



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Going to the Pharmacy: Week 2 of 3

Unit Overview:

This is a **three week unit** during which students will learn and practice key information, vocabulary and phrases that will help them use English more successfully when talking and reading about health concerns and using medications.

The **first week** will focus on vocabulary for the body, illness and injuries. Students will also learn vocabulary for common chronic diseases (e.g. asthma, diabetes and high blood pressure). In addition, basic remedies for minor illnesses and injuries will be reviewed.

The **second week** will focus on reading and understanding labels of over the counter and prescription medications, especially instructions for how much, how often and how long to take a particular medication. Students will also practice dialogs for asking questions about medications.

The **third week** will focus on warnings and side effects, and will include a review of the entire unit.

Unit Objectives:

After this unit students will...

- be able to name in English many parts of the human body.
- be able to describe symptoms, illnesses, and injuries using "I have a _____" and "My _____ hurts".
- be able to talk about and request remedies for minor health concerns.
- know the names and general information about several common chronic illnesses.
- feel more comfortable talking to a pharmacist.
- be able to interpret information on both over-the-counter and prescription medication labels.
- feel more comfortable asking questions about medication.
- understand common warning labels on medications.

- know what "side effects" are and how to ask about them.

Unit Outline:

Week 1 - Bodies and illnesses

- Monday: **Body parts and "hurts"**
- Tuesday: **Body parts and "hurts"/"_____ache"**
- Wednesday: **Illness, injury and simple remedies (day 1 of 2)**
- Thursday: **Illness, injury and simple remedies (day 2 of 2)**

Week 2 - Reading and understanding medication labels

- Monday: **OTC medications and reading labels (day 1 of 2)**
- Tuesday: **OTC medications and reading labels (day 2 of 2)**
- Wednesday: **Prescription medications and reading labels (day 1 of 2)**
- Thursday: **Prescription medications and reading labels (day 2 of 2)**

Week 3 - Warnings, side effects and unit review

- Monday: **Warnings and side effects (day 1 of 2)**
 - Tuesday: **Warnings and side effects (day 2 of 2)**
 - Wednesday: **Unit review (day 1 of 2)**
 - Thursday: **Unit review (day 2 of 2)**
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MATERIALS

GIAB - Grammar in Action Basic

SE1 - Survival English 1

SE2 - Survival English 2

LPL - LifePrints Literacy

LP1 - LifePrints 1

LP1 (WB) - LifePrints 1 Workbook

SOB - Stand Out Basic

SOB RWC - Stand Out Basic Reading Writing Challenge

SOB GC - Stand Out Basic Grammar Challenge

RLE1 - Real Life English 1

HSI - Health Stories Introductory

HSLB - Health Stories Low Beginning

Chronic Disease Packet (Included in curriculum)

Online materials about medical literacy:

