



*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.**

**Pre-Beginning Level (CASAS reading scores of 153-180)**

## Health: Week 2 of 2

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### **Unit Overview**

In this 2-week unit learners will practice describing some very basic symptoms, practice basic personal information for making an appointment, and review dates and times as seen on appointment cards. Learners will also read two stories about a man who visits a clinic for his head and neck pain.

### **Focus of Week 1**

- *Review of **time and dates**.*
- *Naming and reading **parts of the body**.*
- *Indicating pain using **My \_\_\_\_\_ hurts**.*

### **Focus of Week 2**

- ***Making an appointment***
- ***Reading appointment cards***

## Health Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Literacy:</b> read simple statements about a story and evaluate if they are true or false.</p> <p><b>Listening/speaking:</b> listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p><b>Listening/speaking:</b> say and pronounce own name, birth date, and phone number and spell first and last name.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Mr. White Goes to the Clinic</b></li> <li>• Handout: <b>What's Your Name?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• One set of large alphabet cards, several sets of small alphabet tiles</li> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> </ul>

### Lesson Plan

#### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards

#### Basic Skills Review: Literacy

Description: choose 1-2 activities to practice basic writing skills.

Materials/Prep: (see activity instructions)

#### Story of the Week

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **Mr. White Goes to the Clinic**, one copy of teacher dictation script.

#### Unit Theme Activity: Listening & speaking, Literacy

Description: complete a mingle grid to practice giving personal information

Materials/Prep: copies of **What's Your Name?**, ESL Volunteer Tutor Manual, 2013, **Mingle Grid**

#### Checking for Understanding

Description: Ask learners a personal information question as they leave the classroom.

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.*

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

3. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

l  
Name: \_\_\_\_\_

Name: \_\_\_\_\_

4. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

5. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

6. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

### Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for "letter tracing" or "alphabet tracing." Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

1. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
2. Teacher navigates to the appropriate app.
3. Learners practice tracing letters with their finger.

## Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Mr. White Goes to the Clinic**

### Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Read aloud the **questions next to the pictures**. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer (ie. "I see a man. The man is sick. His head hurts.") Ask the questions again to the learners.
3. Pre-teach the words clinic and medicine using pictures or pantomime.
4. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

The image shows two pages from a story titled "Mr. White Goes to the Clinic".

The left page has the title at the top. Below it is a picture of a man holding his head in pain. To the right of the picture are the questions: "Look at the pictures. What are they doing? Where are they? Do you go to the clinic? Why do you go to the clinic?". Below the picture is a list of 12 numbered questions:

1. Mr. White is sick.
2. His head hurts.
3. He can't sleep.
4. He goes to the clinic.
5. He opens the door.
6. He talks to a woman at a desk.
7. He says his name.
8. Then he waits.
9. After a long time, he sees the doctor.
10. The doctor talks to him.
11. The doctor checks his body.
12. The doctor says, "You need medicine every day."

The right page has the title at the top. Below it is a section titled "Write YES or NO." with 6 numbered lines for writing. To the right of these lines are 6 numbered questions:

1. He goes to the park.
2. He waits a long time.
3. He sees the doctor.
4. He needs medicine.
5. He talks to his son.
6. His stomach hurts.

Below this section is a section titled "Listen. Write the letters." with 10 numbered lines for writing. To the right of these lines are 10 words with missing letters:

1. \_ \_ \_ ead
2. \_ \_ \_ leep
3. \_ \_ \_ oes
4. \_ \_ \_ oor
5. \_ \_ \_ aits
6. hurt \_ \_
7. can' \_ \_
8. clini \_ \_
9. des \_ \_
10. hi \_ \_

### Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.

8. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

Step 3: assess comprehension

9. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
10. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
11. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

## Teacher Directions: Unit Theme Activity: Listening & Speaking

-Materials: copies of **What is Your Name?** , ESL Volunteer Tutor Manual, 2013, **Mingle Grid**

Complete the **What is Your Name?** activity using the instructions for a **Mingle Grid** described in the ESL Volunteer Tutor Manual.

