

10 steps from Mayo Clinic's infection prevention and control team to minimize the spread of COVID-19

- 1 There are several common-sense things you can do to protect yourself, and help prevent or minimize the spread of COVID-19 to your family. Consider these 10 steps from Mayo Clinic's Infection Prevention and Control team:
- 2 Pause for a moment and collect your thoughts. Pandemics can be overwhelming, and remaining as calm as possible can help.
- 3 Clean your hands frequently with soap and water or hand sanitizer. Both are effective. This is particularly important when coming home from outside, before meals and after using the restroom.
- 4 At the beginning of the day and when you get home, disinfect items that are frequently touched by yourself or others. Such items could include cellphones and cellphone cases, door handles and keyboards. Regular household disinfectants are effective. Disinfecting surfaces and items, and cleaning your hands will reduce transmission.
- 5 It is reasonable to change out of your work clothes before or when you get home. Launder frequently with normal detergent. No extra laundering or special handling is needed.
- 6 If you are sick, stay home and try to limit your contact with others, especially vulnerable adults.
- 7 Cover your mouth and nose when sneezing, cough into your sleeve, and wash your hands if you accidentally soiled them with respiratory secretions.

8 Avoid all contact with elderly or immunocompromised family members. Social distancing is essential to minimize the spread of COVID-19. This is particularly important for those who are most vulnerable.

9 Reserve masks for when you are symptomatic and need to be around others at home.

10 Get adequate sleep and eat sensibly. A healthy immune system is important.

11 Social distancing is important, but keep in contact with friends and family. Relationships are important for mental health. Call, text or use other methods to virtually connect and check on your loved ones.

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CRITICAL THINKING ANSWERS

The following is the answer key for the *XTRA Weekly* lesson about 10 steps to follow to minimize the spread of COVID-19. The answer key is correlated to Common Core State Standards for English Language Arts for Grades K–5. The critical thinking skills identified for each question were adapted from a thinking skills framework developed by San Diego City Schools educators. (For more information about the Common Core standards, please visit www.corestandards.org)

(Note: Point out to students that this article was published by the *Mayo Clinic News Network* on March 24, 2020.)

Vocabulary Synonyms

(Critical Thinking Skills: Synthesizing Information—Drawing conclusions and making inferences; Common Core State Standards for English Language Arts: Craft and Structure—Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone; Vocabulary Acquisition and Use—Demonstrate understanding of words by relating them to their opposites [antonyms] and to words with similar but not identical meanings [synonyms])

1. minimize (v.) to reduce to the smallest possible amount or degree; effective (adj.) – productive or capable of producing a result; disinfect (v.) – to cleanse of infection; to destroy germs; vulnerable (adj.) – capable of

being physically or emotionally hurt; exposed to disease; essential (adj.) – absolutely necessary

2. Answers will vary. minimize (v.) – decrease, diminish; effective (adj.) – efficient, productive; disinfect (v.) – purify, clean, decontaminate; vulnerable (adj.) – susceptible; essential (adj.) – indispensable, critical, all-important

Main Idea and Key Details

(Critical Thinking Skills: Synthesizing Information—Drawing conclusions and making inferences; Organizing Information—Classifying; Common Core State Standards for English Language Arts: Key Ideas and Details—Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas)

3. Answers will vary. Main Idea: The Mayo Clinic’s Infection and Control team has identified 10 steps to protect oneself and to minimize the spread of the coronavirus. Supporting details: a. The Mayo Clinic Infection and Control team recommends a variety of ways to minimize the spread of COVID-19, as noted in paragraph #1. b. Clean your hands frequently with soap and water or hand sanitizer, as noted in paragraph #3. c. Disinfect items that a frequently touched by oneself or others, as noted in paragraph #4.

