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.

Beginning Level (CASAS reading scores of 181-200)

Community: Week 2 of 2

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

Focus of Week 1
- Body parts
- Describing symptoms
- Making an appointment

Focus of Week 2
- Reading about healthcare
- giving clear and accurate personal information
- finding your way around a clinic or hospital
# Health Unit: Week 2, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong>: Learners will be able to...</td>
<td><strong>Materials</strong></td>
</tr>
</tbody>
</table>
| *Literacy*: read and understand medical vocabulary including, medical center, medicine, pharmacy, patient, receptionist, sick, clinic, tablets | Make Student Copies  
- Handout: *Ralph Goes to the Clinic* |
| *Listening/speaking*: respond to suggested appointment times with “Yes, that’s OK” or “No, that doesn’t work for me. How about _________?” | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2012, p. 57, 69, 113  
- *Symptom Cards* (1 set, cut apart) |
| *Transition & Critical Thinking*: Use authentic clarification strategies in asking and answering questions about symptoms | Props, Technology, or Other Resources  
- Thin highlighters or colored pencils |
| *Grammar*: Use the negative simple present of to HAVE to describe symptoms, ex. I don’t have a headache. | |

## Lesson Plan

**Warm up and Review of Previous Lesson**
*Description*: learners mingle and talk about the symptoms on their cards  
*Materials/Prep*: copy and cut apart one set of *Symptom Cards*

**Activity 1: Grammar, Transitions & Critical Thinking**
*Description*: practice asking about symptoms with “Do you have _____?”  

**Activity 2: Literacy**
*Description*: read a story about a health care experience and practice reading words with the “ph” spelling  
*Materials/Prep*: copies of *Ralph Goes to the Clinic* (3 pags), ESL Volunteer Tutor Manual, 2012, *Letter/Sound Drill*, p. 113

**Activity 3: Listening & Speaking**
*Description*: practice making an appointment and negotiating the date and time  

**Activity 4: Checking for Understanding**
*Description*: each learner tries to write one sentence using one of the new words from the story  
*Materials/Prep*: none
Teacher Directions: Warm-Up and Review: Listening and Speaking  
-Materials: Symptom Cards

Step 1: Model
Write on the board: What’s the matter?

I have a ___________.
My ___________ hurts.

Ask for examples of words that could complete each sentence.

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

Step 2: Independent Practice
Learners mingle around the room asking each other “What’s the matter?”

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

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

Step 1: Introduce the yes/no question format
Write on the board: Do you have a ____________?

Yes, I have a _________.
No, I don’t have a _________.

Ask for symptom words that could finish these sentences.

Ask “Who asks this question, the doctor or the patient?”

Circle the word DO. Point out that questions that start with “do” always have a yes or no answer.
Step 2: Structured Practice

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

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

Write on the board: **Does he have a __________?**
- Yes, he has a __________.
- No, he doesn’t have a ________.

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

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

Step 4: Structured Practice

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

Step 5: Introduce clarification questions

Have a learner ask you the question on the board (**Does he have a cough?**)
Respond by repeating the symptom for clarification (**A cough?**)

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

Step 6: Independent Practice

Learners mingle around the room and ask each other about their own symptoms and their children’s symptoms. Encourage them to use full sentences and repeat the symptom for clarification before answering the question.
Teacher Directions: Activity 2: Literacy, Life Skill - Materials: Ralph Goes to the Clinic

Step 1: Context and Vocabulary
Write these words on the board:
1. Pharmacy
2. Patient
3. Receptionist
4. Tablets
5. Phone

Read the words out loud several times, learners repeat.
Talk about word meanings.

Distribute the story. Read the questions below the pictures.
Talk about the pictures.

Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand.

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill
Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113
The target spelling/sound for this story is “ph” as in pharmacy.

Teacher Directions: Activity 3: Listening & Speaking

Step 1: Context
How do you make an appointment at the clinic? Do you call? Does someone in your family call? Do you speak in English?

We will practice how to call the clinic to make an appointment.
Step 2: Structured and Independent Practice

Write on the board:

**Hello. Minneapolis Health Clinic.**

Hi. I need an appointment.

