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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Health Science |
| **Course Name** | Principles of Health Science |
| **Lesson/Unit Title** | Punctuation in Healthcare |
| **TEKS Student Expectations** | **130.222. (c) Knowledge and Skills**(2) The student applies mathematics, science, English language arts, and social studies in health science. (C) The student is expected to interpret technical material related to the health science industry(3) The student uses verbal and nonverbal communication skills.(A) The student is expected to identify components of effective and non-effective communication(B) The student is expected to demonstrate effective communication skills for responding to the needs of individuals in a diverse society(D) The student is expected to accurately interpret, transcribe, and communicate medical vocabulary using appropriate technology |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Upon completion of this lesson, the student will be able to* understand basic punctuation;
* punctuate written documents correctly; and
* effectively proofread medical documents
 |
| **Rationale** | Health care professionals must use written communication. Using proper punctuation in written communication and medical documents is a key skill for all health care professionals. |
| **Duration of Lesson** | 1 ­– 2 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | 1. Period [.] – Use the period to mark the end of a declarative sentence and the end of an imperative statement that gives a command. A period is also used as a decimal point when writing amounts of money and at the end of an abbreviation.
2. Question mark [?] – Use the question mark at the end of a direct question.
3. Exclamation point [!] – Use the exclamation point at the end of a sentence that expresses strong feelings.
4. Comma [,] – A comma may precede a coordinating conjunction that links main clauses. A comma usually follows introductory words, phrases, and clauses. Use commas to separate items in a series.
5. Semicolon [;] – Use the semicolon between main clauses not linked by a coordinating conjunction and between coordinate elements containing commas.
6. Colon[:] – Use the colon as a formal introducer to call attention to what follows and as a mark of separation in scriptural and time references and between titles and subtitles.
7. Parentheses [()] – Use parentheses to surround information that is additional but may be unnecessary and unrelated to the main thought of the sentence.
8. Hyphen [ - ] – Use a hyphen to connect two or more words serving as a single adjective before a noun. A hyphen is also used to join a prefix to a word that begins with a capital letter and when writing numbers between twenty-one and ninety-nine.
9. Apostrophe [‘] – Use the apostrophe to show ownership, to mark omissions in contractions, to form certain plurals, and to indicate contractions. The apostrophe is often used in medical reporting.

*Italics* – Use italics for emphasis or explanation. |
| **Materials/Specialized Equipment Needed** | * Dear Tom Letter
* Hospital Charting example (actual writing on a chart)
* Grammar and Writing Skills for the Health Professional by Doreen Villemarie and Lorraine Villemarie. Delmar Thompson Learning. 2001. Suggested Key for Medical Record for Punctuation

(No key is given for Dear Tom letter because there are so many ways to change the meaning of the letter by punctuation. Suggest that the students punctuate it as a love letter, a dear John letter, etc.) |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Consider the following unpunctuated statement:a woman without her man is nothingNow, here are two different examples of how to punctuate this statement:A woman, without her man, is nothing.**OR**A woman: without her, man is nothing.Punctuation is powerful. |
| **Direct Instruction \*** | Create a Hospital Charting example with actual writing. Use as a handout or view on projector.  |
| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Punctuate Dear Tom Letter in group.Punctuate notes from chart. Medical Record for PunctuationDiscuss the difference in reading these papers before and after punctuation, as well as how the choice of punctuation by one group can make a document sound completely different from that of another group. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Successful completion of activity |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enrichment, the student will interview a malpractice attorney focusing on cases associated with improper grammar. Report to class. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | HOSA, SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)