

TO YOUR HEALTH!



Language Skills for Health and Wellness

Teacher's Guide

To Your Health: Language Skills for Health and Wellness
High Beginning Teacher's Guide
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Why Teach Health Literacy?

Adults with low English proficiency and/or low health literacy often have worse health outcomes¹ and miss out on needed care. They are more likely to have chronic diseases² (diabetes, heart disease, asthma), experience complications during pregnancy³, and have lower rates of preventative care⁴. Language barriers can prevent English language learners from effectively communicating their symptoms, understanding medical instructions, and asking questions. This can lead to misdiagnosis, failure to take medication correctly, and failure to take preventative steps, which can lead to more serious health problems requiring emergency intervention and readmission to hospital after initial treatment.⁵

Teaching health literacy (language, knowledge, and skills) to English language learners and other low literacy adults enables learners to navigate the health care system more confidently and independently and to better advocate for their needs⁶. Moreover, it leads to better overall health and reduces the need for expensive emergency care⁷.

Building Health Literacy for Adult English Language Learners: **Introducing *To Your Health! Language Skills for Health and Wellness***

To Your Health! Language Skills for Health and Wellness is a practical series specifically designed to empower your adult English language learners (ELLs) at the high-beginning to low-intermediate level with the vocabulary, knowledge, and skills they need to confidently navigate the U.S. health care system and have better health outcomes. This comprehensive resource covers essential topics from healthy eating and habits to managing chronic conditions, understanding medical emergencies, and effectively communicating with health care providers—all presented with clear and accessible language.

To Your Health! addresses key areas vital for prevention, everyday health management, and proactive care, including:

- **Foundational Health Knowledge:** Healthy eating, physical activity, preventing illness, describing symptoms, asking about side effects of medication, and learning when and how to seek medical attention.
- **U.S. Health Care System Navigation:** A clear explanation of health insurance, navigating different types of providers and facilities, understanding patient portals, and the difference between prescription and over-the-counter medicine—all presented with vocabulary and sentence structures appropriate for high-beginning to low-intermediate learners.
- **Common Chronic Disease Awareness:** Understanding common chronic illnesses and how to prevent and manage them.
- **Emergency Preparedness:** Recognizing medical emergencies and knowing appropriate responses.
- **Women's and Children's Health (Dedicated Volume):** The dedicated volume explores critical topics important to our learners, including family planning, menopause, learning disabilities, childproofing a home, birth plans, common childhood illnesses, caregiver well-being, and healthy relationships.

Why This Series? *To Your Health!* is specifically developed for adult ELLs at the high-beginning to low-intermediate level. It aligns with Teaching Skills That Matter and CASAS health competencies, offering practical language and relevant content. Listening and speaking skills are emphasized, and vocabulary is carefully curated to balance the need for essential health-related words with the lower language proficiency of the learners. The series incorporates direct feedback from immigrant health literacy experts and focus group participants, addressing topics such as patient rights, common areas of confusion, and crucial needs often overlooked—including dedicated lessons on mental health.

Designed for Diverse Learners: *To Your Health!* employs an accessible multisensory approach, integrating clear text, engaging illustrations, audio support, realistic dialogs, guided discussions, and interactive role-play activities. The inclusion of audio recordings and transcripts further aids comprehension. Every lesson features two reading activities, vocabulary practice, a dialog, discussion, and review questions to ensure mastery of key concepts. To further support comprehension, the series includes a comprehensive glossary of key terms and helpful appendices with clear diagrams of the human body.

Free Resources: Further enhance learning with free audio recordings and extension activity worksheets for each lesson, available for download from the product webpage.

How to Use This Teacher's Guide

To Your Health! is designed to be a supportive and accessible resource for you, the instructor. This Teacher's Guide provides a detailed roadmap for each lesson, empowering you to effectively teach health literacy skills to your adult English language learners.

In each lesson guide, you'll find:

- **Essential Background Knowledge and Lesson Opener:** We begin each lesson guide with a concise overview of the key concepts and background information related to the topic. You'll also find suggestions for engaging lesson openers—activities or discussions to spark learner interest and activate prior knowledge.
- **Vocabulary Presentation with Learner-Friendly Definitions:** Understanding the specialized vocabulary is crucial for health literacy. For each lesson, you'll find clear, learner-friendly definitions of key terms. We also offer practical suggestions for presenting and reinforcing this vocabulary, helping learners build confidence in using these words.
- **Step-by-Step Lesson Staging:** The core of each guide provides detailed, step-by-step instructions for navigating the lesson, including:
 - **Suggested Teacher Language:** We provide example phrases and prompts to help you guide the discussion and ensure clarity.
 - **Examples and Scenarios:** Real-world examples and relatable scenarios are woven throughout to make the content engaging and relevant.
 - **Concept-Check Questions:** We've included carefully crafted questions to regularly assess learner comprehension and ensure they're grasping the key concepts.
- **Interactive Extension Activities:** To further reinforce learning and promote communicative competence, each lesson guide concludes with suggestions for interactive extension activities. These activities encourage learners to apply their knowledge in practical, meaningful ways.

Boost Your Instruction with Free Online Resources:

To enhance your teaching and provide additional support for your learners, please explore the free downloadable resources available at www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning:

- **Downloadable Extension Activities:** A range of supplemental activities to extend the lesson and cater to diverse learning styles.
- **Audio Recordings:** Listen along! Audio recordings are available for each lesson, enhancing comprehension and providing valuable listening practice for your learners.

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Lesson 1: Preventing Illness

Background

This lesson introduces students to healthy habits that can help in the prevention of illness. According to the Centers for Disease Control and Prevention, handwashing can prevent about 30 percent of diarrhea-related illnesses and 20 percent of respiratory infections. According to the U.S. National Institute of Health, a cough contains about 3,000 droplets and a sneeze can contain 40,000, all full of germs. It's important to cough or sneeze to let it out, but it's also very important to cover a cough or sneeze to stop illness from spreading to other people. You may want to teach your students the slogan first coined during the 1918–1920 flu pandemic: “Coughs and sneezes spread diseases.”

Objectives

- Answer simple questions about hygiene in prevention of illness.
- Use basic vocabulary to talk and write about hygiene habits.

Standards

CASAS Competencies

- 3.5.5 Identify practices that promote cleanliness and hygiene.

Teaching Skills That Matter

- HR.5 Practicing Good Hygiene

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary and personal hygiene and illness prevention. Introduce the topic by miming washing hands, sneezing, and coughing. Ask students to identify them. You may need to show students a picture of soap or bring in a bar of soap. Explain that soap is for cleaning, not for eating (students often confuse it with *soup*).

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **cough:** when you push air out quickly from the lungs, usually with a loud sound
- **cover:** when you put your hand over your mouth, such as when you cough or sneeze
- **dirty:** not clean
- **germs:** very small things you can't see that can make you sick
- **sanitizer:** a liquid that can clean your hands of germs; people often use it instead of soap
- **sneeze:** when you quickly push air through the nose, such as when you are sick or allergic to something (*Achoo!*)
- **spread:** when something moves from one person, place, or thing to another. For example, germs spread when people cough, sneeze, or touch things.
- **tissue:** a piece of soft, thin paper you use to blow your nose, such as after you sneeze

Listen

Students will listen to a dialog between two friends, Cathy and Amelia, at a restaurant.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again. You may need to pre-teach the expression *Here you go*. Tell students you use it when you give someone something that they need.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Clean Hands, Healthy You

The reading on the second page of the lesson is about why it's important to clean hands to prevent the spread of germs. It discusses different ways to keep your hands clean and when you should clean them.

You may need to explain *hand sanitizer*. Ideally, bring in a bottle and show it to students, and explain that it can be used to kill germs on hands when soap and water are not available.

Check Understanding

Have students complete the activity individually. Confirm answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs. Words in the exercise that may need explaining include *throat* and *touch*, which you can easily explain by demonstrating.

Read: Germs, Germs, Go Away!

Before reading:

- Read the title. Confirm students understand what *go away* means.
- Show a photo of a day care with a teacher and students. Introduce the term *day care*, and ask students why parents use day care for their children.
- Have students look at the picture. Ask them to predict where the bottle comes from (a classroom) and who drew the smiley face (the teacher).
- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Point students' attention to the song titles "Washy Washy" and "Germs, Germs, Go Away." Explain that day care workers often use and make up songs to get young children's attention and to encourage them to practice good habits.

After reading:

- Direct students back to the gist question and discuss as a class, having students find the answer in the text.
- Have students complete the **Check Understanding** section. Confirm answers.
- Put students in pairs to talk about the **Discuss** questions. Circulate and offer help as needed.
- Lead a class discussion: *Do you know a song or fun way to remember to wash your hands? When you are sick, do you go to work/school? When someone sneezes or coughs near you, what do you do?*

Practice

In this section, students will design a poster for their classroom about germs and staying healthy.

1. Read the instructions, and point students' attention to the example poster.

2. Encourage students to be creative with their poster title and their drawings. If students have phones or computers, they can also create their posters electronically.

Dialog

Amelia's story continues with a conversation with a fellow day care worker, Fatima.

1. Play the audio while students follow along in their books.
2. Ask, *What problem does Amelia have in her class? and Does Amelia like Fatima's idea?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Amelia and Fatima.

Role Play

Have students create their own dialogs based on the model conversation. They will talk about another way they can teach children to prevent germs from spreading. For additional support, brainstorm ideas as a class and write them on the board. Encourage students to replace the idea of "The Bendy" with another fun way to teach young children to stop the spread of germs, such as a song or funny phrase.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Charades

Have students act out actions that spread germs (e.g., coughing into hands, sneezing without covering their mouth, touching a toy and then their face), and others will guess the words or phrases.

Then, have them act out actions that prevent the spread of germs (washing hands, using sanitizer, sneezing into their elbow, etc.).

Hand-Washing Song

Lead the class in singing or chanting a 20-second hand-washing song that they can sing to themselves when they wash their hands.

(to the tune of “Twinkle, Twinkle Little Star,” or use clapping and rhythmic chanting)

*Wash your hands and make them clean,
Wash off all the germs unseen.
After coughs and when you sneeze,
Wash with soap and water, please.
Dirty hands can spread a lot,
Clean them well and spread germs not!*

Download the handout with song lyrics from the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 2: Healthy Food Choices

Background

This lesson introduces students to the U.S. government’s MyPlate nutrition guidelines and gets them thinking and talking about healthy food choices. According to research, immigrants to the U.S. are often healthier when they first arrive, and after their diet and lifestyle change, obesity often increases. One reason for this is the change to calorie-rich, nutrient-poor highly processed foods and the consumption of fewer fruits and vegetables.

Source: Jones-Antwi, R. E., Judd, S. E., & Cunningham, S. A. (2025). Food choices during resettlement among immigrants in the US. *BMC Public Health*, 25(2184). <https://doi.org/10.1186/s12889-025-22986-9>

Objectives

- Identify healthy and unhealthy foods.
- Use basic vocabulary to talk and write about nutrition.
- Interpret simple food labels.

Standards

CASAS Competencies

- 3.5.1 Interpret information about nutrition, including food labels.
- 3.5.2 Identify a healthy diet.

Teaching Skills That Matter

- NU.1 Eating Healthy Foods
- NU.2 Reading Food Labels and Recipes

Lesson Opener

Begin with a discussion to activate prior knowledge of food-related vocabulary. You can introduce the topic

with fresh fruits and vegetables or large color photos of foods. Ask students to identify them and share how often they eat these foods.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **calories:** the energy we get from food; we need calories to live and move
- **dairy:** foods that come from milk, like cheese, yogurt, and ice cream
- **fat:** a part of food that gives us energy; for example, in butter, oil, and meat
- **fresh:** food that is new and not old, like fruits just picked from trees or plants
- **frozen:** kept very cold to save for later. For example, frozen water is ice.
- **grains:** foods that come from plants, like wheat, rice, and corn; for example, bread, cereal, or pasta
- **protein:** a part of food that helps our body grow and stay strong; for example, in meat, fish, eggs, or beans
- **salt:** something we add to food to give it more taste; for example, potato chips have a lot of salt
- **sugar:** a sweet part of food that gives us energy; for example, candy and cake have lots of sugar
- **vitamins:** good things in food that help keep us healthy; for example, fruits and vegetables have many vitamins

Listen

Students will listen to a dialog between a doctor and a patient about MyPlate guidelines.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: MyPlate.gov

The reading on the second page of the lesson is illustrated by the MyPlate chart. Explain that the MyPlate chart was developed by the U.S. government to help people choose the right variety of foods for a healthy diet.

- Ask students what they notice about the chart.
- Teach the five food groups with examples.
- Have students read the tips and match them to the examples below.

Words that may need explaining in the tips include *whole grains* and *half*. Explain that whole grains are usually brown because they include the outside of the grain or the whole piece, for example brown bread, brown rice, and brown pasta. Explain also that *whole* means entire—draw a circle and say, *this is a whole pizza*. Then draw a piece and say, *this is a piece of a pizza, it's not the whole pizza*. Then draw a half circle and say, *this is half of a pizza*.

