

***I hate to be sick* (by Aamir Lee Bermiss)**

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Lesson Plan

Book	<i>I hate to be sick</i>
Level of students	Senior Primary
Learning objectives	By the end of this unit, students will be able to: <ol style="list-style-type: none"> 1. predict what will happen in the story using pictorial cues 2. identify the symptoms of being sick 3. use appropriate intonation to read aloud interrogative sentences 4. use appropriate vocabulary and intonation to conduct a clinic role play
Teaching and learning resources	Reader, worksheets, PPT, reading evaluation criteria, YouTube videos
Duration	120 min

Lesson One

Time: 40 min

Learning objectives:

By the end of this lesson, students will be able to

1. Identify the symptoms of being sick;
2. Understand the information provided on the book cover (e.g. author, illustrator);
3. Make story predictions using pictorial clues and the book cover.

Time	Procedure of use	Resources
7 min	<p>Pre-reading: Revision of the vocabulary on body parts</p> <ol style="list-style-type: none"> 1. Ask Ss to tell different body parts. T can draw the body parts on the blackboard according to Ss' answers. 2. Ask Ss to stand up and play a game. T will say 'Touch your XXX (a body part)' and Ss need to follow the instructions. If someone fails to do so, he or she has to sit down. The last ten Ss who remain standing will win the game. 	
20 min	<p>While-reading</p> <p>-Cover Page (7 min)</p> <ol style="list-style-type: none"> 1. Show the picture of the cover page (cover the title) and ask: <i>Look at the boy's face. How does he feel? Why does he feel unhappy / uncomfortable?</i> 2. Read the title to Ss and ask: <i>Have you been sick before? How do you feel? Who looks after you when you're sick?</i> 3. Guide Ss to go through other information on the cover page: author; illustrator; publisher. <p>-Read p.4-17 (13 min)</p> <ol style="list-style-type: none"> 1. Before reading the story, ask students the question "How did the boy feel when he was sick?" 2. Remind Ss to find answers while listening to the story. 3. During the reading process <ul style="list-style-type: none"> -T asks Ss to point at the different body parts mentioned in the story. -T teaches phrases about sickness symptoms by miming them and Ss follow the actions. -T asks the following comprehension questions: <ul style="list-style-type: none"> <i>What's wrong with the boy?</i> <i>How does the boy feel?</i> <i>What can't we do when we're sick?</i> <i>What can't the boy do when he is sick?</i> <i>How does the cough syrup taste?</i> <i>Is the boy's brother doing the right thing? What should he do?</i> 	Reader PPT
8 min	<ol style="list-style-type: none"> 1. Ask Ss to discuss in pairs: <i>How did the boy feel when he was sick?</i> 2. Ask Ss to complete Worksheet 1 on sickness symptoms. 3. T checks the answers with the whole class. 	Worksheet 1

5 min	Video viewing & song singing 1. Ss watch a video “I’m sick” to revise vocabulary on sickness symptoms. 2. Sing the song with Ss when the video is played the second time. Sing with actions. 3. Ask Ss to sing with actions without showing the sound of the video clip.	YouTube https://www.youtube.com/watch?v=iQLp-P5nA60
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Lesson Two

Time: 40 min

Learning objectives: Students will be able to:

1. Predict what will happen in the story;
2. Demonstrate an understanding of the whole story;
3. Use appropriate intonation to read aloud interrogative sentences.

