

Covid-19 Lesson Plan



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Covid-19 Lesson Plan



Content Area: Health, Science, Fine Arts

TEKS: [4th Grade*](#)

*Grade Level: This lesson can be adapted to any grade level. Where possible, original documents are provided to allow for adjusting to different levels of ability.

Objectives:

Objective 1: Students will describe at least three differences between Covid-19 and the flu.

Objective 2: Students will describe at least three ways to keep themselves and others safe during a pandemic.

Objective 3: Students will learn meanings and signs for new words, the spelling of those words, and use their newly-acquired vocabulary as appropriate.

Objective 4: Students will complete a safety poster fulfilling requirements to a minimum level of 3 out of 4 on the rubric.

Materials needed: One copy of "A Kids Book About Covid-19" for each student (printed or on device)

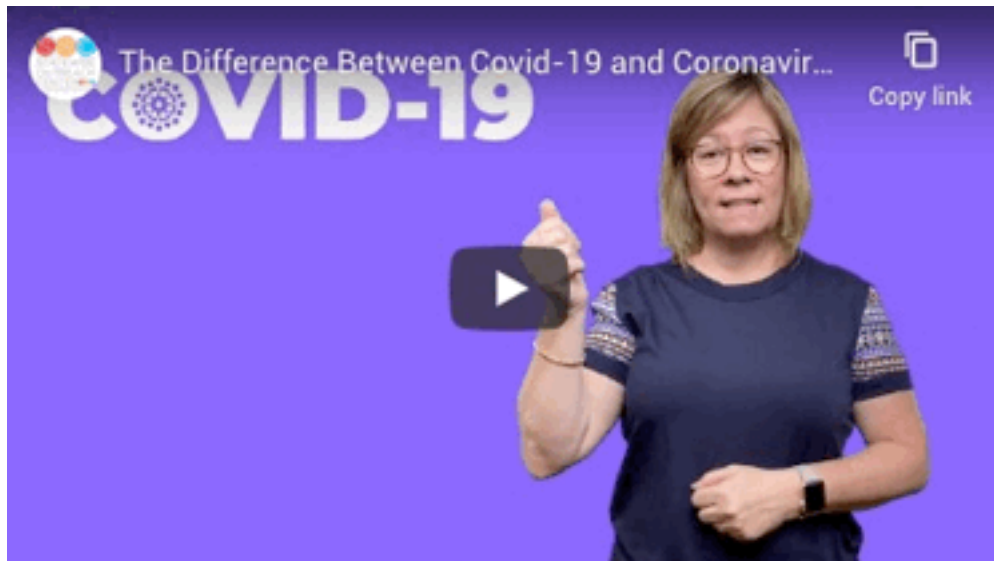
Activating Prior Knowledge

Prior to showing the video, ask students: What do you know about Coronavirus?

- Students can work in small groups to make a list or work individually.
- Have students compare and combine lists to make a full list for the class.

Digital alternative: Create a [Padlet](#) page and have students post their answers and compare their answers with what other students have written.

The Difference Between Coronavirus and Covid-19



After watching the video, have students refer back to their lists and made additions or adjustments as needed. Leave the list visible so students can continue to add to the list throughout the lesson.

https://www.youtube.com/watch?v=J7EdSDL_wQM&feature=emb_logo

Drag and Drop Activity

Have students complete the Coronavirus and Covid-19 drag and drop activity below. Alternatively, you can print the activity and have them complete as a worksheet.

[Copy the activity](#) to your own Google Drive. When distributing to your students, they can also copy the activity to their Drives. To print as a worksheet, download the pdf below:

[Download File](#)

Vocabulary

Vocabulary Activity 1:

[Vocabulary Videos](#)

Students watch the videos and make a list of signs they didn't know before watching.

Using [Flipgrid](#), students create a video to teach other students at least three of the vocabulary words they learned. (You may want to assign the words, so there is no repetition.)

Vocabulary Activity 2: Quizlet

Have students go to [Quizlet.com](#) to practice vocabulary words from the book. Teachers who have an account can copy the quiz to their classroom set. To sign up for a free account, [visit the Quizlet website](#).

