



MLC Intermediate CASAS-Aligned Curriculum
Unit: Health Reading & Vocabulary
Week 1 of 2

Unit Overview

This is an 8-lesson unit in which students will do comprehension and vocabulary activities with readings about health.

Unit Life Skill Goals:

Monday: Getting Sick and Identifying Symptoms

Tuesday: Calling the Doctor

Wednesday: Going to the Doctor

Thursday: Going to the Pharmacy

Unit: Health Reading & Vocabulary: Week 1 of 2

Monday: Getting Sick and Identifying Symptoms

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none">• Answer comprehension questions about the story• Identify the meaning of key vocabulary words and use them in a sentence or give an example <p>Key vocabulary: sore throat, serious illness, medical treatment, serious condition</p>	<p>Protocols</p> <ul style="list-style-type: none">• Protocol – Warm Up and Introduction• Protocol – Reading Comprehension• Protocol – Sequencing a story• Protocol – Tic Tac Toe for vocabulary practice <p>Additional materials</p> <ul style="list-style-type: none">• Health Readings and Vocabulary.1• Health Readings and Vocabulary.2

Lesson Plan
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Tell me about a time that you had a health problem in the past five years. Where were you? What did you do?”</p> <p>Activity 1 Reading Comprehension (25 min)</p> <ul style="list-style-type: none">• Use <i>Health Readings and Vocabulary.1</i>• Complete all steps from “Introduce the context” to “Extension: Checking Questions” on <i>Protocol – Reading Comprehension.</i> <p>Activity 2 Reading Review (20 min)</p> <ul style="list-style-type: none">• Use <i>Health Readings and Vocabulary.2</i>• Complete all steps on <i>Protocol – Sequencing a story</i> <p>Activity 3: Vocabulary (10 min)</p> <ul style="list-style-type: none">• Choose nine vocabulary words from the story, including <i>sore throat, serious illness, medical treatment, and serious condition.</i>• Use <i>Protocol – Tic Tac Toe for vocabulary practice</i>

Warm-Up and Introduction

Objective

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description

Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Health Reading and Vocabulary.1

Part 1

Mario has been living in Minnesota for three months. He arrived in October, when the weather was starting to get colder. Now that it's January, he's starting to get sick more often. His body is used to a very different climate back in Guatemala, where it's summer all year long! He's had two colds so far in Minnesota, with a sore throat and headache, but he hasn't had any serious illnesses yet. For the past two days, though, he has had a fever and a stomachache. He is a little worried because he doesn't know what's wrong.

Part 2

Mario calls his sister, Teresa, who lives in Wisconsin with her husband and kids. He explains his symptoms to her. Teresa asks him how long he has had a fever, and he answers that it has been two days. She says, "Mario, you should really see a doctor. Sometimes a fever can be serious. You might need some kind of medical treatment." Mario doesn't think he has a serious condition, and thinks maybe his sister is overreacting. But he doesn't want his illness to get worse, so he agrees to call the doctor for an appointment.

Reading Comprehension

Objective

LWBAT demonstrate understanding of materials read

Step 1: Introduce context Use the images or titles in the text to elicit from learners, “What do you think this will be about? What do you think you’ll read?”.

Step 2: Independent reading with repetition Learners read a selection on their own. Additional guidelines might include reading more than once, reading with a partner (alternating sentences) or reaching chorally.

Step 3: Group comprehension checking Instructor creates general comprehension questions and elicits answers from learners to gauge understanding. *Work more closely with learners who do not demonstrate understanding.*

Step 4: Independent comprehension activity Learners independently respond to the questions in the text. *Circulate at this time to assist any learners having difficulty.*

Step 5: Paired comprehension check Learners check answers with a partner.

Step 6: Group comprehension check Instructor calls on learners for answers and explains incorrect answers.

Extension – Checking Questions In pairs, learners ask and answer:

1. What was easy for you? Why?
2. What was difficult? Why?
3. Tell me one thing you learned.

As a whole group, two or three learners share one thing they learned.

Questions about Part 1

1. Why didn't Mario get colds as often in Guatemala as he does in Minnesota?
2. What types of illnesses has Mario had in Minnesota this year?
3. What are Mario's symptoms right now?
4. How does Mario feel now?
5. What would YOU do if you were Mario?

