

EL/Civics Lesson Plan

Reading: Teacher can model pronunciation and intonation by doing first read-through of story. Then, students can read story aloud one by one, each reading one sentence or clause. Teacher asks comprehension questions periodically during reading.

Grammar Review: Using reading and/or opening activity, class reviews use of simple past and past continuous in sentences about injuries and treatments ("I sprained my ankle while I was rollerblading in my neighborhood."). Teacher expands scope to other topics (e.g., "while I was living in Somalia," "while I was eating breakfast"), and students generate additional sentences.

Pre-Writing w/ Think-Pair-Share: Using question prompt slips, students read questions silently and aloud, then take 2 minutes to think about their responses. Next, students pair up to share their responses. Encourage students to use the injury and treatment vocabulary they've been practicing.

Writing: Students write a narrative essay/story on the theme, "Write about a visit to a hospital, urgent care center, or free clinic in the U.S. or in your native country. What happened? Why did you have to go? What was the treatment?" Teacher provides one-on-one support during writing time.

On the board, teacher can write transition words (first, next, then, later) and/or opening prompt ("X years/months/weeks ago, I had to go to the hospital.") to help students organize their writing.

Teacher should be prepared with additional questions to supply writers who may only produce a

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	<p>couple sentences, or who need encouragement.</p> <p><u>Post-Writing:</u> Teacher selects three or four language/mechanics items for students to focus proof-reading attention on (these can be specific to the needs and writing levels of your students; for example, correct use of past tense, capitalization, punctuation, sequencing ideas, etc.). Students then read story to a partner or teacher.</p> <p>Teacher collects narratives and types them up after class for posting on the bulletin board (with or without name). At the next class session, narratives can also be used for a re-write exercise, or teacher can select common or reoccurring writing problems to present in class, which students can discuss and problem-solve together.</p>
Assessment/ Evidence	Teacher observations, writing assignment
Reflection	<p>Differentiating expectations and coaching for each writer is important in for this class. Helping Level 3 writer put together several sentences about the topic (and Level 4 writers to build a cohesive paragraph about the topic) are the writing goals, and your coaching should be tailored to the needs of each writer.</p> <p>Students have responded well to posting their stories in the classroom, as well as doing explicit study and problem-solving of select common writing errors.</p>

Injuries and Treatments

Directions: Complete the sentences.

1. I cut my finger when _____.

So at the hospital _____.

2. I sprained my ankle when _____.

So at the hospital, _____.

3. I broke my leg when _____.

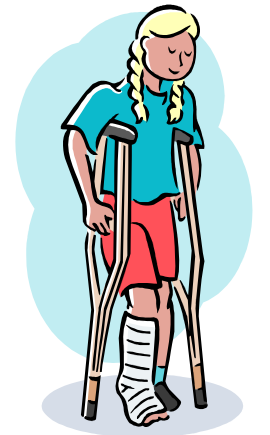
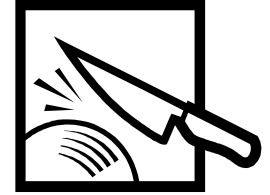
So at the hospital, _____.

4. I bruised my side when _____.

So at the hospital, _____.

5. I hurt my _____ when _____.

So at the hospital, _____.



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2. Are you nervous when you go to a hospital, urgent care center, or free clinic? Why or why not?
3. When did you last go to a hospital urgent care center, or free clinic? Did you have an injury, illness, or check-up? What treatment did the doctors give you?

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READING

Many years ago, I got a serious cut on my finger. When I was a child, I sometimes helped my parents prepare dinner for my family. One day, I was peeling potatoes and cutting them into small pieces because we were going to have mashed potatoes for dinner that evening. While I was cutting the potatoes, I started talking to my brothers and sisters. Unfortunately, I wasn't paying attention to the potatoes, and I suddenly cut the tip of my finger. The cut was deep, and it bled a lot. Fortunately, I stopped the bleeding after 15 minutes. I put a band-aid on the cut, and I felt better.

After I put the band-aid on, I started cutting potatoes again. I also started talking to my family again, and I wasn't very careful. While I was cutting potatoes, the cut opened up again. This time, the bleeding didn't stop. I put a big bandage on the cut, and I raised my hand in the air. The bleeding still didn't stop, so my dad took me to the nearest hospital. The doctor put a new bandage on the cut, and he also put an ice pack on my finger. The cut was so bad that I almost got stitches. Now, I have a small scar on the tip of my finger. It's been many years, but I still have it!

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