



MEDICINE

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Directions, uses, warnings

Language/Culture Point: Brand name vs. generic medications

Objective: Students will be able to identify important information on a medicine label in order to use it correctly

Materials: 1) A variety of medicine bottles/packages (at least one generic or one name brand medicine), 2) Symptom cards (from Lesson Two), 3) Illness Cards (from Lesson Two), 4) Red/green/yellow Signal Cards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of medicine bottles and packages	- Authentic materials, brainstorming, word sorts

TEACHING ACTIVITY

1. Have a variety of medicine bottles and packages displayed when students come into the classroom.
2. Ask students some questions about the bottles and packages, such as, “What are these?” “What are these for?” Generate some words related to medicine and illness.
3. Have a variety of over-the-counter medications on the table and ask students to sort them into different categories.
4. Have the students take notes in the student pages based on the answers to the questions and the different ways the medicines have been sorted.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom and illness cards, a variety of medicine bottles and packages	-Using cards, authentic materials, problem solving

TEACHING ACTIVITY

1. Choose one of the Symptom and Illness Cards and act out and describe some of the symptoms. For example: "I'm tired. I have a headache. My nose is running. I have a cough. I need to take some medicine!"
2. Pick up one medication and read the label to see if it is the right one. On the board, write the important information: medicine name, directions, uses, and warnings.
3. Do this for 2 or 3 medications, with the last one being the correct one for your symptoms/illness.
4. Say, "I think I'll take _____. It says here it is for my symptoms. I'll take (amount) now and then (amount) at (time)." Point out all of the information again, emphasizing that it is for your symptoms/illness.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of medicine bottles and packages, signal cards	- Authentic materials, signal cards

TEACHING ACTIVITY

1. Use the medicines from your presentation. Read the uses and ask students if you should take it for the Symptom and Illness Cards you used in the previous step.
2. Students will use their Signal Cards to indicate yes/no/don't know.
3. If a student says "no," ask them what illness the medicine is for.



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4. Read other parts of the label and tell the students what you will do. For example, “The directions say to take 2 tables every 4 hours. Ok, I’ll take 2 tables at 8am and then 2 more at 10am.” (no)
5. Students use their signal cards to indicate yes/no/don’t know. Those who say “no” should give the correct answer.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom and illness cards, a variety of medicine bottles and packages	- Using cards, match up

TEACHING ACTIVITY

1. Tell students that today we are going to look at medicine labels and learn how to read them so that we can take medicine safely.
2. Choose another Symptom and Illness Card for which you have a medication. Tell the class about your symptoms, how you feel, and what illness you have or think you have. You need to take some medicine, but you’re not sure which is the best for your illness. Pick up a few different medicines and read the important information on each label to determine if it is the right one for your symptoms/illness. Be clear when you have found the right one about why it is the right one!
3. As you read each medicine label, be specific about the information you are reading and point to it on the label. For example, “This medicine is called Benadryl. It says the uses are for itchy eyes and a runny nose. The directions say I can take 2 tablets every 4 hours. It has a warning that this medicine might make me drowsy.”
4. Take the time to explain vocabulary related to directions, uses, and warnings on medication.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Symptom and illness cards, a variety of medicine bottles and packages	- match up



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TEACHING ACTIVITY

1. Choose another Symptom and Illness Card for which you have medication and tell the class about your symptoms.
2. Choose one advanced student and ask them which medicine you should take.
3. Guide the student as they read different parts of the medicine labels to find the right one.
4. Continue with a few more students to model the task.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Symptom and illness cards, a variety of medicine bottles and packages	- Using cards, authentic materials, match up

TEACHING ACTIVITY

1. Put students into pairs and provide each pair with a Symptom and Illness Card. Students should write the name of the medicine in the chart in the student pages.
2. Students will search through the available medicine bottles and packages to find the right medicine for the illness.
3. When they find the right medicine, students should fill out the medicine name, uses, directions and warnings.
4. Review the answers as a class. Take time to ensure correct understanding of directions (every 4 hours, twice a day, etc.) and warnings.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of medicine bottles and packages	- Sorting



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TEACHING ACTIVITY

1. Ask one group about which medicine they picked for illness. Have them read the medicine name, uses, directions and warnings.
2. Point out whether the medicine is name brand or generic. Explain the difference between name brand and generic medicines. Name brands have a name we often recognize, but they can be more expensive. Generics often have a name we do not recognize or the name of the store, but they can be less expensive.
3. As a class, sort the medicines that were used in class into groups of generic and name brand medicines.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- games

TEACHING ACTIVITY

1. Have a student come to the front of the class. Show them a medicine and have them act out the symptoms/illness the medicine is for.
2. The class will guess the medicine based on the students' symptoms.
3. The first student to guess the right medication will be the next to act out the next illness.
4. Continue as time allows.