

Health Unit: Lesson 6

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: call to make a clinic appointment</p> <p>Literacy: read and understand common symptoms, including sore throat, stomachache, headache.</p> <p>Listening/speaking: say and pronounce their own name, birth date, and phone number</p> <p>Transition & Critical Thinking: use authentic clarification strategies on the phone</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: What is Your Name? • Handout: Making an Appointment • Handout: Ralph Goes to the Clinic • Handout: Practice Reading Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, pg. 87, 71 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Scratch paper • (optional) phone props

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

Materials/Prep: copies of **Making an Appointment**, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

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

-Materials: [What is Your Name?](#), ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, [p. 87](#).

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

What is Your Name?				
What is your <u>first</u> <u>name</u> ?	What is your <u>last</u> <u>name</u> ?	What is your <u>birth</u> <u>date</u> ?	What is your <u>address</u> ?	What is your <u>telephone number</u> ?

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

-Materials: [Making an Appointment](#) and ESL Volunteer Tutor Manual, 2012, **Dialogue**, [pg. 71](#).

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.

Making an Appointment	
<ul style="list-style-type: none">• Hello, Health Partners Clinic. How may I help you?	
<input type="checkbox"/> Hi, I need to make an appointment.	
<ul style="list-style-type: none">• Patient's last name?	<input type="text"/>
<ul style="list-style-type: none">• How do you spell it?	<input type="text"/>
<ul style="list-style-type: none">• And the first name?	<input type="text"/>
<ul style="list-style-type: none">• And date of birth please.	<input type="text"/>
<ul style="list-style-type: none">• Can you come at <u>2:00</u> on <u>Tuesday</u>?	<input type="checkbox"/> No. That doesn't work for me. How about on <u>Wednesday</u> ?
<ul style="list-style-type: none">• There is a <u>6:30</u> on <u>Wednesday</u>.	<input type="checkbox"/> Yes, that's OK.

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

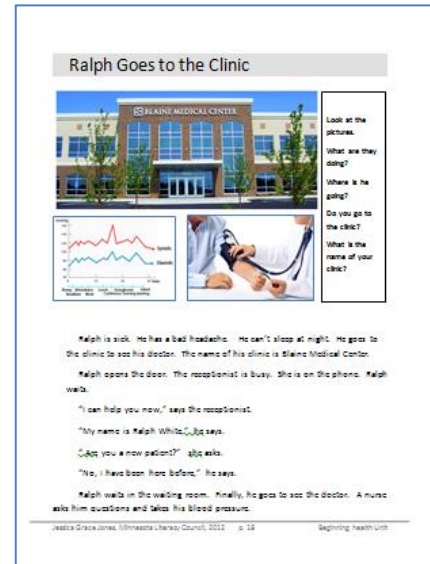
Find or distribute copies of **Ralph Goes to the Clinic** from yesterday.

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.

Reading Test Practice



Clinic Appointments
Friday, March 18th

1. Anton Brady 8:45
2. Marshall Mann 9:30
3. Lucas Scott 10:45
4. Salvia Owar 11:30

Lucas is sick. His temperature is 102. Tomorrow his mother will take him to the doctor.

<p>1. What is wrong?</p> <ul style="list-style-type: none">A. Lucas has a headache.B. Lucas has fever.C. His mother is sick.D. He takes medicine.	<p>2. What time is Lucas's appointment?</p> <ul style="list-style-type: none">A. March 18thB. 8:45C. 10:45D. 3:00
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Jessica Oracio Jones, Minnesota Literacy Council, 2012 p. 20 Beginning Health Unit

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.

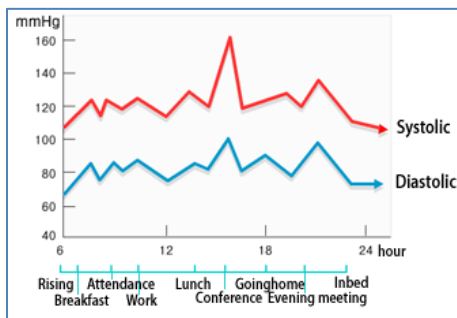
- Yes, that's OK.



What is Your Name?

What is your <u>first</u> <u>name</u> ?	What is your <u>last</u> <u>name</u> ?	What is your <u>birth</u> <u>date</u> ?	What is your <u>address</u> ?	What is your <u>telephone number</u> ?

Ralph Goes to the Clinic



Look at the pictures.

What are they doing?

Where is he going?

Do you go to the clinic?

What is the name of your clinic?

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."

Reading Test Practice



Clinic Appointments

Friday, March 18th

1. *Anton Brady* 8:45
2. **Marshall Mann** 9:30
3. **Lucas Scott** 10:45
4. *Salma Omar* 11:30

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

MINGLE GRID

Practicing question and answer activities with a partner can become static and boring. This activity gets learners out of the seats, talking several other learners, and recording responses.

OBJECTIVE: to bridge the gap between structured practice and authentic conversation while practicing note taking and table (or grid) organizational structure.

MATERIALS: Copies of the attached grid with familiar questions written in each of the numbered squares.

DESCRIPTION:

1. Review the meaning and pronunciation of the questions several times.
2. Model how to complete the grid by calling on an individual learner and asking him or her each of the questions and recording the response.
3. Learners mingle in the classroom talking to a variety of learners and the teacher and noting answers in the appropriate square.

SUGGESTIONS: This activity is very versatile and can accommodate several variations.

Low level learners may record short yes/no or one word responses while advanced learners may record full sentences with reported speech (She said she has 4 brothers).

Higher level learners may write some or all of their own questions.

Data collected in the mingle grid can be used for graphing or writing extension activities.

DIALOGUE

Dialogues provide practice in listening and speaking skills in structured conversations. The questions and answers may have all been learned and practiced in a drill-like manner. The dialogue then reinforces this previously learned material. Vocabulary may be taught before using a dialogue or during the demonstration of the dialogue.

OBJECTIVE: To begin to bridge the gap between students' vocabulary and grammar skills and functional and social contexts

MATERIALS:

- Vocabulary flashcards
- Written copies of the dialogue
- Pictures to illustrate the dialogue

DESCRIPTION:

1. Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.
2. Whole class repeats the conversation.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

SUGGESTION: If working with a small group, a circle drill may be used to review and reinforce the dialogue after paired practice.