What's Your Name?			
What's your first name? How do you spell it?	What's your last name? How do you spell it?	What's your birth date?	What's your phone number?

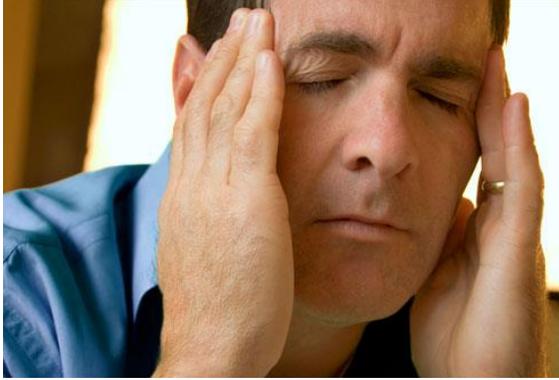
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## Teacher Directions: Checking for Understanding

-Materials: *(none)*

Stand at the door as learners leave. Ask each learner one of the personal information questions from the grid. Note any information that learners had difficulty giving in English or any pronunciation errors that deserve further review. Flag these for review tomorrow.

# Mr. White Goes to the Clinic

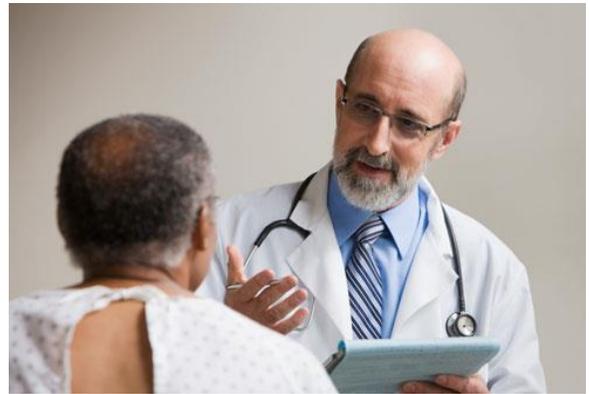


**Look at the pictures.**

**What are they doing? Where are they?**

**Do you go to the clinic? Why do you go to the clinic?**

1. Mr. White is sick.
2. His head hurts.
3. He can't sleep.
4. He goes to the clinic.
5. He opens the door.
6. He talks to a woman at a desk.
7. He says his name.
8. Then he waits.
9. After a long time, he sees the doctor.
10. The doctor talks to him.
11. The doctor checks his body.
12. The doctor says, "You need medicine every day."



# Mr. White Goes to the Clinic

Write YES or NO.

- |          |                          |
|----------|--------------------------|
| 1. _____ | 1. He goes to the park.  |
| 2. _____ | 2. He waits a long time. |
| 3. _____ | 3. He sees the doctor.   |
| 4. _____ | 4. He needs medicine.    |
| 5. _____ | 5. He talks to his son.  |
| 6. _____ | 6. His stomach hurts.    |

Listen. Write the letters.

- |              |               |
|--------------|---------------|
| 1. _____ead  | 6. hurt_____  |
| 2. _____leep | 7. can'_____  |
| 3. _____oes  | 8. clini_____ |
| 4. _____oor  | 9. des_____   |
| 5. _____aits | 10. hi_____   |

**Teacher dictation script:**

- 1.** head
- 2.** sleep
- 3.** goes
- 4.** door
- 5.** waits
- 6.** hurts
- 7.** can't
- 8.** clinic
- 9.** desk
- 10.** him

# What's Your Name?

<b>What's your first name? How do you spell it?</b>	<b>What's your last name? How do you spell it?</b>	<b>What's your birth date?</b>	<b>What's your phone number?</b>

