



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

# **STEM FOUNDATION 3: Writing Across the Content Areas**

**Lesson Title: Germs  
English Language Arts Grade 1  
Lesson Plan Handout**

**Teacher Created Materials**  
PUBLISHING

## **Lesson Title: Germs**

### **Foundation 3: Writing Across the Content Areas**

#### **English Language Arts Grade 1**

<b>Arkansas Physical Education and Health Curriculum Framework</b>
Health and Wellness: HW.7.1.2—Describe ways to prevent the spread of germs and illness: Wash hands; Cover sneeze/cough; Bathing

<b>English Language Arts Common Core State Standards</b>
W1.2—Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W1.5—With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L1.5.d—Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L2.b—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.

## **Information Texts, Documents, & Mentor Texts**

- *Early Childhood Themes: Health and Safety*
- *Early Childhood Themes: Health and Safety* Vocabulary Concept Card—*soap*
- *TIME for Kids Nonfiction Readers: Staying Healthy*
- *Getting to the Core of Writing: Level 1*
- Go Wash Up by DoeringTourville
- Germes Make Me Sick by Marilyn Berger
- Germ Stories by Arthur Kornberg

## **Materials**

- |   |   |
|---|---|
| • Chart Paper                                 | • Mask                                  |
| • 3x5 Card                                    | • Mini Sink (such as from a doll house) |
| • Markers and highlighters                    | • Lotion                                |
| • Highlight Tape                              | • Glitter                               |
| • Writing Paper                               | • Bucket of water                       |
| • Class Book Cover                            | • Paper Towels                          |
| • Bag (for Mystery Bag Activity)              | • Spray bottle filled with clean water  |
| • Tissue Box                                  | • Empty toilet paper rolls              |
| • Soap—Pump & Bar                             | • Red and green construction paper      |
| • Hand Wipes                                  | • Post-it note tape (white)             |
| • Anti-Bacterial hand wash                    |   |
| • Gloves—1 Adult pair & 5 small or child size |   |

## **Objectives**

Students will investigate germs, the spread of germs, and how to reduce the spread of germs. Students will write an informative paper to demonstrate their knowledge of germs and the steps they can take to stop the spread of germs.

## **Overview of the Writing Process**

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This lesson is based upon the writing process model utilizing the five step process to include; prewriting, drafting, revising, editing, and publishing.

This lesson will incorporate Health, Language, and Writing Standards

- **Mentor Text:**
  - Instructor Model
  - Go Wash Up by Doering Tourville
- **Build Background**
  - Mystery Bag
  - Glittery Germs
- **Prewrite:**
  - Word Web
  - T-Chart
- **Drafting:**
  - Teacher Model- Chart paper
  - Drafting Mini-Lesson Topic Sentence Stem- GCW page 85
  - Drafting Mini-Lesson My Hand Plan GCW page 141
  - Drafting Mini-Lesson Drafting paper- *Highlight & Arrows*
- **Revising:**
  - Adjectives Differing Intensity
  - Revising Mini-Lesson- Awesome Adjectives- GCW- page 183; *Over the Shoulder*- highlight and 3x5
- **Peer Editing:**
  - Heads-Up, Stand-Up, Shoulder-Up-GCW- page 43 with 3x5
- **Editing:**
  - Punctuation
  - Perfect Punctuation- GCW- page 240; I Spy, highlight tape with mentor text
- **Publish:**

Students will publish their informative writing in a class book.

## **Essential Question**

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How can we reduce the spread of germs?

## **Standard Introduction**

The teacher will introduce the health standard.

## Procedures

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# BUILD BACKGROUND

### *Mystery Bag:*

The Mystery Bag strategy helps students develop oral language skills by sparking conversations about a topic. The teacher fills a bag with objects relating to an upcoming lesson or unit. As the teacher pulls each object from the bag, students identify and discuss it. They are encouraged to draw upon their experiences with or knowledge about the object. As the teacher continues to pull objects from the bag the students try to determine how the objects are related and why the objects are in the same category. During this lesson the teacher will model categorizing the objects using a whole class Semantic Map on chart paper. The teacher will write the names of the objects pulled from the bag. The Semantic Map will also serve as a Vocabulary Word Wall for the writing lesson.



The teacher will introduce the text to the students, “I am going to read you some information before we go to do our experiment. This will help us to understand our experiment.” The teacher will then read page 6 paragraph one of Healthy Habits, Healthy You to students.

