

TO YOUR HEALTH!



Language Skills for Women's and Children's Health

Lesson 1 Extension

A. Mini Dialogs

Match 1–4 with the best responses in a–d.

- | | |
|--|---|
| 1. I have cramps. Can we sit down for a minute? | a. It's good you are getting tested. It might be fibroids. |
| 2. My period is very late. | b. That can happen anytime. Here, I have some pads. Take these. |
| 3. I have very heavy periods, so my gynecologist is going to do an ultrasound. | c. Oh . . . maybe you are pregnant. |
| 4. I think my period is starting, and I don't have anything with me. | d. Yes. Maybe you are getting your period. |

B.

Unscramble the letters to form vocabulary words:

- | | |
|-------------------|-------------------|
| 1. soiidfrb _____ | 4. dmbaneo _____ |
| 2. ooldb _____ | 5. shoonemr _____ |
| 3. nrpagetn _____ | |

C.

Complete the sentences with the words from B.

1. When you have _____, you might have pain in your _____.
2. Your _____ are chemicals, and they control your menstrual cycle.
3. There might be a lot of _____ when you have your period.
4. She is _____, and the baby will come next March!

Lesson 2 Extension

Vocabulary Review

Write the words from the box next to their definitions.

birth control	contraception	gynecologist	prevent
condom	fertility treatment	IUD	providers

- _____ a special doctor for woman's reproductive health. This specialist can also help with menstrual issues, diseases, and pregnancy.
- _____ something that covers people's sexual parts during sex in order to protect against sexually transmitted diseases and/or pregnancy
- _____ medical support for couples who want to have a baby. This usually happens when the woman does not get pregnant after a long period of trying.
- _____ to stop something before it happens
- _____ different methods and treatments for preventing (stopping) a pregnancy
- _____ another word for different methods and treatments for preventing a pregnancy
- _____ all the professional people who help a patient with their physical and mental health
- _____ a device that is put inside a woman's body to prevent pregnancy

Write a Letter

Write a letter to a young woman. Think about someone you know or write to Kiara, a young woman who is newly married and living in an apartment with her husband in the United States. She is thinking about trying to have a baby, but she isn't sure. She has asked for your advice.

What is your advice for the woman you know or Kira?

Think about the following questions:

1. Is it good to get pregnant now or later?
2. What birth control would you recommend and why?
3. What is the best way to prepare for pregnancy?

Write three or four sentences.

Start with the following:

Dear (Name/Kiara)

You are starting a new life! I want to give you a little advice about family planning. . . .

Lesson 3 Extension

HIV/AIDS: What You Need to Know

HIV/AIDS is transmitted



UNPROTECTED
SEX



DRUG ADDICTS



BLOOD
TRANSFUSION



PREGNANCY



NON-STERILE
INSTRUMENTS

HIV/AIDS is not transmitted



TOUCHING



THROUGH FOOD



WITH A KISS



INSECT BITES



IN THE POOL

What is HIV?

HIV (sounds like /aych-eye-vee/) is a virus. A virus is a small thing that can make you sick. HIV attacks the body's immune system. The immune system helps your body fight germs. If HIV stays in your body, it can make you very sick.

How does HIV spread?

HIV spreads through specific body fluids:

- blood
- sex
- breast milk from an infected mother

HIV does NOT spread by:

- Hugging, shaking hands, or other casual contact
- Sharing drinks or toilets
- Saliva, sweat, tears, or body waste

How can you prevent HIV?

- Use condoms during sex.
- Use clean needles if injecting drugs, and never share needles.
- For people at higher risk, a doctor can prescribe a medication to lower the risk of getting HIV.

Can HIV be treated?

HIV can be treated condition with medicine. Today, the right medication can help people live long and healthy lives with HIV.

How can people know if they have it?

You can get confidential tests for HIV to know your status. (Confidential means only you will know the results.) Tests are available for free or low cost. You can find out where you can get tested by searching “HIV testing near me” or “HIV testing near (your city name).”

If you test positive, you’ll be given information on healthcare providers who can help you start treatment and manage your health.

Talk to a healthcare provider for more information and support.



Discuss

Answer the questions with a partner.

1. How can you get HIV?
2. Can a mother give it to her baby?
3. Can you get HIV from hugging someone?
4. Can you get HIV from a mosquito bite?
5. Can you get HIV if you share food with someone who has it?
6. How can you prevent HIV?
7. Can HIV be treated?
8. Who should probably get tested?
9. Why is it important that these people get tested?
10. Is HIV very common in your home country?