## Health Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Transitions:</b> collect data and organize it in a chart or table.</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Life skill:</b> call the clinic to make an appointment</p> <p><b>Listening/Speaking:</b> say, spell, and pronounce own name, birthdate, and phone number</p> <p><b>Listening/Speaking:</b> Request an interpreter</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Mr. White Goes to the Clinic</b> (From Monday)</li> <li>• Handout: <b>Make an Appointment</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Create and copy small pictures for pictograph</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> </ul>

## Lesson Plan

### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

### Basic Skills Review: Numeracy

Description: create a pictograph to show how learners are feeling today

Materials/Prep: create and copy small pictures representing healthy, tired, sick, hungry

### Story of the Week

Description: review the story of the week and use the text to practice some phonics concepts.

Materials/Prep: copies of **Mr. White Goes to the Clinic**

### Unit Theme Activity: Listening/speaking, Literacy

Description: Practice a dialog for making an appointment

Materials/Prep: copies of **Make an Appointment**, ESL Volunteer Tutor Manual, 2013, **Dialogue**

### Checking for Understanding

Description: role-play making an appointment

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

10. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
11. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

12. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
13. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
14. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
15. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
16. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
17. Ask for volunteers to write today's date on the board. Applaud the writer.
18. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Numeracy

Materials: tape, small pictures representing “healthy, tired, sick, and hungry”

### Step 1: Introduce the question

Write on the board: **How do you feel today?**

I feel \_\_\_\_\_.

Read the question aloud, learners repeat several times.

Spread the pictures on the table. Take one and model answering the question using the text on the board. Show each of the pictures available and introduce the corresponding vocabulary word.

Invite learners to take a picture that describes how they feel and answer the question on the board.

### Step 2: Pair Practice

Learners mingle with their pictures, asking and answering the question on the board. If you have a small group, you can do it as a **Circle Drill**, each person asking the person on their left.

### Step 3: Create the Pictograph

Model by taping your colored square on the board and answering the question.

Invite learners to the board one at a time to tape their square on the board. Guide them in placing the squares in rows by picture so that they form a pictograph (Your graph can have horizontal bars from left to right or vertical bars from top to bottom –practice different formats on different days).

### Step 4: Summarize the Results

Write on the board: **How many people feel \_\_\_\_\_?**

Practice asking the question with different feelings and referring to the chart to find the answer.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** from Monday

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Review the words **clinic** and **medicine**.
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

The image shows two pages of a story titled "Mr. White Goes to the Clinic". The left page features a photograph of a man holding his head in pain, followed by a photograph of a doctor examining a patient. Below the photos are comprehension questions and a list of 12 numbered sentences from the story. The right page contains a "Write YES or NO" section with six numbered questions, a "Listen. Write the letters." section with ten numbered words (each with a missing letter), and a list of ten words: 1. head, 2. leap, 3. oes, 4. oor, 5. aits, 6. hurt, 7. can, 8. clini, 9. des, 10. hi.

### Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**sees**”. Each learner copies the word in their notebook. The teacher leads students in erasing the final “s” and copying the word ending (-ee) three times below the word and saying the resulting sound. The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
  - bee
  - tree
  - three

### Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete or review yes/no questions and dictation, as needed**. Re-read the yes/no questions and dictation words as a group.

10. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. Circle the words **goes, opens, waits, sees**. Underline the words **clinic, doctor, medicine**.
  
11. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
  
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

**Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy**

-Materials: copies of **Make an Appointment**

Introduce and practice the dialogues one at a time using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual.



**Teacher Directions: Checking for Understanding**

-Materials: (none)

To assess learner’s comfort with the target language have them put down their scripts and role-play all or part of the dialogue above. Note which words and phrases are most difficult and which pronunciation errors might make it difficult for others to understand them. Flag these for further review tomorrow.

# Make an Appointment



- I need an appointment.

What's your last name?

• \_\_\_\_\_

How do you spell that?

• \_\_\_\_\_

And your first name?

