

## Lesson Plan Module 3: Session 14

<b>Module 3</b> Health, Housing and Food	<b>Unit 7 – Session 14</b> Health
<b>Standards Alignment</b>	
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.5</u>: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.4</u>: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.J</u>: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Give advice about health problems with should.</li> <li>• Make a health care appointment.</li> <li>• Distinguish between emergency and non-emergency situations.</li> <li>• Tell health problems to a physician.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> <li>• Tablets (if available)</li> <li>• Internet connection</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Picture dictionaries</li> <li>• Pictures of symptoms</li> </ul>

- Access to *English for Your Health* Ventures arcade and USA Learns

- *Ventures 1*
- *Queens Library English for Your Health*
- Listening audio from *English for Your Health*

Each item listed below will be available in PDF format:

- *English for Your Health* picture story
- *Ventures Collaborative* Unit 4A and 4D
- Sample appointment cards
- Medicine Labels

## Vocabulary Focus

Should, appointment, insurance, temperature

## Grammar Focus

- Should for advice
- Have/has

## Introduction/Warm-Up/Review (30 min)

- Review the agenda.
- What's today? What was yesterday? What's tomorrow?
- How's the weather?
- What did we do last time?
- Play Bingo to review body parts.
- Take out their "in the waiting room homework" Have them compare (pictures A and B) with a partner.
- Scrambled story: those learners who finish the above early, can work to unscramble the *Ventures 1 Collaborative* story 4D.

## Lesson Plan Activities

### Activity 1: Giving advice (30 min)

1. Pantomime. (e.g., "My back hurts," "My foot hurts") ask learners to guess.
2. Ask learners to volunteer to pantomime one for the class.
3. Write a short dialogue on board:
  - A: What's the matter?
  - B: My \_\_\_\_\_ hurts
  - A: You should \_\_\_\_\_
 T shows picture (e.g. stomachache) and seeks advice (Make chart on the board: problem and advice) Do a few as a class.
4. Continue this activity in groups of four (from Queens Library's *English for Your Health* curriculum) give them cards with problems. 1 person says problem, the other 3 give advice.
5. Using *Ventures1* p. 46, draw attention to have/has. Ask Ss to work with a partner to choose have or has. (Higher levels can add advice (e.g. He has a backache. He should rest.)
6. Practice dialogue with partners on p. 49.

### Wrap Up/Assessment

- Have volunteers give their health advice to the class.

### Activity 2: Making appointments (20 min)

1. Handout a list of appointments with cards (ask when is Carol's appointment, what time is her appointment?)
2. Give each learner a card. Ask them to arrange themselves in order by appointments by asking, "When is your appointment?"
3. Play a second round. Redistribute the cards. Ask them to line up by asking, "What time is your appointment?"
4. Ask Ss to face the person next to them and ask, "What do you do for a backache?" (Or any of the other questions from the previous day).

## Wrap Up/Assessment

- Call out a few appointment times and ask the learners to write them down.

### Activity 3: Discussing health problems (45 min)

1. Write a dialogue on the board to practice calling the doctor, either elicited from the students or, pre-written,

**Linda:** Hello, I want to make an appointment.

**Receptionist:** Okay. What's your last name?

**Linda:** Greene.

**Receptionist:** And your first name?

**Linda:** Linda.

**Receptionist:** Date of birth?

**Linda:** July 7, 1981.

**Receptionist:** How about tomorrow at 11:00 am?

**Linda:** Thank you

2. Practice the dialogue together. Have learners practice in pairs.
3. From the Queens Library's *English for Your Health* curriculum, hand out worksheet 6a Play dialogue and ask to answer questions. After checking, hand out dialogue. Play again, so they can read and check.

#### #1

**Receptionist:** Hello, appointment desk.

**Vera:** Hello, I want to make an appointment.

**Receptionist:** Are you a new patient?

**Vera:** Yes.

**Receptionist:** Do you have insurance?

**Vera:** No I don't.

**Receptionist:** Okay. We can talk about it on your first visit. What's your last name?

**Vera:** Flores.

**Receptionist:** F-L-O-R-E S

**Vera:** Yes.

**Receptionist:** And your first name?

**Vera:** Vera.

**Receptionist:** Date of birth?

**Vera:** August 2, 1967.

**Receptionist:** How about January 12 at 3 pm?

**Vera:** Okay,

4. Ask learners to choose the correct answers.

5. Check as a class.

Repeat for the second dialogue.