Lesson 4 Extension

Vocabulary Review

Write the words from the box next to their definitions.

bladder	cream	urinary tract infection (UTI)	vaginal discharge
burns	kidneys	urine	yeast infection

1. _____ part of your body that cleans your blood and makes pee
2. _____ a thick white or yellowish liquid that comes out of a woman's vagina, sometimes due to infection
3. _____ feeling a hot pain in a part of your body
4. _____ pee, the yellow water that leaves your body when you go to the bathroom
5. _____ a common fungal infection in the vagina that has different causes. It can make your vagina itchy, and it might burn when you pee. You might also have white vaginal discharge.
6. _____ an infection in the part of your body that holds pee and passes it out of your body
7. _____ part of your body that holds pee and can sometimes get infected
8. _____ a medicine that you put on your body

Check Understanding

✓ Check the statements that are true.

- _____ 1. You can get very sick from a kidney infection and end up in a hospital.
- _____ 2. A bad UTI can infect your kidneys.
- _____ 3. Children never get yeast infections or UTIs.
- _____ 4. You usually have a fever with a yeast infection.
- _____ 5. A yeast infection is uncomfortable but not dangerous.
- _____ 6. If you need to pee more often than usual, you might have a UTI.
- _____ 7. You don't need a doctor's note to buy a treatment for a yeast infection at a pharmacy.
- _____ 8. You don't need a doctor's note to buy antibiotics for a UTI at a pharmacy.

Lesson 5 Extension

Dialog

Read the conversation between Sarah, a woman with breast cancer, and her sister, Lisa. Then role play the conversation with a partner. Take turns reading each role.

Lisa: Hi Sarah, how are you feeling today?

Sarah: Hi Lisa. I'm okay, but a bit tired. The chemotherapy yesterday was hard.

Lisa: I can imagine. Are you having any side effects?

Sarah: Yes, some. I feel nauseous, and my hair is starting to fall out.

Lisa: Oh, I'm sorry. That must be hard. Is there anything I can do to help?

Sarah: Could you maybe cook some meals for me this week? I don't have much energy for cooking.

Lisa: Of course! I'd be happy to. How about I make your favorite soup?

Sarah: That would be wonderful, thank you. The doctor said I should eat even if I don't feel like it.

Lisa: That's good advice. How are you feeling about the treatment overall?

Sarah: It's hard, but I'm trying to stay positive. The doctors say the surgery went well, and this chemotherapy is to make sure the cancer doesn't come back.

Lisa: You're so strong, Sarah. I'm proud of you. Remember, I'm here whenever you need me.

Sarah: Thanks, Lisa. Your support means a lot to me. Oh, could you also drive me to my next appointment? It's on Thursday at 2 PM.

Lisa: Absolutely. I'll pick you up at 1:30. Is there anything else you need?

Sarah: No, that's all for now. Thanks for being such a great sister.

Lisa: Anytime, Sarah. We'll get through this together.

Check Understanding

1. What treatments is Sarah getting for her cancer?
2. What side effects of the treatment is Sarah experiencing?
3. What did the doctor tell Sarah about eating?
4. When is Sarah's next doctor appointment?
5. What will Sarah's sister, Lisa, do to help her?
6. Do you think Sarah has a good attitude?

Lesson 6 Extension

Menopause Game: Teacher's Instructions

(This is a version of a game called concentration.)

1. Make one copy of the grid on the following page for each pair of students or group of 3.
2. Cut the grid into squares, so each item is on one square.
3. Model the activity. Turn all the squares over and put them in rows. Turn over two and set them down. If they match, explain you get to keep them as points. If they don't match, turn them back over and the next person takes a turn.
4. *Note:* Make sure they turn them over and set them down, not just hold them in their hands. Everyone needs to see the sentences.
5. The player with the most slips wins.



I'm having a hot flash.

**Go stand in front of a fan
or an open refrigerator.**

I can't remember things.

**That's okay, forgetting is
a part of the change.**

I feel upset and irritable today.

**You should do something to
relax, or get some exercise.**

Sex is not the same!

**That's because of dryness. Use
lubrication from the pharmacy.
Also, maybe you can get some
hormones from your doctor.**

I missed my period.

**You could be pregnant or you
might be starting menopause.**

I have terrible night sweats.

**Use cotton or linen sheets. You
could also talk to your doctor
about taking hormones.**

Lesson 7 Extension

Review



Ask and answer the questions with a partner or in a small group. Look back at the lesson if you need to.

1. How long is a trimester?
2. How many trimesters are there in a pregnancy?
3. What is the purpose of an ultrasound test?
4. What is “morning sickness” and in what part of pregnancy does it usually happen?
5. Are babies always born on their due date?
6. What is a fetus?
7. What is happening when we say a pregnant woman is “in labor”?
8. What kind of doctor takes care of pregnant women?
9. What is a miscarriage?
10. Is it okay to exercise when you are pregnant?
11. Is it okay to sleep on your side when you are pregnant?
12. Are there any things you shouldn’t eat or drink when you are pregnant? If so, what are they?



