

Unit of study is based on the trade book The Velveteen Rabbit by Margery Williams

Preparation:

- ❖ Contact Library Media Specialist about other books that deal with childhood disease. These books can be fiction or non-fiction. Have these books available for student use in the classroom.
- ❖ Contact and make arrangements for visit from County Health Nurse.
- ❖ Contact and make arrangements for videoconferencing with the Children's Health Center.
- ❖ Schedule extra computer lab time.
- ❖ Send this outline home to parents/guardians.

Day 1

Do basic introduction of the book. Read and discuss the book. As a class develop a list of unfamiliar words and discuss what they mean. The students will design folders that they will keep all of their work from this unit in. [See Checklist](#) As a class discuss the students favorite stuffed animals. Then students poll classmates on their favorite stuffed animals, take that information, and create a bar graph using the ClarisWorks for Kids program representing their information. (Need computer lab time for graph)

For tomorrow the students will need to bring their favorite stuffed animal to class and finished graph.

Day 2

Review the story by rereading it and discuss unfamiliar words. Have the students sequence the events from the story using the Story Picture Frame (sheets 66-67)

Revisit the information the students obtained from their graphs. Discuss that they will be writing a good paragraph about their favorite stuffed animal. During this time discuss what makes a good paragraph. Do a sample together. Example: My favorite stuffed animal is a cream and brown colored pig. It is special to me because my son Patrick bought it for me for Mother's Day when he was in sixth grade. This pig sits on the back of my favorite chair in our living room.

Then the students brainstorm on sheet 75 and write a paragraph about their favorite stuffed animal. With the digital camera a picture is taken of the student with his/her stuffed animal. The picture is attached to the writing. Students take these home and have their parent/guardian write a reflection about their child and their favorite stuffed animal.

For tomorrow the students will need to bring back their parent/guardian reflection.

Day 3

The students share their writings in small groups. These are then posted on the bulletin board.

As a whole class discuss disease and what disease was talked about in the story (scarlet fever, etc...)

Talk about diseases that have impacted our world ie.. chicken pox, strep throat, diabetes, tuberculosis, etc...

Discuss how diseases are spread from person to person.

Divide the class into small groups and have each group select a disease to research that they feel has impacted our society. Explain that they will research this disease to find out: When it caused problems? (date) Did people die?, Where did it occur the most?

Groups will need to do a presentation. The presentations can be in the form of a poster, slide show, puppet show, poetry, skit, video, written report, etc...

For tomorrow students will need to come to class prepared to ask appropriate questions about childhood diseases for the County Health Nurse. Groups need to have decided on their disease to research and do project on.

Day 4

Our school nurse/County Health Nurse Deb Zernicke will talk to and discuss with the students today about contagious diseases and their affects on our society.

Complete worksheet, Look at my rabbit – sheet 73. Make rabbit as described on the bottom of sheet 73. These will be put up on the bulletin board outside each classroom.

For tomorrow groups need to have decided on their disease to research and do group project on. They will also need to have their rabbit finished for class.

Day 5

Discuss the visit from our school nurse and what she had to tell us.

Review what the students will be doing in their groups. Teachers will answer questions and help groups get started with their research. Students fill out a [research form](#) to help them keep track of their information and references. They can use the internet, encyclopedias, books, people, etc... Give work time in classroom or lab. Remind students to site where their information came from.

For tomorrow groups need to come prepared to work on their project.

Day 6

Reread the story that started this unit out ([The Velveteen Rabbit](#)). Then view the video. Students will create a VENN diagram to compare the two.

Work time on their research projects. Remind groups to have their research form filled out. Projects are due on day 9 or 10.

For tomorrow groups need to come prepared to work on their project, and how they are going to present it to the class.

Day 7 – 8

Discuss the students VENN diagrams – make a large one with the students information to be posted in the classroom.

Discuss any information that the students wish to share about the diseases that they are researching.

Give work time on research projects. Discuss how presentations will be scored using the rubric.

Have groups choose the order in which they will be presenting.

For tomorrow students need to bring with them anything that will help them complete their project ie... tagboard, puppets, props.

Day 9 - 10

Review what the students will be doing in their groups. They can use the internet, encyclopedias, books, people, etc... Remind students that they will need to turn in the completed research form.

Give work time. Students should practice presenting their projects when they have completed them.

For tomorrow students will need to bring with them anything that will help them present their project.

Day 11

Begin group presentations.

Day 12

Complete presentations.

Discuss the presentations and the new information everyone has learned.

For tomorrow students need to have 2 – 4 appropriate questions written that they can ask during the virtual field trip.

Day 13

Discuss etiquette of a virtual field trip. Take students to the ERVING lab in the High School to experience this special field trip to the Children's Health Center.

Day 14

Review all of the things that we have done. Students will write a reflection on how diseases have impacted their lives and society. Teachers will write a reflection on the whole unit.