What’s the matter?

My back hurts.

Can you come at 3:00 tomorrow?

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

There is a 1:30 on Friday.

Yes, that’s OK.

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

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

Encourage them to vary the underlined elements of the dialogue.

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

**Step 1: Review Vocabulary**

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

Review the pronunciation and meaning of the words

**Step 2: Independent Writing**

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

Look for sentences that demonstrate understanding of the word’s meaning. Don’t correct for grammar or spelling at this time.
<table>
<thead>
<tr>
<th>Symptom Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>headache</td>
</tr>
<tr>
<td>a cold</td>
</tr>
<tr>
<td>runny nose</td>
</tr>
<tr>
<td>fever</td>
</tr>
<tr>
<td>stomachache</td>
</tr>
<tr>
<td>Symptom Cards</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>foot hurts</td>
</tr>
<tr>
<td>shoulder hurts</td>
</tr>
<tr>
<td>tooth hurts</td>
</tr>
<tr>
<td>knee hurts</td>
</tr>
<tr>
<td>ankle hurts</td>
</tr>
</tbody>
</table>
Ralph is sick. He has a bad headache. He can’t sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blaine Medical Center.

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

“I can help you now,” says the receptionist.

“My name is Ralph White,” he says.

“Are you a new patient?” she asks.

“No, I have been here before,” he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.
The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph’s blood pressure.

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

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

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

“Two tablets a day?” Ralph asks.

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

Write YES or NO.

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

Write the answers.

6. What is the name of the clinic? _____________________________________________
7. Who takes his blood pressure? _____________________________________________
8. Who answers the phone? ________________________________________________
Ralph Goes to the Clinic

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

9. ______________________________________________________________
   ______________________________________________________________

Draw a line to match the words and the pictures

10. pharmacist

11. receptionist

12. graph

13. tablets

14. prescription
# Health Unit: Week 2, Tuesday

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<th>Objectives</th>
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<tr>
<td><strong>Learners will be able to...</strong></td>
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</tr>
<tr>
<td><strong>Life skill:</strong> call to make a clinic appointment</td>
<td>• Handout: What’s Your Name</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and understand common symptoms, including sore throat, stomachache, headache.</td>
<td>• Handout: Making an Appointment</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> say and pronounce their own name, birth date, and phone number</td>
<td>• Handout: Ralph Goes to the Clinic (a few copies)</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> use authentic clarification strategies on the phone</td>
<td>• Handout: Practice Reading Test</td>
</tr>
</tbody>
</table>

## Lesson Plan

### Warm up for today’s Lesson
**Description:** use a mingle grid activity to practice saying and writing personal information
**Materials/Prep:** copies of What’s Your Name?, ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85.

### Review of Previous Lessons
**Description:** practice making a clinic appointment

### Activity 1: Literacy, Listening & Speaking
**Description:** learners act out the story “Ralph Goes to the Clinic”
**Materials/Prep:** copies of Ralph Goes to the Clinic

### Activity 2: literacy
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test
**Materials/Prep:** Practice Reading Test

### Activity 3: Checking for Understanding
**Description:** as learners leave, ask each to say one item of personal info. (last name, phone number, address)
**Materials/Prep:** none
**Teacher Directions:** Warm-Up: Listening & Speaking


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

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


**Step 1: Context**

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

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

**Step 2: Fill in Personal Information**

Distribute copies of *Making an Appointment*.

Learners fill in their own personal information on the blanks.

**Step 3: Structured and Independent Practice**

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

As learners become more familiar with the dialogue, have them vary the underlined portions about schedule.
Watch for moments of confusion or misunderstanding among students. Model authentic clarification strategies, such as spelling a street name, repeating a birth date to check accuracy, or asking someone to repeat a question.

**Teacher Directions: Activity 1: Literacy**

(Materials: Ralph Goes to the Clinic, (optional) props to act out story)

**Step 1: Review the Story**

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

Learners read the story quietly.

Teacher reads the story aloud.

Learners read the story in pairs.

