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| **Lesson Title**: Medicine Basics | | | **Level of Lesson:** ESL NRS 3-6 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **ELP 1** Construct meaning from oral presentations and literary and  informational text through level-appropriate listening, reading, and  viewing. | HB.R3: Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels)  HB.R4: Read a short paragraph with familiar vocabulary  LI.1.2 - retell a few key details.  HI.1.2 - retell key details.  HI.1.3 - answer questions about key details.  AE.1.3 - cite specific details and evidence from texts to support the analysis. | | |
| **ELP 2** Participate in level-appropriate oral and written exchanges of  information, ideas, and analyses, in various social and academic  contexts, responding to peer, audience, or reader comments and  questions. | HB.2.2 - participate in short conversations and written exchanges about familiar topics and in familiar  contexts.  HB.2.3 - present simple information  LI.2.1 - participate in short conversations and written exchanges about familiar topics and texts.  LI.2.2 - present information and ideas.  LI.2.3 - appropriately take turns in interactions with others.  HI.2.1 - participate in conversations, discussions, and written exchanges about familiar topics, texts, and  issues.  HI.2.2 - build on the ideas of others.  HI.2.4 - ask and answer relevant questions.  AE.2.1 - participate in conversations, discussions, and written exchanges about a range of topics, texts,  and issues.  AE.2.2 - build on the ideas of others.  AE.2.4 - clearly support points with specific and relevant evidence.  AE.2.5 - ask and answer questions to clarify ideas and conclusions. | | |
| **ELP 3** Speak and write about level-appropriate complex literary and  informational texts and topics. | HB.S6: Produce simple statements and requests in a variety of contexts (e.g., employment, community)  HB.W4: Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check)  LI.3.1 - deliver short oral presentations about familiar texts, topics, or events.  LI.3.2 - compose simple written narratives or informational texts about familiar texts, topics, or  events.  HI.3.1 - deliver short oral presentations about familiar texts, topics, or events.  HI.3.2 - compose written informational texts about familiar texts, topics, or events.  AE.3.1 - deliver oral presentations about a variety of texts, topics, or events.  AE.3.2 - compose written informational texts about a variety of texts, topics, or events. | | |
| **ELP 4** Construct level-appropriate oral and written claims and support  them with reasoning and evidence. | HB.4.2 - give a reason for the opinion  LI.4.1 - construct a claim about familiar topics, experiences, or events.  LI.4.3 - give a reason to support the claim.  HI.4.1 - construct a claim about familiar topics.  HI.4.3 - provide sufficient reasons or facts to support the claim.  AE.4.1 - construct a claim about a variety of topics. | | |
| **ELP 5** Conduct research and evaluate and communicate findings to answer questions or solve problems. | HB.5.1 - carry out short, shared research projects.  HB.5.2 - gather information from a few provided print and digital sources.  LI.5.1 - carry out short individual or shared research projects.  LI.5.2 - gather information from provided print and digital sources.  LI.5.3 - record information in simple notes.  HI.5.1 - carry out short research projects to answer a question.  HI.5.2 - gather information from multiple provided print and digital sources.  HI.5.3 - paraphrase key information in a short written or oral report.  AE.5.1 - carry out both short and more sustained research projects to answer a question.  AE.5.2 - gather information from multiple print and digital sources  AE.5.5 - synthesize information from multiple print and digital sources | | |
| **ELP 8** An ELL can determine the meaning of words and phrases in oral presentations and literary and  informational text. | HB.8.1 - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic  expressions in spoken and written texts about familiar topics, experiences, or events.  LI.8.1 - determine the meaning of frequently occurring words, phrases, and expressions in spoken and  written texts about familiar topics, experiences, or events.  HI.8.1 - determine the meaning of general academic and content-specific words and phrases and  frequently occurring expressions in spoken and written texts about familiar topics, experiences, or  events.  AE.8.1 - determine the meaning of general academic and content-specific words and phrases,  figurative and connotative language, and a growing number of idiomatic expressions in spoken and  written texts about a variety of topics, experiences, or events. | | |
| **ELP 10** Demonstrate command of the conventions of standard  English to communicate in level-appropriate speech and  writing. | HB.10.1 - recognize and use a small number of frequently occurring nouns, noun phrases, verbs,  conjunctions, and prepositions.  LI.10.1 - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions  HI.10.1 - use simple phrases.  AE.10.1 - use increasingly complex phrases. | | |