Vocabulary Activity 3: Worksheets

Download and distribute worksheets to students:

[Matching Game](#)

[Vocabulary Matching](#)

[Coloring Sheet](#)

[Vocabulary](#)

A Kids Book About Covid-19



[A Kids Book About](#) is a publishing company created by author Jelani Memory. The mission of A Kids Book About is to make kids books that matter about the "challenging, empowering, and important topics that kids experience every day." The company has offered *A Kids Book About Covid-19* by Malia Jones as a free download from their website. The book is available in English and Spanish, and a printable (and colorable) version is available as well. Download a copy of [A Kids Book About Covid-19](#) to each student device or print a copy for each student.

Meet Your Storyteller: Avonne Brooker-Rutowski



<https://youtu.be/NHEV91KV5Qo>

A Kids Book About Covid-19

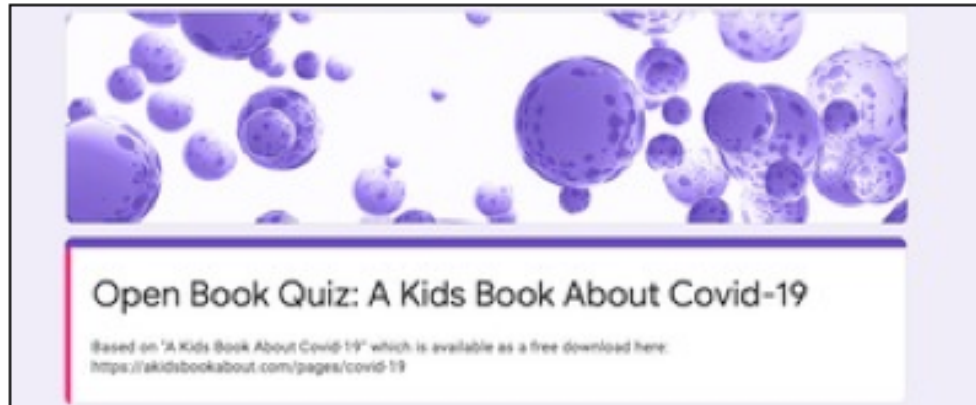


<https://youtu.be/yKnHcJr7nw8>

Make sure you have provided each student either a digital or printed copy of [A Kids Book About Covid-19](#) so they can follow along with the video.

Reading Activities

Individual or Group Activity: Open Book Quiz



[Copy the quiz](#) into your own Google Drive. Note: you will be able to modify after copying.

To print as a worksheet, download the pdf below. To modify and print, download the Word document below.

[Open Book Quiz A Kids Book About Covid-19.pdf](#)

[Open Book Quiz A Kids Book About Covid-19.doc](#)

Individual Activity: Book Review



[Copy the activity](#) into your own Google Drive.

Publishing opportunity: Once students have completed the activity, have them go to Scholastic.com ["Share What You're Reading"](#) to submit their review.

To print as a worksheet, download the pdf below or Word document below.

[Nonfiction Book Review.pdf](#)

[Nonfiction Book Review.doc](#)

Gratitude Journal



According to practitioners at the Mayo Clinic Health System, practicing mindful thankfulness is one way to boost spirits, feel happier, and enhance overall health. They also suggest that in addition to daily journaling, individuals complete at least one act of kindness each day.

Whether at home or in the classroom, adults can help students cope with stress by keeping them focussed on being thankful. The templates below can help you get your students started. Try reserving a specific time each day and setting a goal of 30 days to get your students in the habit. Some teachers practice "Mindful Monday" and have students journal at the beginning of each week.

If your students need help getting started, CreativeChild.com offers a [month of prompts and random acts of kindness](#).

See the Materials section for pages you can print and use in your classroom.