### **Guided Investigation**

#### ***Glittery Germs (outdoor activity):***

The students will first see how germs spread from person to person. The experiment begins by having the students apply lotion evenly to their hands. Half of the students will then be given a small amount of glitter in one hand and will be instructed to move the glitter around in that one hand. The students will have 2 minutes to shake hands with at least 4 class members (2 boys and 2 girls). The students will gather as a group and examine their hands. They will then try to use a dry paper towel to remove the excess glitter. A student will be selected to dip their hands in the bucket of water. Students will examine the selected student’s hands after they have been immersed in water. Students will then discuss as a group the ways they can remove the glitter

from their hands. The teacher will read page 6, paragraph 2 Healthy Habits, Healthy You to students. Students will then wash their hands with soap and water in the sink to remove the glitter.

## PREWRITE

1. Teacher will read the text *Germs Make Me Sick*. The teacher will “pretend” sneeze and cough on students while simultaneously spraying clean water over their heads from a spray bottle.
2. The teacher will facilitate discussion and use a T-Chart to scribe the information discussed. The discussion will state the essential question and other questions bulleted below.
  - What are germs?
  - What can germs do to us?
  - What are some ways to prevent spreading germs?
  - How can we get rid of germs on our hands and other places?

### Germ Information

Germs are very small

Take baths

Wipe desks

Sneeze in your sleeve

Cover your cough

Germs can make you sick

The goal of this discussion is to identify, illustrate and scribe the concept of germs, how germs are spread and the steps/solutions students can take to reduce the spread of germs and stay healthy. What else can you do to stop the spread of germs? Wash your hands before you eat, before you cook, after you blow your nose, after using the bathroom, after playing outside, before and after you see a sick friend. Germs may be on desks, pencils, doorknobs, telephones, etc.

3. **Introduce Writing Standard:** Explain to the students, “Today we are going to write an informative text about our science topic. Explain in student-friendly language the standard and its meaning. Write the student-friendly standard on the board and ask them to read it aloud with you. Explain that the topic of your informative writing text is germs. Your goal is to write about what you have learned about germs.

# GUIDED DRAFTING

## Mini-Lesson: My Hand Plan

(Use Getting to the Core of Writing Rubric page 239 to set writing expectations.)

1. The teacher will then introduce My Hand Plan (Getting to the Core of Writing page 141).

A graphic organizer titled "My Hand Plan" designed to look like a hand. The thumb is labeled "Topic". The four fingers are labeled "Detail". The wrist area is labeled "Wrap-up". At the top, there are fields for "Name:" and "Date:". Below the title, it says "Directions: Use the hand below to help you plan your writing." The bottom of the hand shape has a small copyright notice: "© 2005 by Linda Ward Beech, Scholastic Teaching Resources".

2. The graphic organizer My Hand Plan requires the students to write the topic (modeled previously), details, and a wrap-up (conclusion). The teacher will complete a My Hand Plan with student involvement. *You will be writing your germ informative text with a topic sentence.* The topic sentence will be modeled for the class.
3. Whole Class Topic Sentence—*Germes are small living things that can make us sick.* This will be written on a sentence strip.
4. The class will review the key terms and T-bar information.

## Guided Drafting Mini-Lesson

1. **Introduce Sentence Stems**—Using Grade One Getting to the Core of Writing teacher will introduce Sentence Stems page 85. Sentence Stems include, *I learned, Germes are, Germes can, I will, I can, You should, Everyone should,* etc...
2. The teacher will then draft a “mentor paragraph” using the topic sentence, sentence stems, and a conclusion. (The “mentor paragraph” will introduce the concept of writing on every other line [where the arrows point] to allow for editing later in the lesson.)

A template for drafting a mentor paragraph. It features a series of horizontal lines for writing. On the left side, there are four red arrows pointing to the second, fourth, sixth, and eighth lines, indicating where to write. Each line has a yellow highlighter box above it for notes or corrections. At the top, there is a field for "Name: \_\_\_\_\_".

3. Students will use the Heads-Up, Stand-Up, Shoulder-Up (Getting to the Core of Writing page 43) strategy to share details for their paragraph with a partner. Students stand up, find a partner, and share their details. When the students are ready for the teacher to hear their details they stand shoulder to shoulder as a signal.
4. The students will be released to their seats when they have offered the teacher at least two details for their paragraph. (This detail sharing with the teacher is the students' "ticket to write", and an opportunity to check for understanding in a quick informal assessment.)
5. Explain to the students what to do if they get stalled in the writing process. *Now, if you get stuck, what can you do? You can look at the pocket chart, the word bank, and sentences frames. You can also come up and look at the sample paragraph I made. If you want to write a word that you are not quite sure how to spell, you can sound out the word and do your very best sound spelling. If you have done all those things, and you still need assistance you may turn your red flag at your seat. I am also going to be coming around and working over your shoulders to read your paragraphs as you write. Now, when you finish your writing be sure to read your paragraph all the way through at least one time. You may find that you can do some of your very own fix ups and that is called editing your own work. A very high level of expertise is required to edit. After you have read your whole writing piece and perhaps made an edit to your work you may take one of the books from the book basket on your table.*

## Independent Draft

1. Using the drafting paper, the vocabulary word wall, the sentence stems, the teacher model text, content from the lesson and guided investigation students will work independently to complete their informative writing on the topic of germs.
2. While the students are drafting the instructor conducts individual conferences, highlighting adjectives, and writing the adjectives on 3x5 cards for each student. These will be used during the "adjectives with differing intensity" focus in the revising portion of the writing process lesson.