Questions about Part 2

6. Why does Mario call his sister?
7. What does Mario tell her?
8. What does Teresa advise Mario to do?
9. What does Mario think about the advice?
10. What will Mario do next?

Health Reading and Vocabulary.2

Mario has been living in Minnesota for three months.

He arrived in October, when the weather was starting to get colder.

Now that it's January, he's starting to get sick more often.

His body is used to a very different climate back in Guatemala, where it's summer all year long!

He's had two colds so far in Minnesota, with a sore throat and headache, but he hasn't had any serious illnesses yet.

For the past two days, though, he has had a fever and a stomachache.

He is a little worried because he doesn't know what's wrong.

Mario calls his sister, Teresa, who lives in Wisconsin with her husband and kids.

He explains his symptoms to her.

Teresa asks him how long he has had a fever, and he answers two days.

She says, "Mario, you should really see a doctor.

Sometimes a fever can be serious.

You might need some kind of medical treatment.

Mario doesn't think he has a serious condition, and thinks maybe his sister is overreacting.

But he doesn't want his illness to get worse, so he agrees to call the doctor for an appointment.

Sequencing a Story

Objectives

LWBAT sequence sentences from a story.

Teacher prep notes:

Cut the sentence strips and mix them up. You need one set for each pair.

ACTIVITY DESCRIPTION

Step 1: In partners, learners read and sequence the sentences with a partner.

Step 2: Pairs move to another sequenced story to compare their answers. Elicit from 2-3 learners, “Are your stories the same or different?”

Step 3: Learners return to their own story. Instructor reads the story; learners listen and correct as able.

Step 4: Hand out the sequenced story. Learners read the story and check their sequencing.

Tic Tac Toe for Vocabulary Practice

Objectives

LWBAT use the target vocabulary in a sentence or give an example of it.

Teacher prep notes:

ACTIVITY DESCRIPTION

Step 1: Choose nine vocabulary words to review. Write them in a tic-tac-toe game format on the board. Divide learners into two teams, X and O.

Step 2: A learner from team X comes to the board and chooses a word. S/he says the word, and then either gives an example of it or uses it in an original sentence.

Step 3: Learners from the other team decide if the usage is correct. Once everyone has agreed, the learner erases the word and writes an "X" in its place.

Step 4: Repeat with a learner from Team O.

Step 5: As in tic-tac-toe, the first team to get three consecutive X's or O's wins.

Unit: Health Reading & Vocabulary: Week 1 of 2

Tuesday: Calling the Doctor

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Answer comprehension questions about the story • Identify the meaning of key vocabulary words and use them in a sentence or give an example <p>Key vocabulary: Chilled, treatment, serious</p>	<p>Protocols</p> <ul style="list-style-type: none"> • Protocol – Warm Up and Introduction • Protocol_Jigsaw_reading_comprehension • Protocol – Reading Comprehension. <p>Additional materials</p> <ul style="list-style-type: none"> • Health Readings and Vocabulary.3 • Health Readings and Vocabulary.4 • MLC Volunteer Tutor Manual, Dialog p.62

Lesson Plan
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever had to call a doctor? What do you think you need to do and say when you call a doctor?”</p> <p>Activity 1 Vocabulary Introduction (10 min)</p> <ul style="list-style-type: none"> • Use <i>Zero Prep: Pre-teaching Vocabulary (page 44)</i> with vocabulary from <i>Vocabulary.3</i>, including chilled, treatment, serious, stomach ache <p>Activity 2 Reading Comprehension (20 min)</p> <ul style="list-style-type: none"> • Use <i>Health Readings and Vocabulary.3</i> • Complete all steps from “Introduce the context” to “Extension: Checking Questions” on <i>Protocol – Reading Comprehension</i>. <p>Activity 3: Vocabulary Reading Comprehension (30 min)</p> <ul style="list-style-type: none"> • Use MLC Volunteer Tutor Manual, Dialog p.62 with the dialogs on <i>Health Readings and Vocabulary.4</i> • Have learners write a dialogue between Mario and the receptionist and or nurse from <i>Health Readings and Vocabulary.3</i>; alternatively have them make up and write a dialog between Mario and the doctor.