\_\_\_\_\_

What is your date of birth?

\_\_\_\_\_

# Make an Appointment



- I need an interpreter.
- What language do you speak?
- I speak \_\_\_\_\_
- Okay, please hold.

## Health Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Listening &amp; Speaking:</b> retell a simple text in own words.</p> <p><b>Literacy:</b> read and interpret appointment date and time on a simple appointment card.</p> <p><b>Transitions &amp; Critical Thinking:</b> Sequence components in a logical order.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Mr. White Goes to the Clinic</b> (from Monday)</li> <li>• Handout: <b>What's Next?</b></li> <li>• Handout: <b>Your Next Appointment</b> (read instructions before you copy)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> <li>• Colored pencils or thin highlighters</li> <li>• Student scissors</li> </ul>

### Lesson Plan

#### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

#### Basic Skills Review: Literacy

Description: choose 1-2 activities to practice basic writing skills.

Materials/Prep: (see activity instructions)

#### Story of the Week

Description: review the story of the week, lead a letter/sound drill, and sequence story events.

Materials/Prep: extra copies of **Mr. White Goes to the Clinic**, ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, copies of **What's Next?**

#### Unit Theme Activity : Listening/speaking, Literacy

Description: Practice reading and interpreting appointment cards

Materials/Prep: copies of **Your Next Appointment**

#### Checking for Understanding

Description: Transfer dates from appointment cards to the class calendar

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

19. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
20. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

21. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
22. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
23. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
24. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
25. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
26. Ask for volunteers to write today's date on the board. Applaud the writer.
27. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.*

7. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

8. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

9. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

l  
Name: \_\_\_\_\_

Name: \_\_\_\_\_

10. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

11. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

12. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

### Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for "letter tracing" or "alphabet tracing." Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

4. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
5. Teacher navigates to the appropriate app.
6. Learners practice tracing letters with their finger.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** from Monday

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

**Mr. White Goes to the Clinic**

Look at the pictures.  
What are they doing? Where are they?  
Do you go to the clinic? Why do you go to the clinic?

1. Mr. White is sick.
2. His head hurts.
3. He can't sleep.
4. He goes to the clinic.
5. He opens the door.
6. He talks to a woman at a desk.
7. He says his name.
8. Then he waits.
9. After a long time, he sees the doctor.
10. The doctor talks to him.
11. The doctor checks his body.
12. The doctor says, "You need medicine every day."

**Mr. White Goes to the Clinic**

Write YES or NO.

1. .... 1. He goes to the park.
2. .... 2. He waits a long time.
3. .... 3. He sees the doctor.
4. .... 4. He needs medicine.
5. .... 5. He talks to his son.
6. .... 6. His stomach hurts.

Listen. Write the letters.

1. \_ \_ \_ ead 6. hurt \_ \_
2. \_ \_ \_ leep 7. can' \_ \_
3. \_ \_ \_ oes 8. clini \_ \_
4. \_ \_ \_ oor 9. des \_ \_
5. \_ \_ \_ aits 10. hi \_ \_

### Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.
6. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.
7. **Learners sequence the main events of the story** using the **What's Next?** Handout.

**What's Next?**

Put the sentences. Put in order.

1. The doctor checks his body.
2. He goes to the clinic.
3. He talks to a woman at a desk.
4. He opens the door.
5. He waits a long time.
6. He sees the doctor.
7. The doctor says, "You need medicine."

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 24 Pre-Beginning Health Unit

### Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
  
9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

### Step 4: Practice Sound/Spelling Correspondence

10. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story can be **letters D, H, W, or S**. Choose **one** based on your learners.
  
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

### Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

## Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: copies of **Your Next Appointment**

**NOTE: before copying this worksheet, fill in the dates, times, and day of the week on the appointment cards as shown in #1. Use dates from the current calendar month.**

### Step 1: Context

Distribute copies of the handout. Point to the first appointment card. Ask: *Who gives this card to you? Why?* If learners are unfamiliar with appointment cards, act out with another student how a doctor or receptionist gives you the card to help you remember your appointment.