Hand Hygiene Experiment

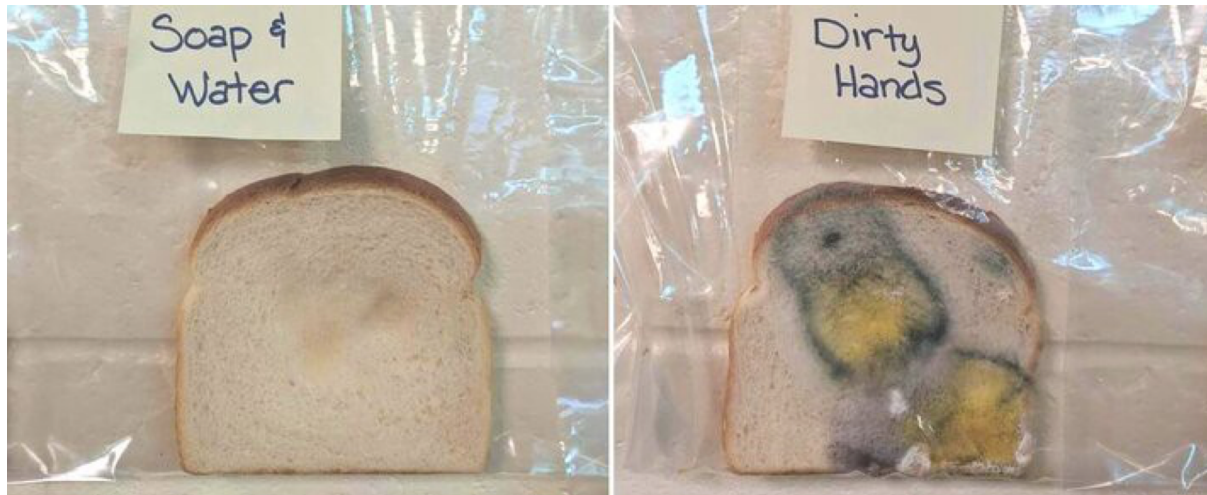


Photo by Jaralee Annice Metcalf. Used with permission.

Demonstrate the importance of hand washing with the Hand Hygiene Experiment.

Note: The length of time will depend on the number of preservatives in the bread. The fewer preservatives, the faster the results.

What you'll need:

- Five slices of bread (the kind from a bakery or homemade works best — the fewer preservatives, the better)
- Five resealable bags
- Something to label bags: Permanent marker, sticky notes, etc.
- Tongs (or a way to get bread from the bag without touching it)

Instructions:

1. Label each of the bags:

- Control
- Dirty Hands
- Hand sanitizer
- Soap and Water
- Computer Keyboard or mobile device

2. Use tongs to place one slice of bread in the “control” bag without touching it. Seal and label the bag. 3. Have students go around the room or house touching doorknobs, handles, etc. Use tongs to remove a second slice of bread and have students handle the bread. Place bread in a bag. Seal and label the bag.

3. Have students use sanitizer, then use tongs to remove another slice of bread and have students handle it. Place bread in a bag. Seal and label the bag.

4. Have students wash hands for 20 seconds using soap and water. Use tongs to take another slice of bread from the bag and have students handle the bread. Place the bread in the bag and seal it.

5. Use tongs to remove another slice of bread and rub the bread across a computer keyboard or mobile device. Place bread in a bag. Seal and label the bag.

6. Use tongs to remove another slice of bread and rub the bread across a computer keyboard or mobile device. Place bread in a bag. Seal and label the bag.

7. Place all the bags in a cool, dry place.

8. Have students check the bags daily and write down their observations (do not remove the bread from the bags). In a few days, mold should start to appear.

9. Have students use the observation sheet to record their observations.

Include:

- Which slice of bread gets moldy first.
- Which grows the most mold.
- Which produces the least.
- Measurement of mold each day.
- Students can also keep a photo diary by taking pictures of the bread each day to observe the changes over time.

[Hand Hygiene Experiment Observation Form](#)

[Hand Hygiene Experiment Observation Form K-2](#)

Culminating Activity: Inform the Public!

Students create a poster* to inform their school, club, or community about how to protect against Covid-19.