Lesson 8 Extension

Role Play

Role play the conversation between a doctor and Doris, a pregnant woman. Use the prompts and your own ideas.

Doctor: Hello, Doris. Your due date is almost here. Let's talk about your birth plan.

Doris: What do I need to plan?

Doctor: You are healthy and so is the baby. Do you want to give birth in a hospital or at home?

Doris: _____

Doctor: Do you want to have a midwife or a doctor?

Doris: _____

Doctor: At the hospital, do you want pain management or not?

Doris: _____

Doctor: Can I help you with anything else?

Doris: _____

Example Birth Plan

My Birth Plan



My Name: _____

Baby's Due Date: _____

Who will be with me?

☐ My Partner/Husband/Boyfriend: _____

☐ My Mom/Mother: _____

☐ My Friend: _____

☐ No one else

Pain Relief (How to feel better)

☐ I want to try without medicine first.

☐ I want to use gas and air.

☐ I want an epidural. (like a shot in your back)

☐ I want to use other medicine (ask the doctor).

What kind? _____

During Labor (When baby is coming)

☐ I want to move around. (Walk, sit, stand)

☐ I want to lie down.

☐ I want help with breathing. (The nurse will help)

☐ I want a warm blanket.

For Baby

☐ I want skin-to-skin time right away.
(Put baby on my chest.)

☐ I want to breastfeed (give baby milk from me)
right away.

☐ I don't want to cut the baby's cord right away.
(Wait for baby to stop moving.)

☐ Other: _____
(Write what you want)

My Health

☐ I have a health problem.

• What is it? _____

• Tell the doctor! (It's important!)

☐ I do not have a health problem.

Important Things

☐ I want to know what is happening. (Tell me!)

☐ I want to make choices.

Doctor/Nurse: _____
(Write the doctor's name)

Anything else?

(Write anything else you want)

Writing

Use the information in () to complete the stories with your own ideas. Make your story funny or exciting!

Story 1

My friend (name) _____ was nine months pregnant, and she was very busy getting ready for the baby. One day she was (where?) _____ when her water broke. She called (a person) _____ to get a ride home. She wanted to (action) _____ before she went to the hospital. She was not ready to have a baby.

My friend's baby did not want to wait. The contractions started getting closer. My friend started to feel (emotion) _____. Her husband came home and drove her to the hospital. She had the baby only (time) _____ after she arrived.

Story 2

My sister was pregnant with her second baby. She did not want to go to a hospital. She wanted to have her baby (where?) _____. She called a midwife. She ordered food. She cleaned the house. Then she invited (name of people) _____ to come for the birth. She wanted to share the first moments of the baby's life.

My sister's labor started at (time) _____. She had contractions for a long time. Her guests ate (food) _____. They went for walks. When the baby came, everyone was (activity) _____. It took a long time, but everyone felt (emotion) _____. After the delivery everyone came to see the baby. It was a good day.

Lesson 9 Extension

Read the Story

A Mother's Advice

Julia sat on the couch, holding her newborn baby, Sofia. The baby was only two days old. Julia felt nervous and tired. She loved Sofia so much, but she wasn't sure if she was doing everything right. Her mother, Mrs. Alvarez, smiled and sat down next to her.

"Don't worry, Julia," Mrs. Alvarez said softly. "I will help you. You are doing a great job."

Julia looked at her mother with tired eyes. "Thank you, Mom. I'm so scared I might make a mistake."

Mrs. Alvarez gently touched Sofia's tiny hand. "The first thing you need to remember is that Sofia needs love, warmth, and food. You're already giving her that."

Julia smiled. "Yes, I love her more than anything."

"Good," Mrs. Alvarez said. "Now, let's talk about some simple things. First, always make sure Sofia is safe. When she sleeps, put her on her back in the crib with no toys or blankets. This keeps her safe while she sleeps."

Julia nodded. "Okay, I will remember that."

"Next," Mrs. Alvarez continued, "when you feed Sofia, hold her close. After she drinks milk, she might have some air in her **tummy**. You need to help her burp. Just hold her against your shoulder and gently pat her back."

Julia tried it, and soon Sofia gave a little burp. Julia laughed. "She did it! Thank you, Mom."

"You're welcome," Mrs. Alvarez said with a smile. "You're a natural."



"What about bath time?" Julia asked. "I'm a little scared of giving her a bath."

"It's normal to feel that way," Mrs. Alvarez reassured her. "Just remember to use warm water, not too hot. Support her head with one hand and gently wash her with the other. Be careful, because babies can be **slippery** when wet. And always stay with her—never leave her alone in the bath."

