

**Lesson Plan**  
**Module 3: Session 13**

<b>Module 3</b> Health, Housing and Food	<b>Unit 7 – Session 13</b> Health
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**Standards Alignment**

**Speaking and Listening**

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Reading**

- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade level.

**Writing**

- CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects.

**Language**

- CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of past, present, and future.
- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**Goals and Objectives (SWBAT)**

- Name six parts of the body.
- Identify stomach ache, back ache, headache, fever and cough.
- Ask and respond to health problems.
- State what they do for various health care issues.
- Use have/has and hurts to talk about health problems.

**Technology Needs and Presentation/Handouts**

Technology Needs	Presentation Needs & Handouts
<ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper and markers</li> </ul>

- Tablets (if available)
- Internet connection
- Access to *English for Your Health* Ventures arcade and USA Learns

- Picture dictionaries
- Pictures of symptoms
- *Ventures 1*
- *Queens Library English for Your Health*
- Listening audio from *English for Your Health*

Each item listed below will be available in PDF format:

- *Ventures Collaborative Unit 4A*
- *AddVentures 4C*
- *Queens Library English for Your Health* handouts

### **Vocabulary Focus**

stomach ache, backache, earache, hurts, knee, arm, leg, shoulder, what's the matter, hurts

### **Grammar Focus**

- Past tense
- Simple present tense
- Have/has

### **Introduction/Warm-Up/Review (30 min)**

- What's today? What was yesterday? What's tomorrow?
- How's the weather?
- Ask and write: what did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Homework check

### **Lesson Plan Activities**

#### **Activity 1: Parts of the body (30 min)**

1. Introduce the body parts, drawing a picture of the body on the board, eliciting names of body parts from the different groups.
2. Circle the names of stomach, back, throat, head, and ear. If they don't know those, write them in their vocabulary journals or cards. (These are key vocabulary for health). If they do, choose 5-7 other words.
3. Call out "Touch your... (head, toe, etc.)" T leads.

#### **Wrap Up/Assessment**

- Have class members call out the directions. If additional practice is needed, they can practice in small groups.

#### **Activity 2: Practice with directions vocabulary (25 min)**

1. Using symptom cards from the Queens Library's *English for Your Health* Session 1, or other pictures, elicit the symptoms: stomachache, headache, backache, toothache, earache, cold, cough, sore throat, fever .
2. Write on the board: "My \_\_\_\_\_ hurts." (OR I have a \_\_\_\_\_ )Pantomime and say one (e.g., "My stomach hurts").
3. Have a few Ss pantomime and let the class guess.
4. Ask Ss to work in small groups to practice. They can either choose the words to mime from pictures or list on the board, or give them flashcards with the words or pictures.
5. If appropriate to your class, point out the two options: my stomach hurts vs I have a stomachache.

#### **Wrap Up/Assessment**

- Review the symptoms using the flash cards as a class.

### **Activity 3: Discussing health problems (45 min)**

1. Play the listening from *English for Your Health*, session 3 (*Hello this is Sally Chen calling*) Ask Ss to listen then check the problems they hear.
2. Second listening: listen again for specific information. Give specific questions, or provide a *cloze*. Check as a class.
3. Write a short dialogue on the board:  
A: What's the matter?  
B: My \_\_\_\_\_ hurts.  
A: I'm sorry!
4. Draw a grid on the board or use the *Ventures Collaborative Worksheet*, or *Queens Library English for your Health* worksheet.

Name	Problem

5. Hand each student a symptom card, model with one or more learners asking, "What's the matter?" and getting a reply. Write their name answers on the chart.
6. Ask each learner to talk to six (or more) learners and ask, "What's the matter?" and write down their names and problems.
7. Hand out worksheet 1c from *Queens Library English for Your Health*. Read the sentences aloud, and ask the learners to repeat them. Say the words again, and ask the learners to repeat).
8. Say the sentences again, mixing up the order. Ask learners to point to the one T says.
9. Ask learners to write the sentence under each picture.
10. Using the picture in *Ventures 1* p. 44, introduce new vocabulary (sprained ankle, broken leg). Then, ask Ss to work with a partner, one calls the problem other points to the person in picture. T works with lowest level. Ask partners to write sentences about the picture.
11. Play the dialogues on p. 45 and ask Ss to listen identify the dialogue that matches each picture.

#### **Wrap Up/Assessment**

- Check their work in step 11 as a class.

### **Activity 5 What do you do for...(30 min)**

1. Provide some pictures of different remedies (e.g. Tylenol, exercise, rest in bed, tea, cough syrup)
2. Write on the board: What do you do for.... Make a chart on the board of common health complaints and ask learners to copy it.

	Headache	Backache	Cold	Sore Throat	Fever

3. Model, by first asking 1 student, and then having a learner ask you.
4. Ask learners to ask 4 classmates these questions.
5. For writing practice, have Ss write sentences about classmates.

#### **Wrap Up/Assessment**

- Ask learners to share some of their classmates' remedies.

### **Overall Wrap Up: Vocab/ Review and Assessment (10 min)**

1. What were new words today?
2. What did we do today?
3. Have learners write 5 new words on the cards or in their journals.

### **Homework/Project (Extension Activity)**

- **Reading:** Choose appropriate level of Add Ventures 4C.
- **Writing:** Give half the class picture A half the class picture B from *Ventures 1 Collaborative* Unit 4A. Ask them to write what they see. (They will be comparing with partners in the next lesson.)
- **Listening/Speaking:** Ask someone the questions from Activity 5.
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 4.

#### Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- [www.usalearns.org](http://www.usalearns.org)
- [http://www.reepworld.org/englishpractice/teacher\\_resources/Meds\\_voc.doc](http://www.reepworld.org/englishpractice/teacher_resources/Meds_voc.doc)
- <http://www.queenslibrary.org/services/health-info/english-for-your-health>