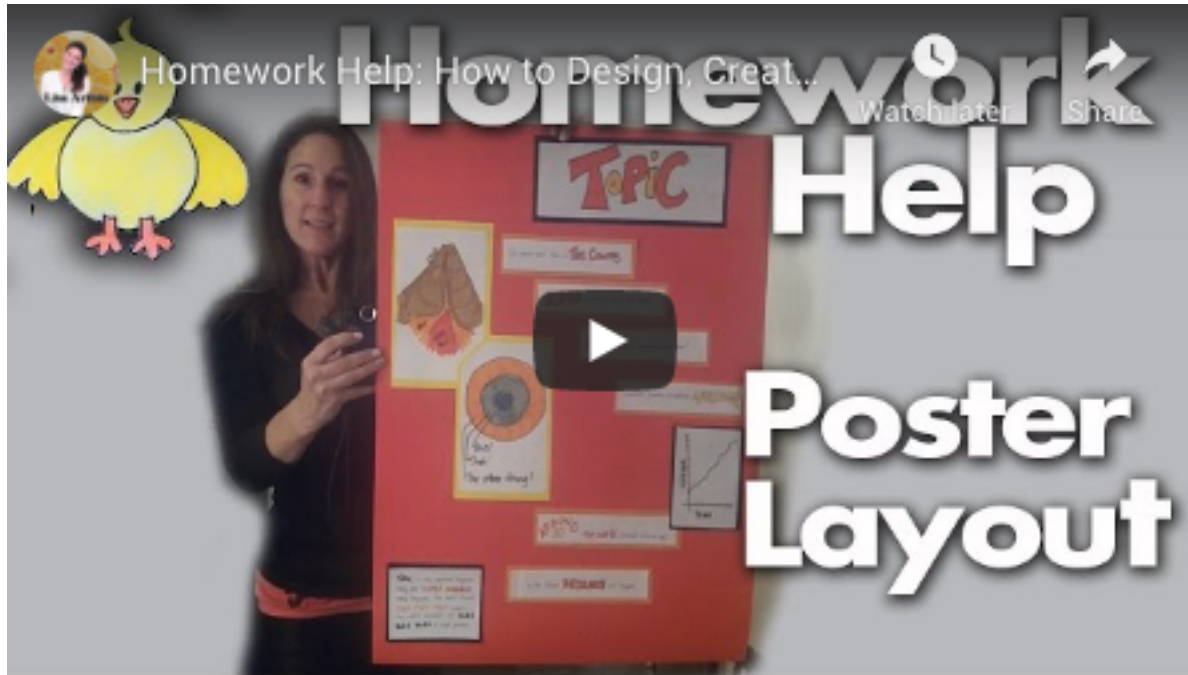
*You could adapt this idea to a video, a brochure, or any other form of media. You could also expand the unit to include creating a public service announcement (PSA). This [tip sheet](#) will help explain what a PSA is and how to make one.

Individual and/or Small Group Activity: Poster Brainstorming

1. Students brainstorm on their own or with a partner or small group. The goal of the brainstorm is to decide on a subject for their poster and how they will design it--the words they will use, images/pictures they can use, etc.
2. Next, students will create a rough draft of their posters using a pencil and a blank sheet of paper.



Video and Discussion: How to Create a Poster



<https://youtu.be/FRwFrsple5s>

1. After watching the video, discuss with students what they liked about the finished poster and what they learned that they could use with their own.
2. Next, students will update their rough draft of their posters using what they learned from the video.

Design Using C.A.R.P.

Students as young as kindergarten can learn the basic elements of design using C.A.R.P. (Contrast, Alignment, Repetition, and Proximity)

[Read this post](#) by Jocelyn Sutherland to see how she worked with teachers and students to teach design concepts to elementary students. Depending on the level of your students, you could

- introduce them to the free *Apple Book Design Secrets Revealed: Teaching Students the Principles of Design* by Keri-Lee Beasley or
- use [Pana Asavavatana's](#) ebooks to teach to younger students and/or
- present and discuss the elements of C.A.R.P. using the documents below and videos on the next page.

[Download File](#)

Basics of C.A.R.P.