Warm-Up and Introduction

Objective

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description

Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Health Reading and Vocabulary.3

Part 1

Mario has had a fever and stomachache for two days. After calling his sister Teresa for advice, he decides to call the doctor. This morning, even though he has a fever, he feels chilled. He calls the doctor's office and speaks to the receptionist. The receptionist transfers his calls to the nurse, who asks what his symptoms are. "I've had a fever and a stomachache for two days," Mario explained. "This morning, I also feel chilled." The nurse asked, "Do you have any other symptoms?" Mario said, "I guess I'm also feeling a little drowsy. I haven't been sleeping well because of my stomachache."

Part 2

The nurse advised Mario to come in to the clinic to see the doctor. "You may have the flu," she explained. "It's better to come in and get treatment right away and just make sure it's nothing serious." Mario made an appointment for the next day at 12:30 p.m. "You'll see Dr. Cardenas," the nurse said. "When you come for your appointment, bring your picture ID and your insurance card if you have one."

Questions about Part 1

11. What symptoms has Mario had for the past two days?

12. What new symptom does Mario have?

13. Which two people does Mario talk to at the clinic?

14. Why hasn't Mario been sleeping?

Questions about Part 2

1. What advice does the nurse give Mario?

2. Why doesn't the nurse think he should wait to see a doctor?

3. When is Mario's appointment, and what is his doctor's name?

4. What does Mario have to bring for his appointment?

Jigsaw Reading Comprehension

Objectives

LWBAT read for comprehension (general understanding).

Content objectives vary according to material and are noted on curriculum lesson plans.

Teacher prep notes:

Jigsaw activities are done in partners. Each partner has different information to read. Questions on Learner A's paper are answered by Learner B and vice versa. When possible, it can be helpful to copy the two different readings on differently colored paper.

ACTIVITY DESCRIPTION

Step 1: Distribute readings to alternate learners. Ask learners to read their half of the paragraph to themselves silently.

Optional Step – comprehension check: Learners work with a partner who read the SAME reading.

- Ask and answer: What did you understand? What was important?

Step 2: Learners ask and answer questions with a partner who read the OPPOSITE reading.

Model Step 2 for learners

Make clear to learners that they read different readings and will now ask and answer questions about each others' readings (you might visually show the paper in two different colors)

Teacher: Asks a sample question of a learner

Learner responds

Teacher prompts two learners to ask and respond to a question, e.g., "Maria is A, Habtamu is B. Maria, please ask Habtamu #1."

Learner A asks the question

Learner B responds

Optional step – comprehension check: Learners pair again with learners who have the SAME reading to check answers. Are they the same or different?

Step 3 - Comprehension checking/strategy-building: Elicit and correct answers as a class. In jigsaw readings with *multiple choice answers*, also elicit which answers are NOT CORRECT or NOT THE BEST ANSWER and why. This will help learners understand that they are looking for ONE BEST ANSWER and how to compare answers.

Optional additional comprehension check: In pairs, learners ask and answer: Which question was easy for you? Why? Which question was difficult for you? Why? Tell me one thing you learned. B) Two or three learners share with whole class.

Health Reading and Vocabulary.4

Making an Appointment

1. Hello. This is Richard Brown. I'd like to make an appointment to see Dr. Habí.
2. Certainly. What seems to be the problem?
1. I'd like to have my annual check-up.
2. Fine. When would you be available to come in to see Dr. Habí?
1. Any day next week in the morning would be great.
2. How about next Thursday at 10 o'clock?
1. That sounds fine. Thank you.
2. We'll see you next Thursday Mr. Brown. Goodbye.

Seeing the Doctor

1. Hello, what's the matter?
2. Good morning. I have a terrible ache in my lower back.
1. How long has your back been bothering you?
2. I've been having pain for about the last two weeks.
1. Do you have any history of back problems?
2. No, this is the first time.
1. Are you taking any medicine at the moment?
2. No, just an aspirin from time to time to kill the pain.
1. OK. Let's have a look at your back. Please take off your shirt

Reading Comprehension

Objective

LWBAT demonstrate understanding of materials read

Step 1: Introduce context Use the images or titles in the text to elicit from learners, “What do you think this will be about? What do you think you’ll read?”.