## Revise

### Mini-Lesson

1. Students will bring their 3x5 cards to the revision lesson. The teacher will teach the mini-lesson Awesome Adjectives from Getting to the Core of Writing Grade One page 183. Each 3x5 card will be placed in the pocket chart with a more "intense adjective" paired to it.
2. The teacher will model covering up an adjective with post it tape on the "mentor paragraph" and replace the adjective with a more intense adjective.
3. The students will use the Heads-Up, Stand-Up, Shoulder-Up strategy from Getting to the Core of Writing page 43 to decide which new intense adjectives they will replace on their drafts.



## **Independent Revising**

Students will return to their seats to revise one adjective in their written text.

## **Edit**

### **Mini-Lesson**

1. The teacher will use Perfect Punctuation from Getting to the Core of Writing page 240, the mentor text *Go Wash Up*, and highlight tape to reinforce proper punctuation in writing.
2. Students will receive the Perfect Punctuation Chart from Getting to the Core of Writing page 242.

## **Independent Editing**

1. Students will return to their seats to check for final punctuation on their written drafts.

## **Publish**

### **Mini-Lesson**

1. When the students have completed their revising and editing they will signal to the teacher that they are ready for the final adult edit by “Raising the Green Flag” at their desk.
2. The teacher will have a mini conference to ensure all the corrections have been made.
3. Each student will complete the “My Writing Checklist” (Getting to the Core of Writing page 239) with the teacher.
4. The student will be given a clean final draft paper to publish their paragraph. (This last step of the publishing process may require a mini lesson depending on the students’ expertise in writing transfer.)

## **Technology Options:**

The Semantic Word web can be modeled using a power point Smart Art graphic organizer with timing animation structured to replicate the removal of items from the Mystery Bag.

Teachers can show the video clip Soap.mp4 from Early Childhood Theme Kit *Health & Safety* pg. 62

The students may publish their work electronically in a word template.

# Mystery Bags

## Standards

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Grades 1–2 (McREL Language Arts Standard 8.5)

Grades 3–5 (McREL Language Arts Standard 8.6)

Grades 6–8 (McREL Language Arts Standard 8.5)

## Background Information

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### What Is It?

The Mystery Bags strategy (Yopp, Yopp, and Bishop 2009) helps students develop oral language skills by sparking conversations about a topic. The teacher fills a paper bag with objects that relate to an upcoming lesson or unit. As the teacher pulls each object from the bag, students identify and discuss it. They are encouraged to draw upon their experiences with or knowledge about the object. For example, if a newspaper is drawn from the bag, students would name the object and discuss its use. This process is repeated with a second object in the bag. Then students try to figure out how the two objects are related and why both items are in the same bag. This process continues with all of the objects in the bag.

### When Do I Use It? Why Do I Use It?

The Mystery Bags strategy should be used at the beginning of a unit to activate prior knowledge and build background knowledge. Real objects, not just pictures, are used so that students can see and touch them. This hands-on, kinesthetic activity is excellent for English language learners because it provides them with objects to connect to the words they are learning. The mystery about the objects in the bag, the opportunity to see and touch the items, and the time given to discuss them generates great interest in a new topic.

### Materials

- paper bag filled with items related to an upcoming unit of study

### Directions for the Teacher

- 1.** Read the strategy steps for your grade span (grades 1–2, grades 3–5, or grades 6–8).
- 2.** Refer to the example provided for your grade span. You may also refer to the examples from other grade spans to see how the strategy can be used with different vocabulary words, at different grade levels, and for various units of study.
- 3.** Choose the general academic and/or specialized content words you want to focus on in your language arts lesson. You can refer to your content standards or textbook as a guide. Or, refer to the appendices for lists of suggested specialized content and general academic words to help you plan your lessons.
- 4.** Teach the strategy as outlined, using the words you have chosen. Refer to the Differentiation section for strategies for meeting the needs of all learners.

# Grades 1–2

## Unit of Study: Genres in Writing

McREL Language Arts Standard 1.7

### Strategy in Action: How Does It Work?

1. To prepare for this lesson, decide on the topic of focus for the mystery bag. Gather objects related to the topic and place these items in a bag. Make a list of vocabulary words that you want students to know, based on the topic. These can be specialized content (SC) and/or general academic (GA) words.

