

“Vaccination Aftercare” Reading

<p>Objective: By the end of this lesson, students will be able to read, understand, and convey the side effects of the first dose of the COVID-19 vaccine as listed on the information sheet provided by the BC CDC.</p>	
<p>Class Description: Classroom arrangement of 12 students from 21-39 years old.</p>	<p>Class Level: Upper intermediate</p>
<p>Materials/Aids: Powerpoint/Google Slides, projector board; “think/know about” worksheets; copies of the lesson text (vaccine aftercare); reading comprehension worksheet.</p>	<p>Time Frame: 60 minutes</p> <ul style="list-style-type: none"> ● Pre-reading: 20 min ● While-reading: 20 min ● Post-reading: 20 min
<p>Assumed knowledge: Prefixes and suffixes (e.g. -tion makes verbs into nouns); Ss already know the phrase “side effects”; Ss are familiar with the reading skills skimming and scanning; the use of colons (introducing clauses, introducing lists); Ss know that “e.g.” stands for “example”; familiarity with probability words (e.g. should) and “if” clauses.</p>	
<p>Follow-up: Group project where students use the brochure as a model to create their own infographic.</p>	

PRE-READING

<p>Warm-up</p>	<p><i>Objective:</i> To elicit the lesson topic from students.</p>
<p><i>Time:</i> 1 min</p>	<p><i>Materials:</i> Slides, projector</p>
<p><i>Student Interaction:</i> Students/Teacher</p>	

Show students images related to the pandemic and elicit what each item is:

- mask;
- washing hands;
- social distancing (6 feet);
- vaccine/needle; and
- thermometer.

Association Exercise	<i>Objective:</i> To activate (semantic) associations in the students' minds, reminding them what they do know about the topic before reading.
<i>Time:</i> 3 min	<i>Materials:</i> Board, board marker, and "think/know about" worksheets
<i>Student Interaction:</i> Pairs; Students/Teacher; Individual	

Students do a semantic association with the warm-up picture of the vaccine using the think-pair-share protocol. Have Ss discuss with a partner a few words that relate to the picture for a minute, then bring it back to the larger group. T lists the words that Ss think of on the board. If in a physical classroom, invite students to come to the front and write their ideas.

Afterward, Ss will fill out the first two boxes of the "think/know about" worksheet answering the question "What do you think are side effects of a vaccine?" The boxes should be filled with a drawing and a short sentence explaining the drawing.

Student success in this portion is measured by how relevant the drawings/sentences are to the topic as it has been discussed so far. Answers to this portion of the worksheet should focus on the vaccines and not the illness itself.

Understanding Words in Context	<i>Objective:</i> To help students practice guessing and understanding words given in a context, focusing on the words with the -ness suffix in the lesson text.
<i>Time:</i> 10 min	<i>Materials:</i> Copies of lesson text for each student
<i>Student Interaction:</i> Students/Teacher	

T will provide four sentences with a picture and each sentence has a blank. The students have to choose the correct word from the box in order to fill the blank. The words are chosen from the text.

Student success in this portion is measured by being able to know the meaning of the -ness suffix and being able to match the sentences with the correct word.

Instructions:

- Read the boxes 1-2-3-4.
- A reads the sentence A).
- Everyone else: answer the question using your fingers.
- With your fingers you refer to the number of the word.
- B reads the sentence B).
- Repeat the same process with each sentence.

Vocabulary Pre-teaching	<i>Objective:</i> To give and/or review vocabulary most relevant for understanding the lesson text.
<i>Time:</i> 3 min	<i>Materials:</i> Slides/projector
<i>Student Interaction:</i> Students/Teacher	

T has students match the words/pictures with the meanings given for the following vocabulary:

- aftercare
- itchiness
- sore
- nausea
- side effects
- chills
- symptoms

Student success in this portion is measured by being able to use context clues (i.e. pictures) to guess the meaning of words when matching.

Instructions:

- Read the definitions individually and tell me when you are done.
- (When the students are done):
- A reads aloud definition "a", and has to match it with the correct word/picture.

- B reads aloud definition “b”, and has to match it with the correct word/picture.
- Repeat the same process until you have matched all the words with the definitions.

WHILE-READING

Scanning for Details	<i>Objective:</i> To give students a reason to draw key ideas from the text and to practice scanning for specific details in text.
<i>Time:</i> 15 min	<i>Materials:</i> Copies of lesson text for each student; reading comprehension worksheet; slides/projector
<i>Student Interaction:</i> Individual; Group of 3.	

Teacher models how to skim for details (i.e. focusing on headers, bolded/coloured text, finding key words, etc).

T hands out the reading comprehension worksheets and gives students a moment to read the multiple choice questions.

T then hands out the lesson text and instructs students to find the answers in 2 minutes. When students are done (or when the time is up) their pens go down. Ss hands go up when the timer goes off.

T then gives Ss a chance to read the text again and check or change their answers. In groups of 3, students will check their answers with their peers' answers.

Instructions:

- Read quickly the multiple choice questions.

(after reading quickly the multiple choice questions)

- Look for answers to only one question at a time.
- When you locate the keyword, read the surrounding text carefully.
- Repeat the same process with each question.

(with groups of 3)

- Re-read the question to see if the answer that you found is correct.
- If it is not correct, you scan again and locate the keyword in a different sentence or paragraph.

Finally, T checks answers with Ss on the board.

Student success in this portion is measured by their answers to the multiple choice questions in the reading comprehension worksheet.

