Program Name Columbus City Schools ABLE

Staff Responsible for Lesson Steven Wisnor

Date(s) Used	4/22/10
Civics Category	II. Civic Participation
Civics Objective	12. Community Resources-Emergency Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services
Time Frame to Complete Lesson	One class period (2.5 hours)
EFL(s)	Levels 3-4
Standard(s)/Components of Performance	Speak So Others Can Understand Listen Actively Read With Understanding Convey Ideas in Writing
Benchmark(s)	(L. 3.1, 3.3-3.5, 4.1, 4.3-4.5); (S. 3.1, 3.3-3.5, 4.1-4.5); (R. 3.1-3.6, 4.2-4.6); (W. 3.1-3.6, 4.1-4.6)
Materials	Injuries/treatments worksheet; reading [from previous lesson]; question prompt slips; blank paper
Activities	Opening Activity: As students filter in, they complete the injuries and treatments handout. Class reviews together. Students or teacher can write sample sentences on board.
	<u>Pre-Reading</u> : First, teacher clarifies any vocabulary questions students may have; teacher can also highlight simple past (especially irregular past) and past continuous forms. Secondly, in pairs, student summarize first paragraph, second paragraph, and entire story; then share with another pair; and finally report out to class.

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.

<u>Pre-Writing w/ Think-Pair-Share</u>: 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.

<u>Writing</u>: 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

	couple sentences, or who need encouragement.
	Post-Writing: 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.
	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.
Assessment/ Evidence	Teacher observations, writing assignment
Reflection	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.  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.

**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,	



- 1. Last year, how many times did you go to a hospital, urgent care center, or free clinic?
- 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 pealing 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!

EL/Civics Lesson Plan

