Class:\_\_\_\_ELL 2a Teacher: \_\_\_James Figueiredo\_

Theme/Allergy Season Date: TBD April 2015\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. there are many different types of allergies and ways to help lower and manage symptoms
2. it is very important to take medications as prescribed
 | **L/S:** L1.3b Listen and understand phrases, statements and questions when spoken slowly and clearlyL2.4a Understand specific vocabulary in controlled settingsS1.3a Produce simple statements, providing more detail without necessarily more complexity**R:**R1.4a Read and understand simplified or adapted multi-paragraph text on familiar topicR3.4b Use context clues to derive meaning of words with multiple meanings R1.4b Understand factual information from a reading**W:**W1.4d Express preferences, and comparisons |
| **Skill Objective(s)** (Students will be able to…) |
| 1. answer questions about how to prevent and treat a bee sting
2. read and understand instructions on an allergy medicine (Claritin)
3. talk about the different symptoms that allergies can cause
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**ACTIVITIES: MATERIALS:**

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| 1. Dictation: teacher dictates *The Bee Sting (Health Stories*, p.82). After students have finished writing in their notebooks, ask them to circle all the words that are new to them (i.e. rash, itch, ice pack, serious). Teacher jots down all the new words on the board. First try to solicit definitions from the students. Ask students if any further clarification is needed. Do chorale reading of the story. Ask questions one through ten on page 83. Pose each question to a trio of students to maximize participation.
2. Have students work in pairs on the categorizing and matching definitions exercises on page 84. Review response with the class.
3. Teacher reads the *Talking to the Emergency Room Doctor* dialog on page 85.Have 2 students volunteer to perform the roles of doctor and patient. Have students pair up with someone new and take turns playing the role of each character. Teacher walks around the room to listen in on the role plays.
4. Practice reading the information about treating a bee sting. Ask students to look at the information on the list and work independently to answer the 4 questions on page 85.
5. Have students work independently on sequencing *Talking to the Doctor* byputting six sentences with pictures (p.86) in the order of the story. Have students report out their responses.
6. Have a whole group conversation using the topics for discussion questions on page 87 (1. Did a bee ever sting you? ; How did you take care of it? ; Who can help you in a medical emergency at work or at home?).
7. Give each student a photocopy of the drug facts listed on a carton of allergy medicine (Benadryl). Teacher reads information on the drug’s uses, warnings, and directions. Jot down on board a list of words that students are less likely to be familiar with (i.e. drowsiness, operating machinery, runny nose, sore throat, and overdose). Ask students what they think each of these words means. Teacher asks questions to check for understanding of the text. Ask one student to voluntary read aloud the information about the drug uses. Ask another student to voluntary read aloud the drug warnings. Lastly, have another student volunteer to read the directions.
8. Teacher emphasizes the importance of understanding the directions whenever taking any medications.
9. Explain homework assignment and write homework question on board. Have students write 5 to 10 sentences comparing what is like going to a doctor in the United States with going to a doctor in their home country.
 | * *Health Stories (Lesson 14, p. 82-87)*
* *Allergy Relief Medicine Drug Facts* (photocopied from a carton of Benadryl)
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**ASSESSMENT(S):**

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| **Performance** * Measure student’s ability to sequence pictures and sentences in the correct order (p. 86 *Health Stories*)
* Students will correctly answer at least 7 of the 10 questions on page 5 of Health Stories.
* I will see how many students are understand the information on treating a bee sting by their responses to 4 questions (p. 85, *Health Stories*).
* Score 80% correct responses on the categorizing and matching exercises on page 84.
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**WRAP-UP & REFLECTION:**

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| Ask and answer at least five questions, as a class, about what we covered today (exit ticket). |