In this sample lesson, the teacher is introducing a unit on genres in writing and selects the following specialized content (SC) and general academic (GA) words:

SC	<i>friendly letter</i>	<i>narrative</i>	<i>poem</i>
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GA	<i>type</i>
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2. To begin the lesson, gather students so they can all easily see the mystery bag. Don't tell students the new topic of study. This is what keeps the "mystery" and keeps it exciting!  
In this sample lesson, the teacher has placed the following items inside the mystery bag: a friendly letter written to the class, a personal narrative written by the teacher, and a copy of a poem.
3. Pull one object from the bag. Ask students to identify the object. Then encourage students to describe the object and explain what they know about it. Students should draw upon their experiences with and/or knowledge about the object. Pass the object around so that all students can see and touch it.  
In this sample lesson, the teacher pulls the first object (a friendly letter written to the class) from the bag and passes it around the class. Then the teacher calls on several students to identify and describe the object—what it is, how it is written, who reads it. When students seem to run out of ideas, the teacher uses prompting questions to help them share more of their background knowledge.
4. Remove a second object from the bag and pass it around the class. Ask students to identify the object. Then encourage students to describe the object. This time, ask students to try to explain how the two objects are related.

In this sample lesson, the teacher pulls the second object (a personal narrative written by the teacher) from the bag and passes it around the class. The students tell what they know about it (e.g., is a true story, is a written text). Then students explain how the two objects are related (e.g., both are types of writing).

5. Continue this discussion until all of the objects have been pulled from the bag, passed around, named, and discussed. Write the following question words on the board: *What? When? Where? Why? Who? How?* Encourage students to use these words to ask questions about the objects. Record the list of questions on the board.  
In this sample lesson, students' questions include the following: What other types of writing are there? What are the parts of a letter? How are letters different from stories?
6. Ask students to try to name the new topic of study, based on the collection of objects. Once the topic has been identified, write this topic on the board. Then review each object in the bag and name the academic vocabulary word(s) associated with it.  
In this sample lesson, students determine that the new topic of study is genres in writing, which the teacher writes on the board before discussing the academic vocabulary words related to the objects in the bag.
7. Finally, ask students to brainstorm other vocabulary words associated with this topic, using the objects from the bag for ideas. Write the words that students come up with on the board and use the list as a reference throughout the unit.  
In this sample lesson, students come up with a list of the following words: *story, fantasy, invitation, and tale.*

### Example

- a friendly letter written to the class (*friendly letter, type*)
- a personal narrative written by the teacher (*narrative, type*)
- a copy of a poem (*poem, type*)

## Differentiation

### Above-Level Learners

Ask students to sort and classify the objects into subgroups and then explain their reasoning for sorting this way. Ask students what other objects could be added to the bag and to describe why these additional items make good connections.

### English Language Learners

Pass around the objects from the bag. As each student holds an object, say the name of the object. Ask students to repeat the names of the objects. Then use the name of each object in a sentence and ask students to repeat after you.

### Below-Level Learners

Work with a small group of students to provide additional background information about the unit of study. Read a book with strong picture connections to explain the topic. If possible, show short movie clips from the Internet.

# Clean Up Your Germs

Mrs. Shaffer's First Grade Class



Name: \_\_\_\_\_

## Semantic Word Map

A blank concept map template. It features a central oval with eight lines radiating outwards to the top-left, top-right, left, right, bottom-left, bottom-right, and bottom. Surrounding the central oval are horizontal lines for writing: four on the top-left, four on the top-right, four on the left, four on the right, and five at the bottom. The entire template is enclosed in a rectangular border.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Hand Plan

**Directions:** Use the hand below to help you plan your writing.

**Detail**

**Detail**

**Detail**

**Detail**

**Topic**

**Wrap-up**




Name: \_\_\_\_\_





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Perfect Punctuation Chart

	<b>period</b>  stop sign for a telling sentence	I like to ride bikes. My bike is blue.
	<b>question mark</b>  stop sign for an asking sentence	Do you like bikes? Where is your bike?
	<b>exclamation point</b>  stop sign for an emotion sentence	Hooray! Let's go riding!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Writing Checklist

- ☐ Did I put my name on my paper?

Juan

- ☐ Did I start my sentences with a capital letter?

My mom likes cats.



- ☐ Did I end my sentences with punctuation?

. ! ?

- ☐ Did I use good spacing?

The dog

- ☐ Did I spell my words correctly?

- ☐ Did my story make sense when I read it?



\_\_\_\_\_

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

By, \_\_\_\_\_