

30-Minute Activity:

In this activity, you will get a chance to play a disease detective. Like the real ones, you will do this by asking a lot of questions through a process known as the inquiry method. You will develop questions that you will later find answers to. Your overall objective is to gather enough information to address this compelling question:

- “Where do viruses come from and how do they spread?”

1. Set up a K-W-L chart (What I Know-What I Want to know-What I Learned). You can find a K-W-L chart on page 3 of this worksheet, or you can make your own.

2. Go through the entire article again, paragraph by paragraph. In the “What I Know” column, write what you know about viruses and the disease detectives. If you completed the 15-minute activity, you may use your summary paragraph to help you.

3. In the middle column, write supporting questions to help you answer the compelling question above. To get you started, here are some examples:

- “Where do viruses come from?”
- “How do viruses spread from animals to people?”
- “Why is studying viruses important?”

Go through the article again to see if you can answer any of the questions you’ve written in the middle column. If you can’t find answers in the article, go online or to a library to research the questions you asked.

4. In the “What I Learned” column, explain what you’ve learned by answering the compelling question: “Where do viruses come from and how do they spread?”

5. With the questions you’ve asked and answered, think about how this information might be helpful to the public so they can be better informed about viruses. Make recommendations to one of the following groups to help improve the public’s understanding of where viruses come from and how they spread.

- The researchers and scientists
- The policy makers (government leaders)
- The public

30-Minute Activity:

In your recommendation, incorporate information from the article summary (if you did one), the K-W-L chart, and your research. Use this template to guide you:

- What is the problem? (Example: The public needs to know more about where viruses come from and how they spread.)
- Why is it a problem?
- What action or actions need to be taken to address the problem?
- What is the desired result of taking the action or actions? What else is needed to accomplish these recommendations?

When you're done, pause and reflect on the process you've just used. You identified what you already knew. Then you asked questions and answered them so you could learn more. Finally, you applied your knowledge to take action. Think about a time in your own life when you used a similar process; or, if you can't, think about another situation in which such a process would be useful.

Common Core Standard(s) met:

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CFRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Name _____ **K-W-L CHART** Date _____

Topic: Disease Detectives

What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned