>

PRINTABLE: TAKE HOME ACTIVITY - HYGIENE POSTER

English: **<https://tinyurl.com/42t5r7ux>**

Spanish Translation: **<https://tinyurl.com/38py248e>**

PRINTABLE: CHAPTER 6 ONLY

<https://tinyurl.com/mry99hp6>