Check Understanding

In pairs, have students brainstorm foods for each MyPlate category. Regroup and compile a class chart on the board.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Mitch's Workday Lunch

Before reading:

- Direct students to the title and recall the earlier listening exercise about Mitch.
- Ask, *What did Mitch and his doctor talk about?*
- Have students look at the picture and predict where Mitch works.
- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Define key terms such as salt-free, plain, and low-fat using concept questions. E.g., *If the nuts are salt-free, do they have any salt? Does low-fat yogurt have a lot of fat? Does plain yogurt have fruit in it? Does it have sugar?*

- Give examples of local convenience stores, and explain that salad dressing is the sauce we put on salads.

After reading:

- Direct students back to the gist question and discuss as a class, having students find the answer in the text.
- Have students check the true statements in the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *How often do you eat meals outside of your homes? Do you ever eat fast food or buy food from convenience stores? What kinds of food can you find in these places? Are these usually healthy foods?*

Discuss

In this section, students will practice the lesson vocabulary and test their understanding of lesson concepts.

1. Read the first shopping cart together and answer the four discussion questions as a class.
2. Have students then work in pairs to discuss the remaining shopping carts.
3. Encourage translation of unfamiliar food items as needed.
4. In the second activity, have students analyze the food labels and choose the healthier option (A or B), explaining their choice.

Dialog

Mitch's story continues with a conversation with his roommate, Chris, while they are shopping.

1. Play the audio while students follow along in their books.
2. Ask, *What foods did they buy?* and *Why did they choose brown rice?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Chris and Mitch.

Pronunciation

Focus on the pronunciation of the often-mispronounced words, having students listen and repeat the words.

Role Play

Have students create their own dialogs based on the model conversation. Suggest they use alternative phrasing, such as, *What about . . . ?* and *Let's find some . . .*. If extra support is needed, have students first mark their changes to the model dialog. Check them before they practice the role play.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Food Label Analysis

Ask students to bring a food item to class. Have them look at the label and write down the basic nutritional information (e.g., calories, fat, sugar). Put students into small groups. Have students explain why they think their food item is healthy or unhealthy.

Plan a Meal

Have students plan a healthy meal with foods from their home countries for the five MyPlate groups. Encourage them to share pictures and talk about their food choices with the class.

Explore the resources on the MyPlate.gov website, some of which are available in multiple languages.

Lesson 3: Healthy Habits

Background

This lesson introduces students to the importance of healthy habits and gets them thinking about ways to recognize and stop unhealthy habits and start healthy ones. Lifestyle and disease prevention are closely connected. Adopting healthy lifestyle choices can significantly reduce the risk of developing many chronic diseases. Key lifestyle factors include diet, physical activity, sleep, stress management, and avoiding harmful substances like tobacco and excessive alcohol consumption.

Objectives

- Identify healthy and unhealthy behaviors.
- Ask and answer questions about lifestyle and habits.

- Explain health impacts of lifestyle/habits.
- Set self-care goals and reflect on well-being.

Standards

CASAS Competencies

- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained.
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures.

Teaching Skills That Matter

- HR.2 Exercising
- HR.3 Getting Enough Rest
- PC.2 Smoking and Tobacco Use

Lesson Opener

Begin with a discussion to activate prior knowledge of habit-related vocabulary. Focus on the illustration of the two friends meeting on a city street and discuss the opening questions. You can introduce the topic with routines from daily life. Ask students to identify some and share which are healthy and which are not.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **addicted:** unable to stop doing something or feeling like you need something that's usually not good for you. For example, some people are addicted to smoking, others to drugs or alcohol.
- **counselor:** a professional that gives advice to people with mental health problems
- **habits:** things you do regularly as part of a routine
- **mental health:** a focus on our thinking and how it affects our actions in positive or negative ways
- **physical health:** a focus on our body and whether it is doing well or has problems
- **routine:** things you do repeatedly, perhaps daily or weekly, usually at the same time
- **screens:** electronic displays that include phones, computer monitors, tablets, smart watches, and other digital devices that show images and videos

- **triggers:** something that makes a person feel or do something quickly, sometimes without thinking. It can be a word, a sound, an action, or a situation that causes a strong feeling or behavior. For example, if someone speaks loudly, it might trigger stress, and you feel nervous. Feeling nervous might trigger you to want to do a bad habit.

Ask concept questions to check students' understanding. For example, ask students about examples of their habits. Ask about activities that are good for mental health and physical health. Ask, *If you are sick all the time, are you in good physical health?* Ask for examples of things people do as part of their morning routine.

Listen

Students will listen to a dialog between a woman and a man about the man's smoking habit.

Explain that they will hear some of the new vocabulary as well as *stay awake* and *fall asleep*. Check that students understand these terms. You can mime *stay awake* visually by pretending to be sleepy and starting to nod off and then jerking awake. Use a similar miming technique to demonstrate *falling asleep* by letting your eyelids close and nodding off.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: The Power of Habit

The reading on the second page of the lesson is about forming healthy habits and breaking unhealthy habits. Preview by asking students to look at the picture. Say, *This person does this every night, so it is a habit. But maybe she wants to change it.* Point out the screen in the picture. Ask for other examples of screens, such as televisions, computer monitors, phones, and tablets.

Ask, *What's one thing you usually do before bed? Is it a good habit or a habit you want to change?*

Ask whether the following habits are healthy or unhealthy. Ask them what they would say to someone who wants to change.

- going to the gym (healthy)
- drinking soda for breakfast (not healthy)
- going for a walk with a friend every Saturday (healthy)

Check Understanding

Have students read the sentences and decide if each describes something that triggers an action or just a habit. Then check answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Karina's Choice

Before reading:

- Direct students to the title and have them describe the photo.
- Ask, *What happens when parents are too sad or depressed to cook or clean?*

During reading:

- Read the text aloud or play the audio while students follow along.
- Ask about Karina's feelings. Then have them relate the text to their own experience. For example, *Do you have a lot of energy or less energy when you are sad?*

After reading:

- Have students fill out the chart in the **Check Understanding** section with changes that Karina needs to make.
- Have students think about actions Karina can take. Say, *What should she do first? second? third?*
- Lead a class discussion: *What does the counselor mean when she says, "You know what can happen if you don't take care of yourself?"* (e.g., The situation might get worse; Karina might lose her job; Her children might develop health problems.)

Discuss

In this section, students will look at the brochure the counselor gave Karina and apply the steps to different situations. Have them work in pairs. If it goes well, ask them to brainstorm new examples of each step. Perhaps they can think about their own habits or the habits of someone they know. They can also talk about Bernardo from the dialog. What can he do to stop smoking and have energy for work and school?

Dialog

Have students listen to a conversation between Patti and Tony.

1. Play the audio while students follow along in their books.
2. Ask, *What is Tony's problem?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Patti and Tony.

Role Play

Have students create their own dialogs based on the model conversation. The beginning of the conversation is provided. Ask them to take two or three more turns. Tell partner B to talk about habits they want to break or start. Tell partner A to give ideas for actions.

If they need to prepare, they can look at the information in the brochure from the reading passage for ideas. They can also use cues such as:

A: *You should/shouldn't . . .*

B: *I can't stop . . .*

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activity

See the extension worksheet on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 4: The U.S. Health Care System

Background

This lesson introduces students to different types of medical providers in the U.S. health care system, such as physicians, PCPs, specialists, and pediatricians. It also introduces the concept of urgent care clinics. It's important for students to understand that the U.S. doesn't have a universal health care system like many other countries. Instead, it's a mix of private

insurance, government programs, and personal payments. Most people receive health care through insurance, and their insurance tells them which doctors they can see and which hospitals and clinics they can go to. Some insurance plans require you to go to a primary care provider before you can see a specialist—this is different in many other countries.

Objectives

- Identify different kinds of health care facilities and their purposes.
- Identify common types of medical and health practitioners and specialists.
- Identify and use health care services, including interacting with staff.
- Understand the process and reasons for medical referrals.

Standards

CASAS Competencies

- 3.1.3 Identify and use health care services and facilities, including interacting with staff.
- 3.1.4 Identify common types of medical and health practitioners and specialists.

Teaching Skills That Matter

- HC.1 Understanding Primary Care Facilities

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary and different types of doctors. Ask students for different reasons why they go to their doctor (e.g., when they are sick, when they need a checkup).

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **checkup:** a medical exam that a doctor gives you to check your general health, often done every year
- **PCP (primary care provider):** a doctor (or sometimes a highly trained nurse practitioner) you see when you are sick or need a checkup and who can refer you to see a specialist
- **pEDIATRICIAN:** a doctor who sees children

- **physician:** a medical doctor
- **provider:** a doctor or health care organization that gives services to patients
- **referral:** a note from a PCP to see a specialist or get specialized medical treatment. When a doctor gives a patient a referral, they send them to see another health care provider for additional services.
- **specialist:** a doctor who focuses on specific illnesses or treatments, such as a cardiologist (the heart) or a radiologist (X-rays)
- **urgent care:** medical care that does not require an appointment and is often used to treat minor injuries and fevers. Urgent care centers are often open evenings and on weekends when regular doctors' offices are closed.

Note that many of these words are difficult to pronounce and some—*physician*, *pediatrician*, *specialist*—include irregular spellings. Point out that the *ph* in *physician* is a /f/ sound, like the *ph* in *photo*. Also explain that the *ci* in *physician*, *pediatrician*, and *specialist* makes a /sh/ sound. Throughout the lesson, gently work on pronunciation of these terms, using your voice and gestures to emphasize syllable stress as needed. Then, read and repeat the list of terms again at the end of the lesson.

Listen

Students will listen to a phone call between a patient, Patricia, and the receptionist at her doctor's office. Explain that Patricia wants to schedule her annual checkup. Tell students that *annual* means one time each year, so an annual checkup takes place once a year, and people go even if they feel well. Write the word *asthma* on the board, and say they will hear it in the listening. Explain that asthma is a medical problem that makes it hard to breathe.

1. Play the audio, and have students answer the gist question. You may need to explain the phrase *urgent care center*.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Understanding Your Health Care

The reading on the second page of the lesson is about different kinds of providers in the U.S. health care system and the kind of medical care each provides. It discusses the difference between PCPs and specialists and reasons why patients would visit urgent care.

Phrases that may need explaining include *make an appointment* and *serious medical emergency*.

Ask concept questions to check students' understanding. For example:

- *Is a physician a provider?* (yes)
- *Can a hospital be a provider?* (yes)
- *Is a PCP a physician?* (yes)
- *Are urgent care doctors physicians?* (yes)
- *What kind of doctor would you take your children to see?* (a pediatrician)
- *Is a pediatrician a specialist?* (yes)
- *Is a heart doctor a specialist?* (yes)
- *You need to see a heart doctor. Do you see your PCP first, or do you go directly to a specialist?* (PCP first) *Why?* (You need a referral. It may be something your PCP can take care of.)
- *Imagine you have a fever and a cough. Is that something to take care of at urgent care, or do you need to call your PCP first?* (Call your PCP first.)
- *It's Saturday, and your child falls and cuts himself. The cut won't stop bleeding. Do you call your pediatrician or go to urgent care?* (urgent care)

Discuss

Have students discuss the situations in pairs or small groups. Would they call their PCP or go to urgent care? Then discuss their answers as a class.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Finding a New PCP

Before reading:

- Direct students to the title and recall what PCP stands for.
- Ask, *When do people need to look for a new PCP?*
- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Pause to check understanding or explain terms that are likely to be new to students, including *clinic* and *health insurance*:
 - *clinic*: a place where doctors and other health care workers help people who are sick or need help with their health. It's often smaller than a hospital.
 - *health insurance*: a special plan that helps you if you get sick or hurt and need to see a doctor. It costs a little money each month (or sometimes each year), but if you need to go to the clinic, the insurance helps pay for it. It protects you from spending too much money when you are sick.

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *Do you remember your childhood doctor? What was his or her name? Did you like him or her? Is it important for a doctor to be friendly with their patients?*

Discuss

In this section, students will discuss the qualities of a PCP that they prefer and choose a PCP based on their preferences.

1. In the first activity, have students answer the statements and discuss their choices in pairs or small groups. Circulate and offer help as needed.
2. In the second activity, read the instructions and point students' attention to the information about each doctor. Confirm students understand the terms *specialties*, *medical school*, and *accepting new patients*.
3. Model the activity for the students. Talk aloud about which PCP you would choose and why. Then have students complete the activity in pairs. Circulate and offer help as needed.

Dialog

Have students listen to a conversation between Sergei and his PCP.

1. Play the audio while students follow along in their books.
2. Ask, *What problem is Sergei having?* and *What does Sergei get a referral for?*

3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Sergei and his doctor.

Role Play

Have students create their own dialogs based on the model conversation. Help students by first brainstorming possible problems and solutions. Remind students that this activity is just for language practice, not for real medical advice.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Making a Poster

Have students create a poster about the health care system of another country, such as their home country. Have them focus on topics such as how to choose a PCP, get a referral, see a specialist, and/or go to urgent care. Encourage them to decorate them with art graphics, photos, or illustrations. Hang the posters around the classroom, and have students do a gallery walk to read them. Alternatively, have them use their new vocabulary to explain their poster to other students in small groups, or, in tutoring situations, they can explain to you.

Matching Providers and Definitions

See the Lesson 4 Extension worksheet for a matching and discussion activity on health care providers. You can download it on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 5: Colds and Flu

Background

This lesson introduces students to symptoms and treatments for colds and flu. Students will also practice talking with a pharmacist and asking for over-the-counter medicine recommendations.