<http://www.mcedservices.com/medex/medex.htm>

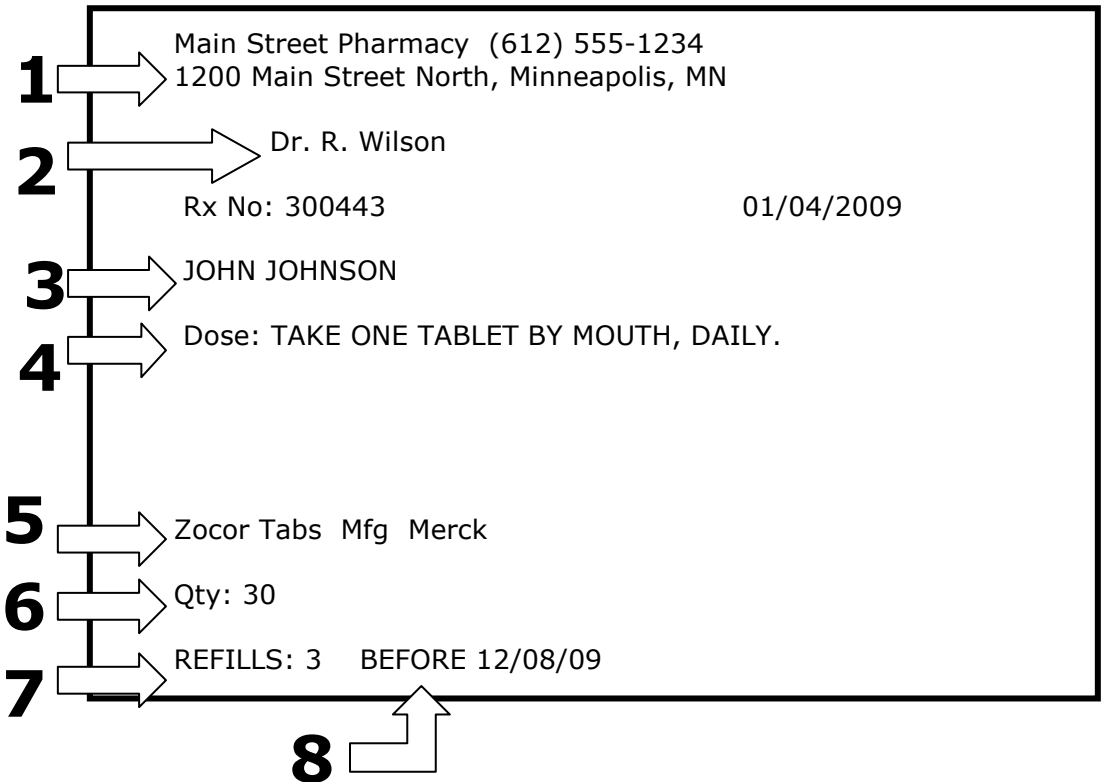
Going to the pharmacy: Monday, Week 2 of 3
OTC medications and reading labels (day 1 of 2)

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"> • continue to practice <u>body parts, illnesses and injuries</u> • be introduced to <u>over-the-counter (OTC) medication labels</u> • be introduced to some common <u>questions about medication</u> 	<p><u>OTC medication labels:</u></p> <ul style="list-style-type: none"> • Prescription Labels • OTC medications – quiz 1 • OTC label template <p><u>Questions about medication:</u></p> <ul style="list-style-type: none"> • SE2: 96
Activity Ideas:	
<p>Start class by reviewing body parts, illnesses and injury vocab from last week. Look back at last week's curriculum for some review ideas. Keep in mind that you want students to practice hearing, saying, reading and writing these words.</p>	
<u>OTC medication labels</u>	
<ul style="list-style-type: none"> • Choose some of the minor injuries/illnesses you know your students know (headache, stomachache, etc.) Discuss together what medications students buy/use for these things, and where they get those medications. • Give out the Prescription Labels handout. Take plenty of time to read this (you read it out loud, and give students more time to read silently and with a partner). Talk through important vocab words and concepts. • Give out the OTC medications - quiz. Have students work on this in partners - encourage them to discuss their answers. • Spend plenty of time going through this as a whole class. Make an overhead of the quiz and talk through both the questions and where to find the right answers. Encourage students to show/explain to each other as much as possible! 	
<u>Questions about medication:</u>	
<ul style="list-style-type: none"> • Use the picture and text (SE2, pg. 96) to discuss this example medicine label. Answer the questions. • Talk about key questions to ask about medication, such as: <ul style="list-style-type: none"> ○ How many/much should I take? ○ How often should I take it? ○ Is it ok to take this if _____ ? (I'm pregnant, I have high blood pressure, etc.) ○ Is it ok for my child to take this if he/she is _____ years old? • Bring in some examples of OTC medicine labels from your own medicine cabinet, use the ones provided at your learning center or make some example labels using this OTC label template. Pass them around and have students ask each other the questions. Also have them answer the questions for a baby, a child and a pregnant woman. • As a class, choose one of the medications and then brainstorm a brief dialog asking a pharmacist a few questions about it. Practice the dialog many times with different people playing different roles. (NOTE: the goal is for students to practice it so much that they ALMOST MEMORIZE IT! This way hopefully they can use it in their real lives someday!) • Have students write/perform similar dialogs about another one of the OTC medications. 	

Prescription Labels

Labels are important. Read the label to stay safe.

This is a prescription label.



You need to see a doctor to get a prescription. A doctor can give you a paper for the prescription. Take the paper to the pharmacy and buy the medicine.

Number 1 is the name, address and phone number of the pharmacy. This is from Main Street Pharmacy.