Julia took a deep breath. "I think I can do that."

"Of course, you can," Mrs. Alvarez said. "You're a wonderful mother. Just take it one step at a time."

Julia looked down at Sofia, who was now asleep in her arms. "Thank you, Mom. I feel much better now."

Mrs. Alvarez hugged Julia gently. "You're welcome, my dear. Remember, I'm always here to help. You're not alone."

Julia smiled, feeling more confident. She knew that with her mother's help, she could take good care of Sofia. As she **rocked her baby to sleep**, Julia felt proud and happy. She was ready to be the best mother she could be.

Vocabulary

tummy: informal word for stomach

slippery: very smooth, often a wet or frozen surface. Something that is slippery, like a wet baby in the bath, can be difficult to hold on to. A slippery floor can cause you to fall.

rock a baby to sleep: gently move a baby back and forth to make the baby feel sleepy



Check Understanding

Answer the questions with a partner.

1. What is the main topic of the story?
2. How old is Sofia?
3. How does Julia feel at the beginning of the story?
4. Who helps Julia?
5. What should you not put in the crib with a baby?

Circle the best answer.

1. Why does Mrs. Alvarez say, "You're a natural"?
 - a. because Julia is a good cook
 - b. because Julia is already good at caring for Sofia
 - c. because Julia is very talkative
2. Why is it important to burp Sofia after she drinks milk?
 - a. because it makes her sleepy
 - b. because it helps her get rid of air in her tummy
 - c. because it makes her laugh
3. What does Julia mean when she says, "I think I can do that"?
 - a. She isn't sure that she can take care of Sofia.
 - b. She wants to go to sleep.
 - c. She thinks she can follow her mother's advice.
4. What can we understand about Julia at the end of the story?
 - a. She is still very nervous about being a mother.
 - b. She wants to take a long vacation.
 - c. She feels more confident and happy.

Lesson 10 Extension



Discuss

With a partner, talk about the problems in 1–5 below. Look back at the reading on page 61.

It is 2:00 AM., and these parents are worried about their children. What should the parents do?

1. Frida is two months old. She is crying a lot. Her mother takes her temperature. It is 102°F (38.9°C).
2. Nicolas is six months old. He is touching his ear and crying.
3. Gus is nine months old. He is vomiting. He has a fever.
4. Jae is 10 months old. He fell off the diaper changing table. He is crying a lot, and his arm is getting bigger. It looks strange.
5. Lori is 12 months old. She is fussy, and she doesn't fall asleep.

Spelling

Write the missing letters in the words from Lesson 10.

- | | |
|--------------------------|---------------------------|
| 1. d__ __ rrhea | 8. p__d__ __tr__ __ian |
| 2. d__s__ __se | 9. r__sh |
| 3. __ __r infec__ __ __n | 10. s__ot |
| 4. em__r__en__y r__ __m | 11. tem__er__ __ur__ |
| 5. fe__ __r | 12. t__ erm__m__t__r |
| 6. f__ss__ | 13. v__ __ __ina__ __ __n |
| 7. __ __jured | 14. v__m__ting |

Read

Taking a Baby's Temperature

To check if a baby has a **fever**, you can use a **thermometer** to take the baby's **temperature**.

Adults and older children can hold a thermometer **under their tongue in their mouths**, but that doesn't work for babies. For babies there are a few different options.

A fast, easy, and safe way to check a baby's temperature is using a **temporal thermometer**. With a temporal thermometer, you can take a baby's temperature with a gentle touch on the **forehead**, like in the picture.

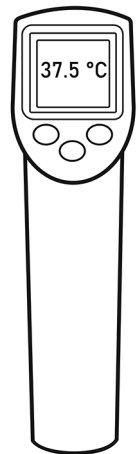


This baby has a fever (above 100.4°F or 38°C). The baby's body is too warm.



Taking a temperature with a temporal thermometer:

1. First, turn on the thermometer. Press the "power" button. Listen for a beep. The beep means it is ready.
2. Put the flat side of the thermometer against the baby's forehead, near the baby's hair. Don't push! Just touch.
3. Move the thermometer across the forehead from one side to the other. Keep touching the skin. Don't push. Just move smoothly.
4. The thermometer will show a number. This is the temperature. A good temperature is around 98.6°F (37°C).
5. If the number is too high, more than 100.4°F (38°C) talk to a doctor.



You can also take a baby's temperature by placing a **digital thermometer** in the baby's **armpit**. This is easy, but it is not the most accurate way to take a temperature. An armpit temperature above 99°F (37.2°C) is a fever.