<https://youtu.be/MOjR6IApbbE>



<https://youtu.be/9ZfdFBf-03g>

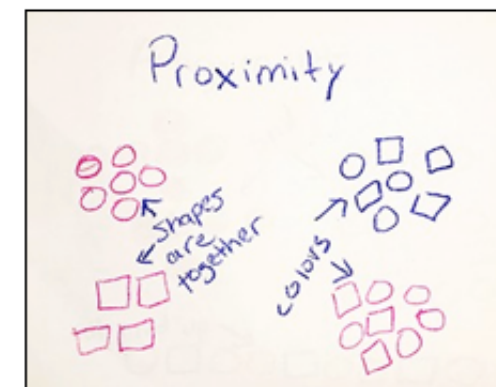
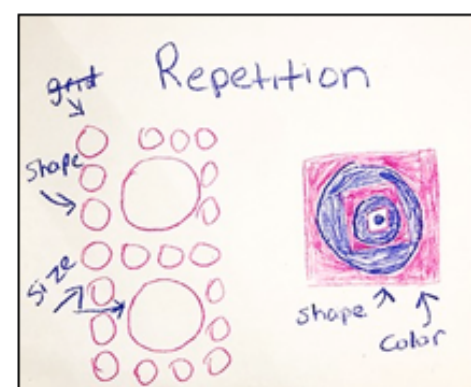
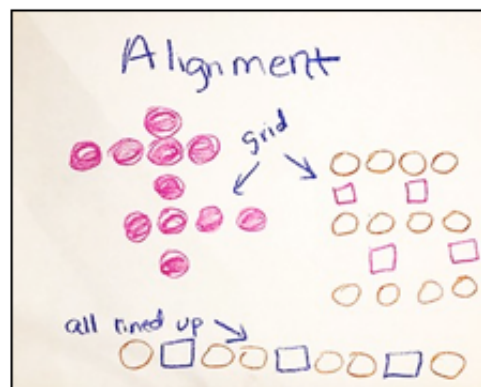
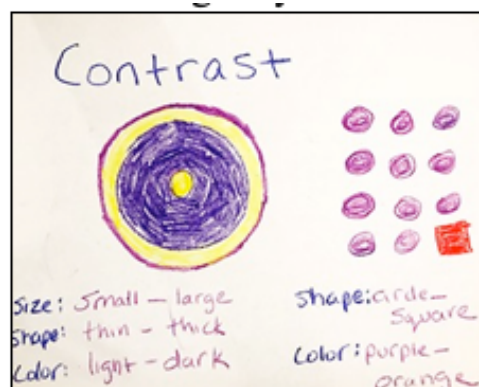


<https://youtu.be/qQjRZiD9xVE>



<https://youtu.be/YqyvoZi1W-0>

After introducing students to the concept of designing using C.A.R.P., have them practice on blank sheets of paper with just a few different colors and drawing only circles and squares. Student examples are below.



Final Project Instructions

Directions

1. Choose one of the rubrics below to use with your students.
2. Present the rubric and go through each of the expectations.
3. Have students update their rough draft one more time.
4. Next, have students work in groups to critique the rough drafts and support each other's learning of the design concepts.
5. Give time for students to complete their finished posters either at school or at home.

Rubrics:

[Poster Project Rubric](#)

[Poster and Design Project Rubric](#)

Extension Activities

Grades 6-12: Access [this lesson from Lifelike](#) that explains the difference between Covid-19 and the flu. Links to 3-D models, questions, and learning activity.

Grades K-2: Download and distribute the COVID-19 Activity Book

www.hopkinsmedicine.org/johns-hopkins-childrens-center/patients-and-families/documents/covid-19-resources-for-families/covid-19-activity-book.pdf by John Hopkin's Children's Center.

Covid-19 Time Capsule Lock Down Diary

Coronavirus Social Story: <https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html> and [https:// socialstorycenter.com/english/](https://socialstorycenter.com/english/)

Free ebooks: <https://nycdoe.libguides.com/COVID-19ebooks/free>

Check out Houghton Mifflin Harcourt's [page of grade-specific activities](#) on stopping infectious diseases.

Materials

Most material found in the lesson plan has documents you can download from our website at [TexasDeafEd.org](https://www.texasdeafed.org).

However, many of those materials have also been included here for your convenience.

§112.15. Science, Grade 4, Adopted 2017.

(2) Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:

- (A) plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions;
- (B) collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps;
- (D) analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;
- (F) communicate valid oral and written results supported by data.

(4) Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry. The student is expected to collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.

§117.114. Art, Grade 4, Adopted 2013.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
- (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) integrate ideas drawn from life experiences to create original works of art;
- (B) create compositions using the elements of art and principles of design; and

§115.6. Health Education, Grade 4.

(1) Health information. The student recognizes ways to enhance and maintain health throughout

the life span. The student is expected to:

(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe how health behaviors affect body systems; and

(5) Health behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) set personal-health goals for preventing illness;

(C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and

(6) Influencing factors. The student comprehends factors that influence individual, family, and community health.

Open Book Quiz: A Kids Book About Covid-19

Based on "A Kids Book About Covid-19" which is available as a free download here:

<https://akidsbookabout.com/pages/covid-19>

* Required

1. This book is written by *

5 points

2. A Social Epidemiologist is someone who *

5 points

Mark only one oval.

- ☐ studies hippos.
- ☐ studies how human diseases spread.
- ☐ studies insects.

3. COVID-19 stands for *

5 points

Mark only one oval.

