



## **Health Smart Virginia - Sample Lesson Plan**

### **Grade 4 - Body Systems**

#### **Unit 5**

#### **SOLs:**

- 4.1.K Compare and contrast communicable and noncommunicable disease.

#### **Title: Disease Simile**

#### **Objectives/ Goals:**

- The student will be able to...
  - compare an everyday object to a communicable disease expressing how it affects the body and some distinguishing characteristics of the disease

#### **Materials:**

- [Disease Simile Worksheet](#)
- Scrap paper for brainstorming

#### **Procedure:**

Step 1	<ul style="list-style-type: none"><li>● Utilize this performance assessment upon completion of lesson taught on communicable diseases. This cross-curricular literature activity has students work on grammar and literature components relating to writing similes.</li></ul>
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Step 2	<ul style="list-style-type: none"> <li>● Give each student a copy of the Disease Simile Worksheet and scrap paper for brainstorming (they could use the back of the worksheet).</li> <li>● Read the example provided on the worksheet comparing a communicable disease to a bathtub.</li> <li>● Ask students if there are other ways the common cold is like a bathtub.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>● Have the students begin their brainstorming session by coming up with a disease and an everyday object.</li> <li>● Encourage them to think about an object that they are familiar with and they use in a variety of ways.</li> <li>● If students are struggling guide them by asking them about the symptoms of the disease. For example, when you have strep your throat is scratchy. Then ask them what 'objects' or 'things' make them scratchy... "When you have strep throat it's like playing in a sandbox. When you are done and want to go in the house you try to get all the sand off, but it sticky and scratchy."</li> <li>● A possible variation could be to expand the comparison beyond an object to an event. Like comparing a disease to a dance recital or tornado.</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>● Once they have completed their brainstorming have them write 4-6 complete sentences.</li> </ul>

**Assessments, References, & Sources:**

- Stacy Adams, Shaler Area Elementary School