Taking baby's temperature with a digital thermometer:

1. Put the thermometer under the baby's armpit.
2. Hold it there for about 10 seconds.
3. After time is up, the thermometer will show a number on its screen. A normal temperature for a baby is around 97–99°F (36–37°C). If the temperature is above 100.4° F (38°C) or below 97°F (36°C), it's not normal.

You can also take a baby's temperature in his or her bottom, but you must be careful not to hurt him or her. This called a **rectal temperature**, and for children under 3 years old, it is the most accurate way to take a temperature.

Contact your doctor if you're worried or unsure.

If your newborn baby has a fever of 100.4°F (38°C) or higher, contact your doctor.



Discuss

Talk about the questions with a partner.

1. What can you use to take someone's temperature?
2. What can you use take someone's temperature by touching his or her forehead?
3. What's the usual way to take the temperature of adults and older children?
4. What are two ways you can take a baby's temperature?
5. What's a high temperature (a fever)?
6. When should you call your doctor?

Lesson 11 Extension Activities

Matching

Match the sentence beginnings in 1–6 with the endings in a–f.



- | | |
|--|--|
| 1. Cleaning supplies _____ | a. put a lock on kitchen cabinets . |
| 2. Knives are sharp, and they _____ | b. have dangerous chemicals . |
| 3. It's important to _____ | c. fall on your baby. |
| 4. Pets might hurt a baby _____ | d. when you are cooking. |
| 5. Furniture can _____ | e. can cut your baby. |
| 6. Keep babies away from stoves _____ | f. if they are irritated . |

Spelling

Write the letters to complete the words from Lesson 11.

1. bab__pr__ __f
2. b__rn
3. cho__e
4. cr__ __l
5. electr__ __ __l o__tl__t
6. l__cks
7. ba__y g__t__s
8. sha__p ob__ects

Lesson 12 Extension

Read

Read the emails from parents to their children's teachers. Then, answer the questions below.

To: rchukwu@bayshoreschool.edu

From: nfrench@email.com

Subject: Zauna French

Dear Ms. Chukwu,

My daughter, Zauna, is not coming to school today. She has RSV. Zauna has a fever and a runny nose. She is tired, and she needs to stay home and rest for a few days. The doctor also said it can be more dangerous than a cold. It's very contagious and can move from child to child quickly. I hope you and the other children in his class don't get it!

Sincerely,
Natalie French

To: cli@bayshoreschool.edu

From: gkhouri@email.com

Subject: Ahmed Khouri

Dear Mr. Li,

My son, Ahmed, has chicken pox. The poor kid has an itchy rash all over his body and has a high fever. Please tell the other parents in his class so they know to watch their children for symptoms. We will keep him home until he is better. Please send us his school work.

Thank you,
Gina Khouri

Check Understanding

Talk about the questions with a partner.

1. Why isn't Zauna going to school?
2. The doctor said Zauna's RSV is **contagious**. What does that mean?
3. What's the difference between a **runny nose** and a **stuffy nose**?
4. Why is Gina keeping Ahmed home from school?
5. What's the problem with Ahmed's skin?
6. What two things does Gina ask Mr. Li to do? Why?
7. How do you think the other children in Ahmed's class will feel when they hear he has chicken pox?
8. Do you ever write notes like this to your child's teachers (or your boss)?



Role Plays

Role play the conversations with a partner. Use the prompts and your own ideas to fill in the missing words.

1. Lois is asking her pharmacist about her son's head lice.

lice	a cold	a cough	special shampoo	medicine	cream
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Lois: My son has _____. (What health problem?) Can you recommend something?

Pharmacist: I can. How old is your son?

Lois: He's _____. (How old?)

Pharmacist: This _____ (What treatment?) is good for children that age. Or, you could also try this _____. (What treatment?)
Good luck!

2. It's Saturday morning and Gina is calling her son's pediatrician about an illness he woke up with. Gina should describe his symptoms, and the on-call nurse should tell her what it might be.

Symptoms:

fever	rash	itchy	red	runny nose
stuffy nose	terrible cough	nauseous	vomiting	diarrhea

Illnesses:

a cold	croup	RSV	a stomach bug	chicken pox	pink eye
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Gina: Hi! I'm sorry to call on a Saturday, but my son is very sick.

On-call nurse: Oh, I'm sorry to hear that! What's happening?

Gina: Well, he has _____ and _____ (*describe the symptoms*).

On-call nurse: When did it start?

Gina: It started _____.

On-call nurse: Well, that sounds miserable. There's been a lot of _____ (*what illness do the symptoms describe?*) going around in the area. I'll have the doctor call you back. In the meantime, give him plenty of fluids and make sure he rests.

Gina: Thank you!

On-call nurse: I hope he feels better soon.