- ☐ Corona virus disease 2019.
- ☐ Coronavirus 2019-2020.
- ☐ Coronavirus.

4. When did the disease start? *

5 points

Mark only one oval.

☐ 2018

☐ 2019

☐ 2020

5. A pandemic is *

5 points

Mark only one oval.

☐ a disease that happens in only one town.

☐ a disease that pandas get.

☐ a disease outbreak that is happening all over the world.

6. Covid-19 is caused by *

5 points

Mark only one oval.

☐ a virus

☐ the flu

☐ eating too much squid

7. Coronavirus can cause (check all that it can cause) *

5 points

Check all that apply.

☐ fever

☐ hunger

☐ cough

☐ people to look like hippos

☐ stuffy nose

☐ headache

8. Coronavirus is just like the flu. *

5 points

Mark only one oval.

☐ True

☐ False

9. A vaccine is *

5 points

Mark only one oval.

☐ medicine that makes you sick

☐ medicine that keeps you from getting a virus

☐ medicine that makes you hungry

10. Covid-19 spreads faster than the flu. *

5 points

Mark only one oval.

☐ True

☐ False

11. Covid-19 is not as dangerous as the flu. *

5 points

Mark only one oval.

☐ True

☐ False

12. People can get coronavirus from *

5 points

Mark only one oval.

- ☐ Snot
- ☐ Playing in the dirt
- ☐ Going barefoot in the rain

13. Germs are *

5 points

Mark only one oval.

- ☐ examples of atomic bombs
- ☐ tiny particles of dirt
- ☐ tiny particles that can cause you to get sick

14. Examples of germs are (check all that apply) *

5 points

Check all that apply.

- ☐ viruses
- ☐ tiny atomic bombs
- ☐ bacteria
- ☐ tiny particles of dirt

15. Germs can be found (check all that apply) *

5 points

Check all that apply.

- ☐ on door handles
- ☐ on tables
- ☐ on tablets
- ☐ on pencils
- ☐ on sandwiches

16. Droplet transmission is when viruses catch a ride on *

5 points

Mark only one oval.

- ☐ a plane to Hawaii
- ☐ sandwiches
- ☐ small drops of spit or snot

17. According to the book, how can kids help (check all that apply)? *

5 points

Check all that apply.

- ☐ Don't pick your nose.
- ☐ Don't put your hands in your mouth.
- ☐ Don't put your toes in your mouth.
- ☐ Wash your hands.

18. Cocoon means *

5 points

Mark only one oval.

- ☐ Sticking close to home and not spending time near other people.
- ☐ Another word for a baby raccoon
- ☐ Eating out at different restaurants

19. If we work together (check all that apply) *

5 points

Check all that apply.

- ☐ We will be safer.
- ☐ We keep other people safe.
- ☐ We can stop Covid-19 in its tracks.
- ☐ It will spread more slowly.

20. How many stars would you give this book? *

5 points

Check all that apply.

- ☐ one star
- ☐ two stars
- ☐ three stars
- ☐ four stars
- ☐ five stars

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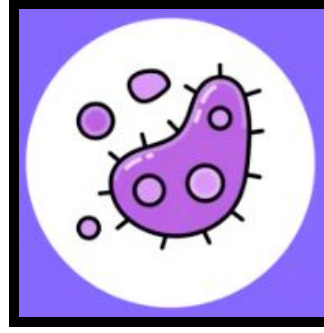
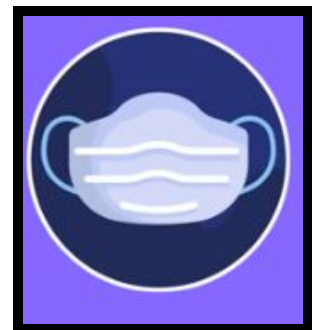
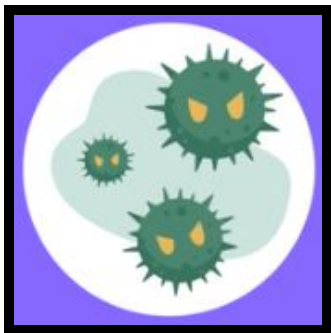
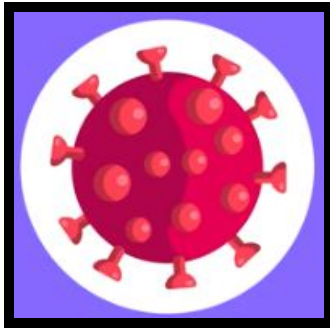
Google Forms

Where did they get the name Covid-19?