According to the American Lung Association, adults average two to three colds per year and children more. Most of us will have dozens of colds in a lifetime, so these are very important words for learners to have.

Objectives

- Describe cold and flu symptoms.
- Explain how to care for a cold or flu.
- Ask a pharmacist about medicines for cold and flu symptoms.
- Explain when to see a doctor for respiratory illnesses.

Standards

CASAS Competencies

- 3.3.4 Interpret information on medications and their proper and safe use.
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- CO.3 Communicating with a Pharmacist and Pharmacy Staff
- MT.1 Over-the-Counter and Prescription Medications

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary related to the symptoms of colds and flu. Elicit symptoms and treatments as possible.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **a cold:** an illness of the chest, throat, and nose. It usually goes away after a week or two.
- **fever:** when your body temperature is high
- **flu shot:** a vaccination that helps to prevent the flu. It must be taken ahead of time.

- **headache:** when your head hurts
- **over-the-counter:** medicine you can buy without a doctor's note (prescription) at a store or pharmacy
- **prescription:** a piece of paper or an electronic order your doctor gives you for special, strong medicine. It tells the pharmacy (the place where you buy medicine) what medicine you need.
- **runny nose:** when liquid comes out of your nose because you are sick
- **side effects:** when medicine that treats a problem causes other problems, such as headaches, nausea, or sleepiness
- **sore throat:** when your throat (the back of your mouth) hurts (Help students understand by putting a hand on your throat and making a pained face while swallowing.)
- **symptoms:** the signs that show someone is sick, such as pain, fever, chills, and other conditions

Ask some concept questions to check understanding and give students more exposure to the new words. For example:

- *If you have a cold, are you sick?*
- *If you feel cold, are you sick?*
- *Why is it important to rest when you have a cold?*
- *If you have a runny nose, do you feel well?*
- *What do you need if you have a runny nose?*
- *What can give you a headache, other than being sick?*
- *If your body temperature is hotter than usual, do you have a fever?*
- *How do you feel when you have a fever?*
- *Can you buy over-the-counter medicine without seeing your doctor?*
- *Can you get prescription medicine without seeing your doctor?*
- *If you get a flu shot in October, will it protect you from the flu in December?*

Listen

Students will listen to a dialog between a husband and wife, Omar and Prima.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.

3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Which is Worse? A Cold or the Flu?

The reading on the second page of the lesson is a public service poster about colds and flu. It is similar to one you might see in a doctor's office. The poster has photo illustrations of various symptoms. You might also demonstrate the symptoms by miming the words or having students mime the words.

Check Understanding

Have students complete the activity individually. Confirm answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: A Letter from Your Pharmacist

Before reading:

- Read the title. Focus on the gist question, and suggest students read to find out.
- Remind students that *ph* sounds like /f/.
- Check that students understand that a pharmacist works in a pharmacy, a store that sells medicine over the counter and fills prescriptions. Explain that a pharmacist gives you the medicine the doctor has ordered, and the pharmacist can tell you about the medicine. A pharmacist can also recommend over-the-counter medicines for different health problems. Clarify that only a doctor can prescribe, or order, many medicines, especially medicines for more serious illnesses. (In many countries, a pharmacist can prescribe antibiotics and other medicines.)

During reading:

- Read the text aloud or play the audio while students follow along.
- Ask what three things the pharmacist advises in paragraph 3. (Keep the medicine safe, read the instructions, and be careful of mixing medicines.)

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *What do you know about side effects? Why is it important to learn about them?* (You can have an accident if you drive or operate

machinery while taking certain medicines.) *Why shouldn't you mix medicines?* (Some medicines can make you very sick if you take them together.)

Discuss

In this section, students will apply their knowledge to new contexts. They can answer questions in pairs or groups. Then elicit and check answers as a class.

Grammar Focus

In this section, students will learn about modals. Medicine labels, doctors, and pharmacists often use modals *may*, *might*, *can*, and *must* to explain how to take medicines and the possible side effects. Start by explaining that, *A medicine label is a piece of paper stuck to the box or bottle. It gives you important information. It tells you the name of the medicine, what it is for, and how to use it. It also includes important warnings, like "Do not take with alcohol."* Then, read the chart together as a class and provide additional examples as needed. For example:

- You **must not** take this medicine with alcohol. / Never do it.
- You **can** take this medicine when you have a headache. / You have a choice.
- You **might** feel tired when you take this medicine. / Maybe this will happen. This medicine does not always cause the symptom.

Dialog

Omar's story continues with a conversation with a pharmacist.

1. Play the audio while students follow along in their books.
2. Read the vocabulary sidebar together.
3. Check understanding by asking:
 - *What does the pharmacist suggest to help Omar sleep?*
 - *Why shouldn't he take the cough syrup during the day?*
 - *What does he recommend Omar do for his runny nose?*
 - *Can he take the cough syrup and the decongestant pills at the same time?*
 - *Does the pharmacist say Omar should see a doctor?*
4. Read the dialog line by line, with students repeating after you for pronunciation practice. (Note the /f/ sound in *cough* and the /sh/ sound in *construction*.)

5. Have students pair up to practice the dialog, alternating roles as Omar and the pharmacist.

Role Play

Have students create their own dialogs based on the model conversation. Encourage students to think about real questions they might have. Remind them that the purpose is to practice the new language. They should talk to their doctors and pharmacists for real medical advice.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Play Interpreter

1. Divide the students into ABC groups.
 - A is the patient with symptoms.
 - B is the interpreter.
 - C is the doctor.
2. Organize the classroom: Have ABC lines where A is facing one wall and C is facing the opposite wall. B is between them.
3. Model the activity with one group in front of the class: A (the patient) tells B (the interpreter) their symptoms. B tells C (the doctor) A's symptoms. C diagnoses and gives B advice for A's illness. Then B repeats the information back to A.
4. Have students practice, occasionally switching roles.

See also the Extension Activities handout on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 6: Stomach Troubles

Background

This lesson introduces students to common stomach problems, their causes, and different ways to treat them. Immigrants may find themselves eating different foods than they are accustomed to and experience more stomach upset as a result. The stress of immigration may also contribute to stomach upset.

Being able to communicate symptoms to health care providers can help your students get the care they need before problems get worse.

Objectives

- Describe different kinds of stomach upset.
- Suggest treatments for different stomach problems.
- Recognize when to see a doctor for stomach upset.

Standards

CASAS Competencies

- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.

Teaching Skills That Matter

- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary. Direct students' attention to the photo and ask them to describe the photo. Ask, *Where is the man? How does he feel?*

Note: Students often have difficulty pronouncing *stomach* [stuh-muhk], using a /ch/ ending sound instead of a /k/. Pronounce the word and have students repeat it several times, miming while you do so: *Stomach. My stomach. My stomach hurts. His stomach hurts. Her stomach hurts. Does your stomach hurt?*

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **bloated:** when your stomach feels or looks bigger than normal because of something you ate or drank
- **constipated:** the inability to poop or get rid of solid waste from your body (Explain that we don't normally talk about this condition except with our doctors, a pharmacist, or close family.)
- **cramps:** strong pains in the stomach

- **diarrhea:** a stomach illness that makes you have frequent, watery poop (Explain that we don't normally talk about this condition except with our doctors, a pharmacist, or close family.)
- **digest:** when your body breaks down food after you eat it so it can use it
- **gas:** air in your stomach
- **nausea:** feeling sick to your stomach, like you are going to vomit
- **throw up/vomit:** when your food comes out of your mouth from your stomach. You usually feel very sick to your stomach before you throw up/vomit.
- **upset:** when you have nausea and feel sick to your stomach

Listen

Students will listen to a phone call between a husband and wife, Kai and Susan. The husband has an upset stomach.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again. Point students' attention to the questions with *did*. Explain that we use *did* to ask questions about the past. Note the verbs in the dialog and activity that are used in the past: *came*, *stopped*, *felt*, and *had*. Explain that *pick up some medicine* means go to the store and get it. Provide another example: *pick up the children at school*.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Stomach DO's and DON'Ts

The reading on the second page of the lesson is about the do's and don'ts of stomach care. It discusses different ways you can modify your diet to reduce stomach upset.

After reading the first "Do" tip, write *BRAT* on the board and underline the letters. Then draw arrows from the letters and write the words *bananas*, *rice*, *applesauce*, and *toast*. You may need to explain *applesauce* and *toast*.

Other words in the text that may need explaining include *easier* (more easy), *herbal tea* (like mint or chamomile), *caffeine* (it's the thing in coffee and tea that wakes you up), *ginger* (a spice), *worse* (more than

bad), *take a break* (stop and rest), and *fried* (cooked in very hot oil), as well as the food items in the text box. To teach *herbal tea*, *ginger*, and *mint*, consider bringing in realia or showing students pictures to illustrate.

Check Understanding

Have students complete the activity individually. Confirm answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Focus students' attention on collocations with *be* and *have*: *be bloated*, *be constipated*, *have cramps*, *have diarrhea*, *have nausea*, *have gas*. Write them on the board. Provide some example sentences or elicit them from the students. E.g., *He is bloated. I have cramps. I have nausea.*

Read: Erin's Food Problem

Before reading:

- Have students look at the title and the picture. Ask them which food in the picture is a dairy product (*queso*). Explain that *queso* is the Spanish word for cheese, and in many U.S. restaurants, it is a sauce made from cheese. Explain that restaurants often serve chips and *queso* to customers before the meal.
- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Have students answer the gist question. Ask, *What is one thing that Erin cannot eat, and what does she do about it?*

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *Are there any foods you can't eat? Which foods? What happens if you eat them? How do you avoid them?*

Discuss

In this section, students will talk about their own diets and how they usually treat stomach upset. They'll then brainstorm solutions to typical stomach problems.

1. In the first activity, have students answer the questions and discuss their ideas in pairs or small groups. Circulate and offer help as needed.
2. In the second activity, read the instructions and point students' attention to the different stomach problems. Confirm students understand *allergic to wheat products*: unable to eat things like bread, pasta, etc. because they give you a bad reaction: a rash, stomach upset, or even breathing problems.
3. Model the activity for the students. Ask for a volunteer to ask you a question. Answer the question with *You should / You shouldn't* + your own idea. Repeat as necessary. Then have students complete the activity in pairs. Circulate and offer help as needed.

Dialog

Have students listen to a conversation between two good friends, Eve and Mia.

1. Play the audio while students follow along in their books.
2. Ask, *What's wrong with Mia? and How does Eve help Mia?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Eve and Mia.

Role Play

Have students create their own dialog based on the model conversation. Partner B has a stomach problem. Partner A tries to help them find the cause and gives them advice about how to help their stomach. Encourage students to think of different possibilities. They can refer to pages 35 and 36 (bloated, gas, diarrhea, nausea, vomit, herbal tea, water, the BRAT diet, etc.). To provide more support, before students do the role play, brainstorm stomach problems on the board and possible solutions. Then model the dialog with a strong student.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activity

For Better or Worse?

Have students brainstorm foods/drinks that can make an upset stomach better or worse. Tell students, *You have an upset stomach. What do you eat/drink to feel better? What foods/drinks make you feel worse?* Draw a T-chart and have them copy it on paper. Label the left side "Better" and the right side "Worse." Encourage them to list three to five foods or drinks for each category.

On the board, write two discussion questions: *What makes your stomach feel better? What makes your stomach feel worse?* Put students into small groups. Instruct groups to ask each other the questions and answer them using the ideas from their T-chart (e.g., *Ginger tea makes my stomach feel better. Spicy foods make my stomach feel worse.*). Circulate and offer help as needed.

Lesson 7: Making an Appointment

Background

This lesson introduces students to the language for making an appointment and provides practice in using it. Students will also read a review of a clinic and a telephone text appointment reminder and practice spelling their names over the phone.

Objectives

- Call to make a doctor's appointment.
- Recognize the right to a medical interpreter and translated documents.
- Answer questions on personal information.

Standards

CASAS Competencies

- 3.1.2 Identify information necessary to make or keep medical and dental appointments.
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- HC.4 Making Healthcare Appointments
- CO.4 Accessing Medical Interpreters

Lesson Opener

Begin with a discussion to activate prior knowledge around phone calls: *Think about past phone calls to businesses or organizations. What is difficult about making a phone call in English? Do you talk to a person or a bot? Do you only speak, or do you sometimes have to put in numbers?*

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **appointment:** a scheduled time and day to meet someone formally
- **available:** free or not taken. When a person is available, they are not busy and can meet with you.
- **confirmation:** a message or document that something is true or set, such as an appointment
- **date of birth:** the month, day, and year that a person was born
- **interpreter:** a person who helps people who speak different languages to communicate. This person listens to someone speaking in one language, then they say the same thing in the second language.
- **receptionist:** a person who works at an office; they greet visitors, answer calls, and help people with their questions
- **request:** to ask for something, such as a service
- **virtual visit:** an online doctor appointment, usually with a video and a microphone

Ask concept questions to verify students' understanding and give them additional practice with the new words. For example:

- *What kinds of things do you need appointments for?*
- *If you are available at 2:00, are you busy at 2:00?*
- *If I send you a confirmation of an appointment, is it certain?*
- *Confirmation is the noun, the thing, and confirm is the verb, the action. If I confirm that I understand you, do I say that I understand?*
- *Is it possible for someone's date of birth to be 17-2-1993? Why or why not?*
- *Is an interpreter the same as a translator? What's the difference?*
- *Where do receptionists work? When do you talk to them?*
- *Can you request an appointment? Can you request money? Can you request my help?*
- *Which is more formal, request or ask for?*

Listen

Students will listen to a woman, Mayra, calling a medical office.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.
5. Show students where they can find the audio script in the back of the book, and give them time to read it. Answer any questions they have about language.