Lesson 12 Project

Work with a partner or in a small group to produce a public service announcement about a common childhood illness.

1. Complete the chart about the illness your group chooses:

Name of illness	
Symptoms	
Is it contagious? (yes/no)	
Is it serious? (yes/no)	
Is there a vaccine? (yes/no)	
Call doctor? / Tell school and other parents?	
Treatment	

2. Use the information from the chart to prepare a short presentation about your chosen illness to give other parents information about what to do.

Plan what you will say and who will say it.

Decide if you will show any pictures or text. Prepare them.

3. Present your information to the class. Or, record a video using a group member's phone and then share it with the class.

Lesson 13 Extension

Read

Dealing with Toddlers: A Helpful Tip

Sometimes, toddlers (very young children) get upset when you say “no” or stop them from doing something. This is normal! It can be difficult, but there’s a good way to help. It’s called distraction.

What is Distraction?

Distraction means changing what the child is thinking about. You give them something *new* to focus on.

Example:

Imagine your child puts a pen in their mouth. This is not safe! You need to take the pen away. But they might get very upset.

Instead of just saying “No!”, try this: Offer them a clean toy. A bright, interesting toy is best. They will probably want the new toy, and you can take the pen back quietly.

More Ideas for Distraction:

- **Move to a different room:** Go to another room in your house.
- **Look outside:** Go to a window and look at the trees or cars.
- **Sing a song:** Sing a simple, happy song together.
- **Play with bubbles:** Blow bubbles and let them chase them.
- **Read a book:** Pick a short, colorful book to look at together.

Important Things to Remember:

- Distraction works best *before* the child starts to cry a lot.
- It’s okay to say, “I know you are sad,” but then quickly change the subject.
- Not every distraction will work. Be patient!



Vocabulary

Match the underlined words in the text to the definitions below.

1. _____ sad or angry
2. _____ calm and understanding, even when things are difficult.
3. _____ changing what someone is thinking about
4. _____ to pay attention to something
5. _____ a very young child (usually 1–3 years old)

Check Understanding

Circle the correct answer.

1. What is the main topic of this text?
 - a. how to keep toddlers from getting upset
 - b. why toddlers put pens in their mouths
 - c. how to buy toys for toddlers
2. What does "distraction" mean in this text?
 - a. talking to a toddler about feelings
 - b. giving a toddler a new thing to think about
 - c. taking something away from a toddler
3. What should you do before a toddler starts to cry a lot?
 - a. punish the toddler
 - b. give the toddler what they want
 - c. distract the toddler
4. According to the text, what is one example of distraction?
 - a. singing a happy song
 - b. ignoring the toddler
 - c. giving the toddler a punishment
5. What does the text suggest you should do after saying "I know you are sad"?
 - a. talk about why they are sad for a long time
 - b. quickly change the subject
 - c. give them what they want
6. Why does the text say to be "patient"?
 - a. because not every distraction will work
 - b. because you should always give toddlers what they want
 - c. because toddlers are easy to understand

Role Play

Gerta and her daughter Rosie are at a doctor's appointment. Role play the conversation with a partner. Use the prompts, words from the word box, and your own ideas.

motor skills	cognitive skills	social skills	crawling	walking
talking	using words	playing	listening	reading aloud

Gert: Doctor, I'm worried about my daughter's _____.
(What kind of skills?)

Dr. Martinez: Can you give me an example?

Gert: Rosie is _____. (What can she do?)
She isn't _____ (What can't she do?) yet.

Dr. Martinez: Hmm, there might be a delay, but every child develops at his or her own speed. Let's wait a month or two. If there's no change, we can get her tested.

Gert: Is there anything I can do in the meantime?

Dr. Martinez: You can try _____ing. (What might help?)

Mingle: A Family Wedding

Copy, cut, and give each student one question strip. See instructions in the Teacher's Guide for Lesson 13.



1. Do you have a big family or a small family?

2. How many children are in your family?

3. What does your family like to do together?

4. How many languages do the children in your family speak?

5. What milestones are important in your family?

Lesson 14 Extension

Read

Your Rights: Special Help at School

The **Individuals with Disabilities Education Act (IDEA)** is a U.S. law. It gives rights to students with disabilities and their families. Here's what you need to know:



1. **Free Special Help**

If your child has a disability, the school must give special help. This help is **free**. It may include extra time on tests and/or help from a special teacher. It may also include speech therapy (help forming sounds).

2. **Your Child Can Get an Individualized Education Plan (IEP)**

An **IEP** is a learning plan for your child. It explains what your child needs help with. It also tells what help the school will give and what the goals of the help are.

3. **You Are Part of the Team**

You can go to IEP meetings, share your ideas, and help make your child's IEP. You also can say yes or no to changes.