**Your Next Appointment**

Look at the appointment card. Circle the day. Draw hands on the clock.

1.

Your Next Appointment					Monday	
Date: Oct. 19th					Tuesday	
Time: 9:30					Wednesday	
M	TU	W	TH	F	Thursday	
		X			Friday	
					Saturday	
					Sunday	

2.

Your Next Appointment					Monday	
Date: _____					Tuesday	
Time: _____					Wednesday	
M	TU	W	TH	F	Thursday	
					Friday	
					Saturday	
					Sunday	

3.

Your Next Appointment					Monday	
Date: _____					Tuesday	
Time: _____					Wednesday	
M	TU	W	TH	F	Thursday	
					Friday	
					Saturday	
					Sunday	

4.

Your Next Appointment					Monday	
Date: _____					Tuesday	
Time: _____					Wednesday	
M	TU	W	TH	F	Thursday	
					Friday	
					Saturday	
					Sunday	

### Step 2: Model

Using a projector, model how to look for the day of the week on the appointment card and circle the matching day to the right.

Model how to find the time on the appointment card and draw the hands on the clock to match the time.

Everyone should complete #1 together.

### Step 3: Independent Practice

Learners complete items 2-4 independently then check with a partner.

## Teacher Directions: Checking for Understanding

-Materials: (none)

Referring back to your large classroom calendar, ask individual learners to find the dates from items 2-4 on the **Your Next Appointment** handout and write the time and the word "doctor" on that date on the calendar (or use a post-it note on the calendar).

# What's Next?

Cut the sentences. Put in order.

The doctor checks his body.

He goes to the clinic.

He talks to a woman at a desk.

He opens the door

He waits a long time.

He sees the doctor.

The doctor says, "You need medicine."

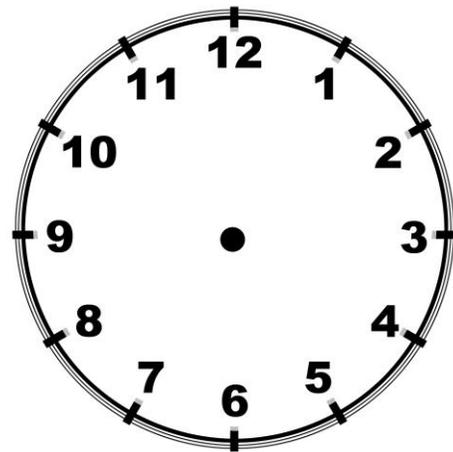
# Your Next Appointment

Look at the appointment card. Circle the day. Draw hands on the clock.

1.

<b>Your Next Appointment</b>				
<u>Date: Oct. 19th</u>				
<u>Time: 3:30</u>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>
		X		

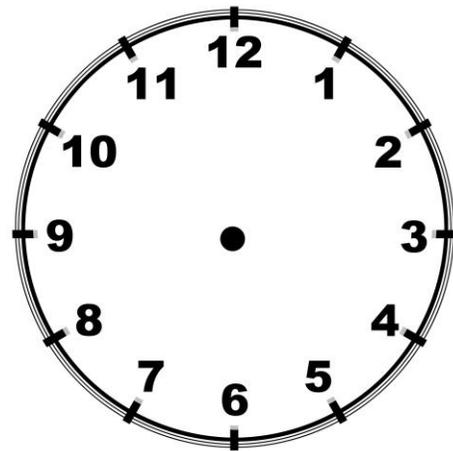
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday



2.