Read: How to Make a Doctor's Appointment

The reading on the second page of the lesson is a screenshot of a non-profit or government-sponsored website. It is designed to help immigrants or newly insured people navigate making an appointment.

- Ask students how many sections they see. How are they organized?
- Ask what a patient needs to have in front of them before they make the call.
- Ask what statements or questions might be useful to prepare. You can offer some frames, such as the following. Then have them complete the sentence frames. They can read them during the call if they need to.
My date of birth is . . .
My insurance is . . .
I would like to request . . .

Check Understanding

Have students decide who says each statement or question: the patient who is calling or the receptionist at the doctor's office. Have students complete the activity individually or in pairs. Confirm answers.

Discuss

Have students discuss the situations in pairs or small groups. Ask students, *What kind of information should you share with your doctor?* After brainstorming their ideas, direct them to read about Hiram, Hanaa, and Rosie. Then have them decide with a partner if they should or should not share the information with the doctor, and why or why not. Then discuss their answers as a class.

Vocabulary

Have students complete the exercise individually or in pairs. Confirm answers.

Read: Friendly and Helpful

Before reading:

- Ask if students ever read online reviews. Ask, *When do people write reviews: before or after a service? Do they write about an experience that is happening or that has already happened?*
- Focus on the gist question, and then point out the banner and icons. Clarify if the information is from the hospital or from a patient.
- Point out the stars. Ask, *Is the person happy or not happy with the service at Greenbank Medical?*

During reading:

- Read the text aloud or play the audio while students follow along.
- Remind students that the person is writing about an experience she had, so the verbs are in the past. Point out the *-ed* endings in *recommended*, *liked*, *called*, *asked*, and *offered*. Tell students most past tenses have an *-ed* ending. But some very common verbs like *was* and *had* have special, irregular forms.
- Ask what choice the receptionist gave the woman. Clarify the difference between a virtual visit and an in-person visit, as necessary.
- Ask how the hospital helped her with language.

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Look back at the text and have students find and underline the past tense verbs. Elicit them and write them on the board.
 - Regular past verbs in the text include *needed*, *recommended*, *liked*, *called*, *asked*, *offered*, *helped*, and *translated*.

- Irregular verbs in the text include *was*, *told*, *found*, and *understood*. Point them out if no one identifies them. Explain or elicit the irregular verbs' present forms.

- Elicit or give additional examples: *Last night, I told my son a story. Last week, I found some money in my jacket. Yesterday, I understood the doctor.*

- Lead a class discussion: *Is it important for receptionists, doctors, and nurses to be friendly. What are the good things about an in-person visit? What are the good things about a virtual visit? Is it hard to request services and ask questions? Is it a good idea to practice before the appointment?*

Discuss

In this section, students will look at and interpret the text reminder.

1. Ask which screen they might see first, then, which might they see second?
2. Discuss the purpose of the reminder. Maybe the patient forgot to put it on a calendar.
3. Have them answer the questions.
4. Ask about the buttons. For example, elicit what the patient should do in the following situations: You want to keep the appointment. You need to change the appointment. You no longer need the appointment. You want to change the medication information.

Dialog

Mayra's story continues with a conversation with a receptionist.

1. Play the audio while students follow along in their books.
2. Ask, *Did Mayra make the appointment this time?*
3. Ask, *Why did the receptionist ask, "Is that V, like Victor?"* Then, explain: *You can use words to check for the right letter, especially when the names of letters sound like other letters. For example, b and v, or t and d, or f and s. They might say, "D like dog," or "T like tiger." "F like France" or "S like Sam."*
4. Have students practice spelling their names out loud with a partner. Their partner should write down the letters and then show what they wrote to check.
5. Read the dialog line by line, with students repeating after you for pronunciation practice.
6. Have students pair up to practice the dialog, alternating roles as Mayra and the receptionist.

Role Play

Have students create their own dialogs based on the model conversation, substituting their own ideas for the information underlined in the dialog (e.g., dates, the patient's name). Model the role play with a strong student. Then, circulate and offer help as needed.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Practice Spelling Techniques

1. Tell students it is often difficult to get the correct spelling on a phone call. Introduce some difficult letters that can be confused: b/d, m/n, p/b, s/f, v/b, t/d, g/j, and b/v. They may also have trouble with e/i and a/e.
2. Model the activity by playing A/B roles. When you switch roles, turn and face a different direction to clarify you are someone else. Demonstrate the spelling technique they can use if they need it.
 - o Ask: Can you spell your name please?
 - o Change position and spell your name, for example: Matt Spalding.
 - o Change position and ask: Is that M as in milk?
 - o Change position and say: Yes, M as in milk, A. T. T.
 - o Change position and ask: M as in milk, A., T. T. or is it P. P.?
 - o Change position and say: M as in milk, A., T. as in tree, T. as in tree. M. A. T. T.
 - o Change position and say: Got it! M. A. T. T. Matt.Or do some variation of the above.
3. Put students in A/B pairs. Have pairs sit or stand back to back so they cannot see each other. Have A ask B for the spelling of their name. Have B spell their name, using the technique if necessary. Have A repeat it back. Switch roles.
4. Change partners and repeat.
5. (optional) Have a pair come to the front to demonstrate.

Variations: You can have them also repeat back numbers and dates.

To practice vocabulary and saying and understanding dates and times, see also the Extension / Review Worksheet on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 8: Annual Checkups

Background

This lesson introduces students to the concept of annual physicals, the procedures they involve, and their importance in maintaining overall health.

Objectives

- Recognize typical steps in an annual physical.
- Respond appropriately to doctors' questions and requests.
- Ask for repetition and clarification.
- Fill out a health history form.

Standards

CASAS Competencies

- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures.
- 3.2.1 Fill out medical health history forms.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- PC.1 Going to Checkups and Screening Tests
- CO.2 Asking Questions while Meeting with a Health Professional

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary. Direct students' attention to the photo and ask them to describe the photo. Ask, *What do you see in the photo? What is the doctor doing?* Focus on the title and check that students understand the meaning: *annual* = every year and *checkup* = a doctor's appointment when you are not sick to check and see that you are healthy.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **blood pressure:** a measurement of how fast blood travels through the body; a normal blood pressure is 120/80. When you have high blood pressure, it means your blood pushes too hard in your body.
- **blood test:** when a small blood sample is taken from your body and sent to a laboratory for testing
- **breathing:** moving air in and out of your lungs
- **heart:** the part of your body in your chest that moves blood through the body
- **height:** a measurement of how tall a person is
- **weight:** a measurement of how much a person weighs (e.g., in pounds or kilograms)
- **lungs:** the part of your body in your chest that breathes in air; you have two
- **physical:** an annual checkup with the doctor to check your overall health and make sure you are in a healthy condition
- **pulse:** the number of times your heart beats per minute; the doctor feels your pulse in your wrist or your neck

Use gestures to help explain the meaning of words like *breathing*, *heart*, *lungs*, *height*, and *weight*. Because many of the words in this lesson are hard to pronounce, take time to explain and give students multiple opportunities to hear and practice saying the words. For example, students may need extra help pronouncing these words:

- blood /blud/: the *u* is like in *up*
- pressure /PREH-sheer/: the *ss* is like *sh*
- heart /hart/: the vowel is like in *car*
- height /hait/: the *g* is silent, the *ei* is like *I*
- lungs /lungz/: the *u* is like in *up*
- weight /wayt/: the *g* is silent, the *ei* is like in *day*
- physical /FI-zi-cul/: the *ph* is like *f*

Listen

Students will listen to a conversation between a patient getting a physical exam and the doctor.

1. Play the audio, and have students answer the gist question.
2. Have students preview the events in a–e before playing the audio again.
3. Play the audio a third time as needed, and give students time to order a–e.
4. Check the answers as a class.

Read: Stay Healthy: Get a Physical

The reading on the second page of the lesson is about physicals (annual checkups at the doctor). It explains the procedures that typically occur at a physical, including what the doctor/nurse does as well as the forms that patients fill out.

Note that there are several ways to talk about physicals, including an *annual checkup*, an *annual physical*, and a *physical exam*. Explain to students that these terms have the same meaning.

Additional words that may need explaining include *eyes*, *ears*, *nose*, *throat*, *blood test*, and *health history form*. Point to the body parts and use example images to explain.

Explain to students that high blood pressure is bad for your heart, brain, and kidneys. To help students understand, point to these parts of the body.

Check Understanding

Have students complete the activities individually. Confirm answers.

Vocabulary

Have students choose the answers individually and then check with a partner. Circulate and offer help as necessary. Go over the answers as a class, and have students repeat the target vocabulary after you.

Read: Yair's Health Form

Before reading:

- Direct students to the title, and explain that doctors' offices usually have patients complete a form about their health: their current health and health problems they or their family have had before.
- Have students look at the picture. Ask, *Where is the man?* and *What is he writing?*

During reading:

- Read the text aloud or play the audio while students follow along.
- You may need to explain *diabetes* (a disease when your body has too much sugar in the blood), *nurse* (a health care worker who works with doctors to help people), *asthma* (a problem with your lungs that makes it difficult to breathe sometimes), and *allergic* (when your body reacts in a bad way to a food, medicine, animals, or something else).

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion. List different health problems on the board: *allergies*, *asthma*, *diabetes*, *high blood pressure*, and *high cholesterol*. Ask, *Which ones can improve with a healthier diet? Which can improve with more exercise?*

Role Play

Have students work in pairs to role play a conversation between Yair and his nurse, using the information on the health history form. Model the role play with a strong student. Put students into pairs to practice their role plays. Have them switch roles and practice again.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Dialog

Have students listen to a conversation between Yair and Dr. Miller.

1. Play the audio while students follow along in their books.
2. Point students' attention to the questions Yair asks: *Can you repeat that? Can you say that more slowly? Did you say three times a day?* Ask the class if the question asks for repetition or for confirmation. Explain, *It's important to make sure you understand your doctor and to ask your doctor questions when you don't.*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Yair and Dr. Miller.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Making a Public Service Announcement (PSA) Poster

Have students create a public service announcement that encourages people to get a physical. Put them into small groups, and give each group a specific age group to focus on (18–25, 25–35, 35–45, 45–55, over 60). Encourage them to decorate the posters with art or personal illustrations. Have them display their posters on the wall and have students vote on the best one.

For a longer dialog and role play between Yair and his doctor and associated comprehension questions, see the downloadable extension activity on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 9: Accidents and Injures

Background

This lesson introduces students to the language needed for dealing with accidents and injuries and practice in using it. It also provides information on basic first aid and helps students learn about when to use different health care facilities.

Objectives

- Describe common injuries.
- Identify appropriate responses to treat everyday injuries.
- Determine when to see a doctor, go to urgent care, or go to a hospital emergency room.

Standards

CASAS Competencies

- 3.4.3 Interpret procedures for simple first-aid.
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor
- MT.3 Managing Treatments for Minor Injuries

Lesson Opener

Begin with a discussion to activate prior knowledge about cuts and injuries. Look at the illustration, and ask the students if they can tell the story of the picture. Ask questions about the picture to elicit related vocabulary:

- *What do you see?* (a broken glass, a towel, blood on her hand)
- *What happened to the woman?* (she hurt/cut her hand)
- *What is she holding?* (a towel)
- *What is she doing with the towel?* (putting/holding it on her cut)
- *Why is she doing that?* (to stop the bleeding/blood)

Use the picture to pre-teach *broken*, *towel*, *blood*, *cut*, and *bleeding*, which will appear in the listening.

Draw students' attention to the title, and make sure they understand both terms. Give examples to explain.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **bandage:** something to cover a wound to keep it clean and stop the bleeding
- **to break / a broken bone:** a strong hit causes an injury where a bone is cracked or separated into two or more pieces
- **to burn / a burn:** an injury from fire, hot water, or other heat. For example, you might burn your hand on a hot pan. A burn can be very painful.
- **concussion:** a brain injury caused by a fall or hit to the head
- **to cut / a cut:** a break or opening in the skin; glass, a knife, or another sharp object can cause a cut
- **to sprain / a sprain:** when you hurt your ankle or wrist. The bone is not broken, but the muscle/

limb hurts and it's difficult to move it. For example, If you fall, you might sprain your ankle. A sprain usually swells up (gets bigger than usual).

- **stitches:** a way to close a serious cut and hold the skin together so it can heal (show a picture)
- **an X-ray:** a picture of the inside of the body

Listen

Students will listen to a dialog between a husband and a wife who has cut her hand on broken glass.

