



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

Unit Overview

This is week 2 of 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 2 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: serious illness, medical treatment, medical care, headache, stomachache</p>	<p>Protocols</p> <ul style="list-style-type: none"> • Protocol – Warm Up and Introduction • Protocol_Keyword_skimming_scanning • Protocol – Sequencing a story • Tic Tac Toe for vocabulary practice <p>Additional materials</p> <ul style="list-style-type: none"> • Health Readings and Vocabulary.8 • Health Readings and Vocabulary.9

Lesson Plan**Warm up (5min)**

Use Protocol – Warm Up and Introduction.

Suggested question: “What symptoms have you or a family had in the past year when you’ve been sick?”

Activity 1 Reading Comprehension (25 min)

- Use *Health Readings and Vocabulary.8*
- Complete all steps from “Introduce the context” to “Extension: Checking Questions” on *Protocol_Keyword_skimming_scanning*

Activity 2 Reading Review (20 min)

- Use *Health Readings and Vocabulary.9*
- Complete all steps on *Protocol – Sequencing a story*

Activity 3: Vocabulary (10 min)

- Choose nine vocabulary words from the story, including *headache, stomachache, serious illness, medical treatment (or care), and serious condition.*
- Use *Protocol – Tic Tac Toe for vocabulary practice*

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.8

Fasio has had a stomachache and headache for several days. At first, the symptoms weren't too severe, but today she feels worse. She doesn't have health insurance, but there is a reduced-fee clinic near her home. She decides to go for a walk-in appointment to see if she can get some help.

When Fasio gets to the clinic, the first thing she has to do is fill out a medical history form. She has never been to this clinic before, and they want to know if she has ever had a serious illness, been hospitalized, or had a major operation. They also want to know if she is currently receiving medical care. After she fills out the medical history form, the nurse asks her about her current symptoms. Fasio explains that she has had a stomachache and headache for several days, and that today she feels worse. The nurse thinks that Fasio probably has the flu. In about 45 minutes, the doctor will be ready to see Fasio.

Questions:

1. Why does Fasio decide to see the doctor?
 - a. She doesn't have health insurance.
 - b. She has never been to this clinic before.
 - c. She has had a headache and stomachache for several days.
 - d. There is a reduced-fee clinic near her home.

2. Why doesn't she go to a full-priced clinic?
 - a. She has never been to the full-priced clinic before.
 - b. She doesn't have a serious illness.
 - c. She doesn't have health insurance.
 - d. The reduced-fee clinic is near her home.

3. What does Fasio have to do when she gets to the clinic?
 - a. She has to fill out a medical history form.
 - b. She has to see the doctor.
 - c. She has to go to a walk-in appointment.
 - d. None of the above.

4. What information does she have to write on the medical history form?
 - a. Whether she has had a serious illness.
 - b. Whether she is getting medical care.
 - c. Whether she has been hospitalized or had a major operation.
 - d. All of the above.

5. What does the nurse think is the problem?
 - a. That Fasio needs to see the doctor.
 - b. Fasio will see the doctor in 45 minutes.
 - c. That Fasio has the flu.
 - d. All of the above.

Health Reading and Vocabulary.9

Fasio has had a stomachache and headache for several days.

At first, the symptoms weren't too severe, but today she feels worse.

She doesn't have health insurance, but there is a reduced-fee clinic near her home.

She decides to go for a walk-in appointment to see if she can get some help.

When Fasio gets to the clinic, the first thing she has to do is fill out a medical history form.

She has never been to this clinic before, and they want to know if she has ever had a serious illness, been hospitalized, or had a major operation.

They also want to know if she is currently receiving medical care.

After she fills out the medical history form, the nurse asks her about her current symptoms.

Fasio explains that she has had a stomachache and headache for several days, and that today she feels worse.

The nurse thinks that Fasio probably has the flu. In about 45 minutes, the doctor will be ready to see Fasio.

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 2 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_Using_textbook_activities <p>Additional materials</p> <ul style="list-style-type: none"> • Health Readings and Vocabulary.11, pp. 8-10 (PDF Doc) • Health Readings and Vocabulary.12

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 happens when you hear a voice recording instead of a person?”</p> <p>Activity 1 Calling the Doctor (25 min)</p> <ul style="list-style-type: none"> • Use <i>Health Readings and Vocabulary.11(pp.8-10)</i> • Complete the steps for a Listening Activity in <i>Protocol_Using_textbook_activities</i> <p>Activity 2 Practice: Writing and listening (30 min)</p> <ul style="list-style-type: none"> • Use <i>Health Readings and Vocabulary.12 (p.1)</i> • Have learners work in pairs to write/complete a dialog for making a doctor’s appointment. Demonstrate the activity by asking for possible lines that the patient and receptionist might say. Make sure to give examples of different symptoms in response to “What is the reason for your appointment?” including chills, headache, and stomachache. • Check dialogs; correct as necessary to make sure each pair has completed all the information included in the chart on p.2. • In pairs, have learners read their dialogs. Other learners should fill out the chart on <i>Health Readings and Vocabulary.12 (p.2)</i> with the information they hear. • Check answers as a whole group.

