



The Mysterious Case of the Germ



Prep **10** minutes



Activity **90** minutes*

OBJECTIVE:

To have students write a fictional mystery story using their knowledge of how germs spread and how to help prevent the spread of germs.

MATERIALS:

- *The Mysterious Case of the Germ* Activity (in PowerPoint)
- Internet access for students
- Computer access for students including clipart, digital photographs, and illustration tools
- Interactive whiteboard

EDUCATION STANDARDS:

Health: 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

*Divided into two sessions

Preparing the PowerPoint

Prepare *The Mysterious Case of the Germ* PowerPoint presentation by importing it into your interactive whiteboard software and personalizing with animation, photos, sounds, website links, etc. For those using the SmartBoard brand:

1. First, you need to have the Notebook program open.
2. Next, open your PowerPoint presentation.
3. Go to View, Slide Show.
4. Use this toolbar to move forward and backwards through your PowerPoint presentation.
5. If you would like to make additions or explanations in PowerPoint, pick-up a stylus and write over the slide show.
6. You can save directly into PowerPoint or into Notebook. Press the middle button on the toolbar and a popup menu will appear.
7. To save into Notebook, choose Smart Notebook from the options or if you would like to save into PowerPoint choose File, Save from the File menu.

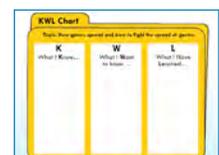
Use *The Mysterious Case of the Germ* activity to guide instruction. Encourage students to interact with the activity via the interactive whiteboard.

INSTRUCTIONS

1. Invite the class to write a collaborative mystery story about the spread of germs titled *The Mysterious Case of the Germ*. Emphasize that they will need to include some factual information about germs in their story.



2. Using the KWL chart, have students write what they already **Know** about germs and how they spread in the **K** column and what they **Want** to know about germs in the **W** column.



3. Have students investigate how germs spread. Click on each case report which will include the following links:

- <http://pbskids.org/dragonflytv/show/glogerm.html>
- <http://www.youtube.com/watch?v=4Ys-phgH9TY>





CLOROX CLASSROOMS

Keeping Kids Healthier at School and Home



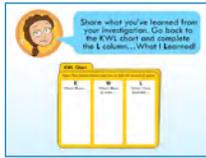
INTERACTIVE WHITEBOARD LESSON PLAN GRADES 3-5

4. Have student investigate further to see ways they can fight the spread of germs. Click on each case report which will include the following links:



- <http://www.youtube.com/watch?v=jnyGCboTrvc&feature=related>
- [http://streaming.teachertube.com/viewVideo.php?video_id=199106&title=Spread the Word Not the Germs](http://streaming.teachertube.com/viewVideo.php?video_id=199106&title=Spread%20the%20Word%20Not%20the%20Germs)

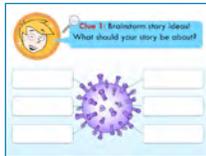
5. Have students return to the KWL chart on page 4 and complete the **L** column sharing what they've **L**earned about the spread of germs and prevention.



6. Invite students to use what they already know and what they learned to write a story about *The Mysterious Case of the Germ*.



7. Have students brainstorm ideas for their story and write them on the graphic organizer. Will the story be about a germ spreading throughout their school, making kids sick or the Clean Club preventing germs not to spread?



8. Introduce the Story Map. Have students suggest characters to include in their story and write them on the story map. Have students describe the setting, problem, and solution, and write those on the story map as well.



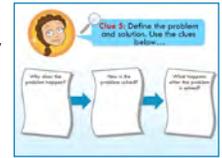
9. Have students further describe the characters. What is the character's name? What does the character look like? What does the character act like? How do the other characters feel about this character? Have students write or illustrate their answers on the story map.



10. Have students further define the setting. Where should the story take place? When should the story take place? Have students write their answers on the story map.



11. Have students discuss the problem and solution and complete the story map. Emphasize that there should be a progression from why the problem happens, how it's solved, to what happens after the problem is solved.



12. Introduce the plot diagram and explain that it is used to map the key points in the plot of a story.



13. Have students suggest a beginning, middle, and end for the story. Encourage them to think of the middle as the highlight of the action. Add any important actions leading up to the middle or toward the end to the thoughts on the diagram and circle the chosen beginning, middle, and end plots that the class decides to use.

14. As a class, write the opening paragraph of the story. Review the story starters on the page. When the paragraph is complete, model re-reading it and making any changes to improve it.



15. Throughout the day or week, as students finish other work or have free time, invite individuals or pairs up to the whiteboard to add to the story. First review the story rules:



- Read what was written before.
- Follow the story map and plot diagram.
- Include four facts about germs.

16. When the story is almost complete, gather students and re-read the story. Allow students to come up and add details or make other changes as agreed on by the class. Write the final paragraphs together as a class.

17. Re-read the story once more, this time looking specifically for mistakes in grammar or spelling. Have students come up to the whiteboard to make changes.

18. Finally, allow students to use clipart, digital photographs, or drawings to illustrate the story. If possible, publish the story to your school or classroom website.

19. As a review, have students take turns playing the games at:

<http://www.amnh.org/nationalcenter/infection/>