<b>Your Next Appointment</b>				
<u>Date: _____</u>				
<u>Time: _____</u>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

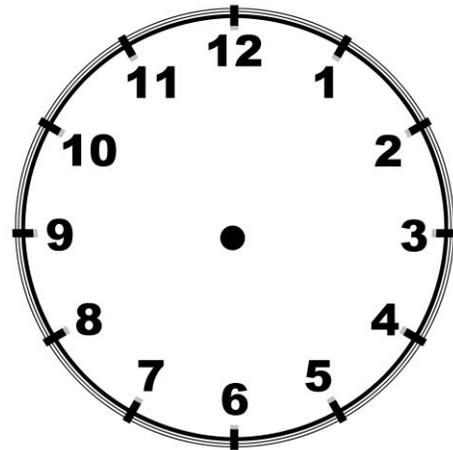
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday



3.

<b>Your Next Appointment</b>				
<b>Date:</b> _____				
<b>Time:</b> _____				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

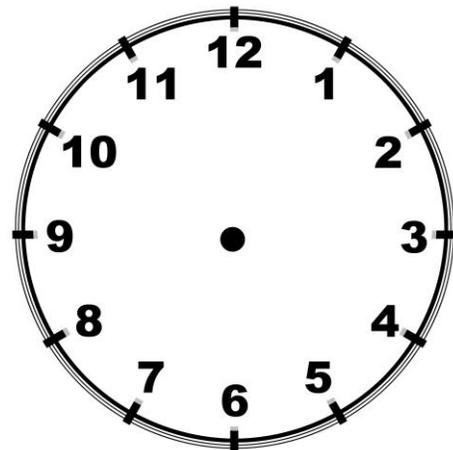
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday



4.

<b>Your Next Appointment</b>				
<b>Date:</b> _____				
<b>Time:</b> _____				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday



## Health Unit: Week 2, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Transitions and Critical Thinking:</b> recognize the relationships between numbers and identify, extend, and use patterns.</p> <p><b>Literacy:</b> identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p><b>Grammar:</b> use possessive pronouns to talk about pain (ex. <b>my</b> back hurts, <b>his</b> throat hurts, etc.)</p> <p><b>Listening/speaking:</b> ask and respond to the questions What's the matter? What's wrong? What's the problem?</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Mr. White Goes to the Clinic</b> (paragraph format)</li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Create and copy small pictures for pictograph</li> <li>• Complete and cut <b>Sample Appointment Cards</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> <li>• Small post-its or paper squares</li> </ul>

### Lesson Plan

#### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

#### Basic Skills Review: Numeracy

Description: create a pictograph to show how learners are feeling today

Materials/Prep: create and copy small pictures representing healthy, head hurts, back hurts, etc.

#### Story of the Week

Description: review the story of the week and practice reading fluency with a paragraph formatted text.

Materials/Prep: copies of **Mr. White Goes to the Clinic** (paragraph format)

#### Unit Theme Activity: Listening/speaking, Literacy, grammar

Description: Listening for dates and times and reading appointment reminders

Materials/Prep: complete and cut apart **Sample Appointment Cards**

#### Checking for Understanding

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

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

28. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
29. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

30. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
31. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_.**
32. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
33. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
34. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
35. Ask for volunteers to write today's date on the board. Applaud the writer.
36. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Numeracy

Materials: tape, small pictures representing “healthy, head hurts, back hurts, etc.”

### Step 1: Introduce the question

Write on the board: **How do you feel today?**

I feel \_\_\_\_\_.

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

Read the question aloud, learners repeat several times.

Spread the pictures on the table. Take one and model answering the question using the text on the board. Show each of the pictures available and introduce the corresponding vocabulary word.

Invite learners to take a picture that describes how they feel and answer the question on the board.

### Step 2: Pair Practice

Learners mingle with their pictures, asking and answering the question on the board. If you have a small group, you can do it as a **Circle Drill**, each person asking the person on their left.

### Step 3: Create the Pictograph

Model by taping your colored square on the board and answering the question.

Invite learners to the board one at a time to tape their square on the board. Guide them in placing the squares in rows by picture so that they form a pictograph (Your graph can have horizontal bars from left to right or vertical bars from top to bottom –practice different formats on different days).

