Class:\_\_\_\_ELL1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Making an Appointment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_April 14, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Identify key vocabulary used at a doctor’s office. |
| Frameworks:  L1.2a Identify gist and/or purpose of brief spoken messages with support and or scaffolding |
| Content Objective #1 (Students will know that…)  Do and Don’t can be used to give advice. |
| Frameworks:  S2.2b Develop basic vocabulary related to descriptions and everyday needs. |
| Activities  1a. Review affirmative and negative statements on the board.  b. Students listen to a scripted conversation between a doctor and patient. Students use a CLOZE activity to identify key vocabulary within the conversation.  c. Give students a scripted conversation and index cards with health related “do’s and don’ts” (examples, eat sugar, exercise, eat vegetables, eat fast food). Students play the part of a doctor giving a patient advice. |
| Materials  Scripted conversation , index cards, CLOZE |
| Assessment #1  Students record correct CLOZE answers. Student conversations reflect correct grammar usage. |
| Wrap Up Reflection  Students share health advice to a partner. |
| Skill Objective #2 (Students will be able to…)  Ask questions about their health |
| Frameworks:  S2.2 Ask and respond to simple questions using affirmative and negative statements. |
| Content Objective #2 (Students will know that…)  Can and Can’t are frequently used to elicit advice. |
| Frameworks:  S1.1c Ask and respond to simple questions related to basic needs with support. |
| Activities  1a. Give students a list of “doctor” related words and phrases and have them categorize. Categories include illnesses, parts of the body, medicines. Review any new ideas to ensure understanding.    b. Ask students to link illnesses with parts of the body, with appropriate medicine. An example might include, head, headache, aspirin, or stomach, stomachache, eat a BRAT diet..    c. On board, introduce Can and Can’t. Create affirmative and negative statements. Turn statements into questions. Explain that “Can I \_\_\_” can be used to ask permission or elicit advice for someone.    d. Students use the “doctor” related words to create questions for the doctor (examples might include, Can I take aspirin for a headache?)  e. Students listen to another scripted conversation between a pharmacist and customer. This conversation relates to asking advice about taking a prescription medicine.    f. Students practice reading the script with a partner. |
| Materials  word list for categorization, scripted conversation. |
| Assessment #2  Student can create questions and respond to questions appropriately. |
| Wrap Up Reflection  Students roleplay scenarios related to visiting the doctor and picking up medicine. |