4. **You Have the Right to Understand**

You can get the IEP in **your language** and ask to have an **interpreter** at IEP meetings. Be sure to ask questions and share ideas.

5. **You Can See School Records**

You can ask to see your child's school records, and ask for a copy of these records.

6. You Can Ask for a New Test

If you think your child needs more help than the school is providing, you can ask the school for a new test (called a **re-evaluation**).

7. You Can Say No or File a Complaint

If you don't agree with the school, you can ask for a meeting with your child's teacher or case manager. You can also make an official complaint with the school district.

Check Understanding

✓ Check the statements that are true.

- _____ 1. The IEP is a learning plan for the teacher.
- _____ 2. The school must give special help for free.
- _____ 3. Parents can go to IEP meetings.
- _____ 4. You must pay to get the IEP in your language.

Answer the questions.

1. What is an IEP?
2. Can you ask for an interpreter at an IEP meeting?
3. Can you see your child's school records?
4. Can the school change the IEP without telling you?

IEP Translation or Interpretation Requests

Below is a sample letter you can use to formally request IEP translation and/or interpretation services:

[Date]

[Your Name]

[Your Address]

[City, State, ZIP Code]

[Email Address]

[Phone Number]

[School Principal or Special Education Coordinator's Name]

[School Name]

[School Address]

[City, State, ZIP Code]

Dear [Principal or Coordinator's Name],

I am the parent of [Child's Full Name], who is currently receiving special education services through an Individualized Education Program (IEP) at [School Name].

English is not my primary language, and I want to ensure I fully understand and can participate in all aspects of my child's education. I am respectfully requesting that:

1. I receive **a written translation of my child's IEP** in [insert your preferred language].
2. **An interpreter be provided** at all future IEP meetings and any other school meetings related to special education services.

This request is made in accordance with the Individuals with Disabilities Education Act (IDEA), which requires schools to provide information to parents in their native language or mode of communication whenever feasible.

Please let me know when I can expect the translated IEP and confirm that an interpreter will be present at upcoming meetings. I appreciate your attention to this matter and your continued support of my child's education.

Sincerely,

[Your Full Name]

[Child's Name], [Grade or Class]

Lesson 15 Extension

Vocabulary Review

Write the words from the box next to their definitions, below.

balance	caregiver	memory loss	rewarding
burnout	guilty	overwhelmed	take care of

- _____ a person who helps someone with a mental, emotional, or physical disability
- _____ make sure a person (or animal) gets what they need
- _____ not remembering things that a typical person might remember, such as the day of the week or sometimes other people's names
- _____ feeling bad because you think you did something wrong or didn't do something important
- _____ feeling that you have too much to do, and not enough time, support, or energy
- _____ feeling very tired and completely out of energy from trying to do too much in your life
- _____ when a task or job makes a person feel good because it gives meaning to their lives
- _____ having time and energy to take care of your responsibilities and to take care of yourself

Discuss

Talk about the questions with a partner.

1. What is something you do that feels rewarding?
2. Do you know anyone who is a caregiver for an older parent or other relative?
What kinds of things do they help the person with?
3. Who do you take care of?
4. Who took care of you when you were a child?
5. Do you feel like you have a good balance between work and family life?
6. In what professions is burnout probably a common problem? Why?
7. When do you feel overwhelmed?
8. When was a time you felt guilty?
9. Imagine someone you love has memory loss. How do you think it makes them feel? Do they feel sad, worried, or something else?

Lesson 16 Extension

Discuss

1. How do you show respect in a friendship? In a romantic relationship? With your parents?
2. How do you show respect to people you work with?
3. How do you like other people to show respect to you?
4. What other things show that someone respects you?
5. What are some things that make you trust someone?
6. Who do you trust, and why?
7. If someone breaks your trust, how do you feel?
8. Is it okay to trust someone you just met? Why or why not?
9. Do you think you are usually an understanding person?
10. How can you tell if someone is sad/happy/angry?
11. If your friend or partner is sad, what can you do?
12. Sometimes people do things that hurt our feelings. Why do you think they do it?
13. How do you know if someone is listening to you?
14. What should you do if you disagree with someone?
15. Why is it important to say how you feel?
16. Can you think of a time when it was hard to communicate with someone? Why?



Answer Key

Lesson 1 Extension

A.

1. d
2. c
3. a
4. b

B.

1. fibroids
2. blood
3. pregnant
4. abdomen
5. hormones

C.

1. When you have *fibroids*, you might have pain in your *abdomen*.
2. Your *hormones* are chemicals, and they control your menstrual cycle
3. There might be a lot of *blood* when you have your period.
4. She is *pregnant*, and the baby will come next March!

