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**Beginning Level (CASAS reading scores of 181-200)**

## **Community: Week 2 of 2**

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### **Unit Overview**

In this 2-week unit learners practice very basic skills they can use when interacting with the American health care system. This unit puts heavy emphasis on strong listening and speaking skills, which learners regularly report as their greatest barrier when accessing healthcare.

### **Focus of Week 1**

- **Body parts**
- **Describing symptoms**
- **Making an appointment**

### **Focus of Week 2**

- **Reading about healthcare**
- **giving clear and accurate personal information**
- **finding your way around** a clinic or hospital

## Health Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> read and understand medical vocabulary including, medical center, medicine, pharmacy, patient, receptionist, sick, clinic, tablets</p> <p><b>Listening/speaking:</b> respond to suggested appointment times with “Yes, that’s OK” or “No, that doesn’t work for me. How about _____?”</p> <p><b>Transition &amp; Critical Thinking:</b> Use authentic clarification strategies in asking and answering questions about symptoms</p> <p><b>Grammar:</b> Use the negative simple present of to HAVE to describe symptoms, ex. I don’t have a headache.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Ralph Goes to the Clinic</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 57, 69, 113</li> <li>• <b>Symptom Cards</b> (1 set, cut apart)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Thin highlighters or colored pencils</li> </ul>

## Lesson Plan

### Warm up and Review of Previous Lesson

Description: learners mingle and talk about the symptoms on their cards

Materials/Prep: copy and cut apart one set of **Symptom Cards**

### Activity 1: Grammar, Transitions & Critical Thinking

Description: practice asking about symptoms with “Do you have \_\_\_\_\_?”

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57

### Activity 2: Literacy

Description: read a story about a health care experience and practice reading words with the “ph” spelling

Materials/Prep: copies of **Ralph Goes to the Clinic** (3 pags), ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

### Activity 3: Listening & Speaking

Description: practice making an appointment and negotiating the date and time

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69

### Activity 4: Checking for Understanding

Description: each learner tries to write one sentence using one of the new words from the story

Materials/Prep: none

## Teacher Directions: Warm-Up and Review: Listening and Speaking

-Materials: Symptom Cards

### Step 1: Model

Write on the board: **What's the matter?**

**I have a \_\_\_\_\_.**

**My \_\_\_\_\_ hurts.**

Ask for examples of words that could complete each sentence.

Deal out symptom cards. Model by having one of the learners ask you the question. Respond using the symptom on your card (and pantomiming the source of the pain), then ask your partner the question. Partners then switch cards and go find a new partner.

Symptom Cards	
headache	sore throat
a cold	the flu
runny nose	cough
fever	diarrhea
stomachache	backache

Symptom Cards	
foot hurts	ear hurts
shoulder hurts	eye hurts
tooth hurts	neck hurts
knee hurts	wrist hurts
ankle hurts	arm hurts

### Step 2: Independent Practice

Learners mingle around the room asking each other "What's the matter?"

Encourage learners to use full sentences and pantomime the problem as they say it.

## Teacher Directions: Activity 1: Grammar, Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

### Step 1: Introduce the yes/no question format

Write on the board: **Do you have a \_\_\_\_\_?**

**Yes, I have a \_\_\_\_\_.**

**No, I don't have a \_\_\_\_\_.**

Ask for symptom words that could finish these sentences.

Ask "Who asks this question, the doctor or the patient?"

Circle the word DO. Point out that questions that start with "do" always have a yes or no answer.

### Step 2: Structured Practice

Lead the **circle Drill** activity as described in the ESL Volunteer Tutor Manual, p. 57. Using the dialogue on the board.

### Step 3: Introduce the third person yes/no question format

Write on the board: **Does he have a \_\_\_\_\_?**

**Yes, he has a \_\_\_\_\_.**

**No, he doesn't have a \_\_\_\_\_.**

Draw a picture or pantomime someone taking their child to the clinic and answering these questions.

Circle the word "does." Point out that questions that start with "does" always have a yes or no answer.

### Step 4: Structured Practice

Lead the **circle Drill** activity as described in the ESL Volunteer Tutor Manual, p. 57. using the dialogue on the board.

### Step 5: Introduce clarification questions

Have a learner ask you the question on the board (**Does he have a cough?**)

Respond by repeating the symptom for clarification (**A cough?**)

Do this several times with different symptoms, noting how the intonation rises at the end of this kind of clarification question.

### Step 6: Independent Practice

Learners mingle around the room and ask each other about their own symptoms and their children's symptoms. Encourage them to use full sentences and repeat the symptom for clarification before answering the question

## Teacher Directions: Activity 2: Literacy, Life Skill -Materials: Ralph Goes to the Clinic

### Step 1: Context and Vocabulary

Write these words on the board:

1. Pharmacy
2. Patient
3. Receptionist
4. Tablets
5. Phone


Read the words out loud several times, learners repeat.

