

## Read With Understanding ESL Lesson Plan

Name: Jane Doe

Lesson Subject: Medication Dosages

Date: 8/8/10

**Overview & purpose / Real-life application:** *Jane wants to correctly find, read, and understand handwritten and typed information on prescriptions, medication containers, and OTC meds, with special attention to dosage information.*

**WA State ESL  
Read With  
Understanding  
Level:** 3

# Sample

**Teaching and Learning Objective addressed:** 3C1 *Understand meanings of most everyday signs, symbols, words, words related to personal interests/safety*

Standards' Components	Tutor – What I do	Student – What I do	Materials Needed:
<p><b>Determine the reading purpose –</b> “Why am I reading this, and what are some specific things I want to get out of it?”</p>	<p><i>Work with Jane to correctly find, read, and understand handwritten and typed information on prescriptions, medication containers, and OTC meds with attention to correct dosages.</i></p>	<p><i>“I want to read medicine to give medicine to my kids be safe.”</i></p>	<p><i>Medications in original containers (mine and hers)</i></p> <p><i>Medications in OTC packaging</i></p> <p><i>Doctors' prescription pad</i></p>
<p><b>Select reading strategies appropriate to the purpose –</b> “How should I read in this situation – skim for main information, take notes, highlight, make a chart, etc.?”</p>	<p><i>Skim for most important words and make her own chart/list for own reference</i></p>		

Standards Components	Tutor – What I do	Student – What I do	Materials Needed:
<p><b>Monitor comprehension and adjust reading strategies</b> – “Does this make sense? What can I do to understand it better?”</p>	<p>Draw/show examples of ‘drop’, ‘capsule’, ‘patch’, etc. Match vocab words from the chart/list to these drawings/examples.</p>	<p>Use checklist and drawings to write a sample prescription</p> <p>Then find the words embedded in other texts (see ‘Other Resources’)</p> <p>Highlight the complete dosage info for each medication</p>	<p><b>Other Resources</b> (e.g. Websites, books, news articles, etc.)</p> <p>Handout from: <a href="http://www.cal.org/caela/esl_resources/Health">www.cal.org/caela/esl_resources/Health</a></p> <p>Picture Story #6 - ‘The Right Dose’</p> <p>Background information Discussion of medication safety Picture story – ‘The Right Dose’ Questions for prompting discussion</p> <p>Measuring spoons/dropper/syringe (for infant oral meds)</p>
<p><b>Analyze the information and reflect on its underlying meaning</b> – “What does what I read mean? Can I summarize/organize the main ideas?”</p>	<p>Read/analyze/discuss medical symbols and terminology re dosage information - ‘every 3 hours’, ‘q 3 hours’, ‘q 3h’, etc.</p>	<p>Read through a list of prescription dosage information demonstrating which medication is dispensed how often.</p>	
<p><b>Integrate the information with prior knowledge to address the reading purpose</b> – “What do I already know about this subject and how does this help me understand what I’m reading now?”</p>	<p>Prepare a list of dosage information, have available prescription forms with prescription info, have medicine bottles available, have OTC meds available</p>	<p>Read through and orally interpret various prescriptions in their entirety</p> <p>“My doctor say some medicine is good but I not sure when to take it. Now I look for the right medicine and when and how many to take – safer for my kids too.”</p>	<p><b>Additional Notes:</b></p> <p>Bring Judy Clock for discussion of ‘time’, if it needs to be demonstrated/reviewed</p>