
GERMS MAKE ME SICK!

Author: Melvin Berger

Illustrator: Marilyn Hafner

Publisher: HarperCollins

THEME:

Staying healthy by learning good health habits is an important part of growing up.

PROGRAM SUMMARY:

We share our world with millions of microorganisms, and although most of them are harmless, some make people sick. This feature book explains what germs are, how bacteria and viruses affect the human body, and how the body fights against them. Using a microscope, LeVar discovers what germs really look like and talks to lab scientists about germs and habits that can keep us healthy. A visit to an organic farm illustrates how microorganisms are important to the growing of food.

TOPICS FOR DISCUSSION:

Before viewing the program, ask students, "What is a germ?" Write their ideas on the board and revisit them after watching to see if students want to make any modifications to their original thoughts.

Also before watching, discuss places where germs are likely to be. Ask students ways they might avoid being exposed to these germs.

In the program, students learn that both bacteria and viruses can make us sick. Discuss what we can do to take care of ourselves when we start to feel sick.

Discuss with the class how good health has an impact on all aspects of our lives.

Near the end of the *Germs Make Me Sick!* book is a list of "Rules for Good Health." Discuss with students how they try to follow each of those rules.

CURRICULUM EXTENSION ACTIVITIES:

If microscopes are not available, borrow some from a high school science lab so that students can do observations. (It is possible that some prepared slides might be available for viewing.) Examine items such as a human hair, pond water, mold, dirt, etc. Have them describe what they see and make drawings of their observations.

Invite the school nurse into the classroom to demonstrate proper handwashing techniques and talk about the importance of washing hands.

Grow some microorganisms in the classroom. Pieces of bread or ripe fruit will grow mold reasonably quickly under the proper conditions. Experiment with varying heat (sitting in sunlight vs. regular room temperature) and wetness (daily dampening vs. allowing to dry out) conditions to see which factors enable mold to grow more quickly. Have students make daily observations and sketch what they see.

Have students make "Stay Away From Germs" posters and display them in appropriate places around the school building.

Make a bulletin board promoting a healthy lifestyle. Have students decide on the important aspects of healthy living (e.g., diet, exercise, sleep, cleanliness, etc.) and look for articles and pictures in newspapers and magazines that fit these aspects. As they design the bulletin board, have them consider the placement of the materials they collected into categories based on the healthy living factors they identified. Provide materials for making necessary labels, backgrounds, and borders for an attractive display.

Remind students of ways to fight germs by singing this song (to the tune of "B-I-N-G-O"):

I wash my hands before I eat.
There are no germs on me.
G-E-R-M-S, G-E-R-M-S, G-E-R-M-S,
There are no germs on me.
I stay away from friends with colds.
There are no germs on me.
G-E-R-M-(clap), G-E-R-M-(clap), G-E-R-M-(clap),
There are no germs on me.
I always clean my cuts and scrapes.
There are no germs on me.
G-E-R-(clap)-(clap), G-E-R-(clap)-(clap), G-E-R-(clap)-(clap),
There are no germs on me.
I wash my hands on bathroom breaks.
There are no germs on me.
G-E-..., G-E-..., G-E-...,
There are no germs on me.
I never put things in my mouth.
There are no germs on me.
G-..., G-..., G-...,
There are no germs on me.
I keep my body healthy so—
There are no germs on me.....,,,
There are no germs on me.

With students working in small groups, use manipulatives to demonstrate the mathematical concept of doubling. Pinto beans or dried peas work well. Provide containers of varying sizes, such as nut cups, margarine tubs or other containers that come in 8-ounce and 16-ounce sizes, plastic quarts, half-gallon, and gallon containers. Designate the number of times to double the items. (For example, doubling beans ten times is 512 beans.) Students will need to estimate the size of container they need to hold the items they are doubling. At some point, they may decide to double the containers rather than individual beans. Read *One Grain of Rice* by Demi (Scholastic) or *The King's Chessboard* by David Birch (Dial) to accompany this activity.

RELATED THEMES:

nutrition
physical fitness

RELATED READING RAINBOW PROGRAMS:

Program #65 — Sports Pages
Program #24 — The Tortoise And The Hare

ABOUT THE AUTHOR:

Melvin Berger is the author of more than 100 books for children. Many of his books have been named "Outstanding Science Books for Children." He frequently collaborates with his wife, Gilda, on books. The Bergers make their home in East Hampton, New York.