Talk about word meanings.

Distribute the story. Read the questions below the pictures.

Talk about the pictures.

Ralph Goes to the Clinic



Look at the pictures.  
What are they doing?  
Where is he going?  
Do you go to the clinic?  
What is the name of your clinic?

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blains Medical Center.  
Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.  
"Can I help you now?" says the receptionist.  
"My name is Ralph White," he says.  
"Are you a new patient?" she asks.  
"No, I have been here before," he says.  
Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

### Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

### Step 3: Teacher reads, Learners Follow

### Step 4: Teacher reads, Learners Repeat

### Step 5: Choral Reading

### Step 6: Learners Read with a Partner

### Step 7: Learners complete comprehension exercises

### Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113

The target spelling/sound for this story is **"ph" as in pharmacy.**

## Teacher Directions: Activity 3: Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

### Step 1: Context

How do you make an appointment at the clinic? Do you call? Does someone in your family call? Do you speak in English?

We will practice how to call the clinic to make an appointment.

### Step 2: Structured and Independent Practice

Write on the board: **Hello. Minneapolis Health Clinic.**

**Hi. I need an appointment.**

**What's the matter?**

**My back hurts.**

**Can you come at 3:00 tomorrow?**

**No that doesn't work for me. How about Friday?**

**There is a 1:30 on Friday.**

**Yes, that's OK.**

Lead the **Dialogue** activity as described in the ESL Volunteer Tutor Manual, p. 69.

Once learners are familiar with the dialogue, try gradually working them away from the script and toward more authentic practice by providing phone props, seating them back to back, and/or erasing sections of the dialogue little by little.

Encourage them to vary the underlined elements of the dialogue.

## **Teacher Directions: Activity 4: Checking for Understanding**

### Step 1: Review Vocabulary

Write a list of 5-8 challenging words from the story **Ralph Goes to the Clinic**

Review the pronunciation and meaning of the words

### Step 2: Independent Writing

Each learner tries to write one sentence using just one of the new words on the board.

Look for sentences that demonstrate understanding of the word's meaning. Don't correct for grammar or spelling at this time.

## Symptom Cards

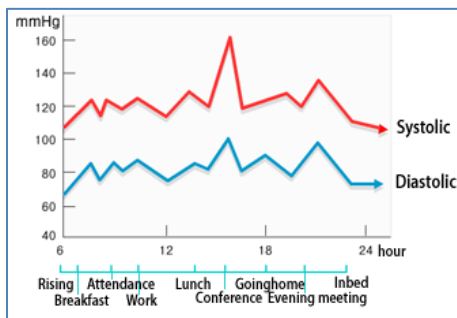
headache	sore throat
a cold	the flu
runny nose	cough
fever	diarrhea
stomachache	backache

## Symptom Cards

foot hurts	ear hurts
shoulder hurts	eye hurts
tooth hurts	neck hurts
knee hurts	wrist hurts
ankle hurts	arm hurts



# Ralph Goes to the Clinic



**Look at the pictures.**

**What are they doing?**

**Where is he going?**

**Do you go to the clinic?**

**What is the name of your clinic?**

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blaine Medical Center.

Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.

"I can help you now," says the receptionist.

"My name is Ralph White," he says.

"Are you a new patient?" she asks.

"No, I have been here before," he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph's blood pressure.

"You have high blood pressure. You need to take medicine every day," the doctor says. The doctor gives Ralph a prescription for some blood pressure medicine.

Ralph walks down the hall to the pharmacy. He gives the prescription to the pharmacist. He waits again. The pharmacist calls his name and gives him the medicine.

"Take one tablet in the morning and take one tablet at night before bed," the pharmacist says.

"Two tablets a day?" Ralph asks.

"Yes, two tablets a day. One in the morning and one at night."

**Write YES or NO.**

- |          |                                   |
|----------|-----------------------------------|
| 1. _____ | 1. Ralph goes to the hospital.    |
| 2. _____ | 2. Ralph has high blood pressure. |
| 3. _____ | 3. Ralph is a new patient.        |
| 4. _____ | 4. Ralph takes 1 tablet a day.    |
| 5. _____ | 5. Ralph is sick.                 |

**Write the answers.**

6. What is the name of the clinic? \_\_\_\_\_
7. Who takes his blood pressure? \_\_\_\_\_
8. Who answers the phone? \_\_\_\_\_

# Ralph Goes to the Clinic

Write one question about the story. Ask a partner the question. Write the answer.