1. Before listening, tell students that the listening is about the woman in the picture and she is talking with her husband about what happened.
2. Play the audio, and have students answer the gist question.
3. Have students preview the sentences in 1–6 before playing the audio again.
4. Play the audio a third time as needed, and give students time to complete the exercise.
5. Check the answers as a class.
6. Ask students, *Why does Ray tell Carla to put her hand above her heart?* (to help slow the bleeding) Say, *Ray tells her to press hard with the towel. Can you show me what it means to press on something?* *Why does he tell her to press on it?* (to help stop the bleeding)

Read: Common Injuries and Treatments

The reading on the second page of the lesson is a poster similar to one that might appear in a school nurse's office. It is designed to help communication between a nurse and child and/or parents who might need visual support to discuss injuries. Ask students how many sections they see. How are they organized?

- Check understanding by miming and telling mini stories aloud, eliciting vocabulary from the chart.
 1. *I spill hot coffee on my hand. I have _____ (a burn).*
 2. *My burn is bad, so I need to run cool _____ on it (water).*
 3. *A man falls off a chair, and he hears a loud noise (crack!) in his leg. He cannot get up. He has _____ (a broken leg / a broken bone).*
 4. *A child falls on her wrist. It hurts, but she can move it. She has _____ (a sprain).*
 5. *The child's wrist gets bigger, she has _____ (swelling / a swollen wrist).*

6. A cook is cutting an apple. The knife goes into her hand. Suddenly, she is bleeding. She has a _____ (cut).
7. The cook holds a towel against the injury. She applies _____ (pressure).
8. The cook goes to the doctor. The doctor closes the cut and stops the bleeding with _____ (stitches).
9. You fall down in the bathroom and hit your head hard. You have a _____ (concussion).
10. The doctor wants to see inside your head, so she orders an _____ (X-ray).

- Point to the text at the bottom and provide vocabulary support.
 - Ask students, *Which is more dangerous, a minor injury or a serious injury? If someone's life is in danger, is it an emergency?* Clarify with examples as needed.
 - Give them a situation. *You see me on the ground, and you ask, "Are you okay?" I don't answer. My eyes are closed, and I can't hear you. I look like I'm sleeping. Did I pass out?*
- Write two headings on top of columns on the board: *Injury* and *Treatment*. Ask students to categorize the vocabulary from the poster according to whether it is an injury or a part of treating the injury. See if they can add new vocabulary to the list. They might say *medicine* or some other word they know.

Injury	Treatment
a burn	a bandage
a cut	stitches
a sprain	an X-ray
a broken bone	pressure
a concussion	run cool water
a bruise	ice
infections	soap and water
	medical care

Check Understanding

Have students complete the activity in pairs. Review as a class, eliciting answers from different pairs.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: School Nurse Incident Report

Before reading:

- Direct students to the title. Explain that school nurses fill out forms when students see them for a medical problem. If you did not explain *nurse* in lesson 8, explain it now as a health care worker who works with doctors to help patients. Explain that schools have a nurse on-site to help students.
- Tell them the nurse gives information on the accident or injury, the steps they took, their advice, and information for the parent. Ask, *Who might read the information?*
- Ask students if the form is a good idea? Why?
- Preview the past tense verbs, explaining that we change verbs when we are talking about things that happened before now.
 - Tell students most past tenses have an *-ed* ending. You can point them out in the text. They include *sprained*, *called*, *pushed*, *seemed*, and *confused*. Note that *pushed* ends with a /t/ sound though it is spelled with an *-ed*.
 - Explain that some verbs have a different, irregular past form:
 - » *Put* is the past of *put*.
 - » *Hit* is the past of *hit*.
 - » *Came* is the past of *come*.
 - » *Thought* is the past of *think*.
 - » *was* is the past of *is*.
 - » *hurt* is the past of *hurt*
 - Give examples, miming to clarify meaning:
 - » Last week, while I was cleaning under my desk, I hit my head.
 - » Yesterday, the nurse came to class to meet with students.
 - » Last night, I burned myself. I thought the pot was cool, and I picked it up. I washed the injury, and I put a bandage on it.

During reading:

- Read the text aloud or play the audio while students follow along.
- Ask them to circle the patient's name and their injury.
- Check that students understand the Action section. Say, *The nurse put ice on his ankle to reduce the swelling, or make it swell less. Swelling is when an injury causes a part of the body to get bigger. When an injury swells, ice can help stop it.*

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *Why is it important for school nurses to keep notes on patients?* (The answer can vary, but doctors may need the information, parents may have questions, and it is easy to forget after the moment has happened. It also helps if other people remember the incident differently.)

Discuss

In this section, students will think about what treatments can happen at home or in medical facilities. It is intended to help them review both vocabulary and information they may need in the future.

Have students fill out the chart individually. Then ask them to compare answers with a partner.

Add scenarios to help them apply the information to different situations. For example:

- You are running in the city. You fall and sprain your ankle. Where can you get ice?
- You are lifting a baby out of a car. Suddenly you have a hard pain in your back. What can you do?
- You see an accident. A man is walking across the street. A car turns and hits him. Who do you call?

Dialog

Joshua's story continues with a conversation with his doctor.

1. Play the audio while students follow along in their books.
2. Say, *Joshua's doctor tells him to wait for his ankle to heal before he plays sports. What do you think heal means?* Explain, *Heal is when an injury gets better.*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Joshua and the doctor.

Role Play

Have students create their own dialogs based on the incident report for Sofia Melnik. They can use the cues provided, information learned in the lesson, and their own ideas.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something

positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Dangerous Places

1. Look through the lesson, and make a list of injuries together on the board. See if students can add any others.
2. Make copies of the chart below, or create your own. It should list places in and around the home. (If appropriate, elicit workplaces from students if they work.)

a child's bedroom	the kitchen
the backyard	the street in front of a house
the bathroom	the park

3. Put students in pairs or groups. Give one copy to every two or three students.
4. Explain the activity. Tell them they will take turns. (You may want to model the first one to help them understand.)
 - The first person chooses a place. They pick an injury that might happen there and how. Then they cross off that location.
 - The second person must choose a different location and repeat.
 - The activity continues until all the boxes are crossed off.

As students work, circulate and take notes on information and language. Ask them, *Which place is the most dangerous?* Answers may vary.

5. End the activity with your notes and answer questions.

Act Fast!

(For this activity, you can bring a ball or beanbag, use a rolled-up piece of paper, or just have students indicate with a hand gesture.)

- Prepare by reviewing injuries and treatments. Elicit and write them on the board, and if students need support, you can leave them there. If you want students to practice recall, erase them.

- Have students stand in a circle. Then model the activity. You may need to practice two or three times to establish the pattern.
 - Say, *I have an injury!*
 - Tell the class to say, *What happened?*
 - Then say, *I hit my head, and I have a concussion.*
 - Toss your item to or point at a student across the circle. Say their name, then, *What should I do?*
 - Tell that person to give you advice, such as, *Go to the emergency room.*
- Next, tell the person to throw the item (or point) across the circle to a new person, and ask, *Are you okay?* That person responds and says, *I have an injury.* Have the class say, *What happened?* Tell the person to name an injury, and the cycle repeats.
- Keep going until everyone has had a turn.

Reading: An Accident at Work

See the Lesson 9 Extension worksheet for a story about a warehouse worker who falls and breaks his arm, downloadable on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 10: Infections and Antibiotics

Background

This lesson introduces students to common bacterial infections, their symptoms, and ways to treat them, including the use of antibiotics. Both bacteria and viruses make people sick. When patients have a bacterial infection, like an ear infection or sinus infection, they can take medicine (antibiotics) to fight it, and the infection will go away faster. When patients have a virus, like a cold or the flu, antibiotics don't help. They can only take medicine to help with their symptoms, like cough syrup or headache medicine. Some students may be accustomed to being able to purchase antibiotics without a prescription in their home countries. Students may also not know that they must take all the antibiotic medicine they are given, even if they start to feel better.

Objectives

- Recognize possible symptoms of infections.
- Explain in simple terms what causes infections and how they are diagnosed.
- Explain the purpose of antibiotics and how to take them.

Standards

CASAS Competencies

- 3.3.4 Interpret information on medications and their proper and safe use.
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor
- CO.2 Asking Questions while Meeting with a Health Professional

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary. Direct students' attention to the photo, and ask them to describe it. Ask, *What do you see in the photo? What is the doctor looking at?*

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **antibiotics:** a kind of medicine that kills bacteria and makes infections go away
- **bacteria:** very small living things that cause infections of the body and make you sick
- **infection:** an illness that is caused by bacteria or a virus
- **pus:** a thick yellow liquid that can come from a cut or scrape on your skin; when you see pus, you have an infection
- **scrape:** a red mark on the skin that you get when you have an injury, such as after you fall
- **sinus:** the area behind your nose and between your ears; a sinus infection can cause pain, swelling, and fever

- **swelling:** when a part of your body gets larger because of a disease or injury. Swelling and redness are signs that a cut or scrape is infected.
- **take medicine:** to put medicine into your body, such as by swallowing a pill or drinking cough syrup

Listen

Students will listen to a conversation between a patient who has a sore throat and a doctor.

1. Explain to students the difference between a *sore throat* (pain in the throat) and *strep throat* (an infection in the throat that makes the throat sore and swollen). Explain that if something is sore, it hurts. We usually use *sore* to describe throat pain and when our muscles hurt. For example, you might be sore after going to the gym. Also elicit or explain that a prescription is a note from a doctor that allows them to get special medicine. If you have strep throat, your doctor will give you a prescription for antibiotics.
2. Elicit or pre-teach the past tense verbs *was*, *had*, and *got*.
3. Play the audio, and have students answer the gist question.
4. Have students preview the detailed comprehension questions before playing the audio again.
5. Play the audio a third time as needed, and give students time to answer the questions.
6. Check the answers as a class.

Read: Bacterial Infections and Their Symptoms

The reading on the second page of the lesson is an infographic about different kinds of bacterial infections and their symptoms. Explain that infections can be caused by bacteria or viruses. Examples of infections caused by viruses include colds, the flu, and COVID. Explain that infections caused by viruses cannot be treated with antibiotics. Antibiotics only help bacterial infections, like the kind in the chart.

The chart focuses on four common types of infections: strep throat, ear infections, infections in cuts and scrapes, and sinus infections. You might share your own experiences with the class, or take an informal poll (raise hands) asking, *Do you ever get . . . ?*

Read and point to the symptoms on the chart. For strep throat, explain that *difficulty swallowing* means that you have a problem or pain when eating and trying to get food down your throat. For cuts and scrapes, explain that *redness* means your skin has an area that is red.

Check Understanding

Have students complete the activity individually. Confirm students understand the meaning of *cause* (X causes Y), explaining with examples:

*Rain makes you wet. Rain causes you to get wet.
Germs make you sick. Germs cause you to get sick.
What kinds of things can cause car accidents?*

Confirm answers.

Discuss

Have students discuss the situations in pairs or small groups. To guide students, prompt with, *Would you take medicine at home, make a doctor's appointment, or go to urgent care right away?* Then discuss their answers as a class.

Vocabulary

Have students choose the answers individually and then check with a partner. Circulate and offer help as necessary. Go over the answers as a class, and have students repeat the target vocabulary after you.

Read: A Bad Scrape

Before reading:

- Direct students to the title and ask them to recall what can cause a scrape (e.g., a fall).
- Have students look at the picture. Ask, *How old is the boy?* and *What happened to the boy?*
- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Words that may need explaining are *heal* (to get better) and *scratch*, which you could explain by scratching your knee.
- Explain that not all prescriptions are seven days. Some are three, five, 10, or more. For some conditions, like high blood pressure, people take prescription medicine every day.

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *How can you treat a scraped knee at home?* (clean it, wash it, use a bandage, put on an antibiotic ointment) *What are other injuries that young children often get?*

Discuss

In this section, students will take a short informational quiz on bacteria. Explain to students that they don't need to know all the correct answers and can guess. Have students complete the activity and check the answers together using the key on the same page. Confirm students understand that viruses are a kind of germ that causes infections, such as the flu and COVID. Ask follow-up questions to confirm understanding, e.g., *What can you do to fight a virus?* *Why are viruses harder to treat than bacteria?*

Dialog

Have students listen to a conversation between a patient and a doctor.

1. Play the audio while students follow along in their books.
2. Ask questions to check understanding and explain unfamiliar vocabulary:
 - *What kind of infection does the man have?*
 - *Is a mild infection a bad infection?*
 - *What does the doctor suggest?*
 - *Where can you buy over-the-counter medicine?*
 - *Do you need a doctor's note to buy it?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Joshua and the doctor.

Role Play

Have students create their own dialogs based on the model conversation. The patient chooses a different kind of infection (e.g., sinus infection, throat infection), and the doctor suggests taking antibiotics for X number of days as well as pain medication (e.g., ibuprofen, aspirin). Remind students that the activity is for language practice, not for real medical advice. For real medical advice, they should talk to their doctors.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activity

Bacteria Detectives

Prepare different notecards with a list of symptoms for four different bacterial infections: 1) ear infection, 2) sinus infection, 3) strep throat, and 4) skin/cut infection. Divide students into four groups, and give each group a card. Ask groups to identify the infection and explain their choice.

Encourage students to use the vocabulary from the lesson during their discussions.

When groups complete their task successfully, give them a new card and have them repeat the activity, swapping the cards among groups as necessary. At the end, have each group present their answer for the last card they discussed and provide feedback.

Lesson 11: Allergies

Background

This lesson introduces students to the language needed for talking about allergies, their symptoms, some common causes, and treatments. They will also practice using the language in role play and discussion.