CRITICAL THINKING ANSWERS

Drawing Conclusions Making Inferences

(Critical Thinking Skills: Synthesizing Information—Drawing conclusions and making inferences; Common Core State Standards for English Language Arts: Key Ideas and Details—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)

4. Answers will vary. Steps to minimize the spread of COVID-19 are noted in paragraphs 3 through 11.
5. Answers will vary. According to information cited in paragraph #11, it is important for one's mental health to stay in touch with family and friends during the COVID-19 pandemic through phone calls, texting and other ways to virtually connect.

EXTENSION ACTIVITIES

The Extension Activities listed below were developed to extend the questions on the article about recommended steps to minimize the spread of COVID-19.

WRITING ACTIVITY (SUMMARIES)

(Common Core State Standards for English Language Arts: Key Ideas and Details—Determine the main idea of a text and explain how it is supported by key details; summarize the text)

- Tell students that today they will be writing a summary of this week’s article about recommended steps to minimize the spread of COVID-19. Make sure they understand the following terms: *main idea* (subject of the article)/*supporting details* (additional important information about the main idea).
- Write the following on the board:

Writing a Summary

- Reread the article to find its *main idea*. Underline key words that best express this main idea. (The main idea is usually included in the headline or in the first few paragraphs of the article.)
 - Reread each of the remaining paragraphs to find *supporting details*. Once again, underline key words.
 - Review the sections of the article you have underlined. Then, in your own words, write a summary that states the most important information contained in the article.
 - DO NOT add thoughts of your own; just restate what the author says.
 - Your summary should be about one-third as long as the article. For example, if the article has eight or nine paragraphs, your summary should have two or three.
- Emphasize that in a well-written summary of an article, the person writing the summary captures the most important ideas and key details expressed by the author of the article. Note that a well-written summary helps those who have not read the article to get a good understanding of what the article is about.
 - Distribute paper and pencils and have students begin writing.

SPEAKING ACTIVITY (INFORMATIVE PRESENTATION)

(Common Core State Standards for English Language Arts: Presentation of Knowledge and Ideas—Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience)

EXTENSION ACTIVITIES

- Tell students that in this week’s assignment, they will prepare and deliver a brief informative presentation about recommended steps to prevent or minimize the spread of the coronavirus. Have students develop a list of three questions that should be answered in the oral presentation. Questions may include
 - What steps did the Mayo Clinic’s Infection Prevention and Control team recommend to prevent the spread of COVID-19?
 - What products are needed to follow these steps?
 - Why is it important to follow the Mayo Clinic’s recommendations?
- Have students use the Internet or other resources to find answers to the list of three questions. Have students present their findings to the class in a three-minute informative presentation.
- Distribute paper, pencils and index cards (if available) and have students begin work on their presentations. Once they have completed the steps outlined above, have them use their notes to deliver their oral presentations to the class.

ELL ACTIVITY—“Storyboards”

For this assignment, students will need sheets of poster board or white construction paper (12"x 18") and whatever art supplies are available at your site (colored pencils, crayons, felt-tip pens, etc.).

Have students form six (6) groups, one for every two paragraphs in this week’s news article about ways to minimize the spread of COVID-19. Have groups read their assigned paragraphs; then have them draw a picture to illustrate what their section of the article was about. Point out that group members can also add a caption to their completed illustration if they wish. When all groups have completed the assignment, attach the drawings in sequence to a long strip of butcher paper to create a storyboard of the article.

PARENT/GUARDIAN INVOLVEMENT ACTIVITY—“Advertising Campaign”

(**Note:** Make a copy of this activity for students to take home to complete with their parents/guardians.)

Imagine you work for Mayo Clinic’s Infection Prevention and Control team. Work with your parent, guardian or other family member to create a newspaper advertisement encouraging people to follow the 10 steps outlined by Mayo Clinic team to minimize the spread of COVID-19. Use whatever art supplies you have to create your advertisement.

Bring the advertisement to class to share.

