

# Unit Openers - Fourth Grade - Mystery to Medicine

Dress Up!

Submitted by: Joi Lipton

Get white doctor coats for students and make doctor name tags for each student- use prescription pad to write the questions and concepts for board.

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Scavenger Hunt

Submitted by: Eliza Shartin-Muhammad

One of the activities I do during our Unit Opener for each unit is a Scavenger Hunt. I give the students a handout with clues about each selection in the unit. The students have to hunt through the unit to find the titles of the selections that match the clues. Clues include things such as author, genre, illustrations, etc. Once the students have completed the hunt, they write a few sentences on which selection they are looking most forward to reading and why. This really gets my students excited and interested in reading the upcoming selections.

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Media and Inquiry

Submitted by: Obi Ikediashi

Materials:

- \* bottles of juice
- \* ginger root
- \* Poster or Chart paper
- \* markers
- \* Media & Technology Options:
  - o TV/VCR or DVD
  - o Medicines of the Rainforest
  - o Authur Stays Home Video from PBS series Arthur
  - o WebMD

Bring in bottles of juice, and some ginger root which can be purchased at the local market in the vegetables & fruits (produce) section. Then bring in empty bottles of aspirin, box of alka seltzer, or any over the counter medicine.

Write on the board:

Ailment

Causes

Symptoms

Remedies

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## Direct Instruction:

Have a discussion about why people take medicine, and the purpose and effects. Use a graphic organizer on chart paper to create a list of causes for a cold (which is written under the ailment section), symptoms (please define symptoms first), and remedies for cold. Be sure to (show realia) share remedies that are over the counter, as well as home remedies that students may not have realized having healing effects (ginger root).

Group students, then hand out chart paper and have students think of other ailments that students tend to get. They may post their ailments to the concept question board.

Play one of the video options from the Media Options, then discuss what they saw.

At the end of this Opener, have students add their new learning, or what they know before they begin the unit opener to the concept/question board and their inquiry journal.

## Follow-Up Lessons:

Revisit the concept/question board at least weekly to chart the causes, symptoms, and remedies of the ailments listed during the unit opener.