**Step 2: Set the Scene**

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

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

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

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

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

**Step 3: Act it Out**

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

Repeat with a different cast of student volunteers.
**Teacher Directions: Activity 2: Life Skills, Literacy - Reading Test Practice**

**Step 1: Independent Practice**

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

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

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

**Step 2: Reviewing Answers**

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

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

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

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

- Hello. Health Partners Clinic. How may I help you?
  - Hi. I need to make an appointment.

- Patient’s last name?
  - ________________________.

- How do you spell it?
  - ____________________________

- And the first name?
  - ____________________________.

- And date of birth please.
  - ____________________________.

- Can you come at 2:00 on Tuesday?
  - No. That doesn’t work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.
  - Yes, that’s OK.
<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>What is your last name?</th>
<th>What is your birth date?</th>
<th>What is your address?</th>
<th>What is your telephone number?</th>
</tr>
</thead>
<tbody>
<tr>
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Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.

“I can help you now,” says the receptionist.

“My name is Ralph White,” he says.

“Are you a new patient?” she asks.

“No, I have been here before,” he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.
The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph’s blood pressure.

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

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

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

“Two tablets a day?” Ralph asks.

“Yes, two tablets a day. One in the morning and one at night.”
Lucas is sick. His temperature is 102. Tomorrow his mother will take him to the doctor.

1. What is wrong?
   A. Lucas has a headache.
   B. Lucas has fever.
   C. His mother is sick.
   D. He takes medicine.

2. What time is Lucas’s appointment?
   A. March 18th
   B. 8:45
   C. 10:45
   D. 3:00
**Health Unit: Week 2, Wednesday**

<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learners will be able to...</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Life skill:</strong> call to make an appointment</td>
<td>• Handout: Story Strips (a few copies, cut apart)</td>
</tr>
<tr>
<td><strong>Life skill:</strong> call in an absence for self or child</td>
<td>• Handout: Making an Appointment (a few copies)</td>
</tr>
<tr>
<td><strong>Literacy:</strong> write appointment date and time on a simple appointment card</td>
<td>• Handout: Appointment Cards</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Explain reason for own or child’s absence</td>
<td>• Handout: I Can’t Come to School Today</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> sequence events in a narrative story according to logical progression</td>
<td>• Handout: Practice Reading Test</td>
</tr>
<tr>
<td><strong>Technology:</strong> leave a voicemail when calling in an absence</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up for today’s Lesson**
*Description:* learners sequence events from this week’s story
*Materials/Prep:* several sets of Story Strips cut apart

**Review of Previous Lessons**
*Description:* review making an appointment
*Materials/Prep:* copies of Making an Appointment, copies of Appointment Cards

**Activity 1:** Life skill, Listening & Speaking, Technology
*Description:* practice calling in sick for yourself or a child
*Materials/Prep:* copies of I Can’t Come to School Today

**Activity 2:** Literacy
*Description:* practice reading skills needed for the CASAS Life and Work Reading Test
*Materials/Prep:* copies of Practice Reading Test

**Activity 3:** Checking for Understanding
*Description:* Use the Conversation Queue activity to check learners’ ability to make an appointment or call in sick
*Materials/Prep:* ESL Volunteer Tutor Manual, 2012, Conversation Queue, p. 44.
**Teacher Directions:**  **Warm-Up: Transitions & Critical Thinking, Literacy**

-Materials: **Story Strips**

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

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

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

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

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**Teacher Directions:**  **Review: Life Skills, Literacy**

-Materials: **Making an Appointment, Appointment Cards**

**Step 1: Review the Dialogue**

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

**Step 2: Preview Appointment Cards**

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

**Step 3: Role-Play**

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

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

Repeat 3 times to fill out all the appointment cards.
**Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Technology**  
- Materials: *I Can’t Come to School Today*

**Step 1: Context**
“Sometimes you can’t come to school. It is important to call the learning center. If there is no answer, leave a message.”

**Step 2: Guided Practice**
Practice both dialogues several times as a class and in pairs.

**Step 3: Independent Practice**
Write the learning center’s phone number on the board. Learners use their cell phones or a school phone to practice calling the office and leaving a message.
(if other learners are waiting to use the phone, they may begin the next activity independently)

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**Teacher Directions: Activity 2: Literacy**  
- Materials: *Reading Test Practice*

**Step 1: Independent Practice**
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

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

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

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

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

Teacher Directions: Activity 3: Checking for Understanding


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

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

Observe what practice is still needed to accomplish making an appointment independently and add that to your lesson report for tomorrow’s teacher.
### Story Strips (difficult)

Ralph goes to the clinic.