Number 2 is the name of the doctor. Doctor R. Wilson prescribed this medicine.

Number 3 is the name of the patient. This medicine is for John Johnson. Different people should not take this medicine.

Number 4 tells the directions. John should take one tablet one time a day.

Number 5 is the name of medicine, and the name of the company that made it. This medicine is called Zocor, and Merck makes it.

Number 6 is how much medicine is in the bottle. This prescription is for 30 tablets.

Number 7 is the number of refills. Refill means get more medicine.

Number 8 is a date. This is the last date the pharmacy can give you more medicine.

Medicine Labels Quiz 1

Uses temporarily relieves these symptoms due to allergies
▪sneezing ▪runny nose

Warnings

Ask a doctor before use if you have

▪glaucoma ▪a breathing problem such as emphysema

When using this product

▪drowsiness may occur

▪be careful when driving a motor vehicle or operating machinery

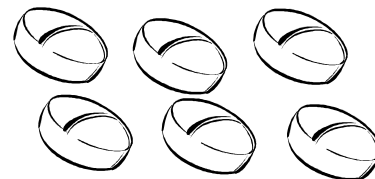
Directions

Adults and children 12 and over	take 2 tablets every 4 to 6 hours not more than 12 tablets in 24 hours
Children 6 years to under 12 years	take 1 tablet every 4 to 6 hours not more than 6 tablets in 24 hours
Children under 6 years	ask a doctor

1. What problem is this medicine for?



2. How much medicine should an adult take?



3. Who should ask a doctor before using this medicine?



Someone with drowsiness

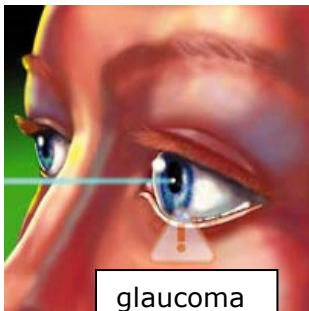


Someone with a runny



Someone with a breathing problem

4. What is a problem you may have **after** you take this medicine?



glaucoma

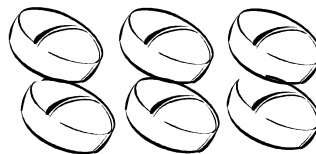
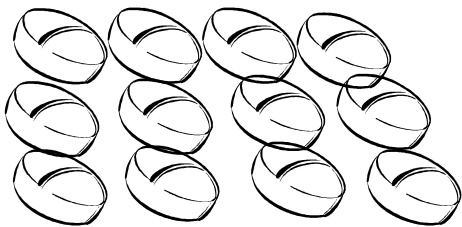


drowsiness



sneezing

5. How much medicine can a 9-year-old take in **one day**?



OTC Label Template

<i>Drug Facts</i>	
Active Ingredient	Purpose
Uses	
Warnings Ask a doctor before use if you have: • •	
When using this product: • •	
<i>Directions</i>	
Adults and children 12 and over	
Children 6 years to under 12 years	
Children under 6 years	