Objectives

- Recognize and describe symptoms of allergic reactions.
- Understand treatments for allergies.
- Recognize when an allergic reaction requires emergency care.

Standards

CASAS Competencies

- 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications.
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.

Teaching Skills That Matter

- MT.1 Over-the-Counter and Prescription Medications
- MT.4 Managing Treatments for Chronic Conditions

Lesson Opener

Begin with a discussion to activate prior knowledge of foods that cause allergies. Use the picture to elicit common food allergies. (Note: peanuts will appear in one of the readings, so it's good to highlight the peanuts in the photo. Peanuts are also one of the most dangerous allergens.) Invite students to add to the list. Ask, *What else causes allergies?* You may be able to elicit common allergens, such as flowers and plants, pollen, or insect bites or stings. (Some people are also allergic to wool or soap.) Make sure students understand *dangerous* in the second question, explaining, if needed, *Things that are dangerous can hurt you or make you very sick.*

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **antihistamines:** medicine that stops or reduces allergic reactions
- **device:** a tool that delivers medication
- **dust:** tiny particles that get on surfaces and float in the air
- **inject/injection:** v. deliver medication through the skin; n. a shot, the delivery of the medicine (with a needle—show a picture)
- **itchy/itch:** when skin feels uncomfortable or tingles but is not painful; you want to scratch to feel better
- **rash:** a red, itching, or burning condition of the skin that causes discomfort and sometimes spots
- **react/reaction:** a response to an allergy that includes symptoms such as redness of the skin, swelling, itchiness, watery eyes, or other problems. People react in different ways.
- **scratch:** to rub or scrape the surface of the skin
- **wheat:** a grain found in bread, crackers, noodles, pizza, cookies, cake, and other baked goods

Circle or underline the prefix *anti-*, and explain that it means to stop or prevent. Explain that *histamines* are chemicals the body makes that cause allergy symptoms. *Antihistamines* stop allergy symptoms. You may also want to teach *pollen*, another common cause of allergies, by showing a picture of a flower releasing pollen. Ask students, *What season has a lot of pollen in the air?*

Listen

Students will listen to a conversation in which a woman invites her friend and her friend's son for dinner. They discuss the boy's wheat allergy.

1. Play the audio, and have students answer the gist question.
2. Have students read the sentences in 1–6 before playing the audio again.
3. Play the audio a third time as needed, and give students time to complete the activity.
4. Check the answers as a class.

Optional: Have students turn to the audio script in the back of the book, and, with a partner, read and act the dialog aloud. Answer any questions on vocabulary.

Read: They Feel Bad, but It Isn't an Illness

The reading on the second page of the lesson is an article that helps people recognize allergy symptoms and take the right action.

- Before reading, ask students, *What causes allergic reactions?* You can also ask more specifically, *Can pets (dogs and cats) cause an allergic reaction? Can plants cause an allergic reaction? Can bees cause an allergic reaction?* (It may be helpful to mime getting a bee sting to illustrate bees.) *Can soap cause an allergic reaction? Can medicine cause an allergic reaction?* The answers to all the questions will be yes.
- Ask them to read the questions in the headings and guess what is the allergy for each person.
- Ask students to read the article to find out.
- Point out the word *treat* in paragraph 5. Ask, *If you treat symptoms, does the person feel better or worse? Can you treat allergies with medicine? What problems can you treat with aspirin?*

Check Understanding

Have students complete the sentences, with stronger students working individually and students who need more support working in pairs. Confirm answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Bobak Has a Peanut Allergy

Before reading:

- Ask students to look at the *To:* and *Subject:* at the top. Ask, *What kind of writing is it?* (an email) Then ask, *Who is it from?* and *Who is it for?*
- Ask students if the mother and teacher know each other or have met, and ask them how they know. (Yes. The first sentence tells us they met.)
- Ask students if they eat peanuts. Ask them to name foods with peanuts or peanut oil. The answers might include peanut butter sandwiches, sauces, cookies, and other desserts. If they do not know peanuts, show them the peanuts at the beginning of the lesson, and tell them that peanuts can be very dangerous to people who are allergic to them.

During reading:

- Read the text aloud or play the audio while students follow along.
- Ask them to highlight the things that will keep Bobak safe.
- Explain that accidents might mean a mistake. A lot of children trade food. Another child might give Bobak something with peanuts without knowing. Ask, *What accident might happen if Bobak sits next to a student with peanuts?* (He might eat one by accident and have a dangerous reaction.)

After reading:

- Call out the margin note on auto-injector devices. Tell them that they are easy to use because they don't require medical training. The person just has to push the tip of the device into the person's leg. (It will go through clothes.) The device will automatically deliver the medicine that may save the person's life.
- Point out that *inject* is something you do, *injection* is the thing you give and get (they might know the word *shot*), and *injector* is the device you use and see in the picture.
- Have students complete the **Check Understanding** section, individually or in pairs. Confirm answers.

- Lead a class discussion: *Is it important to tell friends and family about food or other allergies? Why?*

Discuss

In this section, students will go deeper into the scenario. You can also ask students, *What would you do in Mrs. North's situation?*

Dialog

Have students listen to a conversation between two friends.

1. Play the audio while students follow along in their books.
2. Ask, *Why can't Johanna get a dog for her kids?*
3. Ask, *Can Johanna get live fish for her kids?* (She cannot eat fish, but pet fish are okay.)
4. Read the dialog line by line, with students repeating after you for pronunciation practice.
5. Have students pair up to practice the dialog, alternating roles as Teresa and Johanna.

Role Play

Have students create their own dialogs based on the model conversation. Model the role play with a strong student. Circulate to offer help.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activity

Silent Allergies:

Have students work in pairs to prepare a mime. Other students will watch and try to guess the situation. Note: Research suggests that gestures help memory, so this can be a useful way of remembering the information in the chapter.

- Make three columns on the board with headings: *Things People are Allergic To*, *Symptoms*, and *Treatments*.
- Put students in pairs. Tell them they are to use information from the columns to plan a mime story. They must silently act out a situation.

- Partner A is the patient. He or she mimes doing something with Partner B.
- Partner A then has an allergic reaction and mimes symptoms.
- Partner B recognizes the symptoms and mimes helping or providing treatment.
- Give an example that they are unlikely to use. For instance, a woman opens a gift. It is a sweater. She puts it on. Immediately, she begins scratching and rubbing at her arms and back. The giver helps her take off the sweater, and the woman feels better. Ask, *What is the woman allergic to?* Confirm with students that she's allergic to the sweater. (Some people are allergic to wool.)
- Tell students their mime story has to have an allergen, a reaction/symptoms, and a treatment.
- Give them 10 minutes or so to plan and practice.
- Have pairs take turns performing while the rest of the class guesses the allergy.

Lesson 12: Heart Attacks and Calling 911

Background

This lesson introduces students to the connection between heart health and lifestyle choices, heart attacks and their symptoms, differences between heart attacks and heartburn, and making a 911 call.

Objectives

- Describe and be able to identify heart attack symptoms.
- Explain the importance of fast action for a heart attack.
- Communicate with 911 about an emergency and describe symptoms.

Standards

CASAS Competencies

- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.

Teaching Skills That Matter

- PC.4 Understanding Strategies to Prevent Disease
- HC.2 Identifying and Dealing with Emergencies

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary. Direct students' attention to the photo, and ask them to describe it. Ask, *How does the man feel? Why is he holding his hand on his chest? What do you think is happening?* Use the questions to identify what students know about the heart, what it does (pumps blood through the body), and what a heart attack is (when the heart stops working correctly).

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **ambulance:** an emergency vehicle that picks up people who are hurt or very sick and takes them to the hospital (point to the picture on page 73)
- **chest pain:** pain in the chest area, such as around the heart and lungs
- **dizzy:** when it is difficult for you to stand and stay standing, like you might fall if you stand up
- **emergency:** a dangerous situation that you need to take care of right away, such as a medical emergency, a fire, or a car accident
- **faint:** when you pass out and become unconscious, such as from a bad injury or a heart attack. When people faint, it looks like they're asleep.
- **heart attack:** when your heart stops working normally
- **high blood pressure:** when your blood pushes too hard inside your body. People with high blood pressure have increased risk/danger of heart attacks and other health problems.
- **sweating:** watery fluid that appears on your body when you are hot, such as when you have a fever or are exercising hard

Listen

Students will listen to a conversation between a son and his father. The father is showing symptoms of a heart attack. The son calls 911 and describes his symptoms.

1. Play the audio, and have students answer the gist question.
2. Have students preview the list of symptoms before playing the audio again. Explain that *dizziness* is the noun form of *dizzy*. Pre-teach the term *breathing*, and demonstrate it by breathing in and out.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check answers as a class.

Read: Is it a Heart Attack?

The reading on the second page of the lesson is an infographic that describes the symptoms of heart attacks. Explain that a heart attack happens when your heart suddenly stops working and moving the blood as normal. It usually causes a sharp pain in the chest. Note that different people and men and women often have different symptoms. Read about the possible symptoms together.

Help with any words students don't know, such as *jaw*, *shoulders*, *neck*, *dizzy*, and *nausea*. Use gestures, and point to your own body and mime *nausea* and *dizzy*. You can also show students the parts of the body diagram in Appendix A.

Check Understanding

Have students work in pairs or small groups to talk about the questions. Circulate and offer help as necessary. Review answers as a class.

Vocabulary

Have students choose the answers individually and then check with a partner. Circulate and offer help as necessary. Go over the answers as a class and have students repeat the target vocabulary after you.

Read: Aria's Journal

Before reading:

- Ask students about the woman in the picture. How would they describe her? Does she look healthy?
- Read the title aloud. Explain that a journal is a place where people write down their thoughts

and feelings, such as in a notebook. Explain that people often keep a journal to write about their day-to-day activities and feelings.

- Focus on the gist question, and suggest students read to find out.

During reading:

- Read the text aloud or play the audio while students follow along.
- Words that may need explaining include *medication* (another word for *medicine*), *overweight* (being too heavy in a way that may be unhealthy), and *junk food* (food that isn't good for you, like chips, pizza, etc.).
- If necessary, explain the two past tense verbs in the story: *had* (past of *have*) and *knew* (past of *know*).

After reading:

- Ask which is healthier: a soda or a glass of water? Ask, *What is a cardiologist?* Write the word on the board, and point to the word and definition in the text. Help students sound it out.
- Have students complete the **Check Understanding** section in pairs. Confirm answers.

Discuss

In this section, students will look at a chart on Heart Healthy Habits, based on information from the National Institute of Health's Heart, Lung, and Blood Institute (more information is available at hearttruth.gov).

Play the audio or read aloud, pausing to answer questions. Then have students work in pairs or small groups to talk about their own heart healthy habits and any changes they want to make.

Dialog

Have students listen to a conversation between a store manager and a 911 operator about a customer who is having a heart attack.

1. Explain that a 911 operator is the person you talk to when you call 911.
2. Play the audio while students follow along in their books.
3. Ask, *Who is calling 911?* (store manager) *Why are they calling 911?* (a customer is having a heart attack) *Which heart attack symptoms does the woman have?* (chest pain, pain in her right arm, nausea, sweating)

4. Read the dialog line by line, with students repeating after you for pronunciation practice.
5. Have students pair up to practice the dialog, alternating roles as the manager and the 911 operator.

Role Play

Have students create their own dialogs based on the model conversation, using new situations and new symptoms. Partner A calls 911 to report their co-worker's heart attack symptoms. Partner B is the 911 operator who takes the call. Have pairs sit back-to-back to simulate a phone call.

To scaffold the role play, first review heart attack symptoms, write a fictional address on the board for students to refer to, and model the role play with a strong student.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Symptom Stations

1. Compile a list of symptoms for different kinds of health problems, and write each list on a different piece of paper. Don't write the name of the health problem. Number each list. Use the ideas below or create your own.
 1. chest pain, dizziness, pain in the neck and jaw (for a heart attack)
 2. high fever, headache, cough, sore throat (for the flu)
 3. stomach cramps, gas, diarrhea (for a stomach virus)
 4. itchy skin, rash, sneezing (for an allergy)
2. Post each paper on the wall to form different stations.
3. Put students into small groups. Assign each group to a numbered station. Have them read the symptoms and write down their guess for the illness or health problem on a piece of paper, putting the correct number next to their guess. Continue to have groups circulate to each station and write down their guesses.

4. Bring the class back together. Read aloud the symptoms for each numbered station. Have groups share their guesses and compare. Encourage students to justify their choices. Ask, *Why do you think that?* and offer feedback as necessary.

Irregular Past Tense Verbs Focus

For activities to practice irregular past tense verbs based on Aria's story, see the Lesson 12 Extension worksheet on the *New Readers Press To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 13: Diabetes

Background

This lesson introduces students to prediabetes and diabetes. According to the U.S. Centers for Disease Control and Prevention (CDC), one in nine Americans has diabetes, and about one in five of these cases is undiagnosed. The prevalence of diabetes is higher among certain groups, such as Hispanic adults, older adults, and non-Hispanic Black adults. In addition, one in three Americans has prediabetes, blood sugar levels that are higher than normal but not high enough yet to be classified as type 2 diabetes. Read more on the CDC website: www.cdc.gov/diabetes/index.html. The U.S. National Institute of Health has very helpful information on diabetes in 12 languages other than English: medlineplus.gov/languages/diabetes.html.