ABOUT THE ILLUSTRATOR:

Marylin Hafner studied art in New York at Pratt Institute and the School for Visual Arts. She has written and/or illustrated many books for children, including **Reading Rainbow** review book, *Mother, Fathers, Sisters, Brothers*, by Mary Ann Hoberman. She lives in Cambridge, Massachusetts.

BOOKS REVIEWED BY CHILDREN:

THE MICROSCOPE
by Maxine Kumin, illus. by Arnold Lobel (HarperCollins)

GUESS WHAT?
by Beau Gardner (Lothrop, Lee & Shepard)

TEDDY BEARS CURE A COLD
by Susanna Gretz, illus. by Alison Sage (Four Winds)

SUPPLEMENTARY BOOKLIST:

OUCH! A BOOK ABOUT CUTS, SCRATCHES, AND SCRAPES
by Melvin Berger, illus. by Pat Stewart (Dutton)

I WISH I WAS SICK, TOO!
by Franz Brandenburg, illus. by Aiki (Greenwillow)

WHO'S SICK TODAY?
by Lynne Cherry (Dutton)

THE MAGIC SCHOOL BUS INSIDE RALPHIE: A BOOK ABOUT GERMS
by Beth Nadler, illus. by John Speirs
based on the series by Joanna Cole, illus. by Bruce Degen (Scholastic)

ACHOO!: ALL ABOUT COLDS
by Patricia Brennan Demuth, illus. by Maggie Smith (Grosset & Dunlap)

BACTERIA
by Howard & Margery Facklam (Holt)

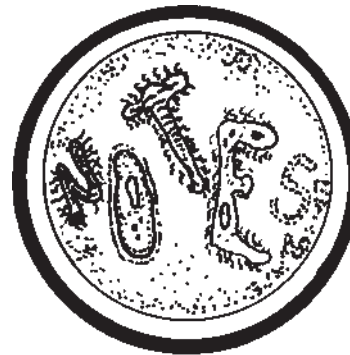
BODY BATTLES
by Rita Golden Gelman, illus. by Elroy Freem (Scholastic)

GERMS! GERMS! GERMS!
by Bobbi Katz, illus. by Steve Bjorkman (Scholastic)

HENRY AND MUDGE GET THE COLD SHIVERS
by Cynthia Rylant, illus. by Sucie Stevenson (Bradbury)

LET'S TALK ABOUT HAVING THE FLU
by Elizabeth Weitzman (PowerKids Press)

THE TORTILLA CAT
by Nancy Willard, illus. by Jeanette Winter (Harcourt Brace)



In this case it is enough to assume that the topology is uniform convergence or any coarser topology. But how do I prove the convergence of $(g_n)_n$? The only thing you need to know about the final topology, is that it makes every F_U continuous. If you show that $g_n \rightarrow u$ in $C(U, \mathbb{R})$, it follows immediately from that continuity that $[g_n] = F_U(g_n) \rightarrow F_U(u) = [u]$ in S/\sim . Edit: "Not Hausdorff" is a great understatement of how coarse the topology actually is. The fact that a constant sequence can converge to a limit unequal to the terms already proves that.

Summary: Germs make me sick is about what germs are and how we get them. The book talks about how to keep the germs from getting you sick.

Personal Reaction: This book was okay. It is not a book that I would want to read again. It does give good information about germs so that kids can understand it.

Classroom Extension Ideas:

1. I would use this book in a unit about your health. I would read the book and then make the students write down a few ways to keep them from getting sick.
2. I would use this book in a unit about germs. I would have the students tell me what germs how, how to keep them.

Germs Make Me Sick gives children a look at the different aspects of germs and what it takes to make them sick. It also helps to illustrate what the body does to keep children healthy and what doctors and bacteria and viruses do. The book is written in second person format, which is a little different, but it helps to personalize the story for the kids. The illustrations are simple and there are dogs and cats on every page that help to teach kids about the different aspects of germs and sickness.

Germs Make Me Sick gives children a look at the different aspects of germs and what it takes to mak...