Going to the pharmacy: Tuesday, Week 2 of 3

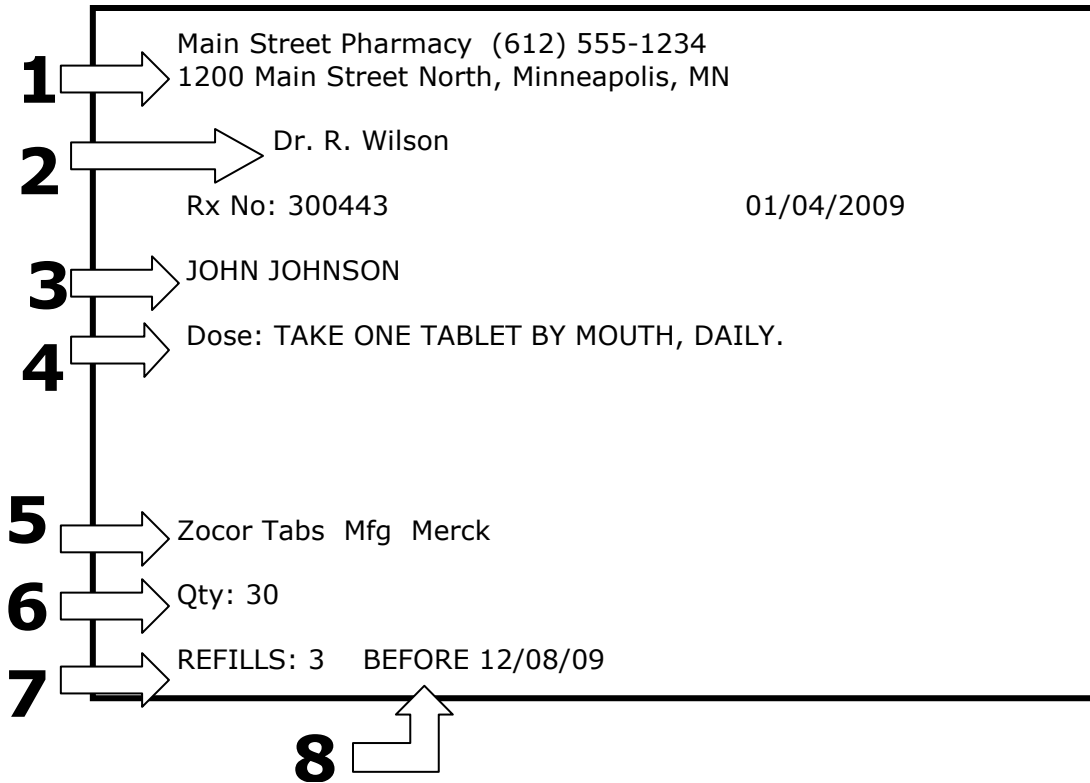
OTC medications and reading labels (day 2 of 2)

Lesson Objectives: Students will: <ul style="list-style-type: none">• continue practicing reading <u>over-the-counter (OTC) medication labels</u>• continue practicing some common <u>questions about medication</u>	Materials OTC medications: <ul style="list-style-type: none">• Prescription Labels (also used in class yesterday)• OTC medications - quiz 2• Medicine label picture story• OTC label template
Activity Ideas: Start class by reviewing body parts, illnesses and injury vocab from last week. Look back at last week's curriculum and lesson reports for some review ideas. Keep in mind that you want students to practice hearing, saying, reading and writing these words. OTC medication labels <ul style="list-style-type: none">• Choose some of the minor injuries/illnesses you know your students know (headache, stomachache, etc.) Discuss together what medications students buy/use for these things, and where they get those medications.• Give out the Prescription Labels handout. Note that this was used in class yesterday so some students may already have it. The information on this handout is important and somewhat complicated, so it is definitely worth taking time to read through it again. Give students time to read silently and also talk through important vocab words and concepts.• Give out the OTC medications - quiz. Have students work on this in partners - encourage them to discuss their answers. (NOTE: this is a DIFFERENT quiz from yesterday.)• Spend plenty of time going through this as a whole class. Make an overhead of the quiz and talk through both the questions and where to find the right answers. Encourage students to show/explain to each other as much as possible! Questions about medication: <ul style="list-style-type: none">• Talk about key questions to ask about OTC medication, such as:<ul style="list-style-type: none">○ How many/much should I take?○ How often should I take it?○ Is it ok to take this if _____ ? (I'm pregnant, I have high blood pressure, etc.)○ Is it ok for my child to take this if he/she is _____ years old?• Bring in some examples of OTC medicine labels from your own medicine cabinet, use the ones provided at your learning center or make some example labels using this OTC label template. Pass them around and have students ask each other the questions. Also have them answer the questions for a baby, a child and a pregnant woman.• As a class, choose one of the medications and then brainstorm a brief dialog asking a pharmacist a few questions about it. Practice the dialog many times with different people playing different roles. (NOTE: the goal is for students to practice it so much that they ALMOST MEMORIZE IT! This way hopefully they can use it in their real lives someday!)• Have students write/perform similar dialogs about another one of the OTC medications. Review Use the Medicine label picture story to allow students to show what they've learned! Have them tell and/or write the story that goes along with the pictures. They can do this in pairs or small groups and then present to the class to see how similar everyone's is. Encourage use of vocab/concepts that have been discussed in class.	

Prescription Labels

Labels are important. Read the label to stay safe.

This is a prescription label.



