

Lesson Plan Activity:

Brochure on Influenza



Kids InfoBits introduces **elementary school students** to database searching with easy-to-use resources featuring age-appropriate, reliable, curriculum-related content covering a broad range of educational topics.

Lesson Overview

Lesson Type: Communicating, Critical Thinking, Creative Thinking

Discipline/Subdiscipline: Science/Health

Summary of Lesson: Students will read an informational text on influenza, or the "flu" and identify the important details in the text. Then working with a partner, students will create a brochure that informs others about the causes and symptoms of, and treatments for the flu. The brochure will explain what can be done to prevent the flu. In addition, students will read a second informational text on the common cold, in order to evaluate the similarities and differences between a cold and the flu. Students will create a chart on these differences and incorporate it into their brochures.

Essential Questions:

- How is the flu prevented and what are the causes and symptoms of, and treatments for the flu?
- What are the similarities and the differences between the flu and a cold?

Duration: 80-95 minutes

Materials Needed: For students: highlighter, the brochure rubric, paper and crayons or colored pencils; possibly a graphic design program to create the brochure electronically.

Resources Needed: "Influenza." *Diseases and Disorders*, Gale, 2016. Kids InfoBits Presents. *Kids InfoBits*, <https://link.gale.com/apps/doc/PICKTB810227907/ITKE>. "Common Cold." *Diseases and Disorders*, Gale, 2016. Kids InfoBits Presents. Kids InfoBits, <https://link.gale.com/apps/doc/ALZCDW882459763/ITKE>.

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Lesson Objectives: Students will be able to:

- identify important details in an informational text.
- convey important details from a text in a brochure format.

Skills Used

- Presenting knowledge and ideas
- Creating
- Designing
- Comparing and contrasting

Lesson Sequence

Preparation

- ⇒ Print out enough of the rubrics from the plan so that each student has one and pass them out to the class.
- ⇒ Explain to the students what they will be doing, including what information they should look for when they read the article.

Reading

Suggested timing: 5-10 minutes

- ⇒ Individually, students should read the article titled "Influenza" from *Kids InfoBits*, using the highlighter to identify key information they will need for their brochures.
- ⇒ As students are reading, walk around the classroom to see if students have any questions that you can address.

Activity 1

Suggested timing: 60 minutes

- ⇒ With a partner and using the "Influenza" article the rubric as a guide, students should create a brochure that will relate the following information to others:
 - ✦ What are the causes of the flu?
 - ✦ What are the symptoms of the flu?
 - ✦ How is the flu treated?
 - ✦ How can the flu be prevented?

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⇒ Students can use paper and crayons or colored pencils to create their brochures, or they can use an electronic design program. Students should include images in their brochures along with text. Students should be as creative as possible.

Reading

Suggested timing: 5-10 minutes

⇒ After finishing their brochures, students should read the next article titled "Common Cold" from *Kids InfoBits*. Using their highlighters students should look for similarities and differences between the common cold and the flu.

Activity 2

Suggested timing: 10-15 minutes

⇒ Working in the same pairs as they did on the brochures, students should create a chart of the similarities and differences between a cold and the flu. The chart should include the follow information:

- ✦ Causes of a cold and flu
- ✦ Symptoms of a cold and flu
- ✦ How a cold and the flu are treated
- ✦ How a cold and flu can be prevented

⇒ Once the chart is completed, students should insert it into their brochures.

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Influenza Brochure Rubric

Criteria	Excelling = 3 pts	Progressing = 2 pts	Beginning = 1 pts	Points
Naming the causes, symptoms, treatments, and preventions of the flu	Naming all of the causes, symptoms, treatments, and preventions of the flu	Naming some of the causes, symptoms, treatments, and preventions of the flu	Naming none of the causes, symptoms, treatments, and preventions of the flu	
Similarities between a cold and the flu	Naming three similarities and three differences between the cold and the flu	Naming two similarities and two differences between the cold and the flu	Naming one similarity and one difference between the cold and the flu	
Spelling and punctuation	No spelling and punctuation errors	One spelling and/or punctuation error	More than one spelling and/or punctuation error	
Total Number of Points				

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Common Core Standards

Standard Source: *Common Core Standards Initiative* (2010)

Grade 3 CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Grade 4 CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the

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subject knowledgeably.

CCSS.ELA-LITERACY.RI.4.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.