

The Sick Tick—Tori’s Story

Why is it important to wash our hands, cuts and bites?



Abstract

This lesson teaches ways that we can help prevent infection and control the spread of germs and disease. Students will learn about how infections occur, identify safe practices through a read-along story and build a model to understand the abstract concept of germs and how they might be spread.

Grade Level

PreK-2

Subject Area

Health

Time

45 minutes

Suggestion: Do this lesson after “Germ Gems” [insert link] and [hand-washing]

Setting

Classroom

Skills

Analyze problems in a story; identify cause and effect in unhealthy situations; develop fine motor skills by creating art work.

Standards

Common Core

- **RL.K.1** – With prompting and support, ask and answer questions about key details in a text.
- **RL.1.1** – Ask and answer questions about key details in a text.
- **RL.1.2** – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.2.1** – Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

National Health Education Standards

- **1.2.1** – Identify that healthy behaviors impact personal health.
- **1.2.5** – Describe why it is important to seek health care.

New York State Health Standards

- **ORH.E.7** – Specific health practices, such as proper hand washing, can prevent and control the spread of germs and disease.
- **CM.E.1** – Uses qualities of active listening, following directions and responding to others in health-enhancing ways.
- **CM.E.2** – Identifies and applies effective verbal (assertiveness) and non-verbal communication skills to enhance health.
- **CM.E.3** – Demonstrates healthy ways to express needs, wants and feelings.
- **CM.E.4** – Describes characteristics of a responsible family member and friend.
- **CM.E.5** – Identifies barriers that interfere with effective healthy communication.
- **CM.E.6** – Demonstrates ways to communicate care, consideration and respect of self and others.
- **DM.E.1** – Identifies personal health decisions and influences.
- **DM.E.2** – Recognizes personal capabilities and limitations as they relate to possible healthy solutions.
- **DM.E.3** – Locates and uses information sources to enhance health.
- **DM.E.5** – Applies a decision-making model to real-life, health-related situations.
- **DM.E.6** – Questions perceptions of normative health-related behavior.



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Materials

Paper plate or construction paper (to make a tick); googly eyes; pipe cleaners; pasta (diverse shapes, such as rotelle, wagon wheels, ziti and corkscrew); glue/tape

Making Connections

Students will connect bacteria to the tick that transmitted it and learn that a bug bite is a cut.

Directions

1. The class will review basic vocabulary independently with a dictionary or other aid.
2. The class will create an artistic representation of a tick using the paper plates, googly eyes, pipe cleaners and pasta
3. The class will read “The Sick Tick—Tori’s Story” together and use the question prompts to discuss the story and its message.
4. The teacher will reintroduce the concept of sepsis and infection prevention as introduced in “Germ Gems” and help students make new connections by turning their tick art project into a “sick tick.”

Vocabulary

Define the following vocabulary words using your laptop or dictionary. After we read “The Sick Tick—Tori’s Story,” add any other words you don’t understand to the blank area at the bottom of this list.

- Bacteria
- Infection
- Medicine
- Spider
- Tick

Warm-up activity: A Sick Tick

1. Instructors should hand out art supplies.
2. Students should create a tick (see image inset).



Read-Aloud Story

The Sick Tick—Tori’s Story

Tori was sharing chocolate chip cookies in the woods behind her house with two friends, Zoe and Max, and her dog, Buddy. She loved being outside with her friends and Buddy. Tori loved to laugh, smile and, of course, eat cookies. While they were playing a game of hide-and-seek, Tori felt a bug bite her on her ankle. She was having so much fun that she forgot about the bite and stayed in the woods playing. When she came in the house, Tori’s mom said, “Go right upstairs and take a shower little lady!” But Tori started reading a book upstairs and fell asleep.

A few days later, Tori felt sick and told her mom, who took her to see the doctor. The doctor sent her to the hospital to have some tests done, and the doctors and nurses there thought she had a stomach virus. They did some tests and sent Tori home to rest and eat soup. Tori knew she was not feeling well; she was sleepy, her leg hurt and she felt really, really sick. When the test results came back, they showed that Tori had an infection in her body from a tick bite!

Tori was bitten by a sick tick. Ticks are small bugs, related to spiders. Sometimes they share a special type of bacteria with you when they bite you. These special bacteria, tiny germs that we can’t see with just our eyes, can make you sick. Bacteria are everywhere, and most bacteria are good for us; but some, like those found in the sick tick, are harmful.

Tori went back to the hospital, and the doctors gave her medicine to treat the infection and make her feel better, and sent her home to rest.

Washing our hands and cleaning our cuts and bug bites are some ways that we can stop bacteria from making us, and those around us, sick. Even though we can’t see bacteria, we can wash them away. Make sure you tell a grown-up if you feel a bite or get cut, and remind them to clean your cuts and bites with soap and water!

Questions from the story

- Who did Tori like spending time with most?
- What did she love to eat?
- Where did she like to play?
- What bit Tori?

- Where did Tori get the bacteria from?
- When did she go to the doctor?
- Why did Tori go to the doctor?
- Why is it important to go to the doctor?
- What did Tori do that helped her get better?

Review activity

1. As we learned, cleaning cuts on our skin can help prevent infection and sickness. What was the “cut” that led to sickness for Tori? [tick bite] That’s right! A bug bite is just like a cut. It’s important to treat bug bites like we treat other cuts. That means keeping the skin clean and placing a bandage over the bite.
2. This is especially important to do with tick bites because the tick could be sick. For a reminder, let’s transform your ticks into “sick ticks.”

Remember the Germ Gem necklace you made? What are the shapes of bacteria? [cocci, or round; bacilli, or rod; and spirilla, or spiral] Grab a new piece of pasta. Glue one piece of pasta on the mouth of your tick that matching a piece of pasta you used to build your bacteria awareness necklace.

Discussion questions

- What could have happened differently after the tick bit Tori in the beginning of the story?
- How can you change this story to stop Tori from getting sick?
- What was the best thing Tori did as soon as she felt sick?
- What could the doctors and nurses have done that would have been helpful?
- How did Tori feel before the tick bit her?
- How did Tori feel after the tick bit her?
- Who is a responsible person in this story?
- Who is a responsible person in your family? Why do you think that?
- What stopped Tori from telling someone about the tick bite?
- Name one thing that someone else had to do for Tori to help her that she could not do for herself.
- What will you do the next time a bug bites you or you get a cut?
- What lesson can we learn from this story?
- Would anyone like to retell this story to me, in your own words?