Step 2: Independent reading with repetition Learners read a selection on their own. Additional guidelines might include reading more than once, reading with a partner (alternating sentences) or reaching chorally.

Step 3: Group comprehension checking Instructor creates general comprehension questions and elicits answers from learners to gauge understanding. *Work more closely with learners who do not demonstrate understanding.*

Step 4: Independent comprehension activity Learners independently respond to the questions in the text. *Circulate at this time to assist any learners having difficulty.*

Step 5: Paired comprehension check Learners check answers with a partner.

Step 6: Group comprehension check Instructor calls on learners for answers and explains incorrect answers.

Extension – Checking Questions In pairs, learners ask and answer:

1. What was easy for you? Why?
2. What was difficult? Why?
3. Tell me one thing you learned.

As a whole group, two or three learners share one thing they learned.

Unit: Health Reading & Vocabulary: Week 1 of 2

Wednesday: Going to the Doctor and Filling out a Form

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none">• Answer comprehension questions about the story• Skim and scan a story for key words to answer questions <p>Key vocabulary:</p> <p>Hospitalized, major operation, serious illness</p>	<p>Protocols</p> <p>Protocol – Warm Up and Protocol_Keyword_skimming_scanning</p> <p>Additional materials</p> <ul style="list-style-type: none">• Health Readings and Vocabulary.5• Health Readings and Vocabulary.6

Lesson Plan
<p>Warm up (5min)</p> <p><i>Use Protocol – Warm Up and Introduction.</i></p> <p>Suggested question: “Have you ever filled out a medical history form? What kind of information do you think you have to know to fill one out?”</p> <p>Activity 1 Skim and scan a story (30 min)</p> <ul style="list-style-type: none">• Use <i>Protocol_Keyword_skimming_scanning</i> with <i>Health Reading and Vocabulary.5</i> <p>Activity 2 Reading Comprehension (25 min)</p> <ul style="list-style-type: none">• Use <i>Health Reading and Vocabulary.6</i>• Complete all steps on <i>Protocol – Sequencing a story</i>

Warm-Up and Introduction

Objective

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description

Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Health Reading and Vocabulary.5

Mohammed has had a sore throat for nearly a week, and has also had a bad cough. He has an appointment at the clinic for 3:00 this afternoon. It's the first time he has been to this clinic, and he has to fill out a medical history form. This gives the doctor information about health conditions and medical treatment he has had in the past. They want to know if he has had any serious illnesses, if he has ever been hospitalized, and whether he has ever had a major operation. Mohammed isn't sure what to write, and asks the receptionist for help.

"Excuse me," Mohammed says, "can you answer a couple of questions about this form?" "Sure," the receptionist says. "What does it mean to be hospitalized? I've been to the hospital before; should I say yes?" "It depends," the receptionist says. "Being hospitalized means you have stayed overnight for something serious." Mohammed has never had a serious health problem and has never slept at a hospital; he checks "no." He also checks "no" for serious illnesses. "How about major operation?" he asks. "What is that?" The receptionist explains that an operation is the same thing as surgery. Mohammed did have surgery on his toe, but it was not a big surgery. It was minor. He checks "no."

Questions

1. Why does Mohammed have a doctor's appointment?
 - A) He is sick.
 - B) He has a sore throat and a cough.
 - C) He has a serious illness.
 - D) He has an appointment for 3:00 this afternoon.
2. Why does Mohammed have to fill out a medical history form?
 - A) He has to go to the clinic.
 - B) He has to tell the clinic if he has been hospitalized.
 - C) The clinic needs information about his health in the past.
 - D) None of the above.
3. How does Mohammed ask for help understanding the form?
 - A) He asks the receptionist for help.
 - B) He says, "Excuse me, can you answer a couple of questions about this form?"
 - C) Mohammed doesn't understand the form.
 - D) All of the above.
4. Has Mohammed ever been hospitalized?
 - A) He has stayed at the hospital overnight for something serious.
 - B) Mohammed has never been to a hospital.
 - C) He has been to the hospital, but never for anything serious.
 - D) Mohammed has never had a serious health problem.
5. Has Mohammed ever had a serious health problem?
 - A) No, he has not.
 - B) Yes, he has.
 - C) Mohammed has never been hospitalized.
 - D) He checks "no."
6. Has Mohammed ever had a serious health problem?
 - A) No, he has not.
 - B) Yes, he has.
 - C) Mohammed has never been hospitalized.
 - D) He checks "no."
7. Has Mohammed ever had a surgery?
 - A) Yes, but not major surgery.
 - B) Yes, he has.
 - C) Mohammed has had surgery on his toe.
 - D) None of the above.