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.

Textbook Activities

Objectives

Textbook activity objectives typically include reading and/or listening for comprehension, using specific language structures, and applying content and structures in semi-authentic or authentic practice.

Notes to teachers

The key to leading learner-centered, successful activities from a textbook is to keep learners active and interactive throughout the stages of modeling, practice and checking for comprehension. The guidelines below will help ensure that learners remain active and engaged. Adapt as appropriate for the materials you are using.

LISTENING Comprehension

Step 1: Introduce context Elicit predictions from learners about what they might hear in the recording (using activity title or photos)

Optional Step: Learners listen for gist.

In pairs, learners ask and answer

“What did you hear? What is this about?”

Optional Step: Learners listen for specific information. *For this, you need to determine what kind of information is most important for the objectives of the activity.*

In pairs, learners ask and answer

“What did you hear? What is this about?”

Step 2: Independent listening Learners listen one or more times to the recording to answer the questions in the text.

Step 3: Pair checking Learners check answers with a partner.

Step 4: Group comprehension checking Instructor elicits answers from learners and explains incorrect answers. This can also be done while listening to and pausing the recording.

READING Comprehension

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.

Optional step: Follow up with an additional interactive comprehension check using `Protocols_comprehension_checks`.

Health Reading and Vocabulary.12

Calling the doctor

Receptionist: Thank you for calling _____. May I have your name and phone number?

Patient: _____

Receptionist: Hello, _____. What can I do for you today?

Patient: I need to make an appointment with Dr. _____.

Receptionist: And what is the reason for your appointment?

Patient: _____

Receptionist: Okay. The next available appointment is _____

at ____:_____. Will that work for you?

Patient: _____

Receptionist: _____

Patient: _____

Listening

Directions: Listen to your classmates conversations. Fill out the chart below for each call.

Unit: Health Reading & Vocabulary: Week 2 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: Hospitalized, major operation, serious illness</p>	<p>Protocol – Warm Up and Introduction</p> <p>Additional materials</p> <ul style="list-style-type: none"> • Health Readings and Vocabulary.13 • Health Readings and Vocabulary.14 (p.4, health history form) (2 copies per learner)
Lesson Plan	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “What do you know or remember about filling out a medical history form?”</p> <p>Activity 1 Listen and write (30 min)</p> <ul style="list-style-type: none"> • Use <i>Health Readings and Vocabulary.13</i> • Explain to learners that they will hear short stories about different patients who have to fill out a medical history form. Read the short stories; learners listen. • Hand out <i>Health Readings and Vocabulary.14</i> (p.4, health history form). Briefly introduce the parts of the form. Avoid over-teaching vocabulary; encourage learners to look for the words they need for the activity. • Read the short stories again; this time, learners should mark the symptoms, illness or medication in the appropriate place on the form. Do the first one together so that all learners understand what to do. • Continue with the remaining stories. Repeat up to three times as needed. • Have learners check their answers with a partner. Are their answers the same or different? • Now, hand out <i>Health Readings and Vocabulary.13</i>. Have learners read the short stories in pairs and check their answers. • Check answers as a group. <p>Activity 2 Semi-authentic practice (25 min)</p> <ul style="list-style-type: none"> • In pairs, learners should interview each other to fill out new copies of <i>Health Readings and Vocabulary.14</i> (p.4, health history form). Avoid over-teaching vocabulary – learners should focus on vocabulary relevant to their own health history. • As a whole group, have 2-3 learners share one thing about their partner’s health history. 	

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.13

Carlos has his first doctor's appointment at his new clinic next week on Monday. He has to bring his ID, insurance card to the appointment, and he has to get ready to fill out a medical history form. He has had diabetes for the past 5 years. He currently takes insulin to control his diabetes.

Shar Baw is filling out a medical history form at his doctor's office. He has not had any major illnesses, but he is taking over-the-counter sleep medicine. He has been having trouble sleeping for the past six months because he worries a lot about his family.

Lisa gets terrible headaches three to four times every month. She thinks that they are migraines. She currently takes Ibuprofen to manage the pain. Other than the migraine headaches, she has not had any major illnesses.