Color in the letters that have been underlined.

Coronavirus

disease 2019



Cocoon

Bacteria

Coronavirus

Disease

**Droplet
Transmission**

Epidemic

Epidemiologist

Epidemiology

Fatigue

Germ

Influenza

Mask

Outbreak

Pandemic

Quarantine

**Shelter in
Place**

Snot

**Social
Distancing**

Vaccine

Virus

Virus

A type of germ that can make you sick. Bacteria are another type.

Coronavirus

A new type of virus that began making people sick in 2019. It's also called Covid-19.

Epidemic

When a disease infects a large number of people in one area.

Pandemic

When a disease infects a large number of people around the world.

Social Distancing

Staying as far apart as possible from other people so you don't spread germs

Bacteria

A type of germ that can make you sick. Viruses are another type.

Cocoon

Staying home so you are safe and protected.

Disease

A sickness or illness.

Droplet transmission

When germs fly through the air from one person to another.

Epidemiologist

A scientist who studies how human diseases spread.

Epidemiology

A medical word that means how diseases spread.

Fatigue

Tiredness

Germ

these are tiny little particles that can cause you to get sick. You can find these on many surfaces

Influenza

A contagious viral infection that can cause you to have a fever, body aches, congestion and other symptoms.

Shelter in place

When you have to stay at home, work, school until someone in charge tells you it's safe to go out.

vaccine

A shot of medicine that can keep you from getting sick.

Mask

A covering of cloth to cover your nose and mouth and help you to keep from getting sick.

outbreak

A sudden start of something like a disease.

quarantine

Staying by yourself so you don't receive or pass on diseases to others.

Snot

nasal mucus

Vocabulary Matching!

Draw a line from the vocab word to the correct definition for your chosen word.

influenza

Staying as far apart as possible from other people so you don't spread germs.

bacteria

A sickness or illness.

outbreak

A medical word that means how diseases spread.

disease

A shot of medicine that can keep you from getting sick.

cocoon

A sudden start of something like a disease.

snot

Nasal mucus.

social distancing

Tiredness.

vaccine

A type of germ that can make you sick. Viruses are another type.

fatigue

Staying home so you are safe and protected.

epidemiology

A contagious viral infection that can cause you to have a fever, body aches, congestion and other symptoms.

Vocabulary Matching!

Draw a line from the vocab word to the correct definition for your chosen word.

Shelter in Place

A covering of cloth to cover your nose and mouth and help you to keep from getting sick.

Epidemiologist

When germs fly through the air from one person to another.

Coronavirus

When a disease infects a large number of people in one area.

Mask

When a disease infects a large number of people around the world.

Virus

Staying by yourself so you don't receive or pass on diseases to others.

droplet transmission

When you have to stay at home, work, school until someone in charge tells you it's safe to go out.

Pandemic

These are little particles that can cause you to get sick. You can find these on many surfaces.

Quarantine

A new type of virus that began making people sick in 2019. It's also called Covid-19.

Germs

A scientist who studies how human diseases spread.

Epidemic

A type of germ that can make you sick. Bacteria are another type.

Name: _____

Coronavirus and Covid-19

Drag and drop the correct words to complete the sentences.

Coronavirus is an _____ term.

It includes several different _____.

Some viruses have been eliminated through _____.

Others are inactive, or _____.

Medical doctors and scientists are exploring ways to find a _____.

dormant

viruses

umbrella

cure

vaccine

Drag and drop to create the term Covid-19.

_____ - _____

CORONA VIRUS DISEASE 2019

Nonfiction Book Review

* Required

1. Title *

2. Author *

3. Illustrator/Photographer (if there is one)

4. What type of book is it? *

Mark only one oval.

☐ Fiction

☐ Nonfiction

5. What is the main topic of this book? *

6. Write a three to four sentence summary of the book. *

7. Tell one interesting thing about this book. *

8. Explain why you did or didn't like this book. *

9. Write three new vocabulary words you learned from this book. *

10. What is a question you still have about this topic?

11. How many stars would you give this book? *

Mark only one oval.

- ☐ 1 star
- ☐ 2 stars
- ☐ 3 stars
- ☐ 4 stars
- ☐ 5 stars

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