Time	Procedure of use	Resources
5 min	Revision 1. Play the song ‘I’m sick’ again to revise the vocabulary on sickness symptoms. Ask Ss to sing and follow the actions in the song.	YouTube https://www.youtube.com/watch?v=iQLp-P5nA60
15 min	While-reading p. 18-29 1. Before reading the story, ask Ss the question “ <i>What will your family members do when you are sick?</i> ” Ss brainstorm some ideas and share with the class. 2. Read the story and give Ss chances to predict the content. - p.20: Cover the lines and let Ss guess what Father will do with the boy. - p.22: Ask Ss to guess whether the boy likes the soup. Ask Ss to describe the soup. - p.26: Ask Ss to guess how the boy feels now. 3. After reading the whole story, ask Ss why the boy still hates to be sick. 4. Ss discuss in pairs. 5. Invite some students to share ideas with the class.	Reader
10 min	Intonation practice 1. T and Ss read the whole story together and ask Ss to bracket all the questions in the reader. 2. Check with students. 3. Use both a rising tone and a falling tone to read the question “Is that soup for me?”. Ask Ss which tone is more appropriate. Tell students it is a Y/N question and we use a rising tone. 4. Ask Ss “Do we use a rising tone in every question?”. Read the second question “Where’s the book?” in a falling tone. 5. Introduce Wh-questions to students. 6. T highlights to the class the usual intonation patterns for the two kinds of questions.	PPT
10 min	Activity: Practice intonation	YouTube:

	Show Ss a video clip – “12 questions that doctors ask patients”. Show Ss selected questions. Ss practise the intonation. T asks some groups to read aloud the questions to check their intonation.	https://www.youtube.com/watch?v=51wvIhwDi00
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Lesson Three

Time: 40 min

Learning objective: Students can use appropriate vocabulary and intonation to conduct a clinic role play.

Time	Procedure of use	Resources
15 min	<p>Review (Prepare for the following role play activity)</p> <ol style="list-style-type: none"> 1. T reads the story to students as a model. 2. Organize a reading competition (e.g. boys vs. girls) to encourage Ss to read the story with appropriate intonation and meaning. 	Reading evaluation criteria
25 min	<p>Role-play</p> <ol style="list-style-type: none"> 1. Ask Ss “Have you ever seen a doctor before? What did you tell the doctor? What did the doctor tell you to do or not to do?” Ss share their experiences in groups. Then, ask several Ss to share their experiences. 2. Show a video clip on seeing a doctor. Remind Ss to pay attention to what the doctor and the patient said in the video and complete Worksheet 2. 3. Check the answer with Ss. 4. Ss read the patient part and T reads the doctor part. Draw Ss’ attention to the use of correct tones for Y/N and Wh-questions. 5. Then change roles. 6. Tell Ss that we will have a doctor-patient role play. Distribute worksheet 3(A) to the group leader and worksheet 3(B) to the other three Ss in each group. The group leader will be the doctor and the other three students will be patient A, B and C. 7. During the role-play, the patients describe their feelings and the doctor needs to tell them the name of the disease and give advice accordingly. Remind students that they can follow the conversation in Worksheet 2. 8. Invite some groups to do the role-play in front of the class. 	<p>YouTube https://www.youtube.com/watch?v=VP M2WYQetE o (0:54-1:54) Worksheet 2</p> <p>Worksheet 3(A) Worksheet 3(B)</p>

Appendix

I Hate To Be Sick! (by Aamir Lee Bermis)

(Pages 4-17)

I woke up this morning and everything hurt.
From my head to my toes, I just kept feeling worse.

My throat was sore. My tongue felt thick.
My daddy came in. He said, "I think you're sick!"

I hate to be sick! No school bus. No friends.
No writing. No painting.

No snack time! No play time!
I just feel like fainting!

I'm coughing and sneezing and holding my head.
My fever is high. I am sweating in bed.
I hate to be sick!

When will I feel better? Oh, this is a drag!
Cough syrup is yucky. It makes me gag!

If I try to stand up, I get dizzy and fall.
My brother just laughs. Then he runs down the hall.

(Pages 18-29)

I hate to be sick.
Oo-o-o, I hate to be sick!
It makes me so mad to be home in bed, sick!

What is that, Daddy? Is that soup for me?
What's that in your hand? It's a book we can read!

Mm-m-m!
This soup is so yummy, so warm, and so good.
I'm starting to feel much more like I should.

Hey, Dad! Thanks a lot!
I am feeling much better.
Come on!
Where's the book?
Let's read it together.

I hate to be sick, but it's all right, I guess.
As long as I stay in, eat well, and rest.

In a few days, I'll jump up and run out the door.
In a few days, I won't be sick any more!