You need to see a doctor to get a prescription. A doctor can give you a paper for the prescription. Take the paper to the pharmacy and buy the medicine.

Number 1 is the name, address and phone number of the pharmacy. This is from Main Street Pharmacy.

Number 2 is the name of the doctor. Doctor R. Wilson prescribed this medicine.

Number 3 is the name of the patient. This medicine is for John Johnson. Different people should not take this medicine.

Number 4 tells the directions. John should take one tablet one time a day.

Number 5 is the name of medicine, and the name of the company that made it. This medicine is called Zocor, and Merck makes it.

Number 6 is how much medicine is in the bottle. This prescription is for 30 tablets.

Number 7 is the number of refills. Refill means get more medicine.

Number 8 is a date. This is the last date the pharmacy can give you more medicine.

Medicine Labels Quiz 2

Uses temporarily relieves nasal congestion due to
▪common cold ▪respiratory allergies

Warnings

Ask a doctor before use if you have

▪high blood pressure ▪heart disease ▪diabetes

When using this product

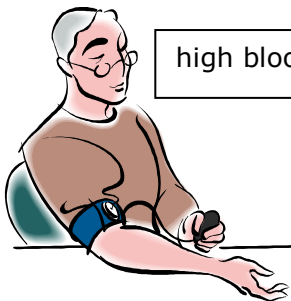
▪do not use more than directed

▪stop use and ask a doctor if you get nervous, dizzy, or sleepless

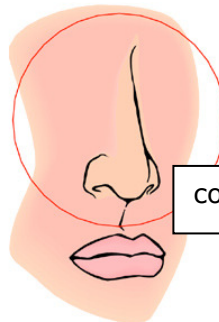
Directions

Adults and children 12 and over	take 2 tablets every 4 to 6 hours not more than 4 doses in 24 hours
Children 6 years to under 12 years	take 1 tablet every 4 to 6 hours not more than 4 doses in 24 hours
Children under 6 years	ask a doctor

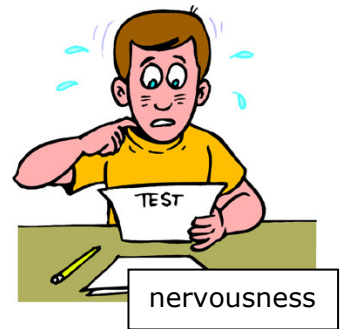
1. What problem is this medicine for?



high blood pressure



congestion



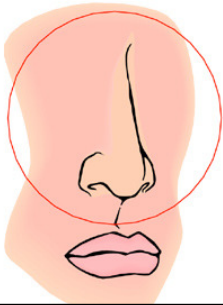
nervousness

2. How much medicine should a child under six take?



Ask a doctor

3. Who should ask a doctor before using this medicine?



Someone with congestion

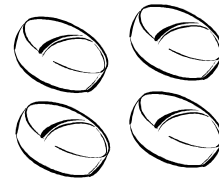
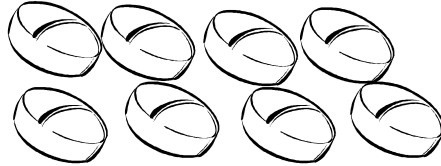


Someone with high blood pressure



Someone with allergies

4. How much medicine can an adult take in 24 hours?



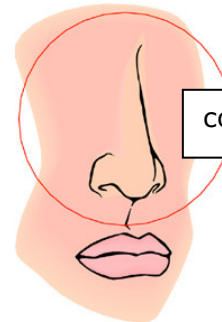
5. What is a problem you may have **after** you take this medicine?



