

SYMPTOMS AND MEDICATIONS

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words related to illnesses, taking medication, and medicine labels and packaging

Language/Culture Point: Common vocabulary found in directions for taking medication

Objective: Students will be able to read medicine labels and determine how to take medication.

Materials: Complaint Cards, a variety of medicine bottles/packages, red/green/yellow Signal Cards




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Complaint Cards 	- Using Pictures - Brainstorming

TEACHING ACTIVITY

- Using the provided Complaint Cards, go through each card with students asking, “What’s wrong with him/her? Should he/she see a doctor or take medicine?”
- Repeat with each of the Complaint Cards.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Complaint Cards  - A variety of medicines, such as aspirin for a headache, cough syrup for a cough, etc.	- Using Pictures - Authentic Materials - Problem Solving

TEACHING ACTIVITY

- Hold up the Complaint Card that represents the common cold. Act out and describe some symptoms. For example:

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I'm tired. I have a headache. My nose is running. I have a cough. What should I do?

2. Out of the medicine bottles/realia you have brought to class, determine which medicine will help you with your cold (the cold medicine). Read aloud how much medicine you should take and how frequently the medicine should be taken. Act out taking the medicine.
3. Hold up another Complaint Card and repeat the process.


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Complaint Cards  - Red, green, and yellow Signal Cards	- Using Pictures - Signal Cards

TEACHING ACTIVITY

1. Make true/false statements about each Complaint Card illness acted out in the previous step. Statements can be made about which medicine to take, how much medicine to take, and how frequently the medicine should be taken for each of the illnesses. Use the medicine labels and directions to help you determine which statements you should make. Students should use Signal Cards to indicate True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
10 minutes	- Complaint Cards  - A variety of medicines, such as aspirin for a headache, cough syrup for a cough, etc.	- Using Pictures - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Choose a Complaint Card and act it out.
2. Conduct a Think Aloud in which you determine which medicine should be used for your illness. Determine how much of the medicine you should take and how often.

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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Complaint Cards  - A variety of medicines, such as aspirin for a headache, cough syrup for a cough, etc. 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. Have a student help you demonstrate another Complaint Card.
2. Work together to determine which medicine should be used, how much medicine should be taken, and how often.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Complaint Cards  - A variety of medicines, such as aspirin for a headache, cough syrup for a cough, etc. 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials - Problem Solving

TEACHING ACTIVITY

1. Set up stations around the classroom, each with two Complaint Cards and one medication.
2. Put students into pairs or small groups, being sure that there are enough stations so that each group has its own station.
3. Have each group determine which of the two Complaint Cards would require use of the medicine at their station.
4. Have students work together to determine how much of the medicine to take and how often to take it.
5. Have each group move to another station and repeat the process.

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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Choose several of the important words and phrases commonly found on medication labels and packaging and discuss them with the students, defining the words as necessary. Common words include: directions, dosage/dose, tablet, symptoms, orally, by mouth, and expiration.
2. Write each word on the board as you discuss it with students.
3. Ask students if there are any more words found on medication that they do not understand. Add them to the list on the board and describe them to the class.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Complaint Cards 	- Using Pictures - Exit Check

TEACHING ACTIVITY

1. As each student leaves, act out a Complaint Card.
2. Ask each student to tell you which medicine you should take, how much to take, and how often to take it.



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EXTENSION ACTIVITY: READING OVER-THE-COUNTER MEDICINE LABELS

Time Frame	Materials	Teaching Strategies
Varies		

TEACHING ACTIVITY

1. Many of your students may not have consistent access to healthcare, or may not be comfortable asking medical questions in English to medical professionals. With this in mind, ask your students if they would be interested in having a doctor, a pharmacist, or other medical professional come to class to talk about taking medication.
2. If they are interested, invite a medical professional from your community to come and speak to the class about the importance of taking medicine and other basic information