| **IL ABE/ASE Math Standard for Low Intermediate ESL** | **2.OA.5 -** Interpret products of whole numbers (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). For example, describe a context in which a total number of objects can be expressed as 5 x 7. | | |
| **IL ABE/ASE Math Standard for High Intermediate ESL** | **3.OA.3 -** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations. | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☒Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| ☒ Work Ethic *(Dependability, Professionalism)* | | ☒ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify the key factors to consider when taking a medication; * Identify and explain the significance of key words and values on a medicine label; * Use modals correctly when talking and writing about medication instructions; * Use medicine label information to evaluate the safety and appropriateness of medications for different circumstances; * Use four functions to calculate dosage, refill status, and other medication information from a medicine label; * Compare and contrast medications using information on medicine labels; * Create an original medicine label that has all the major medicine label components. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * The topic of medicine labels is a high-interest and relevant topic for adults. * Learners engage with authentic medicine label texts. * Many of the key lesson plan activities provide options to suit different learners and interests:   + The main text is presented at two different levels;   + Several practice activities have different options for different level students. * For most of the practice activities, the learner can choose to work individually or with a partner or small group. * The level of risk for the student can be modified by changing the order of scaffolding activities; supportive explanatory PowerPoints can be introduced first to provide safety – or the supportive PowerPoints can be used after the main activity in order to confirm or solidify understanding. * The jigsaw puzzle and Ven diagram activities foster collaboration and positive communication. * The use of pictures and clean material layouts help keep learners motivated; * The day-by-day sequence as well as individual medicine label topics are well-scaffolded to minimize learner frustration. * Fly-ins are used in slide presentations to limit the amount of information that is shown to the student at one time. * The “Make Your Own Medicine Label” activity allows the learner to make choices on how they want to demonstrate their mastery of the unit. * At the end of the unit, learners reflect on the new information that was learned. | | | |
| **Key Vocabulary**:   * dosage * dose * dosage regimen * dosage form * route of administration * side effect * adverse drug reaction * drug interaction * contraindication | | | |
| **Instructional Materials:** Worksheets, PowerPoint presentations, and website hyperlinks below  Lesson Introduction   * [Medicine Brainstorming](https://docs.google.com/document/d/1X-ADMxlYAc81gxFaD3z-zK6sxconMJaL/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Vocabulary Materials   * [Vocabulary List](https://docs.google.com/document/d/1Xi6TJyNv1Rit5qI_JC_9z6vO979Ry_gB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Vocabulary Presentation](https://docs.google.com/presentation/d/1Bbp9H_vfZMNpWYnecuST-Y7E2hM1megB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Vocabulary Matching Practice](https://docs.google.com/document/d/163xXHe6Dd5-JbpiLa7WP42EEMd18Zils/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [How to Make a Vocabulary Word Holder](https://drive.google.com/file/d/1nPOoCjrwxvKYgYz1hmeFTReYW6SHfvTi/view?usp=sharing) – video * [Vocabulary Practice](https://docs.google.com/presentation/d/1VUWwVENr7lTHPHCoYIZ0PYcSk31IJkpZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Text Materials   * [Medicine Dosage Text (higher level)](https://docs.google.com/document/d/15uTBJkWyiwkn8RBWotISQAtlKMlm5J4L/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Medicine Dosage Text (lower level)](https://docs.google.com/document/d/1kiCAwHz_7PPxJ3fA-4wpg68UNlzaLHq3/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Medicine Dosage Reading Presentation (higher level)](https://docs.google.com/presentation/d/1H1WjOYRj2ve6JOpdFof4BYxxUsI5iBNm/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Medicine Dosage Reading Presentation (lower level)](https://docs.google.com/presentation/d/12He2zwLb5oGuGaXaxSPm-86Ku4iQFx30/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - PowerPoint   Content Practice Materials   * [Medicine Dosage Outline](https://docs.google.com/document/d/1ZNkukkVMXay-HQyCFEVF3wXXS0UXdMvC/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Medicine Concept Sort](https://docs.google.com/document/d/1H-kAotgFaFr1-iQLnev9Uv9MP2LCdkqP/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - Word document   Reading a Medicine Label Materials   * [How to Read a Medicine Label Article](https://docs.google.com/document/d/1pd6BcmXDMBdqwILvH0nJuVW0RCyvmmN8/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [How to Read a Medicine Label Article](https://www.webmd.com/a-to-z-guides/ss/slideshow-how-to-read-drug-labels) – website * [How to Read a Medicine Label Presentation](https://docs.google.com/presentation/d/1HuWPod7S4DsMMty7sJgcTlwM5DCfMB_l/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint slides * [Reading a Medicine Label Practice](https://docs.google.com/document/d/1BG1ORA3xF8xZUzwE2q9u0CIeoixTwhzv/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Dulcolax Label Jigsaw Pieces](https://docs.google.com/document/d/1bzvd9FOqSQuguHNEb5fAuKYaxwJfLRbh/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Dulcolax Label Jigsaw Questions](https://docs.google.com/document/d/1XxpZo-uGmfez6cNtaP-QDlewwbStunXI/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Contextualized Grammar Materials   * Modals   + [Medicine Modals Presentation](https://docs.google.com/presentation/d/13zUrHYSLHpmfo33F-nB-TEKpGFe4HDAH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   + [True/False Modals](https://docs.google.com/document/d/1rwoG3SC-XrBmq0TleV69vwz2WoP0s6nv/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Make Your Own Modals](https://docs.google.com/document/d/1-kDdW3Oj4UkJhCFAWGxyOl12X3Rtu0Cp/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - Word document   Drug Research   * [Drug Research Worksheet](https://docs.google.com/document/d/1Pr4Wys0jCQKBuWUI-3xJyfJZ4b1L_B2h/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Drugs.com](https://www.drugs.com/drug_information.html) - Website   Pain Reliever Compare/Contrast Materials   * [Tylenol and Advil Venn Diagram](https://docs.google.com/document/d/1QeAYvQwipbVkop2rDLwrcFTlQ0P99kKy/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Tylenol and Advil Labels](https://docs.google.com/document/d/1nWkEqbBOOmami5F8QKq3pdbT5kEerZES/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Medicine Math Materials   * [Medicine Math Worksheet](https://docs.google.com/document/d/1JtoLOr2QaMdiqLYAYWUG5EdgJr50zwwK/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Create Your Own Medicine Label Materials   * [Create Your Own Medicine Label Instructions](https://docs.google.com/document/d/1nPnhlExFQuFKnrc_qhBIDKr_tkyVMzgs/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Create Your Own Medicine Label](https://docs.google.com/document/d/1zpOwLdde3cCui9foBY7CI9AOL5GoLmbj/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Evaluation/Reflection   * [Medicine Web Map](https://docs.google.com/document/d/1p1nW0euQNx6_QCB4i2GEqokfUrAkb42a/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document | | | |
| **Lesson Activities:**  Day 1   * Introduction   + Brainstorm with the students as a whole class about medicines. Ask students to think of different types of medications they are familiar with; the medicines can be ones they have taken or ones they have heard about on TV. Ask the students what the medications are used for and anything else they know about the medicine (for example, over the counter vs. prescription, dosage, safety information, etc.). Record the answers from the class on a chart ([Medicine Brainstorming](https://docs.google.com/document/d/1X-ADMxlYAc81gxFaD3z-zK6sxconMJaL/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). If students struggle to think of medications, ask students what they take if they have a headache, stomachache, fever, etc. Students may share home or folk remedies as well, and that is okay. * Key Vocabulary Presentation   + Vocabulary presentation     - Instructor shows PowerPoint of key vocabulary ([Vocabulary Presentation](https://docs.google.com/presentation/d/1Bbp9H_vfZMNpWYnecuST-Y7E2hM1megB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students can receive their own copy of the vocabulary list ([Vocabulary List](https://docs.google.com/document/d/1Xi6TJyNv1Rit5qI_JC_9z6vO979Ry_gB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Vocabulary practice     - Students complete matching worksheet ([Vocabulary Matching Practice](https://docs.google.com/document/d/163xXHe6Dd5-JbpiLa7WP42EEMd18Zils/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Students practice words with ball-toss activity. Each student wears a vocabulary holder ([How to Make a Vocabulary Word Holder](https://drive.google.com/file/d/1nPOoCjrwxvKYgYz1hmeFTReYW6SHfvTi/view?usp=sharing)) with a different word on it. The students stand in a circle and toss a ball or beanbag to one another. The student throwing the ball/beanbag has to give the definition of the word that the student receiving the ball/beanbag is wearing. The instructor clarifies misunderstandings and gives hints to students who get stuck.     - Instructor formatively assesses students as a whole group on vocabulary knowledge using vocabulary practice PowerPoint as “flash cards”([Vocabulary Practice](https://docs.google.com/presentation/d/1VUWwVENr7lTHPHCoYIZ0PYcSk31IJkpZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); inaccuracies and misconceptions are clarified by the instructor * Reading Presentation   + Group presentation     - NRS 3/4: Students read lower-level reading passage via PowerPoint presentation together as a group ([Medicine Dosage Reading Presentation (lower level)](https://docs.google.com/presentation/d/12He2zwLb5oGuGaXaxSPm-86Ku4iQFx30/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students read higher-level reading passage via PowerPoint presentation together as a group ([Medicine Dosage Reading Presentation (higher level)](https://docs.google.com/presentation/d/1H1WjOYRj2ve6JOpdFof4BYxxUsI5iBNm/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); *variation: students can also read lower-level passage first as scaffolding in preparation for the higher-level passage*   + Reading Practice     - NRS 3/4: Students are assigned partners, and practice reading the text, alternating sentences. ([Medicine Dosage Text (lower level)](https://docs.google.com/document/d/1kiCAwHz_7PPxJ3fA-4wpg68UNlzaLHq3/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students are assigned partners, and practice reading the text, alternating sentences. ([Medicine Dosage Text (higher level)](https://docs.google.com/document/d/15uTBJkWyiwkn8RBWotISQAtlKMlm5J4L/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Reading Content Practice   + NRS 3/4: Students complete medicine basics outline using pictures as hints individually or in partners ([Medicine Dosage Outline](https://docs.google.com/document/d/1ZNkukkVMXay-HQyCFEVF3wXXS0UXdMvC/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 5/6: Students complete medicine basics concept sort individually or in partners ([Medicine Concept Sort](https://docs.google.com/document/d/1H-kAotgFaFr1-iQLnev9Uv9MP2LCdkqP/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   Day 2   * Review (NRS 3-6)   + Go over vocabulary flashcards ([Vocabulary Practice](https://docs.google.com/presentation/d/1VUWwVENr7lTHPHCoYIZ0PYcSk31IJkpZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) with students as a group to assess vocabulary retention from previous day; alternately or additionally, students can play vocabulary toss game to review vocabulary * Reading a Medicine Label   + How to Read a Medicine Label Article     - NRS 3-4: The instructor shows students a presentation on how to read medicine labels ([How to Read a Medicine Label Presentation](https://docs.google.com/presentation/d/1HuWPod7S4DsMMty7sJgcTlwM5DCfMB_l/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); the instructor connects vocabulary in the label to the pictures to promote understanding.     - NRS 5-6: Students read the how to read a medicine label article independently, in small groups or as a whole class ([How to Read a Medicine Label Article](https://docs.google.com/document/d/1pd6BcmXDMBdqwILvH0nJuVW0RCyvmmN8/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) or [How to Read a Medicine Label Article](https://www.webmd.com/a-to-z-guides/ss/slideshow-how-to-read-drug-labels)); students can be shown the presentation above for clarification and reification if desired.   + Reading a Medicine Label Practice (NRS 3-6)     - Students complete a reading a medicine label practice worksheet individually, in partners, or as a whole class ([Reading a Medicine Label Practice](https://docs.google.com/document/d/1BG1ORA3xF8xZUzwE2q9u0CIeoixTwhzv/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Medicine Label Jigsaw (NRS 3-6)     - Each student is given one-fourth of a Dulcolax medicine label ([Dulcolax Label Jigsaw Pieces](https://docs.google.com/document/d/1bzvd9FOqSQuguHNEb5fAuKYaxwJfLRbh/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students are to study their label part and look up any words that might be unfamiliar. NRS 3/4 students can be divided into the groups that have the same label part to do this; NRS 5/6 students can study their label part individually. Then the students are put into groups of 4 (one student with each label part A, B, C, and D). Students are to answer the questions on a worksheet ([Dulcolax Label Jigsaw Questions](https://docs.google.com/document/d/1XxpZo-uGmfez6cNtaP-QDlewwbStunXI/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) together as a group. However, the group members cannot show their label puzzle part to the other members of the group; they have to share the information they have with the group orally, and the group members have to write down the answers on the worksheet using listening skills (exceptions can be made if one group member needs help). * Contextualized Grammar (Modals) (NRS 3-6)   + Medicine Modals Presentation     - The instructor shows the students a presentation on modals ([Medicine Modals Presentation](https://docs.google.com/presentation/d/13zUrHYSLHpmfo33F-nB-TEKpGFe4HDAH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Modal Practice (NRS 3-6)     - Students use their knowledge of modals to interpret whether statements are true or false based on warning label information ([True/False Modals](https://docs.google.com/document/d/1rwoG3SC-XrBmq0TleV69vwz2WoP0s6nv/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). NRS 5-6 students should be able to complete the worksheet independently or in partners after modeling of a few examples; NRS 3-4 students may need to complete this activity together as a whole class.     - Students now create their own modals based on medicine labels ([Make Your Own Modals](https://docs.google.com/document/d/1-kDdW3Oj4UkJhCFAWGxyOl12X3Rtu0Cp/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Again, NRS 5-6 students should be able to complete the worksheet independently or in partners after modeling of a few examples; NRS 3-4 students may need to complete this activity together as a whole class. * Drug Research (NRS 3-6)   + Students go to the drugs.com website([Drugs.com](https://www.drugs.com/drug_information.html)) and select one of the drugs under “Popular drug searches”. The students then have to find out specific information on their drug of choice and record their answers on a worksheet ([Drug Research Worksheet](https://docs.google.com/document/d/1Pr4Wys0jCQKBuWUI-3xJyfJZ4b1L_B2h/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Encourage students not to copy whole sentences verbatim, but rather to just jot down key words (this may require some modeling). NRS 5-6 students should be able to complete this research independently; NRS 3-4 students may complete this activity in small groups.   + Students then use the information they have collected about their drug for a role play. Assign the students to partners who have researched different drugs. One student takes on the role of a doctor, and one student takes on the role a patient. The student in the doctor role explains the drug to the patient using their notes as a guide. Encourage students to use modals whenever possible in their explanations. The student in the role as the patient can then think of additional questions they may have about the drug (the student in the doctor role does not have to be able to answer these questions). Then the students switch roles.   Day 3   * Review (NRS 3-6)   + Students read the text in partners to refresh and reinforce the content ([Medicine Dosage Text (lower level)](https://docs.google.com/document/d/1kiCAwHz_7PPxJ3fA-4wpg68UNlzaLHq3/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) or [Medicine Dosage Text (higher level)](https://docs.google.com/document/d/15uTBJkWyiwkn8RBWotISQAtlKMlm5J4L/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Medicine Label Venn Diagram   + NRS 5-6: Half of the class is given a Tylenol label to read and study; the other half of the class is given an Advil label to read and study ([Tylenol and Advil Labels](https://docs.google.com/document/d/1nWkEqbBOOmami5F8QKq3pdbT5kEerZES/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Then each Tylenol-assigned student is partnered with an Advil-assigned student, and the students must together complete a Venn diagram ([Tylenol and Advil Venn Diagram](https://docs.google.com/document/d/1QeAYvQwipbVkop2rDLwrcFTlQ0P99kKy/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) about the two medications, deciding upon similarities and differences between the two. The students should not share their respective labels with each other unless one student needs assistance interpreting some of the information on their label.   + NRS 3-4: Students are assigned in groups of 3-4 students. Each student in the group is given both Tylenol and Advil labels ([Tylenol and Advil Labels](https://docs.google.com/document/d/1nWkEqbBOOmami5F8QKq3pdbT5kEerZES/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The students complete the Venn diagram together as a group ([Tylenol and Advil Venn Diagram](https://docs.google.com/document/d/1QeAYvQwipbVkop2rDLwrcFTlQ0P99kKy/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)), with all students having access to both labels for reference. * Medicine Math (NRS 3-6)   + Have the students complete the medicine math worksheet([Medicine Math Worksheet](https://docs.google.com/document/d/1JtoLOr2QaMdiqLYAYWUG5EdgJr50zwwK/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The instructor should model the first question or two with the students. Then the remainder of the questions can be assigned for the students to complete in small groups. * Make Your Own Medicine Label (NRS 3-6)   + The students are to imagine that they have just created a brand new medicine ([Create Your Own Medicine Label Instructions](https://docs.google.com/document/d/1nPnhlExFQuFKnrc_qhBIDKr_tkyVMzgs/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The medicine can be for something realistic (i.e., for a condition for which medicine is currently available), for something aspirational (i.e., for a condition for which there currently is no cure), or for something whimsical (i.e., a medication that bestows a super power or something magical). The student is then to create a medicine label ([Create Your Own Medicine Label](https://docs.google.com/document/d/1zpOwLdde3cCui9foBY7CI9AOL5GoLmbj/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) for their medication, being sure to include all the components listed in the instructions. Students may use actual medicine labels for ideas, but encourage students (especially advanced ones) not to copy the labels verbatim. Encourage students to be *creative*.   + The students can then share their medicine label with the class. Students can pass around their paper copy or share their label through Google docs – or through some other means. * Evaluation/Reflection   + Students complete the medicine web map ([Medicine Web Map](https://docs.google.com/document/d/1p1nW0euQNx6_QCB4i2GEqokfUrAkb42a/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students complete the reflection questions on the second page. Afterwards, students can share their maps and responses with the class. | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Alternatives for auditory information are frequently provided in the form of written text and pictures. * Written texts are intended to be read allowed for auditory processing. * Key vocabulary is pre-taught. * Written concepts are explained visually in the texts through the reading presentations. * Fly-ins are used in slide presentations to direct the learners’ attention to specifically-ordered stimulus. * Students are given explicit instruction on grammar constructions that are relevant to the topic at hand. * The variety of activities and topics on the theme of medicine allows for extensive repetition of major concepts in different ways. * For performance tasks that are presented to the class, students can have the option of doing a live presentation or a recorded presentation. Students can also utilize different technologies (Google docs/slides, etc.) to share their work with the class. * The ball-toss vocabulary activity involves visual, auditory, spatial, and kinetic stimulus to help the students learn vocabulary words. | | | |
| **Performance Tasks:**   * Performing internet research on a prescription drug * Role-playing a doctor/patient relationship on the topic of medication information * Completing a medicine label jigsaw group activity * Comparing and contrasting medicine labels * Creating a medicine label with standard medicine label components * Completing numerous scaffolding practice worksheets and activities | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * The ball-toss activity gets students out of their seats and interacting with other students to learn vocabulary words. * The medicine concept sort activity can be modified to be used with manipulatives (or students with vocabulary holders) instead of pen and paper. * The “Create Your Own Medicine Label” activity allows students to use creativity to demonstrate their knowledge of medicine labels. It also lets students show an example to demonstrate their knowledge as opposed to having to state definitions or provide other closed-ended information. * Learners can use heavily scaffolded materials or not. * Students are given options to learn concepts as a whole class, small groups, partners, or individually, with each option providing different levels of support. | | | |
| **Notes:**   * This medicine basics unit utilizes a Concept-Based Instruction methodology; as such, content objectives and language objectives are equally stressed and reinforce one another. * The students are introduced to rather high-level, content-specific (“tier 3”) vocabulary words about medicine labels in this unit (e.g., dosage regimen, contraindication, etc.). The rationale for providing these terms is that they help provide a framework for helping the learner to interpret and evaluate medicine labels. Also, healthcare providers and healthcare literature do not always take into account a patient’s health literacy level when providing healthcare information; therefore, learners in this unit are prepared to understand medicine information regardless of the register they are being addressed in. Since properly following medication instructions is a safety issue, it is important that learners understand both technical and non-technical terms for these concepts. * Scaffolding is key for this unit to work. The goal of Day 1 is to establish and expand upon the student’s schema of medicine basics; the instructor elicits what the student already knows about the topic, and the student reads a non-authentic text specifically designed for ELLs in order to further develop the student’s schema in a non-threatening way. Day 2 and 3 then present applications for this schema. The medicine label activities in Day 2 introduce students to their first authentic texts (medicine labels) in the unit, but a lot of support and repetition is provided. Students also learn how to use grammar constructions to express themselves on the theme of medicine instructions. On Day 3, students are only given authentic texts and materials with very little extra support; on this day, students put together all the content and language skills they have learned on the previous two days. * The targeted NRS levels are only suggestions; instructors can select the activities for students (or allow the students to select) as they deem appropriate. Also, higher level students may find lower-level activities helpful as review or scaffolding. Lower-level students may be successful doing the higher-level activities because of the scaffolding provided at the lower level. | | | |