Keyword Skimming & Scanning Protocols

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

1. Read the question
2. Circle key words in the question
3. SCAN for key words or similar words in the text
4. Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

1. What do you think about # [1, 2, 3...]
2. Why do you think that?
3. What key words did you find in the question?
4. Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

1. What question was easy for you? Why?
2. What question was difficult for you? Why?
3. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Unit: Health Reading & Vocabulary: Week 1 of 2

Thursday: Going to the Pharmacy

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none">• Make predictions about a story based on key vocabulary words• Answer comprehension questions about the story <p>Key vocabulary: Prescription, warning, tablet, daily, out of reach of children, persist, consult your physician</p>	<p>Protocols</p> <ul style="list-style-type: none">• Protocol – Warm Up and Introduction• Protocol – Tell a Tale of Guesswork• Protocol – Retell a Story• Protocol_Jigsaw_reading_comprehension <p>Additional materials</p> <ul style="list-style-type: none">• Health Readings and Vocabulary.7
Suggested Tasks & Activities	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever filled been to a pharmacy? If yes, tell me about it. If no, what do you think you can get there?”</p> <p>Activity 1 Predict the story (10 min)</p> <ul style="list-style-type: none">• Use <i>Student Centered Activities – Tell a Tale of Guesswork</i> with <i>Health Reading and Vocabulary.7</i> <p>Activity 2 Read a story (25 min)</p> <ul style="list-style-type: none">• Use <i>Protocol_Jigsaw_reading_comprehension</i> with <i>Health Reading and Vocabulary.7</i> <p>Activity 3 Retell a story (20 min)</p> <ul style="list-style-type: none">• Use <i>Student Centered Activities - Retell a Story</i> with <i>Health Reading and Vocabulary.7</i>	

Health Reading and Vocabulary.6

Mohammed has had a sore throat for nearly a week, and has also had a bad cough.

He has an appointment at the clinic for 3:00 this afternoon.

It's the first time he has been to this clinic, and he has to fill out a medical history form.

This gives the doctor information about health conditions and medical treatment he has had in the past.

They want to know if he has had any serious illnesses, if he has ever been hospitalized, and whether he has ever had a major operation.

Mohammed isn't sure what to write, and asks the receptionist for help.

"Excuse me," Mohammed says, "can you answer a couple of questions about this form?"

"Sure," the receptionist says.

"What does it mean to be hospitalized?"

"I've been to the hospital before; should I say yes?"

"It depends," the receptionist says.

"Being hospitalized means you have stayed overnight for something serious."

Mohammed has never had a serious health problem and has never slept at a hospital; he checks "no."

He also checks "no" for serious illnesses.

"How about major operation?" he asks.

"What is that?"

The receptionist explains that an operation is the same thing as surgery.

Mohammed did have surgery on his toe, but it was not a big surgery.

It was minor.

He checks "no."

Sequencing a Story

Objectives

LWBAT sequence sentences from a story.

Teacher prep notes:

Cut the sentence strips and mix them up. You need one set for each pair.

ACTIVITY DESCRIPTION

Step 1: In partners, learners read and sequence the sentences with a partner.

Step 2: Pairs move to another sequenced story to compare their answers. Elicit from 2-3 learners, “Are your stories the same or different?”

Step 3: Learners return to their own story. Instructor reads the story; learners listen and correct as able.

Step 4: Hand out the sequenced story. Learners read the story and check their sequencing.