Finishing the Sentences	<i>Objective:</i> To give students a reason to draw key ideas from the text and to practice scanning for specific details in text.
<i>Time:</i> 5 min	<i>Materials:</i> Copies of lesson text for each student; reading comprehension worksheet
<i>Student Interaction:</i> Individual; Pair	

Ss will be given the half of sentences from the text and will write out the second half that finishes the sentence. Alternatively, some questions simply ask for a short list of examples drawn from the text.

e.g. **If you are worried,** contact your health care provider or call 8-1-1.

Ss check answers in pairs.

Student success in this portion is measured by whether their copied text matches the brochure.

Instructions:

- Read the text and fill in the blanks below.
- You don't have to use your own words.

POST-READING

Summarizing Learning	<i>Objective:</i> To have students reflect on what they have learned from the lesson text compared to their initial answers and to have students practice summarizing key
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	take-aways.
<i>Time:</i> 5 min	<i>Materials:</i> “think/know about” worksheets
<i>Student Interaction:</i> Individual; Pair	

Ss will fill out the last three boxes of the “think/know about” worksheet answering the question “What do you know about vaccination aftercare?” The boxes should be filled with a drawing and a short sentence explaining the drawing.

Student success in this portion is measured by how relevant the drawings/sentences are to the lesson text. Answers to this portion of the worksheet should focus on the side effects/what one can do.

Instructions:

- Fill the boxes with drawings or sentences for answering the question.
- Your answers have to be related with the brochure.

Finally, Ss check their answer in pairs in two minutes.

Roleplay	<i>Objective:</i> To give students speaking practice related to the text.
<i>Time:</i> 15 min	<i>Materials:</i> Slides/projector
<i>Student Interaction:</i> Pair	

Students take turns roleplaying as the person who gives the vaccine and person who receives the vaccine. A model conversation will be on the board for students.

Instructions:

- A is the doctor.
- B is the patient.
- Use the examples on the slide to guide you if needed.

Student success in this portion is measured by general fluency in conversations as well as the accuracy of the information conveyed (e.g. sore throats are not a symptom of the vaccine).

COVID-19 Vaccination Aftercare



What to expect over the next few days:

Possible side effects

Side effects are common a day or two after getting the COVID-19 vaccine. These can include:



Pain, redness, itching or swelling
right away and/or
7 days after



Swollen lymph nodes under armpit



Tiredness or headache



Fever and chills



Muscle or joint soreness



Nausea and vomiting

TIPS FOR SIDE EFFECTS

Painful areas: apply a cool damp cloth or a wrapped ice pack.

Discomfort from side effects: take medication such as acetaminophen (Tylenol®) or ibuprofen (Advil®). ASA (e.g., Aspirin®) should not be given to anyone under 18 years of age.

Most side effects are not serious and should go away on their own.

Symptoms to look out for

- Some of the side effects of the vaccine are similar to symptoms of COVID-19. The vaccine will NOT cause or give you COVID-19.
- Symptoms such as a sore throat, runny nose, cough or other problems breathing are NOT side effects of the vaccine.
- If you experience ANY symptoms of COVID-19, use the BC COVID-19 Self-Assessment tool at bc.thrive.health/covid19/en
- If you are worried, contact your health care provider or call 8-1-1.
- Serious side effects after receiving the vaccine are rare. If you develop any serious side effects or a severe allergic reaction (including hives, swelling of your face, tongue or throat, or difficulty breathing), seek medical attention or call **9-1-1** right away. Tell them you've received a COVID-19 vaccine.

Name: _____

Date: _____

Vaccination Aftercare

Before Reading

In the two boxes given, draw what you think happens after you get the vaccine. Add a short sentence explaining the drawing.

<p><i>EXAMPLE</i></p>  <p>Swollen lymph nodes under armpit.</p>		
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After Reading

Now that you have done the reading for today, draw what you know about vaccination aftercare. Add a short sentence explaining the drawing.

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Aftercare Reading Questions

Read the following questions before you read the text.

Answer each question using the text in 2 minutes! You will have time to check and change your answers after.

When you think you are done, **make a group of three and check your answers.**

1. This brochure is about:
 - a) Secondary effects and after medical treatment
 - b) Health guidelines
 - c) Where to call after getting the vaccine
2. When is most common to have side effects?
 - a) After a week.
 - b) One or two days later.
 - c) Right away.
3. Some of the common side effects are:
 - a) Nodes under armpit, difficulty breathing, fever and chills
 - b) Nodes under armpit, tiredness, nausea and hives.
 - c) Tiredness, headache, itchiness, fever and soreness.
4. If you feel sensation of discomfort in your arm, you should:
 - a) Call 8-1-1.
 - b) Put a cold wet cloth.
 - c) Call 9-1-1, you have serious side effect.
5. When do you call 9-1-1?
 - a) If you need to take medication. Such as Tylenol or Ibuprofen.
 - b) If you concerned about the side effects that you have. Eg. Vomiting and fever.
 - c) If you have grave symptoms.

Look out for...

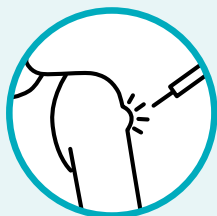
Read the text and fill in the blanks below. You don't have to use your own words for this section.

1. Three possible side effects of the vaccine are _____.
2. Symptoms such as a sore throat, runny nose, or cough are _____.
3. Two tips for the side effects are _____.
4. If you are worried, _____.
5. Most side effects are not serious and _____.

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