

# SYMPTOMS AND MEDICATIONS

**Lesson Length:** 1 hour + Extension Activity

**Vocabulary & Expressions:** Words related to common symptoms and health complaints; You should \_\_; My \_\_ hurts.

**Language/Culture Point:** My \_\_ hurts. vs. I have a \_\_ache.

**Objective:** Students will be able to give advice about what to do when they're sick.

**Materials:** A variety of medicine bottles/packages, a variety of remedy items (tissues, cough syrup, cold compress, etc.), Complaint Cards, red/green/yellow Signal Cards, Advice Cards



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 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.

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## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of remedies, such as aspirin for a headache, cough syrup for a cough, tissues for a runny nose, etc.	- Authentic Materials - Problem Solving

### TEACHING ACTIVITY

- Act out and describe some symptoms of the common cold. For example:  
I'm tired. I have a headache. My nose is running. I have a cough. What should I do?
- Act out and describe some symptoms of allergies. For example:  
My nose is running. I have a sore throat. What should I do?
- Act out and describe some symptoms of pneumonia. For example:  
I have a fever. I have a very bad cough. I have a headache. My body aches. What should I do?
- Lead the students in answering each one by asking, "Should I go to the doctor? Should I take medicine? Should I rest at home?" Use the remedy prompts as appropriate.

## 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

- Using the provided Complaint Cards, go through each card with the students asking, "What's wrong with him/her? Should he/she see a doctor?"
- Give your opinion by saying, "I think he/she should see a doctor." Ask students to use their Signal Cards to indicate if they Agree/Disagree/Don't know with your statement.

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## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Complaint Cards </li> <li>- Advice Cards </li> </ul>	<ul style="list-style-type: none"> <li>- Using Pictures</li> <li>- Graphic Organizers</li> <li>- Think Aloud</li> <li>- Word Sorts</li> <li>- Problem Solving</li> </ul>

### TEACHING ACTIVITY

1. Create two columns on the board labeled “Serious” and “Not Serious.”
2. Show a few Complaint Cards and using a Think Aloud, demonstrate sorting the cards under the appropriate column depending on if the complaint is serious or not.  
For example:  
My stomach hurts. That’s not very serious. I’ll put it in the “Not Serious” column.
3. Repeat using the Advice Cards. For each one (Call the doctor, Take medicine, Stay at home and rest, Go to the hospital), ask students if each card is for a serious complaint or a not-serious complaint. Tape them under the appropriate column.
4. Choose a Complaint Card and model decision-making using another Think Aloud. For example:  
Hold up a Complaint Card indicating “headache.” Say, “I have a \_\_/My \_\_ hurts. What should I do? What do you think, should I go to the hospital? [hold up the ‘hospital’ Advice Card]. No, that’s a bad idea. What should I do? I know, I should stay at home and rest [hold up the ‘stay at home and rest’ Advice Card]. I’ll drink a lot of water and take Tylenol [hold up a medicine bottle and the ‘medicine’ Advice Card].”
5. Model with additional Complaint Cards, if necessary.

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## STEP 5: GUIDED PRACTICE



Time Frame	Materials	Teaching Strategies
5 minutes	- Complaint Cards  - Advice Cards 	- Using Pictures - Problem Solving

### TEACHING ACTIVITY

1. Have a student help you demonstrate another Complaint Card.
2. Practice substituting common complaints into the conversation dialogue:
 

A: I have a \_\_\_/My \_\_\_ hurts. What should I do?  
 B: You should \_\_\_.  
 A: You think so? Okay, thank you./That's a good idea. Thank you.
3. Refer to the Advice Cards and the Serious/Not Serious chart on the board to help the student decide on advice.

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Complaint Cards  - Advice Cards 	- Using Pictures - Problem Solving - Question Asking and Answering - Line Dialogue

### TEACHING ACTIVITY

1. Have students practice the dialogue with a partner, drawing a Complaint Card to begin the conversation.
2. After students have practiced with a partner for 10 minutes, do a Line Dialogue activity. Students should form two lines facing each other. One line of students should have Complaint Cards and must ask the other line for advice.
3. Switch roles to ensure that each student practices both the Complaint and Advice roles.



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## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

### TEACHING ACTIVITY

1. On the board highlight the difference between “I have (a headache, a stomachache, a toothache)” and “My (head, stomach, back, tooth) hurts.”
2. Emphasize that “ache” is always combined with the singular form of the noun (tooth not teeth, etc.).

## STEP 8: QUICK CHECK AND REVIEW

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

### TEACHING ACTIVITY

1. Briefly review the Complaint and Advice Cards aloud with the students.
2. As students leave, shake each one’s hand as he/she exits and ask a question, such as, “I have a toothache. What should I do?” Students should respond with, “You should \_\_.”



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## EXTENSION ACTIVITY: READING OVER-THE-COUNTER MEDICINE LABELS

Time Frame	Materials	Teaching Strategies
Varies	- A variety of medicine bottles and packages	- Authentic Materials - Graphic Organizers

### TEACHING ACTIVITY

1. Have a variety of medicine bottles and packages displayed when students come into the room.
2. Make a chart on the board with these columns:  
Medicine Name  
What is it used for?  
How many?  
How often?  
How old?
3. Give each student a medicine bottle. Ask the class to look at the name of the medicine and what it's used for, and then focus on the 'Directions' section of the label.
4. As students find targeted information on the label, have them come up and fill in the information on the chart.