9. \_\_\_\_\_  
 \_\_\_\_\_

Draw a line to match the words and the pictures

10. pharmacist



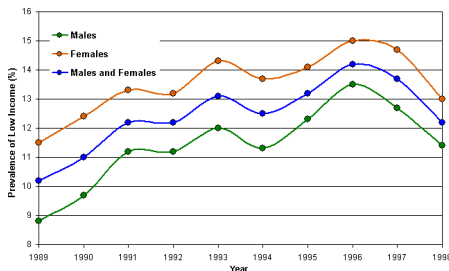
11. receptionist



12. graph

13. tablets

14. prescription



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*800 + po. qd*  
 LABEL *2*  
 REFILL *2* TIMES

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 #86 M.D.

## Health Unit: Week 2, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> call to make a clinic appointment</p> <p><b>Literacy:</b> read and understand common symptoms, including sore throat, stomachache, headache.</p> <p><b>Listening/speaking:</b> say and pronounce their own name, birth date, and phone number</p> <p><b>Transition &amp; Critical Thinking:</b> use authentic clarification strategies on the phone</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>What's Your Name</b></li> <li>• Handout: <b>Making an Appointment</b></li> <li>• Handout: <b>Ralph Goes to the Clinic</b> (a few copies)</li> <li>• Handout: <b>Practice Reading Test</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p.85, 69</li> <li>• Activity 4 teacher script</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Scratch paper</li> <li>• (optional) phone props</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: use a mingle grid activity to practice saying and writing personal information

Materials/Prep: copies of **What's Your Name?**, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

#### Review of Previous Lessons

Description: practice making a clinic appointment

Materials/Prep: copies of **Making an Appointment**, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

#### Activity 1: Literacy, Listening & Speaking

Description: learners act out the story "Ralph Goes to the Clinic"

Materials/Prep: copies of **Ralph Goes to the Clinic**

#### Activity 2: literacy

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: **Practice Reading Test**

#### Activity 3: Checking for Understanding

Description: as learners leave, ask each to say one item of personal info. (last name, phone number, address)

Materials/Prep: none

## Teacher Directions: Warm-Up: Listening & Speaking

-Materials: **What is Your Name?**, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Lead a **Mingle Grid** activity, as described in the ESL Volunteer Tutor Manual, p. 85 using the **What is Your Name** handout.

What is Your Name?				
What is your <u>first</u> name?	What is your <u>last</u> name?	What is your <u>birth</u> date?	What is your <u>address</u> ?	What is your <u>telephone number</u> ?

## Teacher Directions: Review of Previous Lessons: Life Skills, Listening & Speaking

-Materials: **Making an Appointment** and ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

### Step 1: Context

Which is easier: Talking on the phone? Or talking face-to-face? Why? (Usually talking on the phone is harder because we can't see the other person's mouth or expression).

Today we are going to practice calling the clinic to make an appointment.

### Step 2: Fill in Personal Information

Distribute copies of **Making an Appointment**.

Learners fill in their own personal information on the blanks.

### Step 3: Structured and Independent Practice

Lead the **Dialogue** activity, as described in the ESL Volunteer Tutor Manual, p. 69.

As learners become more familiar with the dialogue, have them vary the underlined portions about schedule.

Making an Appointment	
<ul style="list-style-type: none"><li>• Hello, Health Partners Clinic. How may I help you?</li></ul>	
<input type="checkbox"/> Hi, I need to make an appointment.	
<ul style="list-style-type: none"><li>• Patient's last name?</li></ul>	<input type="text"/>
<ul style="list-style-type: none"><li>• How do you spell it?</li></ul>	<input type="text"/>
<ul style="list-style-type: none"><li>• And the first name?</li></ul>	<input type="text"/>
<ul style="list-style-type: none"><li>• And date of birth please.</li></ul>	<input type="text"/>
<ul style="list-style-type: none"><li>• Can you come at <u>2:00</u> on <u>Tuesday</u>?</li></ul>	
<input type="checkbox"/> No. That doesn't work for me. How about on <u>Wednesday</u> ?	
<ul style="list-style-type: none"><li>• There is a <u>2:30</u> on <u>Wednesday</u>.</li></ul>	
<input type="checkbox"/> Yes, that's OK.	

Watch for moments of confusion or misunderstanding among students. Model authentic clarification strategies, such as spelling a street name, repeating a birth date to check accuracy, or asking someone to repeat a question.