### Step 4: Summarize the Results

Write on the board: **How many people feel \_\_\_\_\_?**

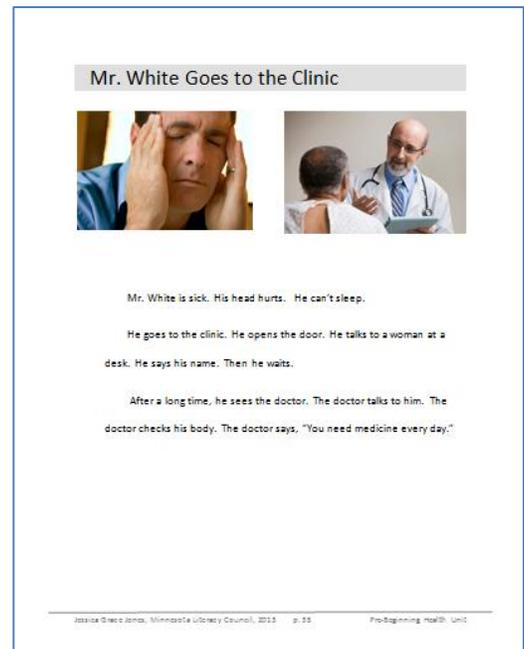
Practice asking the question with different feelings and referring to the chart to find the answer.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies **Mr. White Goes to the Clinic** (paragraph text)

### Step 1: Context

1. Distribute new copies of **Mr. White Goes to the Clinic** story. This version is written in paragraph format, instead of list format.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.
3. Ask: **“How many paragraphs?”** Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask **“How many sentences?”** Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.



### Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

### Step 3: assess comprehension

**Ask inference questions.** Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. **Learners evaluate their own comprehension.**

Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Step 2: Introduce the words **period** and **question mark**

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week’s story

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and question marks.

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

*Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.*

*Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.*

## Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: complete and cut apart **Sample Appointment Cards**

**NOTE: before copying this worksheet, fill in the dates, times, and day of the week on the appointment cards. Each should be different. Use dates from the current calendar month. Make enough so that each learner can have one appointment card.**

### Step 1: Context

Using a projector, show one of the appointment cards. Ask: *Who gives this card to you? Why?* If learners are unfamiliar with appointment cards, act out with another student how a doctor or receptionist gives you the card to help you remember your appointment.

Ask: *What time is the appointment? What month? What day?*

The image shows two sample appointment cards. The left card is titled "Your Appointment" and has fields for Day (Mon, Tues, Wed, Thurs, Fri, Sat), Month, Day, and Time. The right card is titled "Your Next Appointment" and has fields for Date, Time, and a calendar grid for the month.

### Step 2: Model

Use the large classroom calendar to model how to find the date on the appointment card and transfer it to the calendar. Write the appointment time on that day. Write your name on that day.

Write on the board: **I have an appointment on \_\_\_\_\_ at \_\_\_\_\_.**  
**Can you repeat that?**

Model saying the sentence with the information you just put on the calendar. Learners repeat several times.

### Step 3: Structured Practice

Distribute appointment cards. Call on one learner to read their appointment information using the sentence on the board.

Ask for repetition using the phrase on the board. Find the date on the calendar and write the time.

Write on the board: **What is your name?**  
**How do you spell that?**

Ask the learner's name and then write it on the calendar next to the time.

That learner now comes to the front of the room and becomes the "teacher." He or she calls on another learner to read their appointment information and then records the time and name on the calendar.

Learners continue to rotate until everyone has read their appointment card and taken a turn writing on the calendar.

## Teacher Directions: Checking for Understanding

-Materials: copies of **Reading Test Practice** handouts

*There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.*

### Step 1: Group Practice

*You can skip this step if you are not using the 27/28 style practice test.*

Cut and tape the 4 large words on the board in a row. Above them write: **Month** Draw a circle below each paper word. (it should resemble the format of the 27/28 test).