Lesson 2 Extension

1. gynecologist
2. condom
3. fertility treatment
4. prevent
5. birth control (contraception)
6. contraception (birth control)
7. providers
8. IUD

Lesson 3 Extension

Discuss

1. Through body fluids, through blood, sex, and breast milk
2. Yes
3. No
4. No
5. No
6. Use condoms during sex, use clean needles and never share needles if injecting drugs, talk to a doctor about medicine
7. Yes, with medication
8. Anyone who has had sex without a condom, people who inject drugs
9. To get treated and stop spreading it to others
10. Answers will vary.

Lesson 4 Extension

Vocabulary

1. kidneys
2. vaginal discharge
3. burns
4. urine
5. yeast infection
6. UTI
7. bladder
8. cream

Check Understanding

Check 1, 2, 5, 6, 7

Lesson 5 Extension

1. chemotherapy (and she had surgery)
2. nauseous, hair falling out, low energy
3. She should eat even if she doesn't feel like it.
4. Thursday at 2 PM
5. make her favorite soup, drive her to her doctor appointment
6. Answers will vary.

Lesson 7 Extension

1. 3 months
2. 3
3. to check on the baby's health
4. nausea and vomiting, first trimester
5. No, often they are born (several days to a few weeks) before or after the due date.
6. the baby when it is developing inside the mother's body
7. she's going to give birth
8. an OB-GYN
9. when a pregnancy ends earlier than expected and the fetus dies
10. yes
11. yes
12. You shouldn't drink alcohol. It's okay to drink a little coffee or tea, but not too much. You shouldn't eat unhealthy foods with too much fat, salt, or sugar. Also, don't eat raw meat, eggs, or fish. You should eat plenty of protein and vegetables, whole grains, and fruits.

Lesson 9 Extension

Check Understanding

1. how to take care of a newborn baby
2. two days old
3. nervous and tired
4. her mother
5. toys or blankets

Circle the best answer

- | | |
|------|------|
| 1. b | 3. c |
| 2. b | 4. c |

Lesson 10 Extension

Discuss

- call pediatrician
- call pediatrician
- call pediatrician
- go to the emergency room
- check for common problems: is she hungry, does she have a diaper rash, is a tooth coming in? If you can find a problem and the baby continues crying a lot, call and make an appointment with your pediatrician.

Spelling

- | | |
|-------------------|-----------------|
| 1. diarrhea | 8. pediatrician |
| 2. disease | 9. rash |
| 3. ear infection | 10. shot |
| 4. emergency room | 11. temperature |
| 5. fever | 12. thermometer |
| 6. fussy | 13. vaccination |
| 7. injured | 14. vomiting |

Discuss

- thermometer
- a temporal thermometer
- a thermometer in the mouth, under the tongue
- possible answers: a temporal thermometer on the baby's forehead; a thermometer under the baby's armpit; a thermometer in his/her ear; a thermometer (gently) in the baby's bottom
- 100.4°F (38°C) or higher
- if your baby's temperature is 100.4°C (38°C) or higher

Lesson 11 Extension

Matching

- | | | |
|------|------|------|
| 1. b | 3. a | 5. c |
| 2. d | 4. e | 6. f |

Spelling

- | | |
|--------------|----------------------|
| 1. babyproof | 5. electrical outlet |
| 2. burn | 6. locks |
| 3. choke | 7. baby gates |
| 4. crawl | 8. sharp objects |

Lesson 12 Extension

Check Understanding

- She has RSV.
- She can pass the infection to other people.
- With a runny nose, the mucus in your nose is liquid and you need to use a lot of tissues. With a stuffy nose, you have a lot of dry mucus and you have difficulty breathing through your nose.
- He has chicken pox.
- He has an itchy rash all over his body.
- Please tell the other parents in his class so they know to watch their children for symptoms. (Chicken pox is very contagious.) Send her Ahmed's school work because he will probably miss several days of school and she doesn't want him to get behind.
- Answers will vary.
- Answers will vary.

Lesson 13 Extension

Vocabulary

- | | |
|----------------|------------|
| 1. upset | 4. focus |
| 2. patient | 5. toddler |
| 3. distraction | |

Check Understanding

- | | | |
|------|------|------|
| 1. a | 3. c | 5. b |
| 2. b | 4. a | 6. a |

Lesson 14 Extension

Check Understanding

Check 2, 3

Answer the questions.

- a learning plan for your child
- yes
- yes
- no

Lesson 15 Extension

- | | |
|-----------------|----------------|
| 1. caregiver | 5. overwhelmed |
| 2. take care of | 6. burnout |
| 3. memory loss | 7. rewarding |
| 4. guilty | 8. balance |