**Teacher Directions: Activity 1: Literacy** -Materials: **Ralph Goes to the Clinic**, (optional) props to act out story

Step 1: Review the Story

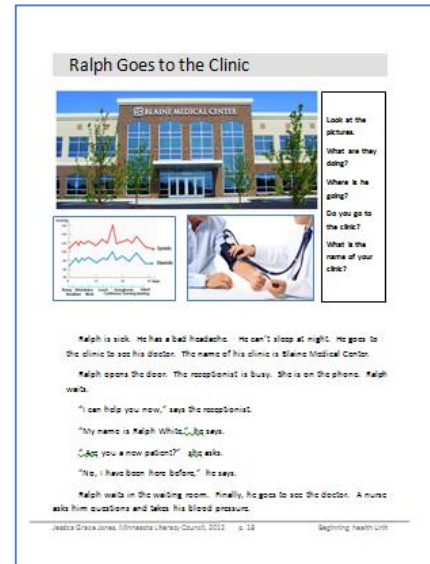
Find or distribute copies of **Ralph Goes to the Clinic** from yesterday.

Learners read the story quietly.

Teacher reads the story aloud.  
Learners read the story in pairs.

Step 2: Set the Scene

Ask for student volunteers to play these roles: **Ralph, receptionist, nurse, doctor, pharmacist**



As a class, identify what each person says in the story (the nurse does not have lines). You may want to have everyone circle the different parts in different colors (Ralph's lines in orange, the Doctor's lines in green, etc.)

On scratch paper, make signs to identify the **reception area, waiting room, exam room, pharmacy**.

Hang these in different parts of the room to designate each place in the story.

Determine where each character will go (ex. the receptionist and Ralph start in the reception area).

Step 3: Act it Out

Teacher reads the story out loud, pausing for learners to pantomime the actions and say their lines.

Repeat with a different cast of student volunteers.

## Teacher Directions: Activity 2: Life Skills, Literacy

## -Reading Test Practice


### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Reading Test Practice**



**Clinic Appointments**  
Friday, March 18<sup>th</sup>

1. Anton Brady 8:45
2. Marshall Mann 9:30
3. Lucas Scott 10:45
4. Salvia Owar 11:30

Lucas is sick. His temperature is 102. Tomorrow his mother will take him to the doctor.

<p>1. What is wrong?</p> <ol style="list-style-type: none"><li>A. Lucas has a headache.</li><li>B. Lucas has fever.</li><li>C. His mother is sick.</li><li>D. He takes medicine.</li></ol>	<p>2. What time is Lucas's appointment?</p> <ol style="list-style-type: none"><li>A. March 18th</li><li>B. 8:45</li><li>C. 10:45</li><li>D. 3:00</li></ol>
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Jessica Oracio Jones, Minnesota Literacy Council, 2012    p. 20    Beginning Health Unit

### Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

## Teacher Directions: Activity 3: Checking for Understanding

As learners leave, ask each one personal information question (ex. *How do you spell your last name? What is your birthdate? What is your phone number?*)

# Making an Appointment

- Hello. Health Partners Clinic. How may I help you?

- Hi. I need to make an appointment.

- Patient's last name?

- \_\_\_\_\_.

- How do you spell it?

- \_\_\_\_\_

- And the first name?

- \_\_\_\_\_.

- And date of birth please.

- \_\_\_\_\_.

- Can you come at 2:00 on Tuesday?

- No. That doesn't work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.

- Yes, that's OK.

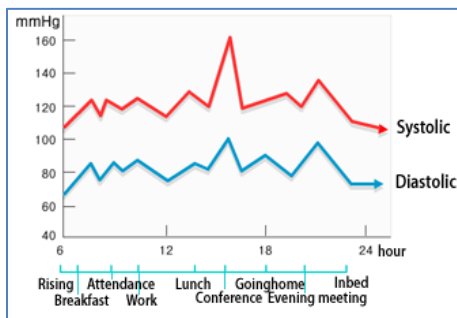




# What is Your Name?

<b>What is your <u>first</u> <u>name</u>?</b>	<b>What is your <u>last</u> <u>name</u>?</b>	<b>What is your <u>birth</u> <u>date</u>?</b>	<b>What is your <u>address</u>?</b>	<b>What is your <u>telephone number</u>?</b>

# Ralph Goes to the Clinic



**Look at the pictures.**

**What are they doing?**

**Where is he going?**

**Do you go to the clinic?**

**What is the name of your clinic?**

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blaine Medical Center.

Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.

"I can help you now," says the receptionist.

"My name is Ralph White," he says.

"Are you a new patient?" she asks.

"No, I have been here before," he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph's blood pressure.

"You have high blood pressure. You need to take medicine every day," the doctor says. The doctor gives Ralph a prescription for some blood pressure medicine.

Ralph walks down the hall to the pharmacy. He gives the prescription to the pharmacist. He waits again. The pharmacist calls his name and gives him the medicine.

"Take one tablet in the morning and take one tablet at night before bed," the pharmacist says.

"Two tablets a day?" Ralph asks.