#### #2

**Receptionist:** Hello, appointment desk.

**Alberto:** Hello, I want to make an appointment.

**Receptionist:** What's your clinic card number?

**Alberto:** Excuse me?

**Receptionist:** Your clinic card number?

**Alberto:** I'm a new patient.

**Receptionist:** O.K. Do you have insurance?

**Alberto:** I have Medicaid.

**Receptionist:** Okay, fine. What's your last name?

**Alberto:** Alvaro.

**Receptionist:** A-L-V-A-R-O?

**Alberto:** Yes.

**Receptionist:** And your first name?

**Alberto:** Alberto.

**Receptionist:** Date of birth?

**Alberto:** May 7, 1972.

**Receptionist:** How about April 30th at 6:00 pm?

**Alberto:** April 13?

**Receptionist:** No, April 30th.

**Alberto:** 30th? Okay, thank you.

6. Play the first dialogue again. Ask, "What questions did you hear?" Write the responses on the board.
7. Ss make their own dialogues in partners . Provide sentence frames if needed.

### **Wrap Up/Assessment**

- Ask a few volunteers do their dialogues for the class.

### **Activity 4a: Reading labels (20 min)**

1. Bring in some medicine bottles. Practice finding basic information on the labels, such as doctor's name, name of the medicine, or expiration date.
2. Show some warning labels (see reepworld below) Use should/ should not to talk about medicine (e.g. you should not drink alcohol with this medicine.)
3. Listening resources are available at: <http://www.queenslibrary.org/services/health-info/english-for-your-health> and [www.reepworld.org](http://www.reepworld.org)  
You can also find a transcript of the reepworld dialogue and additional practice with warning labels at: [http://www.reepworld.org/englishpractice/teacher\\_resources/Meds\\_voc.doc](http://www.reepworld.org/englishpractice/teacher_resources/Meds_voc.doc)

### **Wrap Up/Assessment**

- Ask learners to tell you 3 important things about medicine labels.

### **Activity 4b: Is it an emergency(30 min)**

1. Using pictures of illnesses and accidents, elicit from learners what constitutes an emergency. ([www.reepworld.org](http://www.reepworld.org) is a good source of pictures. There are also pictures in the *English for Your Health* curriculum.)
2. Use the picture story from *English for Your Health*. As a class, generate the story. Discussing the difference between a high fever and a low fever. Review the difference between Celsius and Fahrenheit. Ask students what is normal body temperature in Fahrenheit and Celsius. Discuss what the man should do next.
3. Find a recording of making an emergency call (reepworld.org and *the English for Your Health* curriculum have one.
4. Check for comprehension.
5. Repeat the dialogue with partners.
6. Role play with Ss making an emergency call.

### **Wrap Up/Assessment**

- Ask a few volunteers do their role play for the class.

### **Activity 5 Review Activity: Doctor's office role play (30 min)**

1. Make chart on the board: with the headings **Problem** and **Advice**. Elicit a few problems from and several suggestions for each problem from the class.
2. To facilitate the needed language, take the part of the doctor, and ask a few students sequentially to be a patient: Ask: "What's the matter?" How long have you had..." "You should..."
3. Set up the class as a doctors' office with 2-3 receptionists, 1-2 assistants and 3-4 three doctor stations and the rest of the class as patients. Model one as a class, moving one student through the waiting room/doctor's office.  
**Example:** Patient goes to the receptionist who asks, "What's your name? What's your date of birth? What time is your appointment?" Receptionist says, "Please take a seat." Nursing assistant then directs patient to a doctor (whichever one is free). (Come with me, the doctor will see you now). Assistant leads the patient to a doctor. Patient tells problem and doctor gives advice.
5. Allow the class to do the role play.
6. After it ends, patients report out: Who was your doctor, what was your problem, what did the doctor tell you?

### **Wrap Up/Assessment**

- After the role play ends, patients report out: Who was your doctor, what was your problem, what did the doctor tell you?

### Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

### Homework/Project (Extension Activity)

- **Reading:** Read the information from English *for your Health* regarding Fahrenheit and Celsius.
- **Writing:** Write the picture story from activity 4b
- **Listening:** Listen to the Health stories at <http://www.reepworld.org/englishpractice/health/index.htm>
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 4

### Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- [www.usalearns.org](http://www.usalearns.org)
- [http://www.reepworld.org/englishpractice/teacher\\_resources/Meds\\_voc.doc](http://www.reepworld.org/englishpractice/teacher_resources/Meds_voc.doc)
- <http://www.queenslibrary.org/services/health-info/english-for-your-health>