Teresa has lost 10 pounds in the past two months, and she doesn't know why. She has not been trying to lose weight, and she doesn't want to lose any more because she is already thin. She also has a rash on her left arm; it's red and it itches.

Kim has to go to the doctor for a check-up. She feels great, but wants to make sure everything is okay. She doesn't have any major illnesses, but she is allergic to Penicillin. It's important that the doctor knows this so she never gets a prescription with Penicillin in it. That would be very dangerous for her.

MEDICAL HISTORY

Patient Name: _____

Address:

Date of Birth: _____ Telephone Number

Past Medical History: Circle any of the following that you have had.

Allergies or Asthma	Congestive Heart Failure	Hemorrhoids	Migraines
Alcoholism	Depression	Hepatitis (Jaundice)	Phlebitis
Anemia	Diabetes	High Blood Pressure	Psoriasis
Arthritis	Drug Abuse	Heart Blockage	Hernia
Breast lumps/cysts	Eczema-Hives	Kidney Stones	Stroke
Cancer (Tumors)	Epilepsy or Seizures	Liver Disease	Suicide Attempt
Cataracts	Heart Attack	Lung Disease	Thyroid Disease

Other:

Medications: [List all you are taking, the dosage (strength), and how often you take it.]

- | | |
|----------|---------|
| 1. _____ | 4 _____ |
| 2. _____ | 5 _____ |
| 3. _____ | 6 _____ |

Drug Allergies: _____

Review of Systems:

Within the last 6 months have you had problems with	Yes	No	Describe
General fatigue, weight loss, etc.)			
Eyes (blurriness, burning, vision, etc.)			
Ears, Nose, Throat (drainage, bleeding, hard to swallow, etc.)			
Lungs or Breathing (shortness of breath, cough, wheeze, etc.)			
Heart (chest pains, murmur, skipping, etc.)			
Bones/Joints (swelling, stiffness, pain, etc.)			
Skin (rashes, ulcers, etc.)			
Depression, feeling uptight, sleep problems			
Glands (problems with heat/cold, urine, eating, dry skin, hair change)			

Unit: Health Reading & Vocabulary: Week 2 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</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.15
Suggested Tasks & Activities	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “When do people go to the pharmacy? Have you been to a pharmacy in the U.S.? If yes, tell me about it.”</p> <p>Activity 1 Predict the story (20 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.15.</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.15.</i> <p>Activity 3 Retell a story (10 min)</p> <ul style="list-style-type: none"> • Use <i>Retell a Story</i> with <i>Health Reading and Vocabulary.15</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.15

Paragraph 1

Chong went to the doctor yesterday because she has been feeling tired all the time. The doctor told her that she might be anemic, and says she should start taking supplements. The doctor tells her that she can buy iron, Vitamin B12, Vitamin B2, and Vitamin E over-the-counter at any drug store. Chong goes to the Walgreens near her apartment. She walks up to the pharmacy counter to ask for help. "You don't need a prescription for supplements," the pharmacist tells her. "You can find all of those supplements in Aisle 13.

Paragraph 2

Ngae Lay has been getting migraines for the past six months, one or two times per month. He finally went to the doctor because he was missing work. He doesn't get paid when he doesn't work, so that makes the problem worse. The doctor gives him a prescription, and Ngae Lay goes to the pharmacy at Target to pick it up. He reads the warning on the medicine label. It says that side effects include dizziness and nausea. Ngae Lay is a little worried about the side effects, but he will try the medicine. He hopes that the side effects won't be worse than the migraines!

Questions about Paragraph 1

1. What were Chong's symptoms and why did she go to the doctor?
2. What does the doctor think the problem is?
3. What does the doctor tell her to do?
4. Where can she buy the supplements she needs?
5. Does Chong have to go to the pharmacy to get the supplements? Why or why not?

Questions about Paragraph 2

1. What is Ngae Lay's health problem?
2. What does he do at Target?
3. What does he read when he gets his prescription?
4. What side effects does this medicine sometimes have?
5. How does Ngae Lay feel about the side effects, and what does he decide to do?

Tell a Tale of Guesswork

- Preview a story as a class: discuss the title and check that students understand the key words. If there is a picture, discuss the picture.
- Read the first paragraph aloud a couple times while students listen.
- Students work in small groups. Dictate the first sentence from the next paragraph to the first group. Dictate the first paragraph of the third paragraph to another group, and so on.
- Each group writes a paragraph, using their dictated topic sentence.
- A representative from each group reads their paragraph aloud to the class (read them in order).
- Pass out the original story for students to read and compare to their own version. Which do they like better?

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.

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson