



September 12, 2008

1. Which components and activities did you select? Why?

I chose to do my lesson plan on the human body and health care professions (doctor, nurse, etc.). I decided to use this area of the work literacy institute, because I have a few students that were nurses in their native country but because of the language barrier, they aren't able to pursue their career passions.

I selected the following activities from the work literacy institute: pronunciation, echo reading, verbs and commands using charades (My leg hurts when I run).

2. What adaptations did you make to meet the needs of the students in your class? If you have a multi-level class, what modifications did you make to challenge the more proficient students and support those who are struggling?

In order to meet the needs of the students and to support those who struggle, we first went over the vocabulary words of the human body and healthcare specialist, as a group. Then, I grouped an intermediate student with a couple of beginning students, so that they would be able to receive the extra practice. I then had the beginning students choose a part of the body they liked most. The intermediate students chose a healthcare specialist that had to do with the part the beginning student chose. We then played charades and the class had to guess what part and what specialist the students had chosen.

3. What types of interaction did you use to maximize language practice and to build student Engagement?

We started with pronunciation and listening skills. The students repeated the vocabulary words after me. I answered any questions the students had. I then grouped the students in pairs and they reviewed the words, this helped them practice conversation skills, which maximizes language practice. We also read a story "A Busy Doctor", which helped us practice our echo reading. In the story we focused on the verbs used with the different body parts (verbs and commands). I then grouped the students together (beginning/intermediate) and they took turns reading the story aloud.

4. How did you organize the class during the various activities (whole class, small group, pair interaction)? Why did you choose that type of organization?

I used all three to teach my lesson. Whole class organization was used when I first presented the topic and to review. Small groups were used during the charade activities. Pair interaction was used during the echo reading part of the lesson. I found that all three were useful in my lesson because the students seemed to stay engaged and focused. They were moving around and interacting with each other, which helped them stay motivated

and have fun. It also helped my shy students open up because they felt more comfortable talking with their groups than as a whole class.

After Implementing the Lesson

1. Did the class go as you imagined? If not what happened and what adjustments did you make?

The class did go as I imagined. My students enjoyed the activities and seemed interested in the topic.

2. If you ever teach the class again, what changes would you make and why?

I would probably extend the length of it. I taught the lesson in three days but I think that a whole week would be better so that they are able to process the information a lot better. I would also like to include how to fill out a patient forms and how to read prescription labels.

3. What advice would you give the other teachers who are planning a similar lesson?

It's important to keep the students active and moving. Plan activities that will allow the students to have some fun and to interact with each other. Healthcare is a broad area, I recommend taking a few weeks to teach the different areas.