"Yes, two tablets a day. One in the morning and one at night."

# Reading Test Practice



## Clinic Appointments

**Friday, March 18<sup>th</sup>**

1. *Anton Brady* 8:45
2. **Marshall Mann** 9:30
3. **Lucas Scott** 10:45
4. *Salma Omar* 11:30

Lucas is sick. His temperature is 102. Tomorrow his mother will take him to the doctor.

1. What is wrong?

- A. Lucas has a headache.
- B. Lucas has fever.
- C. His mother is sick.
- D. He takes medicine.

2. What time is Lucas's appointment?

- A. March 18th
- B. 8:45
- C. 10:45
- D. 3:00

## Health Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill: call to make an appointment</i></p> <p><i>Life skill: call in an absence for self or child</i></p> <p><i>Literacy: write appointment date and time on a simple appointment card</i></p> <p><i>Listening/speaking: Explain reason for own or child's absence</i></p> <p><i>Transition &amp; Critical Thinking: sequence events in a narrative story according to logical progression</i></p> <p><i>Technology: leave a voicemail when calling in an absence</i></p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Story Strips</b> (a few copies, cut apart)</li> <li>• Handout: <b>Making an Appointment</b> (a few copies)</li> <li>• Handout: <b>Appointment Cards</b></li> <li>• Handout: <b>I Can't Come to School Today</b></li> <li>• Handout: <b>Practice Reading Test</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 44</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: learners sequence events from this week's story

Materials/Prep: several sets of **Story Strips** cut apart

#### Review of Previous Lessons

Description: review making an appointment

Materials/Prep: copies of **Making an Appointment**, copies of **Appointment Cards**

#### Activity 1: Life skill, Listening & Speaking, Technology

Description: practice calling in sick for yourself or a child

Materials/Prep: copies of **I Can't Come to School Today**

#### Activity 2: Literacy

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Practice Reading Test**

#### Activity 3: Checking for Understanding

Description: Use the **Conversation Queue** activity to check learners' ability to make an appointment or call in sick

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

## Teacher Directions: Warm-Up: Transitions & Critical Thinking, Literacy

### -Materials: Story Strips

Copy and cut apart a few sets of both “easy” and “difficult” story strips.

As learners arrive, group them in pairs or small groups. Give them a set of story strips (if unsure of level give them the easy ones first).

Learners should first try to put them in order without looking at this week’s story.

After they’ve put them in order, they can refer to the story, **Ralph Goes to the Clinic**, to check the order.

Story Strips (difficult)	Story Strips (easy)
Ralph goes to the clinic.	Ralph goes to the clinic.
Ralph waits because the receptionist is busy.	Ralph talks to the receptionist.
Ralph talks to the receptionist.	Ralph waits in the waiting room.
Ralph waits in the waiting room.	A nurse takes his blood pressure.
A nurse takes his blood pressure.	The doctor asks him questions
The doctor comes into the room.	The doctor gives him a prescription.
The doctor asks him questions	The pharmacist gives Ralph the medicine.
The doctor says, "You have high blood pressure."	
The doctor gives him a prescription.	
Ralph walks down the hall to the pharmacy.	
He gives the prescription to the pharmacist.	
The pharmacist gives Ralph the medicine.	
The pharmacist says "Take 2 tablets a day."	

## Teacher Directions: Review: Life Skills, Literacy -Materials: Making an Appointment, Appointment Cards

### Step 1: Review the Dialogue

Review the dialogue as a whole class and in partners. Practice changing the date and time of the appointment

### Step 2: Preview Appointment Cards

Use a projector to show the appointment cards. Model how to fill in the name, date, and time.

Making an Appointment	Appointment Cards
<p>• Hello, Health Partners Clinic. How may I help you?</p> <p><input type="checkbox"/> Hi, I need to make an appointment.</p> <p>• Patient's last name? <input type="text"/></p> <p>• How do you spell it? <input type="text"/></p> <p>• And the first name? <input type="text"/></p> <p>• And date of birth please. <input type="text"/></p> <p>• Can you come at 2:00 on Tuesday?</p> <p><input type="checkbox"/> No. That doesn't work for me. How about on Wednesday?</p> <p>• There is a slot on Wednesday. <input type="checkbox"/> Yes, that's OK.</p>	<p><b>Your Appointment</b></p> <p>Patient's Name <input type="text"/></p> <p>Date: Mon. Tue. Wed. Thurs. Fri. Sat. <input type="text"/> / <input type="text"/> / <input type="text"/></p> <p>Time: <input type="text"/> / <input type="text"/></p> <p><b>Your Appointment</b></p> <p>Patient's Name <input type="text"/></p> <p>Date: Mon. Tue. Wed. Thurs. Fri. Sat. <input type="text"/> / <input type="text"/> / <input type="text"/></p> <p>Time: <input type="text"/> / <input type="text"/></p> <p><b>Your Appointment</b></p> <p>Patient's Name <input type="text"/></p> <p>Date: Mon. Tue. Wed. Thurs. Fri. Sat. <input type="text"/> / <input type="text"/> / <input type="text"/></p> <p>Time: <input type="text"/> / <input type="text"/></p>

### Step 3: Role-Play

Ask for two student volunteers to come to the front of the room and role-play making an appointment.

