

Program Name

A.C.E.—Columbus City Schools ABLE (ESOL)

Staff Responsible for Lesson

Steven Wisnor

Date(s) Used	4/20/10
Civics Category	II. Civic Participation
Civics Objective	12. 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 or two class periods (2.5 hours each)
EFL(s)	Low-High Intermediate ESOL (NRS Levels 3-4)
Standard(s)/Components of Performance	NRS Levels 3-4 Speaking, Listening, Reading, and Writing
Benchmark(s)	(L. 3.1, 3.2, 3.4, 4.1, 4.2, 4.4, 4.5); (S. 3.1, 3.3, 3.4, 4.1, 4.3, 4.4); (R. 3.1-3.6, 4.1-4.6); (W. 3.1-3.6, 4.1-4.6)
Materials	Injury worksheet; graphic organizer (http://freeology.com/graphicorgs); treatments handout; model conversation and blank page; reading handout; board.
Activities	<p><u>Opening Activity:</u> As students filter in, they match injury vocabulary using the worksheet. Class corrects together.</p> <p><u>Create Schema/Discussion:</u> Teacher poses question, "When you get an injury, what do you do or where do you go?" Using graphic organizer, students generate list of community health resources and vocabulary. Teacher can also create a list of community-specific services ahead of time (e.g., hospitals, urgent care centers, pharmacies) with addresses to compliment student-generated information.</p>

Introduction to Injuries/Controlled Practice:

First, class reviews names of injuries (nouns) on worksheet. Next, teacher models examples of verb forms (simple past tense) used to convey injuries and location, and students provide additional examples using example and injury vocabulary.

to get a blister on...; to bruise...; to burn...; to cut...; to fracture...; to feel nauseous; to sprain...

Students can write model sentences on injury worksheet.

Controlled Practice & Treatment Presentation:

Teacher provides models on board ("Yesterday I was running, and I sprained my ankle." and "Yesterday I was running, and I got a sprain."

Students provide additional participles and injury vocab to teacher and then partner. Alternatively, the teacher can provide verbs that students can change to participles (skateboard, rollerblade, jog, ride, climb, play). Teacher uses student sentences to ask about the best treatments (student explain the different treatments on the handout and choose the best one).

If necessary, teacher can use TPR method to review common body parts and introduce less-common parts (ankle, wrist, side).

Guided Practice Conversations: Teacher writes model conversation on board or, alternatively, selects portions to put on board and portions for students to generate themselves. After students and teacher practice together, teacher hands out the written conversation so students can practice with partner.

Then, with partner and blank page, students write a new conversation together and practice it with each other and a second group. Volunteers can present to the class.

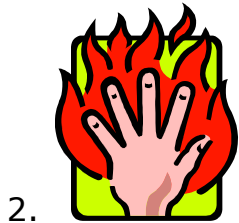
	<p><u>Wrap-Up Activity/Homework</u>: Students begin pre-reading with teacher and are asked to complete the reading and bring the article to the next class.</p>
<p>Assessment/ Evidence</p>	<p>Teacher observations, student-generated conversations (writing and/or listening observation)</p>
<p>Reflection</p>	<p>Lesson may take longer than one class period. If students do not remember the exact name or location of a community health service, they can be encouraged to find the information and bring it to the next class. Teacher can post all community health information on bulletin board.</p> <p>Encourage higher proficiency pairs to write longer or more detailed conversations, using additional phrases and vocabulary they already know.</p> <p>Students may have heard the word "hurt" but may be unsure (or not know) how to use it correctly. The attached worksheet provides examples that can be used/distributed to students to provide clarification.</p>

INJURIES

Directions: Please match the picture with the correct vocabulary.



= _____



= _____



= _____



= _____



= _____



= _____



= _____

a. Blisters

b. Bruise

c. Burn

d. Cut

e. Fracture

f. Rash

g. Sprain

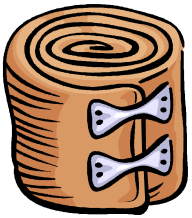
TREATMENTS



= Band-Aid



= sling



= bandage



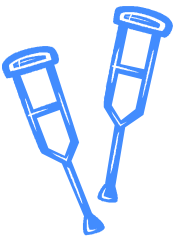
= splint



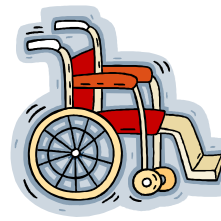
= cast



= stitches



= crutches



= wheelchair



= ice pack



= x-rays

EL/Civics Lesson Plan

Person A: Hey! What happened to you?

Person B: I think I sprained my ankle.

Person A: What did you do? [Whadja do?]

Person B: I was playing soccer in the park, and I tripped over my teammate.

Person A: That's too bad.

Person B: It really hurts! What do you think I should do?

Person A: Well, I think you should go to the clinic so a doctor can look at it.

Person B: You're probably right. Thanks!

Person A: No problem.

READING

Many years ago, I got a serious cut on my finger. When I was a child, sometimes I helped my parents prepare dinner for my family. One day, I was peeling 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!



Note the syntax of SUBJECTS, VERBS, and OBJECTS and the differences (intransitive vs. transitive verb "to hurt.")

To Hurt (*present tense*)

1. My arm hurts. (leg, head, back, foot, ear)
2. I hurt my arm at work everyday. (leg, head, back, foot, ear)

To Hurt (*past tense*)

1. My arm hurt yesterday. (leg, head, back, foot, ear)
2. I hurt my arm at work yesterday. (leg, head, back, foot, ear)

To Have

1. I have a toothache. (headache, backache, earache, stomachache)

" When you get an injury...

...who can you talk to?"

...where can you go?"

...how do you feel?"

...what words do you need?"