dizziness



allergies



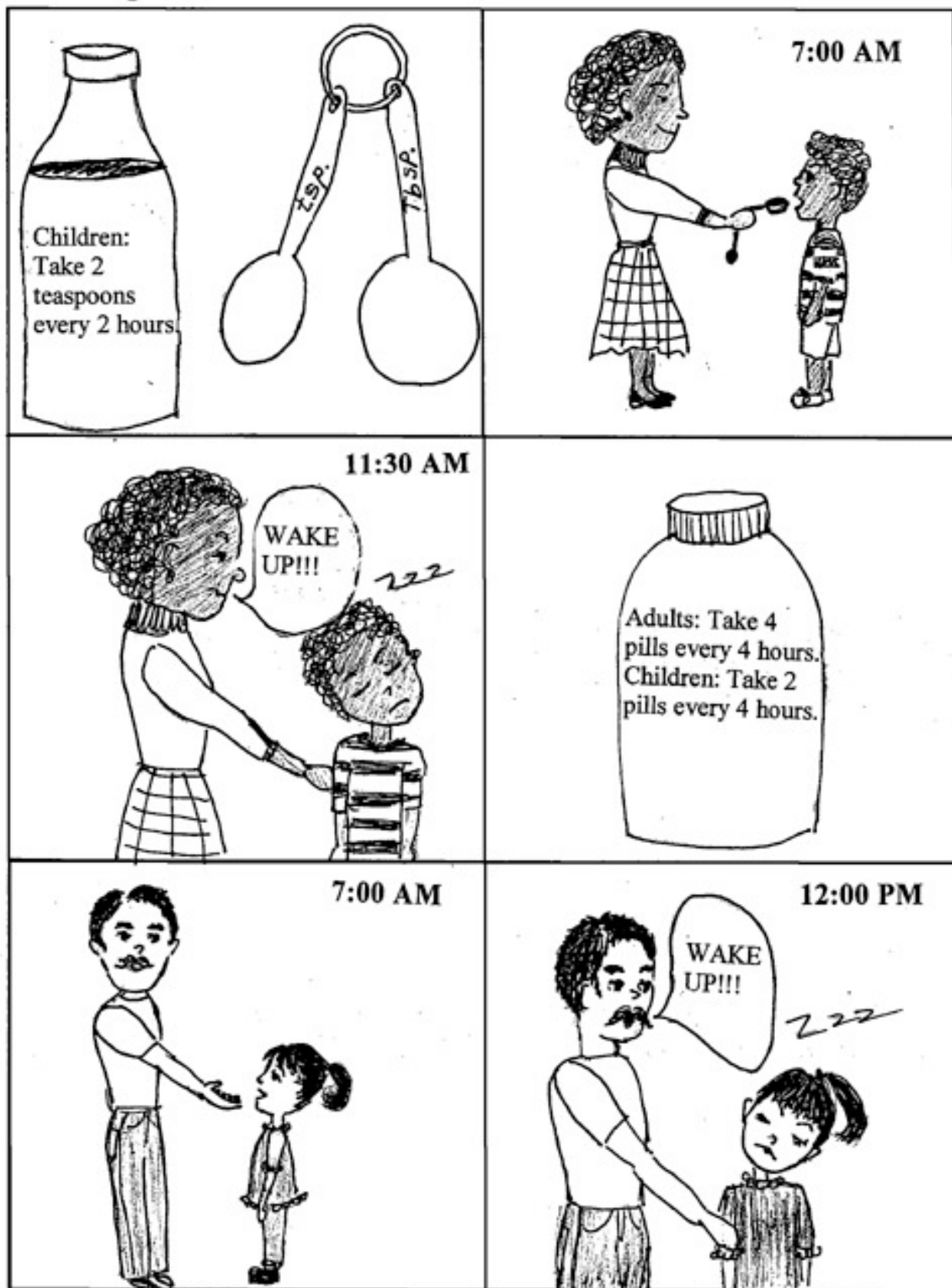
congestion

OTC Label Template

<i>Drug Facts</i>	
Active Ingredient	Purpose
Uses	
Warnings Ask a doctor before use if you have: • •	
When using this product: • •	
<i>Directions</i>	
Adults and children 12 and over	
Children 6 years to under 12 years	
Children under 6 years	

Medicine Label Picture Story

The Right Dose



Copyright 2003 Kate Singleton

Going to the pharmacy: Wednesday, Week 2 of 3
Prescription medications and reading labels (day 1 of 2)

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"> practice reading <u>prescription medication labels</u> practice dialogs to <u>ask questions about medication</u> 	<p><u>Prescription medication:</u></p> <ul style="list-style-type: none"> Prescription labels (See Monday or Tuesday's materials) Prescription labels quiz 1 Prescription label template <p><u>Questions about medication:</u></p> <ul style="list-style-type: none"> SE2: 93-95

Activity Ideas:

Start class by reviewing body parts, illness/injury and chronic diseases learned last week. Keep in mind that you want students to practice hearing, saying, reading and writing these words.