The rest of the class should listen to the role-play and record the information on an appointment card. (They may need to repeat the same role-play at least twice)

Repeat 3 times to fill out all the appointment cards.

## Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Technology

- Materials: **I Can't Come to School Today**

### Step 1: Context

"Sometimes you can't come to school. It is important to call the learning center. If there is no answer, leave a message."

### Step 2: Guided Practice

Practice both dialogues several times as a class and in pairs.

### Step 3: Independent Practice

Write the learning center's phone number on the board.

Learners use their cell phones or a school phone to practice calling the office and leaving a message.

(if other learners are waiting to use the phone, they may begin the next activity independently)

**I Can't Come to School Today**

Call YOUR teacher.

Hello, this is \_\_\_\_\_ I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on \_\_\_\_\_

---

Call your CHILD's teacher.

Hello, this is \_\_\_\_\_ My son/daughter \_\_\_\_\_ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

\_\_\_\_\_ will be back on \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 29 Beginning Phone Unit

## Teacher Directions: Activity 2: Literacy

- Materials: **Reading Test Practice**

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Reading Test Practice**

Mrs. Kim works full-time in a school office. She has four young children. Her children are always sick. When her children are sick they can't go to daycare. Mrs. Kim is absent from work a lot. Her manager is not very happy. She wants to be a good employee but she must stay home with her sick children.

<p>1. Where does Mrs. Kim work?</p> <ul style="list-style-type: none"><li>A. She stays at home</li><li>B. A daycare center</li><li>C. A school office</li><li>D. A clinic</li></ul>	<p>2. How many children does she have?</p> <ul style="list-style-type: none"><li>A. three</li><li>B. four</li><li>C. sick</li><li>D. daycare</li></ul>
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Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 31 Beginning Health Unit

## Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

## **Teacher Directions: Activity 3: Checking for Understanding**

-Materials: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

Lead a conversation queue activity using all of part of the **Making an Appointment** dialog.

Ideally learners should try to do this without a script. They do not need to memorize either dialogue word-for-word.

Observe what practice is still needed to accomplish making an appointment independently and add that to your lesson report for tomorrow's teacher.



## Story Strips (difficult)

Ralph goes to the clinic.

Ralph waits because the receptionist is busy.

Ralph talks to the receptionist.

Ralph waits in the waiting room.

A nurse takes his blood pressure.

The doctor comes into the room.

The doctor asks him questions

The doctor says, "You have high blood pressure."

The doctor gives him a prescription.

Ralph walks down the hall to the pharmacy.

He give the prescription to the pharmacist.

The pharmacist gives Ralph the medicine.

The pharmacist says "Take 2 tablets a day."

## Story Strips (easy)

Ralph goes to the clinic.

Ralph talks to the receptionist.

Ralph waits in the waiting room.

A nurse takes his blood pressure.

The doctor asks him questions

The doctor gives him a prescription.

The pharmacist gives Ralph the medicine.

# Making an Appointment

- Hello. Health Partners Clinic. How may I help you?

- Hi. I need to make an appointment.

- Patient's last name?

- \_\_\_\_\_.

- How do you spell it?

- \_\_\_\_\_

- And the first name?

- \_\_\_\_\_.

- And date of birth please.

- \_\_\_\_\_.

- Can you come at 2:00 on Tuesday?

- No. That doesn't work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.

- Yes, that's OK.



# Appointment Cards

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

# I Can't Come to School Today

Call YOUR teacher.

Hello. This is \_\_\_\_\_ . I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on \_\_\_\_\_ .

---

Call your CHILD's teacher.

Hello. This is \_\_\_\_\_ . My son/daughter \_\_\_\_\_ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

\_\_\_\_\_ will be back on \_\_\_\_\_ .

## Reading Test Practice

Mrs. Kim works full-time in a school office. She has four young children. Her children are always sick. When her children are sick they can't go to daycare. Mrs. Kim is absent from work a lot. Her manager is not very happy. She wants to be a good employee but she must stay home with her sick children.

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1. Where does Mrs. Kim work?