Ralph waits because the receptionist is busy.

Ralph talks to the receptionist.

Ralph waits in the waiting room.

A nurse takes his blood pressure.

The doctor comes into the room.

The doctor asks him questions

The doctor says, “You have high blood pressure.”

The doctor gives him a prescription.

Ralph walks down the hall to the pharmacy.

He give the prescription to the pharmacist.

The pharmacist gives Ralph the medicine.

The pharmacist says “Take 2 tablets a day.”
### Story Strips (easy)

- Ralph goes to the clinic.
- Ralph talks to the receptionist.
- Ralph waits in the waiting room.
- A nurse takes his blood pressure.
- The doctor asks him questions.
- The doctor gives him a prescription.
- The pharmacist gives Ralph the medicine.
Making an Appointment

- Hello. Health Partners Clinic. How may I help you?
  - Hi. I need to make an appointment.
- Patient's last name?
  - ____________________________
- How do you spell it?
  - ______________________________
- And the first name?
  - ______________________________
- And date of birth please.
  - ______________________________
- Can you come at 2:00 on Tuesday?
  - No. That doesn’t work for me. How about on Wednesday?
- There is a 4:30 on Wednesday.
  - Yes, that’s OK.
## Appointment Cards

### Your Appointment

<table>
<thead>
<tr>
<th>Patient’s Name</th>
<th>First</th>
<th>last</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Mon.  Tues.  Wed.  Thurs.  Fri.</td>
<td>Sat.  _____/ _____/ ______</td>
</tr>
<tr>
<td></td>
<td>Month  Day  Year</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>__________________________________</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<td></td>
<td>Month  Day  Year</td>
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<tr>
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<td>Sat.  _____/ _____/ ______</td>
</tr>
<tr>
<td></td>
<td>Month  Day  Year</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>__________________________________</td>
<td></td>
</tr>
</tbody>
</table>
I Can’t Come to School Today

Call YOUR teacher.

Hello. This is ____________. I can’t come to school today.

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

I will be back on ____________________.

Call your CHILD’s teacher.

Hello. This is ______________. My son/daughter ________________ can’t come to school today.

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

____________ will be back on ______________.
Reading Test Practice

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

1. Where does Mrs. Kim work?
   A. She stays at home
   B. A daycare center
   C. A school office
   D. A clinic

2. How many children does she have?
   A. three
   B. four
   C. sick
   D. daycare
Health Unit: Week 2, Thursday

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<td><strong>Learners will be able to...</strong></td>
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<tr>
<td><strong>Life Skill:</strong> call to make an appointment</td>
<td>Handout: Making an Appointment (from yesterday)</td>
</tr>
<tr>
<td><strong>Life Skill:</strong> call in an absence for self or child</td>
<td>Handout: Appointment Cards</td>
</tr>
<tr>
<td><strong>Life Skill:</strong> find health service locations on a building director</td>
<td>Handout: I Can’t Come to School (from yesterday)</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “Where is the office?”</td>
<td>Handout: Reading Test Practice</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and understand common building directory vocabulary including ground floor, first, second, third, fourth</td>
<td><strong>Single Copies</strong></td>
</tr>
<tr>
<td><strong>Technology:</strong> identify key information (location and hours) on a clinic website</td>
<td>Sample Directory Signs</td>
</tr>
</tbody>
</table>

Lesson Plan

**Warm up**
Description: play “Simon Says” to review body part vocabulary
Materials/Prep: (none)

**Review of Previous Lessons**
Description: practice making an appointment and recording key information on an appointment card
Materials/Prep: copies of Making an Appointment, copies of Appointment Cards

**Activity 1: Life Skill**
Description: review calling in an absence for self or child
Materials/Prep: a few copies of I Can’t Come to School Today

**Activity 2: Technology**
Description: find key information on a clinic website
Materials/Prep: see activity instructions for options

**Activity 3: Listening & Speaking, Life Skill, Literacy**
Description: practice asking for directions in a hospital or clinic and reading directory signs
Materials/Prep: Sample Directory Signs

**Activity 4: Checking for Understanding**
Description: practice reading skills needed for the CASAS Life and Work Reading Test
Materials/Prep: copies of Reading Practice Test
**Teacher Directions: Warm-Up: Listening and Speaking**

Play “Simon Says” to review body part vocabulary.

