

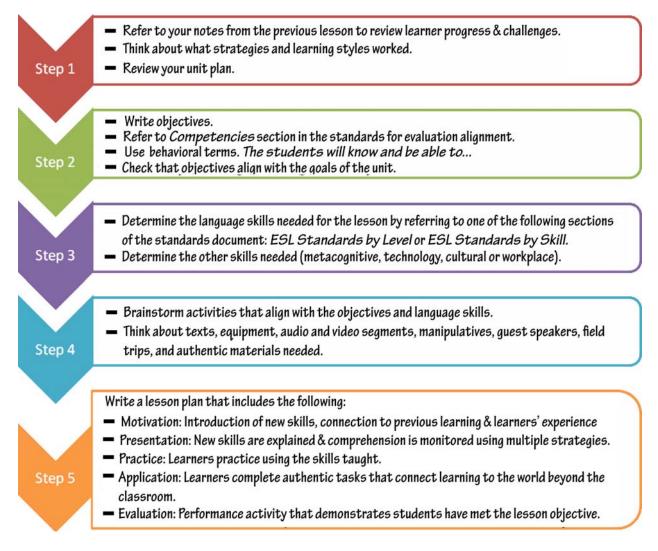
Lesson Planning

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A lesson plan is designed for a specific set of learners during a single class period. The class period may vary in length from one to four hours and provides learners with instruction on skills needed to accomplish an objective from the unit plan. The lesson plan breaks the unit plan down into detail and is the direction for the class period. Adult learners appreciate instruction that is well planned and want to know the objective for the class period. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.

Writing a lesson plan requires thinking about the skills to be taught, the objectives, timing, and procedures for the class. This section provides an explanation of how to write a lesson and a sample health lesson that aligns with the sample health unit. Writing and implementing a lesson plan takes practice and experience. It is important to be a reflective instructor as you hone your teaching skills. In the *Blank Forms* section, you will find the unit plan form, lesson plan form, and a page for notes where you can jot down observations, comments, and reflections on your teaching experience.

STEPS FOR PLANNING THE LESSON



Sample Lesson Plan

Topic/Title	Health
NRS Level:	High Beginning
(Beg. Literacy, Low Beg., High	
Beg, Low Intermediate, High	
Intermediate, Advanced)	
Objectives:	The learner will be able to:
	Read a medicine label and follow the directions.
(What the student will know and be able to do)	Ask a pharmacist or health care provider a question regarding medication
Competencies:	Identify and use necessary medications
-	Interpret medicine labels
(CASAS or MELT in	Identify the difference between prescription, over-the-counter, and generic
competency section of CS	medications
document) Language Standards:	• Pood schodules and simple shorts (P)
Language Standards:	 Read schedules and simple charts (R) Follow simple written multi-step instructions (L)
(Listening, speaking, reading,	 Indefinite articles (some/any, much/many) (G)
writing, pronunciation, and	 Simple frequency adverbs (e.g., always, sometimes, never) (G)
grammar; found in the CS	
document under the tab ESL Standards by level or skill)	
Procedures:	
Troccures.	Warm up by brainstorming types of medicines, then categorizing by "Over the
Motivation:	Counter" vs."Prescription".
(Introduction that creates learner	Introduce forms of medicines – pills, capsules/caplets, tablets, sprays, drops,
interest for the lesson)	liquids and measures AND the verbs take, swallow, spray, etc.
	Review the language for giving advice and warnings.
	Show numerous medicine bottles and over-the-counter medicines, pointing out labels.
Presentation: (Introduction of the competency, language standards and other skills)	Present new vocabulary and pertinent abbreviations. Have groups select 2 labels – for each label have the learners identify key vocabulary related to Dosage and Caution/Warnings (Model task first by filling in the blanks on a "blown up" label, matching words & abbreviations).
	Ask students to select a medicine they have taken (or given to their children) and separate into small groups based on similar choices. Give students a vocabulary exercise specific to a label on their representative medication. (e.g., fill in the blanks on a "blown up" label, matching words & abbreviations)
	Model a dialog of a conversation with a pharmacist or other health care provider nurse/physician's assistant. The purpose is to ask for clarification about how to take a prescription medication. Review grammar/language for asking for and giving advice or warnings.
	Model a dialog of a second conversation to ask for instructions on how much medicine to administer to a child. Have students fill in the blanks on another model dialog based on a slightly more complicated label, and then practice reading it together.

Practice: (Learners use the new language through controlled activities)	Provide another label. Have small groups/individuals prepare questions they should ask about taking the medicine or giving it to a child
Application: (Learners use the new language for their own real reasons)	Have students call a medical advice hotline or contact a pharmacist (or their doctor if they have an actual concern or issue) and ask a question about medication. (Could do this in a very guided way with a specific question already suggested.) Have them report results (reactions to questions /difficulties / successes) at next class session.
Evaluation: (Activity that aligns with the objectives to determine learner progress)	Empty medicine bottles and boxes will be placed in a bag. Learners will select a box and explain the directions on the box to the other students and/or teacher. A rubric will be designed to determine if the student met the criteria. In addition, students will listen to a recorded conversation with a pharmacist or health care provider and summarize the conversation through a cloze activity or oral retelling.
Other: (Cultural, workplace, metacognitive skills, and technology standards; found in CS document and each area has a tab.)	Cultural Skills: Medicine (e.g., reading labels, understanding prescriptions)
Possible Materials: (Texts, authentic materials, video etc.)	Empty medicine bottles and authentic charts, video of pharmacist answering questions