- A. She stays at home
- B. A daycare center
- C. A school office
- D. A clinic

2. How many children does she have?

- A. three
- B. four
- C. sick
- D. daycare

## Health Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life Skill:</b> call to make an appointment</p> <p><b>Life Skill:</b> call in an absence for self or child</p> <p><b>Life Skill:</b> find health service locations on a building directory</p> <p><b>Listening/speaking:</b> ask and respond to the question "Where is the <u>office</u>?"</p> <p><b>Literacy:</b> read and understand common building directory vocabulary including ground floor, first, second, third, fourth</p> <p><b>Technology:</b> identify key information (location and hours) on a clinic website</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Making an Appointment</b> (from yesterday)</li> <li>• Handout: <b>Appointment Cards</b></li> <li>• Handout: <b>I Can't Come to School</b> (from yesterday)</li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Single Copies</b></p> <ul style="list-style-type: none"> <li>• Sample Directory Signs</li> </ul>

### Lesson Plan

#### Warm up

Description: play "Simon Says" to review body part vocabulary

Materials/Prep: (none)

#### Review of Previous Lessons

Description: practice making an appointment and recording key information on an appointment card

Materials/Prep: copies of **Making an Appointment**, copies of **Appointment Cards**

#### Activity 1: Life Skill

Description: review calling in an absence for self or child

Materials/Prep: a few copies of **I Can't Come to School Today**

#### Activity 2: Technology

Description: find key information on a clinic website

Materials/Prep: see activity instructions for options

#### Activity 3: Listening & Speaking, Life Skill, Literacy

Description: practice asking for directions in a hospital or clinic and reading directory signs

Materials/Prep: **Sample Directory Signs**

#### Activity 4: Checking for Understanding

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Practice Test**

## Teacher Directions: Warm-Up: Listening and Speaking

Play "Simon Says" to review body part vocabulary.

Start by leading the game. Once learners understand the rules, call on learners to lead the game.

## Teacher Directions: Review: Life Skills, Literacy -Materials: Making an Appointment, Appointment Cards

*This is a repeat of yesterday's activity for more review. Try to find out who did not role-play yesterday and ask those learners to role-play today.*

### Step 1: Review the Dialogue

Review the dialogue as a whole class and in partners. Practice changing the date and time of the appointment

**Making an Appointment**

- Hello, Health Partners Clinic. How may I help you?  
 Hi, I need to make an appointment.
- Patient's last name?  
 \_\_\_\_\_
- How do you spell it?  
 \_\_\_\_\_
- And the first name?  
 \_\_\_\_\_
- And date of birth please.  
 \_\_\_\_\_
- Can you come at 2:00 on Tuesday?  
 No. That doesn't work for me. How about on Wednesday?  
 There is a 3:00 on Wednesday.  
 Yes, that's OK.

**Appointment Cards**

**Your Appointment**

Patient's Name \_\_\_\_\_

Date: Mon. Tue. Wed. Thurs. Fri. Sat. \_\_\_\_\_

Time: \_\_\_\_\_

**Your Appointment**

Patient's Name \_\_\_\_\_

Date: Mon. Tue. Wed. Thurs. Fri. Sat. \_\_\_\_\_

Time: \_\_\_\_\_

**Your Appointment**

Patient's Name \_\_\_\_\_

Date: Mon. Tue. Wed. Thurs. Fri. Sat. \_\_\_\_\_

Time: \_\_\_\_\_

### Step 2: Preview Appointment Cards

Use a projector to show the appointment cards. Model how to fill in the name, date, and time.

### Step 3: Role-Play

Ask for two student volunteers to come to the front of the room and role-play making an appointment.

The rest of the class should listen to the role-play and record the information on an appointment card. (They may need to repeat the same role-play at least twice)

Repeat 3 times to fill out all the appointment cards.



## Teacher Directions: Activity 1: Life Skills -Materials: I Can't Come to School Today

### Step 1: Review the Messages

Practice both messages several times as a whole class.

### Step 2: Independent Practice

Seat pairs of learners back to back so they cannot see each other. One will "call" to leave a message about themselves or their child. Their partner will write down the message in their notebook. The message should include the person's name and why they cannot come to school.

**I Can't Come to School Today**

Call YOUR teacher.

Hello, this is \_\_\_\_\_ I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on \_\_\_\_\_

Call your CHILD's teacher.

Hello, this is \_\_\_\_\_ My son/daughter \_\_\_\_\_ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

\_\_\_\_\_ will be back on \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 29 Beginning Phone Unit

## Teacher Directions: Activity 2: Technology

-Materials: copies of 2 nearby clinics' webpages containing the hours and/or contact information or access to one or more computers in the classroom.

