

# **Grade 5 Sample Lesson Plan: Disease Prevention**

#### **Objectives/Goals**

- The student will identify ways to prevent the spread of communicable diseases
- The student will create a product to educate others on preventing the spread of communicable diseases

#### **Materials**

• Performance Task: Prevent the Spread of Disease Performance Task

#### **Procedure**

- Review the steps of the performance task before introducing it to your students.
- Pass out a copy of the performance task to each student and review the expectations.
   Provide due dates for each step of the performance task.
- Once their projects are complete, decide if you are going to let each group administer their product.

#### References

Mary McCarley, 2018

#### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

# **Prevent the Spread of Diseases Performance Task**

Imagine that cold and flu season has plagued the students at your school. Your mission is to educate other students on germs and how to prevent the spread of diseases. Complete each step of the performance task and use the rubric to guide you.

## **Step 1: Research and Summarize**

Do research on the following topics:

- Places and objects within the school that carry a lot of germs
- Strategies to prevent the spread of germs within the school

Summarize your research. Write a ½ page summary about what you learned from your research.			

## **Step 2: Survey Others**

Survey 5 students from another grade level to find out what they know about germs and ways to prevent the spread of germs. Encourage them to state as many answers as they can. You will record their answer on the survey. Do not record their name.

Student	Grade	Where are common place germs are found in school?	What are things that you can do to prevent the spread of diseases?
Student 1			
Student 2			
Student 3			
Student 4			

Student 5		

## **Step 3: Collaborate and Summarize**

In small groups of three, share your survey results with your group. Consider the following questions:

- How much do the students know about germs and preventing the spread of germs? What grade levels know more and which know less?
- What did the students know about places or objects that carry a lot of germs in school?
- What did the students know about strategies to prevent the spread of diseases?
- How did your survey results compare or contrast to your group members results?

Write a ½ page paper summarizing and reflecting on your survey results and your group members' results. Consider the questions listed above as you write your paper.				
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### **Step 4: Create a Product**

As a small group, discuss how you could educate students at your school on germs and prevention strategies and advocate for healthy students. Think about if you are going to target the whole school, a specific grade level, or a class. Choose one of the following product options from the Product Choice Board.

Posters	Flyers	Brochures	
School blog or newspaper article	Student Choice	Public Service Announcement Video on the Morning Announcements	
Education Website with QR codes around School	Labels or Signs around School	Class Presentation with Presentation Slides	

Include the following in your product:

- 5 or more common places or objects that germs are found in school
- 5 or more strategies to prevent the spread of diseases
- Add pictures and color to enhance your product (if applicable)
- Other information on germs

# Step 5: Make a Difference

With teacher permission, use your product to educate other students at your school. Make a difference and prevent the spread of diseases!

## **Performance Task Rubric**

	Great Work 4	Good Job 3	Getting There 2	Not Quite 1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not met.	More than one requirement was not met.
Content	Information is accurate and indepth with details. Content knowledge is excellent.	Information is accurate. Content knowledge is good.	Most of the information is accurate but contains some factual errors. Content knowledge is below average.	Information includes several factual errors. Content knowledge is minimal.
Organization	All work is neat and information is easy to understand.	Most work is neat and easy to understand.	Some work is neat and easy to understand.	Work is not neat and difficult to understand.
Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are some mistakes in grammar, punctuation, or spelling.	There are several mistakes in grammar, punctuation, or spelling.	Product has little or no punctuation and/or correct spelling. Content is unclear due to excessive errors.

Work show exceptional effort, planning, and pride.  Work shows good effort, planning, and pride.  Work shows good effort, planning, and pride.	ork shows nimal effort, anning, and de
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#### **Grading Rubric**

20= 100%

19= 97%

18= 94%

17= 91%

16= 88%

15= 85%

14= 82%

13= 79%

12= 76%

11=74%

10= 71%

9= 69%

8= 66%

7= 64%

6= 62%

5= 60%