Objectives

- Recognize symptoms of diabetes.
- Understand the role of diet and lifestyle in managing prediabetes and diabetes.
- Discuss ways to manage diabetes.

Standards

CASAS Competencies

- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures.
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.

Teaching Skills That Matter

- HC.5 Understanding Chronic Diseases and Conditions
- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor
- MT.4 Managing Treatments for Chronic Conditions

Lesson Opener

Begin with a discussion to activate prior knowledge and vocabulary. Point to the title, and have students repeat the pronunciation. Ask if students have heard of diabetes. Explain that diabetes is a sickness that makes it hard for your body to use sugar from food. Sugar gives you energy. With diabetes, your body doesn't use the sugar properly, so you can feel tired or sick. People with diabetes need special care and sometimes medicine.

Then direct students' attention to the illustration, and ask what is happening in the picture. The woman is choosing between healthy and unhealthy foods. Ask what can happen if she chooses fast food, sodas, and candy every day. Ask what diseases are related to eating a lot of sugar and processed foods. Note that for people with diabetes, foods with a lot of sugar can make them very sick. Eating too much sugar can also cause one kind of diabetes.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **blood sugar:** also known as glucose. When you have too much sugar in your blood, you can get diabetes.
- **disease:** when something is wrong with your body that makes you feel sick (It's a problem that can last a long time. Diseases can be caused by germs, things you eat, family health history, or your lifestyle.)
- **energy:** a feeling of power or strength; how you feel when you're not tired (Food gives our bodies energy.)
- **insulin:** a hormone that controls blood sugar levels in a healthy human

- **overweight:** having a higher body weight than is considered healthy
- **prevent:** to stop something before it happens
- **thirsty:** to want a drink
- **urinate:** to use the bathroom; pee

Listen

Students will listen to a dialog between a mother and her daughter.

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Diabetes: What You Need to Know

The reading on the second page of the lesson is an article about diabetes.

- Ask students to look at the subheading questions. See if they can answer any of them before they read.
- While reading, pause to check understanding and explain any unfamiliar words, such as:
 - *chemical* (help students pronounce the *ch* as /k/): a type of substance, such as salt, sugar, oil, minerals, cleaning products, plastics, etc.
 - *heal*: when an illness or injury gets better
 - *prediabetes* (write the word on the board and circle or underline *pre*; explain that *pre* means *before*): what someone has before diabetes; it means someone has symptoms of diabetes, but they do not have the disease yet
 - *risk*: when something bad could happen; it's not certain, but possible
 - *thirsty*: to want a drink
- Discuss the margin note on page 79 about the two types of diabetes. Ask what kind of diabetes a grandson might get. Ask what kind of diabetes a grandmother might get. Suggest that the margin note has information that helps answer the first question. *What is diabetes?*
- Ask students, *When should you talk to a doctor about diabetes?* You can break it down by asking about different age groups, body types, or family

history. In general, you should talk to a doctor any time you are concerned. Point out that while lifestyle matters, a thin person or a young person can get diabetes. Point to the list of symptoms that can help you decide.

- Ask students, *Would it be difficult to make lifestyle changes to prevent diabetes?*

Check Understanding

Have students complete the activity individually. Confirm answers.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Living with Diabetes

Before reading:

- Ask students why some people don't go to the doctor when they start feeling sick.
You can also use the following list and ask them which one they think is the most common reason.
 - They are busy and they don't have time.
 - They are afraid of getting a test for a disease.
 - They do not notice the symptoms.
- Have students read the title and look at the photo. Ask if they can tell you what is happening. (Keith is using a device to check his blood sugar levels.)
- Ask students to read the subheadings. Who are the different people telling the story?

During reading:

- Read the text aloud or play the audio while students follow along.
- Pause and check understanding, explaining any unfamiliar terms such as *blind* (unable to see) and *device* (a tool or a thing you use to do something; point to the picture of the insulin monitor).
- Ask students what each person talks about. Keith tells how he got diabetes. Dr. Alcanter talks about Keith's condition and treatment. Sasha, Keith's wife, talks about their lifestyle changes.
- Ask what Keith was afraid of after he found out about the diabetes. How did he feel after he talked to his doctor?

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Go back to the Before Reading question. Why didn't Keith go to the doctor when he started feeling sick?
- Lead a class discussion: *Do you know someone who works a lot and does not eat healthy. What might you say to them?*

Discuss

In this section, students will answer questions about making lifestyle changes in pairs or small groups.

Dialog

Have students listen to a conversation between Bai and a doctor.

1. Play the audio while students follow along in their books.
2. Ask, *Does Bai have diabetes or prediabetes?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Bai and the doctor.

Role Play

Have students create their own dialogs based on the model conversation. Have students use their own ideas to continue the conversation between Bai and his wife, Jun about healthy foods for someone with prediabetes.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension

See the downloadable extension activities for lesson 13 on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 14: Dental Health

Background

This lesson introduces students to the importance of routine dental checkups, tips to keep teeth and gums healthy, common dental problems (such as cavities and gum disease), and ways to prevent and treat them. Dental health is important for overall well-being. Poor dental health can lead to or worsen various diseases (including diabetes), affect the ability to eat and speak, and even impact social and economic well-being. According to the CDC, in the U.S., more than half of children and adolescents have had cavities in their permanent teeth, and more than 90 percent of adults have had cavities. Furthermore, per the CDC, 42 percent of adults aged 30 or over have some form of gum disease. The U.S. National Institute of Health offers helpful information on dental health in eight languages: medlineplus.gov/languages/dentalhealth.html.

Objectives

- Describe common dental problems and their causes.
- Explain the process of a routine dental checkup.
- Identify practices that promote dental health.
- Give and understand advice on maintaining good oral hygiene.

Standards

CASAS Competencies

- 3.1.2 Identify information necessary to make or keep medical and dental appointments.
- 3.5.4 Identify practices that promote dental health.

Teaching Skills That Matter

- HC.4 Making Healthcare Appointments
- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor

Lesson Opener

Begin with a discussion to activate prior knowledge and vocabulary. Direct students' attention to the photo, and ask them to describe it. Ask, *Where is the woman?* (at the doctor's office) *What is the dentist doing?* (looking at her teeth, cleaning her teeth) Use the questions to identify what students know about basic oral hygiene and visiting the dentist.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **brush:** the action of using a toothbrush on your teeth to clean them
- **cavity:** a hole in a tooth that needs to be treated
- **filling:** something a dentist puts in a hole in your tooth to make it better
- **floss:** put a thin piece of string between the teeth to clean them and get food out
- **gums:** the hard, pink flesh at the top and bottom of your mouth that holds your teeth
- **mouthwash:** a liquid that you use to clean your mouth and to fight bacteria in the mouth
- **plaque:** a harmful material that forms on the teeth and sticks to it, consisting of bacteria and food particles; a lot of plaque on the teeth can lead to gum and tooth problems
- **toothbrush:** a small brush that you use to clean your teeth
- **toothpaste:** a thick substance that you put on a toothbrush to clean your teeth

If possible, bring a toothbrush, toothpaste, and dental floss to show students. Point to your own gums to help them understand that term.

Listen

Students will listen to a conversation between a dentist and a patient. Preview the lesson vocabulary before playing the audio. Use examples and definitions above. You may bring in or show visual aids for words such as *floss*, *mouthwash*, *toothpaste*, and *toothbrush*. Explain that a deep cleaning is when a doctor cleans someone's teeth and gums really well because they have a lot of plaque and their gums are infected. Explain that *get stuck* means something cannot move. Confirm students' understanding of *antibiotics* (medicine you use to fight an infection).

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.

3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check answers as a class.

Read: How to Keep Your Teeth Healthy

The reading on the second page of the lesson is tips for taking good care of teeth and gums, including ways to prevent tooth and gum disease, plaque buildup, and tooth staining, and the importance of seeing a dentist for routine cleanings and treatment of cavities. Students may know that many of these practices are important (i.e., brushing and flossing, getting cleanings), but they may be unaware of how frequently they need to practice them.

Have students preview the text and identify any new words. Offer a simple definition or example to illustrate them. Many of the words can be easily defined with a photo, including *candy, soda, juice, coffee/tea, cola, red wine, mouthwash, and stains*. Point out that dark drinks like coffee, tea, and sodas are worse for the teeth because they can cause staining.

Check Understanding

Have students complete the activity in pairs. Circulate and offer help as necessary. Confirm answers.

Vocabulary

Have students choose the answers individually and then check with a partner. Circulate and offer help as necessary. Go over the answers as a class, and have students repeat the target vocabulary after you.

Read: Dani's Toothache

Before reading:

- Have students look at the picture. Ask, *How does the woman feel?* and elicit a few ideas from the class (e.g., she feels bad, she's in pain, her mouth/tooth hurts).
- Read the title aloud. Pronounce *toothache* and have students repeat. Explain that a toothache is when you have pain in or around a tooth.

During reading:

- Read the text aloud or play the audio while students follow along.
- Words that may need explaining include *ibuprofen* (medicine you take for pain in the body), *enamel* (the outside part / outer surface of the teeth that protects the teeth from bacteria), and *cut down on* (to have less of something). Explain that *sharp*

pain is intense pain in a very specific place, such as a tooth or from an injury.

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *What habits are bad for Dani's teeth?* (drinking five cups of coffee a day, putting sugar in her coffee, having mints after she drinks) *What does the dentist tell Dani to do to keep her teeth healthy?* (drink more water, brush more during the day, brush for two minutes, put less sugar in her coffee, stay away from mints)

Grammar Focus

In this section, students will practice adverbs of frequency. Pronounce and have students repeat the adverbs: *never, sometimes, usually, always*. Call on students to read the example sentences. Explain that *sometimes* can come before the verb (*I sometimes floss.*) or at the beginning or end of the sentence (*Sometimes I floss. / I floss sometimes.*). Explain that *never* is the opposite of *always*.

Discuss

In this section, students will practice using the adverbs of frequency introduced in the Grammar Focus. Point students' attention to the speech bubbles. Call on two students to read the speech bubbles, and provide feedback on pronunciation. Have students stand up, circulate, and complete the activity with three or four different partners so they have more opportunities to practice the questions and answers. Circulate and make notes on pronunciation and/or language errors. Provide feedback at the end of the activity.

Dialog

Have students listen to a conversation between a patient and a dentist.

1. Play the audio while students follow along in their books.
2. Ask, *Does the patient brush twice a day?* (yes) *How often does the patient floss?* (sometimes) *Does the doctor tell the patient to floss before or after brushing their teeth?* (before)
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as patient and dentist.

Pronunciation note

Make sure that students can pronounce *plaque* /plak/. You may also want to take time in the lesson to note that the -k sound can have different spellings:

take /tayk/
back /bak/
plaque /plak/
scrape /skrayp/
school /skool/

Role Play

Have students create their own dialogs based on the model conversation. Model the beginning of the role play. Have a student read the dentist's lines and you read the patient's lines, finishing the last line with your own idea (e.g., *every day; I sometimes use mouthwash before bed.*). Pair up students, and take notes for feedback at the end of the activity.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activity

Dentist Appointment Role Play

Put students into pairs for a role play between a patient and a receptionist at a dentist's office. Partner A has a bad toothache and is calling the dentist's office to make an appointment to see the dentist. Partner B is the receptionist at the dentist's office, taking the call.

Before students do the role play, have the class brainstorm a list of questions the receptionist might ask, for example:

- How can I help you?
- Would you like to make an appointment?
- Are you having any pain?
- When do you want to come in?

Invite pairs to present their dialogs in front of the class. Say something positive and note anything they might focus on in pronunciation or other language issues.

See also the downloadable extension activity on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 15: Stress and Anxiety

Background

This lesson provides language and practice for describing and managing stress and anxiety. Immigrants often experience significant stress and anxiety due to the challenges of adapting to a new country, including cultural adjustment, language barriers, and social isolation. These stressors can be compounded by trauma, financial insecurity, and discrimination.

Importantly, some cultures may stigmatize mental health issues, attributing them to weakness, shame, or spiritual causes. In addition, many immigrant communities come from more collectivist cultures, where the needs of the family or community take precedence over individual needs.

As such, the focus of this lesson is on positive ways of helping with stress and anxiety, and on language for describing these feelings. The lesson intentionally does not ask students to share their own experiences. Be careful not to push students to share personal feelings or experiences. Instead, give students choices about their learning and participation. In your classroom discussion, be mindful of potential triggers that could evoke traumatic memories.

Objectives

- Recognize emotional and physical signs and symptoms of stress and anxiety.
- Understand the effects of stress on health and well-being.
- Discuss ways to manage stress.

Standards

CASAS Competencies

- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management.