*This activity is ideally done with either a single computer in the classroom connected to a projector or multiple computers that students can use. If you do not have access to computers, you can search for webpages before class and make paper copies of the information.*

### Step 1: Context

What clinic do you go to? Why do you go to *that* clinic? Did you go to another clinic before? Do you know your clinic's phone number, address, or what time it opens on Monday?

Sometimes people use the Internet to look for information about clinics.

### Step 2: Web Search

**If you're using print-outs:** describe how you found the information (ex, *I opened the Internet, I typed Health Partners clinic...*)

**If you're using a projector:** slowly demonstrate how to search for a specific clinic's information. Give short simple explanations as you show each step (ex. *Open the Internet, click in this box, type Health Partners Clinic...*)

**If you're using individual student computers:** review the steps by demonstrating with a projector or having everyone huddle around a single computer.

### Step 3: Search for Key Information

Write 3 simple questions on the board, based on the information you found (ex. *What is the clinic address? What time does the clinic close on Fridays?*)

Learners write the questions and answers in their notebooks, they may work independently, in pairs, or small groups.

## **Teacher Directions: Activity 3: Listening & Speaking, Life Skill, Literacy**

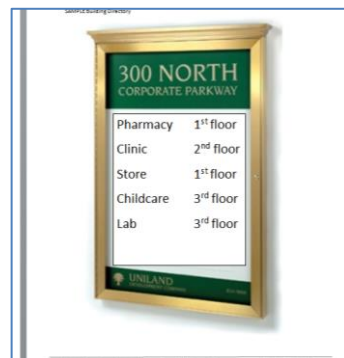
-Materials: **Sample Directory Signs**

### Step 1: Context

Show the sample directory sign. On the board draw a building with 5 floors. Label each floor with 1<sup>st</sup> –First, 2<sup>nd</sup> –Second, etc...

Practice the pronunciation of the ordinal numbers 1<sup>st</sup>-5<sup>th</sup>.

Using the sample directory sign, ask: ***Where is the \_\_\_\_\_?***



### Step 2: Teacher Models & Group Practice

On the board, create your own directory sign based on a fictional multi-story building that you draw on the board.

### Step 3: Independent Practice

In their notebooks, learners draw a 5 story building and draw different services on each floor. Then they draw a directory sign for that building.

## Teacher Directions: Activity 4: Literacy

## -Reading Test Practice

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

The image shows a sample reading test practice page. At the top, it says "Reading Test Practice" in a grey box. Below that is the title "Heartland Medical Center". Underneath is a floor directory table:

Lab	2 <sup>nd</sup> Floor
Clinic	3 <sup>rd</sup> Floor
Emergency Room	1 <sup>st</sup> Floor
Waiting Room	1 <sup>st</sup> Floor
Pharmacy	2 <sup>nd</sup> Floor

Below the table are two multiple-choice questions:

1. Where is the clinic?  
A. On the ground floor  
B. On the first floor  
C. On the second floor  
D. On the third floor

2. Where is the waiting room?  
A. On the ground floor  
B. On the first floor  
C. On the second floor  
D. On the third floor

At the bottom, there is a small footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 35 Beginning health Unit 4"

### Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

# Making an Appointment

- Hello. Health Partners Clinic. How may I help you?

- Hi. I need to make an appointment.

- Patient's last name?

- \_\_\_\_\_.

- How do you spell it?

- \_\_\_\_\_

- And the first name?

- \_\_\_\_\_.

- And date of birth please.

- \_\_\_\_\_.

- Can you come at 2:00 on Tuesday?

- No. That doesn't work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.

- Yes, that's OK.



# Appointment Cards

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

## Your Appointment

Patient's Name \_\_\_\_\_  
First last

Date: Mon. Tues. Wed. Thurs. Fri. Sat. \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Time: \_\_\_\_\_

# I Can't Come to School Today

Call YOUR teacher.

Hello. This is \_\_\_\_\_ . I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on \_\_\_\_\_ .

---

## Call your CHILD's teacher.

Hello. This is \_\_\_\_\_ . My son/daughter \_\_\_\_\_ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

\_\_\_\_\_ will be back on \_\_\_\_\_ .



# Reading Test Practice

## Heartland Medical Center

<b>Lab</b>	2 <sup>nd</sup> Floor
<b>Clinic</b>	3 <sup>rd</sup> Floor
<b>Emergency Room</b>	1 <sup>st</sup> Floor
<b>Waiting Room</b>	1 <sup>st</sup> Floor
<b>Pharmacy</b>	2 <sup>nd</sup> Floor

---

1. Where is the clinic?

- A. On the ground floor
- B. On the first floor
- C. On the second floor
- D. On the third floor

2. Where is the waiting room?

- A. On the ground floor
- B. On the first floor
- C. On the second floor
- D. On the third floor