

## EL/Civics Lesson Plan

Program Name: Columbus Literacy Council

Staff Responsible for Lesson: Carol Kirwin

**Topic: Health & Nutrition**

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| Date(s) Used                          | 10/24/07 and 10/26/07  |
| Civics Category                       | Health – Health Care and Nutrition   |
| Civics Objective                      | II. 19—Explore the health care system and how to interact with the providers.  |
| Time Frame to Complete Lesson         | 6 hours (two class periods)  |
| EFL(s)                                | NRS levels 4, 5, 6   |
| Standard(s)/Components of Performance | Read with understanding<br>Speak so others can understand<br>Listen actively   |
| Benchmark(s)                          | R 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1; S 4.5, 5.1, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5  |
| Materials                             | Dictionaries<br>Website: <a href="http://www.healthinfotranslations.org">www.healthinfotranslations.org</a><br>Speaking rubric   |
| Activities                            | <p><b>I. Warm up – <u>Word of the Day</u> “preventative”</b><br/>Students use dictionaries to find and write definition, other parts of speech, and collocations (discovered in discussion and in writing the Quick Write.<br/><u>Quick Write</u>: What are some preventative things that you can do in your life to keep from getting sick?</p> <p><b>II.</b> Organize students in pairs. Each pair chooses an article on one of the topics (Disaster Preparedness, Diagnostic Tests, Diseases and Conditions, Exercise and Rehabilitation, Food and Diet, Health and Wellness, Pain and Comfort, Pediatrics, Pregnancy and Baby Care, Safety, Stress and Coping, Surgeries and Treatments) on the website.<br/>Employ reading strategies: First students skim the website article to get over-all idea. Students then go back and reread the article and discuss it with their partner. Between them, they decide on the six best main points and write a list. Teacher and volunteers circulate and help students determine the main ideas. The students then read the translation of the same article in their own language. They go back and reread in English another time and revise their main points if</p> |

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|                         | <p>necessary. Each pair prepares a very short talk to share with the class six points about their topic.</p> <p><b>III.</b> Each pair presents on their health topic. Listeners write down at least two of the main points.</p> <p><b>IV.</b> On whiteboard teacher writes down new vocabulary words that students might need in talking with health providers. These are discussed in a follow up session.</p> |
| Assessment/<br>Evidence | <p>Each pair's list of main points about their topic.<br/>Speaking presentation rubric filled out by teacher and several students.<br/>Student discussion of topics.</p>  |
| Reflection              | <p>This lesson worked really well for the students for whom there were translations in their own language. It was a good scaffold to help students understand vitally important information. This lesson could have been extended over several more class periods, but hopefully the students will use the website as a resource on their own.</p>  |