Prescription medication labels:

- Ask students to remember from last week some chronic diseases. Discuss together what medications people take for these things, and how/where they get those medications (from a pharmacy with a doctor's prescription).
- Take a few minutes to discuss the difference between OTC medications (studied Monday and Tuesday) and prescription medications.
- Give out the **Prescription labels** handout from the previous two days. Take plenty of time to read this (you read it out loud, and give students more time to read silently and with a partner). Talk through important vocab words and concepts.
- Give out the **Prescription labels quiz**. Have students work on this in partners - encourage them to discuss their answers.
- Spend plenty of time going through this as a whole class. Make an overhead of the quiz and talk through both the questions and where to find the right answers. Encourage students to show/explain to each other as much as possible!

Questions about medication:

- Use the story and text (**SE2**, pg. 93-95) to discuss this example medicine label.
- Talk about key questions to ask about prescription medication, such as:
 - How many/much should I take?
 - When should I take it?
 - How often should I take it?
 - How long should I take it?
- Bring in some examples of prescription bottles from your own medicine cabinet, use the ones provided at your learning center or make some example labels using this **Prescription label template**. Pass them around and have students ask each other the questions.
- As a class, choose one of the medications and then brainstorm a brief dialog asking a pharmacist a few questions about it. Practice the dialog many times with different people playing different roles. (NOTE: the goal is for students to practice it so much that they **ALMOST MEMORIZE IT!** This way hopefully they can use it in their real lives someday!)
- Have students write/perform similar dialogs about another one of the prescription bottles.

Prescription Labels Quiz 1

University Pharmacy (763) 888-1234
7200 Univerity Avenue, Fridley, MN

Dr. C. Chan

Rx No: 882456 01/09/2010

Richard Barber

Dose: TAKE ONE TABLET BY MOUTH THREE TIMES DAILY.

Xanax Tabs Mfg Upjohn

Qty: 90

REFILLS: 0

1. Who is this medicine for?
 - a. Richard Barber
 - b. Qty
 - c. Dr. C. Chan
2. How much medicine should Richard take in one day?
 - a. 1 tablet
 - b. 90 tablets
 - c. 3 tablets
3. Where did Richard buy the medicine?
 - a. 90
 - b. Mfg Upjohn
 - c. University Pharmacy
4. How many times can Richard buy more medicine?
 - a. 1 time
 - b. 3 times
 - c. Richard can't buy more medicine
5. What is the name of the medicine?
 - a. Dr. C. Chan

- b. Xanax
- c. 01/09/2010

Northern Pharmacy 750 1st Street, Anoka, MN	(612) 555-1234
Dr. V Nguyen	
Rx No: 565449	02/04/2010
Mary Smith	
Dose: USE ONE DROP IN BOTH EYES TWICE DAILY.	
Restatis Mfg Allergan	
Qty: 32 single use vials	
REFILLS: 1 BEFORE 3/09/10	

1. Is it okay for John Johnson to take the medicine?
 - a. yes
 - b. no
2. How much medicine should Mary use in one day?
 - a. two drops in both eyes
 - b. one drop in both eyes
 - c. two drops in one eye
3. What is the name of the medicine?
 - a. Restatis
 - b. Mary Smith
 - c. Northern Pharmacy
4. Can Mary buy more medicine on 3/01/10?
 - a. yes
 - b. no
5. Where did Mary buy the medicine?
 - a. Mfg Allergan
 - b. Northern Pharmacy
 - c. 02/04/2010

Prescription Label Template

Name of Pharmacy (xxx) xxx-xxxx Address of pharmacy
Dr. XXXXXX
Rx No: 111111
PATIENT'S NAME
Dose:
Name of medication Mfg xxxxxx
Qty:
REFILLS: X BEFORE xx/xx/xx

Going to the pharmacy: Thursday, Week 2 of 3
Prescription medications and reading labels (day 2 of 2)

