Class: ELL 3 Teacher: MJ Jouttenus

Lesson: Medicine Date: TBD March 2015

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| Skill Objective #1 (Students will be able to…)  use future tense with “going to” |
| Content Objective #1 (Students will know that…)  medical specialists, medical terms, ways to deal with illness |
| Frameworks:  L2.4a, L2.4b, S1.4a, S1.4d, S2.4c |
| Activities   1. Preview the medical vocabulary from our books on pages 82, 83, 84, make sure the students understand the vocabulary, group the words into columns for syllables on the board, show where the accent mark belongs so they can be pronounced correctly 2. Go back to p. 82, discuss what is happening in each picture with a partner 3. Go over how to talk about the future with “going to,” work on the exercises on p. 83-84 4. Show how to change this into questions, have them ask their partner what they are going to do tonight, next week, next year, write examples on the board 5. With a new partner, complete p. 84-87, follow up as a class |
| Materials  English in Action 3 |
| Assessment #1  spoken and written activity answers |
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| Skill Objective #2 (Students will be able to…)  read a story, answer questions spoken and written about the story, relate it to their own situation |
| Content Objective #2 (Students will know that…)  medical problems and health insurance |
| Frameworks:  R2.4c, R3.4a, W1.4a, W2.4c |
| Activities:   1. Pass out copies of “Anita and Carlos’ Problem,” read silently, echo read, do right there comprehension questions as we go 2. Have students work in pairs to answer comprehension questions 3. Form groups of three for discussion questions, have each group report on one of the questions, discover ways they can advocate for themselves for better medical care 4. Write a small paragraph-What you are going to do to take care of your health? |
| Materials #2  “Anita and Carlos’ Problem” from Problem Solving |
| Assessment #2  paragraphs (probably homework) |
| Wrap Up Reflection  Why is it important to understand medical systems? What more do you need to learn about? |