EXTENSION ACTIVITIES

JEOPARDY

Divide students into teams to play a classroom version of the TV show *Jeopardy*, using the news article about steps to prevent the spread of COVID-19. Play the role of Jeopardy host by asking students questions such as the following:

- What is the name of the group that recommended steps to take to prevent the spread of COVID-19? (*Mayo Clinic's Infection Prevention and Control Team; paragraph #1*)
- How many preventative steps did the Mayo Clinic recommend? (*10; paragraph #1*)
- What types of items should be disinfected each day? (*Answers will vary; cellphones, cellphone cases, door handles, keyboards; paragraph #4*)

Have each team develop their own questions and answers and submit them to you for use with the opposing team(s). The team with the most correct answers wins.

FOR THE INSTRUCTOR

OBJECTIVE	The “For the Instructor” page is intended to give instructors ideas to introduce the main topic of this week’s XTRA Weekly article to students before they read the selection.
AGE GROUP	Level I (Grades 3–5)
RELATED COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS	<p>Vocabulary and Concept Development: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Reading Comprehension: 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Writing Applications: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Speaking Applications: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p>
SUPPLIES NEEDED	<p>Images of scenes depicting ways to minimize COVID-19</p> <p>Paper</p> <p>Pens or pencils</p> <p>Index cards</p> <p>Poster board or construction paper (12" × 18")</p> <p>Art materials (felt-tip pens, colored pencils, crayons, etc.)</p> <p>Butcher paper (for displaying storyboards)</p>
SUGGESTED TIME FRAME FOR ACTIVITIES	<p>Vocabulary and Reading Comprehension: 1 hour</p> <p>“For the Instructor”: ½ hour</p> <p>Writing Extension—Summary: 1 hour</p> <p>Speaking Extension—Informative Presentation: 1½ hours (1 hour for preparation; ½ hour for class presentations)</p> <p>Parent/Guardian Involvement Activity: ½ hour</p>

FOR THE INSTRUCTOR

PREPARATION

- Locate images of people wearing protective masks. If you have difficulty finding a suitable image at your location, you can download a graphic from the following website (Google Images):

https://www.google.com/search?rlz=1C1GCEB_enUS886US886&ei=LqqKXu3MJZaS0PEPq6ShwAI&q=images+of+people+wearing+protective+masks&oq=images+of+people+wearing+protective5

- For more information related to this lesson, visit the following websites:

<https://www.shutterstock.com/search/social+distancing>

https://www.google.com/search?rlz=1C1GCEB_enUS886US886&ei=QauKXuLeHonv-gTmppOwCA&q=images+of+people+washing+hands&oq=images+of+people+washing+hands&g5

- The following are additional facts related to this week’s article to share with students:

--As of April 5, all but nine states in the U.S. have issued statewide orders to stay at home.

--The coronavirus has affected more than 200 countries and territories in the world.

WARM-UP ACTIVITY

To prepare students for reading this week’s article, do the following activity:

1. Ask students to discuss what they think is the most important way to stay safe from the COVID-19 pandemic.
2. Read aloud the headline of this week’s news article, “10 steps from Mayo Clinic’s infection prevention and control team to minimize the spread of COVID-19 .” Have students discuss what might be included in the article. Record their responses on the board; then discuss.
3. Show students images of people taking steps to protect themselves and others from the coronavirus.

CRITICAL THINKING QUESTIONS

Vocabulary Synonyms

1. Use a dictionary and contextual clues in the article to define/explain the following words.

minimize (para. 1)
effective (para. 3)
disinfect (para. 4)
vulnerable (para. 6)
essential (para. 8)
2. Using a thesaurus, find at least one related word for three of the words listed in Item #1. Then use the related words in an original sentence.

Main Idea and Key Details

3. Write a sentence that expresses the main idea of the article. Identify at least three details in the article that support the main idea.

Drawing Conclusions Making Inferences

4. Identify at least four steps cited in the article that can minimize the spread of the coronavirus.
5. Why is it important to keep in contact with friends and family during the COVID-19 crisis? How can one keep in contact with family and friends when we are told to shelter at home? Cite evidence in the article that supports your answer.