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

**Teacher Directions: Review: Life Skills, Literacy**

-Materials: Making an Appointment, Appointment Cards

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

**Step 1: Review the Dialogue**

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

**Step 2: Preview Appointment Cards**

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

**Step 3: Role-Play**

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

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

Repeat 3 times to fill out all the appointment cards.
**Teacher Directions: Activity 1: Life Skills**

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

**Step 1: Review the Messages**

Practice both messages several times as a whole class.

**Step 2: Independent Practice**

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

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**Teacher Directions: Activity 2: Technology**

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

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

**Step 1: Context**

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

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

**Step 2: Web Search**

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

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

**If you’re using individual student computers:** review the steps by demonstrating with a projector or having everyone huddle around a single computer.
Step 3: Search for Key Information

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

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

Teacher Directions: Activity 3: Listening & Speaking, Life Skill, Literacy
-Materials: Sample Directory Signs

Step 1: Context
Show the sample directory sign. On the board draw a building with 5 floors. Label each floor with 1st–First, 2nd–Second, etc...

Practice the pronunciation of the ordinal numbers 1st-5th.

Using the sample directory sign, ask: Where is the _____?

Step 2: Teacher Models & Group Practice
On the board, create your own directory sign based on a fictional multi-story building that you draw on the board.

Step 3: Independent Practice
In their notebooks, learners draw a 5 story building and draw different services on each floor. Then they draw a directory sign for that building.
**Teacher Directions: Activity 4: Literacy - Reading Test Practice**

**Step 1: Independent Practice**

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

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

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

**Step 2: Reviewing Answers**

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

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

- Hello. Health Partners Clinic. How may I help you?
  - Hi. I need to make an appointment.

- Patient's last name?
  - ____________________________.

- How do you spell it?
  - ________________________________

- And the first name?
  - ________________________________.

- And date of birth please.
  - ________________________________

- Can you come at 2:00 on Tuesday?
  - No. That doesn’t work for me. How about on Wednesday?

- There is a 4:30 on Wednesday.
  - Yes, that’s OK.
### Appointment Cards

<table>
<thead>
<tr>
<th>Your Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient’s Name</strong> ____________________________________________</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td><strong>Date:</strong> Mon. Tues. Wed. Thurs. Fri. Sat. ____/ ____/ ______</td>
</tr>
<tr>
<td>Month</td>
</tr>
<tr>
<td><strong>Time:</strong> ________________________________________________</td>
</tr>
</tbody>
</table>

**Note:**
- Fill in the patient’s name, date, and time for each appointment.
I Can’t Come to School Today

Call YOUR teacher.

Hello. This is _______________. I can’t come to school today.

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

I will be back on ____________________.

Call your CHILD’s teacher.

Hello. This is _______________. My son/daughter __________________ can’t come to school today.

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

______________ will be back on _______________.

Jessica Grace Jones, Minnesota Literacy Council, 2012

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Beginning health Unit
SAMPLE Building Directory

Pharmacy  1\textsuperscript{st} floor
Clinic    2\textsuperscript{nd} floor
Store     1\textsuperscript{st} floor
Childcare 3\textsuperscript{rd} floor
Lab       3\textsuperscript{rd} floor
# Reading Test Practice

## Heartland Medical Center

<table>
<thead>
<tr>
<th>Location</th>
<th>Floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Floor</td>
</tr>
<tr>
<td>Clinic</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Floor</td>
</tr>
<tr>
<td>Emergency Room</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Floor</td>
</tr>
<tr>
<td>Waiting Room</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Floor</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>2nd Floor</td>
</tr>
</tbody>
</table>

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

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