Teaching Skills That Matter

- MH.1 Understanding Stress and Its Effects on Health
- MH.2 Managing Stress and Mental Health Issues

Lesson Opener

Begin with a discussion to activate prior knowledge of daily stressors. Make a list. Keep it impersonal. Ask students what are some things in daily life that cause stress (e.g., traffic, money problems, not having time, illness). Sometimes two are true at the same time. For example, when someone is sick, there are health and money problems, and it may mean not having time to take care of people. Invite students to add to the list.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **angry:** a bad feeling of wanting to fight against someone or something (elicit things that make students angry, such as bad drivers, or rude people)
- **anxiety:** when you feel very nervous or worried most of the time. It's more than being stressed, nervous, or worried just before something important. When someone has anxiety, they worry even when there isn't a reason to worry, and it can make their lives difficult.
- **calm:** a nice feeling from being quiet and relaxed
- **nervous:** when you feel worried or a little scared about something, like a test, a job interview, a first date, or a first day in a new job or school, or even when you have to speak English
- **panic attack:** a reaction to extreme anxiety when you feel scared for no clear or immediate reason, have trouble breathing or breathe very fast, and your heart beats fast
- **relax:** to stop activity and enjoy quiet time
- **stressed:** feeling worried and having trouble relaxing; for example, many people feel stressed when they are late to work or when they have a lot of work to do
- **worry:** when you think something bad is happening or will happen; for example, many people worry about not having enough money to pay bills, or they worry about the health of their families

Listen

Students will listen to a dialog between a mother and her daughter who is having a panic attack.

Pre-teach the words *breath* and *breathe*. Write them both on the board and demonstrate breathing, putting a hand on your chest and taking deep breaths in and out and saying, *I am breathing*. Then write *take a breath* and demonstrate. If you have taught the words noun and verb, explain that *breathe* (underline the “e” and emphasize the pronunciation difference) is the verb and *breath* is the noun. Ask what happens to breathing when we are scared (we breathe fast).

If students don't understand *scared*, explain with examples. Write *scared* on the board, draw a person with a scared face and draw pictures of things that scare people (e.g., spiders, dogs, ghosts, monsters).

Ask what happens when we breathe very slowly and deeply (it helps us relax).

1. Play the audio, and have students answer the gist question.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to answer the questions.
4. Check the answers as a class.

Read: Joe Has Too Much Stress

The reading on the second page of the lesson is an article about different kinds of stress.

- Ask students, *How does stress affect people?* Write *stress* on the board and beneath it create two columns with headings: *Physical Problems* and *Feelings*. You can start with examples such as stomachaches and feeling tired. It's a good idea to leave the easier ideas for the students to say.
- Pre-teach the word *reaction* using the words you have written on the board. Say, *A stomachache can be a reaction to stress. Breathing fast and a pounding heart (demonstrate by pounding a fist on your chest) are reactions to stress.* Draw arrows from the word *stress* to the two columns, and write reactions next to the arrows.
- Ask, *Is all stress bad?* Student answers may vary.
- Pause after the first paragraph, and check understanding with concept questions:
 - *The story says, “Joe starts drinking.” Is he drinking water or alcohol?*

- *It says he makes mistakes—is that a good thing?*
- *If he's late to work, is that a mistake?*
- *The story also says Joe loses his job. If he loses his job, does he still have a job?*
- After paragraph 2, ask, *If you drive carefully, do you drive fast? Say, Show me what it looks like to drive carefully. Ask, If you solve a problem, does it go away? Is it better?*
- After paragraph 3, ask, *How did Joe's reactions to stress make his life worse?* (refer back to the first paragraph) You may need to explain that *worse* means “more bad.”
- While reading paragraph 4, explain the word *dizzy* by miming it and/or drawing a wobbly stick figure with circling arrows around its head. Likewise, use miming to illustrate *heart beats fast*.
- Continue reading and at the end, ask again, *Is all stress bad?*
- Give students time to read the text again, and play the audio again if students like.
- Lead a discussion, asking, *How much stress is too much?* and *What can people do when they have stress?*

Check Understanding

Have students complete the activity individually. Confirm answers.

Discuss

Have students look at the graphic. Explain that left to right is how much stress people feel and the height of the curve is how well people do at their tasks (point out the label on the Y axis, “How Well They Do.”). Ask a few questions to check their understanding of the curve. Ask, *When you are nervous before a test, can that be good? Why?* (They might study more. It might help them think. But if they feel too stressed, they might not be able to think/focus.)

Have students discuss the situations. Invite them to share their own ideas and experiences related to things like tests and work, but don't push anyone to share.

Vocabulary

Read aloud and have students repeat the vocabulary in the box. Students can complete the exercise individually or in pairs.

Read: Self-Care: Five Ways to Stop Stress.

Before reading:

- Preview the reading with the quote, “Good thoughts push out bad thoughts.”
Give an example. *When I worry about money, I think about my cooking skills. I plan a nice meal with the food in my house.*
- Ask students to stand and put their hands over their heads. Demonstrate. Stretch and look up. Tell them this is one way to push out bad thoughts. Then tell them they will read about four other ways.

During reading:

- Read the text aloud or play the audio while students follow along.
- Ask for the other four ways to push out bad thoughts and focus on good ones.
- Ask them if they do any of these things or something different. For example, some people might take a shower.
- If possible, find and play some calm music or bird songs after reading tip 3. Bring in some scented items like soap or spices to pass around for tip 4. Show pictures of beautiful landscapes after reading tip 5, and talk about beautiful places nearby that you like to go to.

After reading:

- Have students complete the **Check Understanding** section, matching the pictures to the tips in the text. Confirm answers.
- Lead a class discussion: *These tips use the senses to change people's thinking. Which one do you think is best? Many people say breathing because it can have a physical effect on heart rate. Are there other things that can help?* (Students might mention prayer, singing, or other physical activities.)
- Try the breathing exercise with the class and ask how they feel.

Discuss

In this section, students will match the tips to the correct places and situations. Ask them to suggest other places and ideas. Take a moment to read the sidebar.

Dialog

Have students listen to a conversation between two delivery drivers.

1. Play the audio while students follow along in their books.
2. Ask, *How do Remy and Brandon decide to manage their stress?*
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Brandon and Remy.

Role Play

Have students create their own dialogs based on the model conversation.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Create a Stress Diary

Suggest that students might want to write a diary and make notes at different times of day to check their stress levels, answering questions like, *What time is it? Where are you? How do you feel? What is helping?* Explain that this is not for sharing but for themselves to better understand their feelings and how to manage them.

For a personal reflection, **Things That Make Me Feel Good**, see the extension activity worksheet on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning

Lesson 16: Heat and Sun Safety

Background

This lesson introduces students to sun- and heat-related illnesses and their symptoms, the similarities and differences between heat exhaustion and heatstroke, the concept of skin cancer, and precautions to take to stay safe and protected from the heat and sun. Students need to understand that

working in hot conditions, whether outdoors or in buildings without proper air conditioning or in spaces with heat-generating equipment like ovens and furnaces, can be dangerous. According to the World Health Organization, nearly half a million heat-related deaths occur each year worldwide. The U.S. Bureau of Labor Statistics estimates there have been 33,890 work-related heat injuries and illnesses involving days away from work from 2011–2020, with an average of 3,389 heat-related injuries and illnesses occurring among workers per year during this period.

Objectives

- Recognize and use words related to heat and sun safety.
- Give basic advice on heat and sun safety.
- Identify the differences between heat exhaustion and heat stroke.
- Identify and deal with sun- and heat-related emergencies and skin cancer.

Standards

CASAS Competencies

- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms.

Teaching Skills That Matter

- HC.2 Identifying and Dealing with Emergencies
- CO.1 Discussing Health Topics and Your Symptoms with Your Doctor

Lesson Opener

Begin with a discussion to activate prior knowledge of vocabulary. Direct students' attention to the photo, and ask them to describe it. Ask, *Where do they work?* (at a construction site) *What do they do for work?* (They're construction workers.)

Use questions 2 and 3 to identify what students know about sun safety, including the pros and cons of spending time in the sun.

Vocabulary Presentation

Point to the vocabulary box in the book. Read the words aloud or play the audio. Have students listen and repeat the words. Then, elicit definitions and examples of words students may know. Provide definitions and examples of remaining terms as needed. Students can also look up the words in the glossary and write the definitions in their notebooks.

- **cool down:** to make yourself feel cooler, such as by drinking cold water or moving to an air-conditioned space
- **confused/confusion:** a feeling when you do not understand what is happening around you
- **heat stroke:** a very dangerous condition that happens when the body can no longer cool down. It can cause death if the person doesn't get help right away. With heat stroke, you have a fever and feel weak because you are in the sun or a hot place for too long. A heat stroke is a medical emergency.
- **loose/loosen:** when something is less tight, such as loose clothing that allows air to move around; loosen is to make something looser, such as by opening/unbuttoning a shirt
- **shade:** a place that is away from direct sunlight, such as under a tree
- **skin cancer:** cancer of the skin, such as on the arms, legs, face, etc.
- **sunscreen:** a cream or oil that you put on your skin so the sun doesn't burn you
- **unconscious:** when you are not awake and not able to understand what is happening around you

Listen

Students will listen to a conversation between a construction worker and his manager.

Make sure students understand what construction workers do and where they work. Point to the picture to help explain. Explain that on hot days it is especially important that workers take breaks to drink water and get shade.

1. Play the audio, and have students answer the gist question. Explain that a construction site office, or site office, is a small, temporary building where meetings and other business operations take place. Site offices are usually air-conditioned. If possible, use a visual aid to show students what a site office looks like. Make sure students understand that construction workers build things and work outside.
2. Have students preview the detailed comprehension questions before playing the audio again.
3. Play the audio a third time as needed, and give students time to complete the activity. Struggling students can turn to the audio scripts at the back of the book.

4. Check answers as a class.
5. Draw students' attention to the reference to sunscreen. Either show a picture or bring in a bottle of sunscreen, and say that you put it on your skin to stop your skin from burning.

Read: Head Exhaustion and Heat Stroke

The reading on the second page of the lesson is a comparison between heat exhaustion and heat stroke and provides instructions on how to treat each condition. Students should understand that heat stroke is a much more serious condition that can lead to permanent damage or death and requires immediate emergency care, such as by calling 911. Note that when people have heat stroke, their body reaches a temperature of 104°F (40°C) or higher, but they stop sweating. Often, they are confused, and their speech is slurred as if they had been drinking alcohol (demonstrate if needed).

Have students preview the text, and identify any new words. Offer a simple definition or example to illustrate them. Words and phrases that may need explaining include *heavy sweating* (point to the picture and mime fanning yourself and wiping sweat off your face), *thirst* (when you want a drink), and *remove extra layers* (take off extra clothing).

Check Understanding

Have students complete the activity in pairs. Circulate and offer help as necessary. Confirm answers. If more support is needed, discuss the questions together as a class.

Discuss

Have students discuss the situations in pairs or small groups. Circulate and offer help with any vocabulary or language they may need to express their ideas. At the end, ask for volunteers to share some of their answers with the class.

Vocabulary

Have students choose the answers individually and then check with a partner. Circulate and offer help as necessary. Go over the answers as a class, and have students repeat the target vocabulary after you.

Read: A Hot Day at Work

Before reading:

- Have students look at the picture. Ask, *How is the man protecting himself from the sun?* (wearing a hat, a long-sleeved shirt, and pants)
- Read the title, the gist question, and the first paragraph aloud. Ask, *What does Julio do for work?* (He plants trees for the city.)

During reading:

- Read the text aloud or play the audio while students follow along.
- Explain that *humid* means the air feels very wet. Note the past tense verbs in the story: *moved* (move), *fell* (fall), and *saved* (save).

After reading:

- Have students complete the **Check Understanding** section. Confirm answers.
- Lead a class discussion: *Describe Julio's boss. What did he do to help Julio?*

Dialog

Have students listen to a conversation between a doctor and Julio.

1. Play the audio while students follow along in their books.
2. Ask, *What does the doctor recommend to Julio?* (drink enough water, take water breaks in the shade, wear loose shirts) *What does the doctor mean he was lucky? For example, what is lucky?* Provide a definition and examples as needed: *Something good happens that wasn't planned, like finding money on the street.* Answer any other questions the students may have about vocabulary.
3. Read the dialog line by line, with students repeating after you for pronunciation practice.
4. Have students pair up to practice the dialog, alternating roles as Julio and the doctor.

Role Play

Have students create their own dialogs based on the model conversation. The patient is worried about a

spot on his arm. The doctors suggests a skin cancer test and gives the patient advice on ways to protect his skin in the sun. To provide context, show students a photo of an irregular mole on the skin that may indicate skin cancer. Make sure students understand that cancer is a serious disease, and that wearing sunscreen and covering the skin with clothing can help prevent it. Also, point out *outdoors* in the prompt and explain that it is the same as *outside*.

Invite pairs to present their dialogs in front of the class. Take notes and give feedback. Say something positive, and note anything they might focus on in pronunciation or other language issues.

Review

The review questions wrap up the lesson and serve as an informal assessment.

Extension Activities

Sun Safety Posters

Put students into pairs to make a poster that offers three to four ways to stay safe in the sun. Have students create the posters on paper or digitally. Encourage students to be creative with their posters by including a fun or catchy title, photos or drawings, and an interesting design. If necessary, quickly go over the use of the imperative to give quick tips and advice, e.g., *Wear a hat. Use sunscreen. Drink water.*

Have students share their posters with the class. Take a class vote on the best poster using these parameters:

- includes three to four tips
- uses accurate language
- has a fun or interesting design
- uses vocabulary from the lesson

Declare a winner.

For a **vocabulary review activity**, see also the Lesson 16 Extension worksheet on the New Readers Press *To Your Health! High Beginning* webpage: www.newreaderspress.com/To-Your-Health-Language-Skills-for-Health-Wellness-High-Beginning