March ----- 11-12-98	Monday ----- 1981
----------------------------	-------------------------

Talk about each word. "What is this?" Read the words above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

Erase **month** and replace it with a word to match one of the other paper words. Repeat the process above.

### Step 2: Independent Practice

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

Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

Give everyone 3-5 minutes to complete the questions. 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. Antonio 9:00 - 9:45
2. Marshall Mann 9:30
3. Lucas Scott 10:15
4. David Smith 11:00

Lucas is sick. His throat hurts. Tomorrow his mother will take him to the doctor.

1. What is wrong?  
A. His head hurts.  
B. His throat hurts.  
C. His mother is sick.  
D. He takes medicine.

2. What time is Lucas's appointment?  
A. March 18th  
B. 9:45  
C. 10:15  
D. 1:00

**Reading Test Practice**

1. August

Apr.	Oct.	Aug.	Nov.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. year

November	1997	Thursday	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

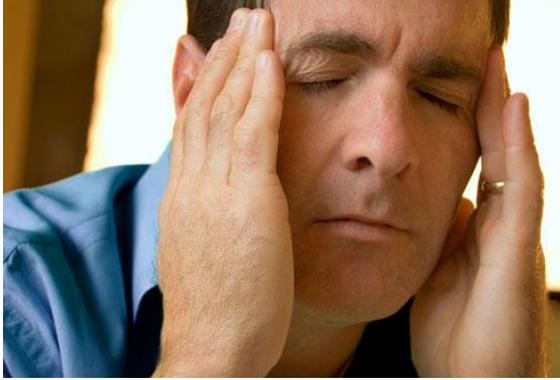
3. September 13, 1975

13-9-75	13-19-75	9-13-75	13-7-75
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Step 3: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.

## Mr. White Goes to the Clinic



Mr. White is sick. His head hurts. He can't sleep.

He goes to the clinic. He opens the door. He talks to a woman at a desk. He says his name. Then he waits.

After a long time, he sees the doctor. The doctor talks to him. The doctor checks his body. The doctor says, "You need medicine every day."

# Sample Appointment Cards

Complete these cards using dates from the current calendar month. Learners will practice transferring this information to a class calendar.

Your Appointment	
Day: Mon.    Tues.    Wed.    Thurs.    Fri.    Sat.    (circle one)	
Month: _____	Day: _____
Time: _____	

Your Appointment	
Day: Mon.    Tues.    Wed.    Thurs.    Fri.    Sat.    (circle one)	
Month: _____	Day: _____
Time: _____	

Your Appointment	
Day: Mon.    Tues.    Wed.    Thurs.    Fri.    Sat.    (circle one)	
Month: _____	Day: _____
Time: _____	

# Sample Appointment Cards

Complete these cards using dates from the current calendar month. Learners will practice transferring this information to a class calendar.

<b>Your Next Appointment</b>				
<b><u>Date:</u> _____</b>				
<b><u>Time:</u> _____</b>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

<b>Your Next Appointment</b>				
<b><u>Date:</u> _____</b>				
<b><u>Time:</u> _____</b>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

<b>Your Next Appointment</b>				
<b><u>Date:</u> _____</b>				
<b><u>Time:</u> _____</b>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

<b>Your Next Appointment</b>				
<b><u>Date:</u> _____</b>				
<b><u>Time:</u> _____</b>				
<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>

# March



11-12-98

# Monday



# 1981

# 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 throat hurts. Tomorrow his mother will take him to the doctor.

1. What is wrong?

- A. His head hurts.
- B. His throat hurts.
- 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

# Reading Test Practice

1. August

Apr.

Oct.

Aug.

Nov.

2. year

November

1997

Thursday

15

3. September 13, 1975

13-9-75

13-19-75

9-13-75

13-7-75