<p>Lesson Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • practice reading prescription medication labels • practice dialogs to ask questions about medication 	<p>Materials</p> <p><u>Prescription medication:</u></p> <ul style="list-style-type: none"> • Prescription Labels (also used every day this week) • Prescription Labels quiz 2 • Prescription Label template <p><u>Questions about medication:</u></p> <ul style="list-style-type: none"> • SE2: 99
<p>Activity Ideas:</p>	
<p>Start class by reviewing body parts, illness/injury and chronic diseases learned last week. Keep in mind that you want students to practice hearing, saying, reading and writing these words.</p>	
<p><u>Prescription medication labels</u></p>	
<ul style="list-style-type: none"> • Ask students to tell you some chronic diseases. Discuss together what medications people take for these things, and how/where they get those medications (from a pharmacy with a doctor's prescription). • Take a few minutes to review the difference between OTC medications (studied Monday and Tuesday) and prescription medications. • Give out the Prescription Labels handout. Note that this was used in class yesterday so some students may already have it. The information on this handout is important and somewhat complicated, so it is definitely worth taking time to read through it again. Give students time to read silently and also talk through important vocab words and concepts. • Give out the Prescription medications quiz. Have students work on this in partners - encourage them to discuss their answers. (NOTE: this is a DIFFERENT quiz from yesterday.) • Spend plenty of time going through this as a whole class. Make an overhead of the quiz and talk through both the questions and where to find the right answers. Encourage students to show/explain to each other as much as possible! 	
<p><u>Questions about medication:</u></p>	
<ul style="list-style-type: none"> • Talk about key questions to ask about prescription medication, such as: <ul style="list-style-type: none"> ○ How many/much should I take? ○ When should I take it? ○ How often should I take it? ○ How long should I take it? • Bring in some examples of prescription bottles from your own medicine cabinet, use the ones provided at your learning center or make some example labels using this Prescription label template. Pass them around and have students ask each other the questions. • As a class, choose one of the medications and then brainstorm a brief dialog asking a pharmacist a few questions about it. Practice the dialog many times with different people playing different roles. (NOTE: the goal is for students to practice it so much that they ALMOST MEMORIZE IT! This way hopefully they can use it in their real lives someday!) • Have students write/perform similar dialogs about another one of the prescription bottles. 	

Prescription Labels Quiz 2

Main Street Pharmacy 1200 Main Street North, Minneapolis, MN	(612) 555-1234
Dr. R. Wilson	
Rx No: 300443	01/04/2009
JOHN JOHNSON	
Dose: TAKE ONE TABLET BY MOUTH, DAILY.	
Zocor Tabs Mfg Merck	
Qty: 30	
REFILLS: 3 BEFORE 12/08/09	

1. Who is this prescription for?
 - a. Dr. Wilson
 - b. John Johnson
 - c. Main Street Pharmacy

2. How many tablets should John take in one day?
 - a. 2
 - b. 1
 - c. 3

3. Where did John buy the medicine?
 - a. Mfg Merck
 - b. 1/04/2009
 - c. Main Street Pharmacy

4. How many tablets are in the bottle?
 - a. 30
 - b. 12/08/09
 - c. 3003443

5. How many times can John buy more medicine?

- a. 3
- b. 30
- c. 300443

Central Avenue Pharmacy (763) 555-1234
7000 Central Avenue, Minneapolis, MN

Dr. S. Stevenes

Rx No: 454009

01/11/2010

Sue Chong

Dose: TAKE ONE TABLET BY MOUTH, TWICE DAILY.

Glucophage Tabs Mfg Bristol Myers Squibb

Qty: 60

REFILLS: 2 BEFORE 7/27/10

1. Who is this prescription for?
 - a. Central Avenue Pharmacy
 - b. Dr. S. Stevenes
 - c. Sue Chong

2. What is the name of the medicine?
 - a. Glucophage
 - b. Sue Chong
 - c. Refills

3. How many tablets should Sue take in one day?
 - a. 60
 - b. 2
 - c. 1

4. How many times can Sue get more medicine?
 - a. She can't get more medicine
 - b. 2
 - c. 1

5. Can Sue buy more medicine on 8/15/10?
 - a. Yes
 - b. No

Prescription Label Template

Name of Pharmacy (xxx) xxx-xxxx Address of pharmacy
Dr. XXXXXX
Rx No: 1111111
PATIENT'S NAME
Dose:
Name of medication Mfg xxxxxx
Qty:
REFILLS: X BEFORE xx/xx/xx