

The Missing Middle

Sample Lesson Plans | Ready-to-use activities for medical terminology and content-area literacy

These adaptable lessons use the Notice, Name, Rehearse, and Use framework. Each plan keeps the medical content rigorous while giving students repeated opportunities to read, say, explain, and apply new vocabulary.

The bridge

Notice -> Name -> Rehearse -> Use

Best use

Health Science, anatomy, medical terminology, NHA preparation, small groups, or simulation-lab warm-ups.

SAMPLE LESSON 01

Grades 9-12 | 45 minutes | Health Science / Medical Terminology

Build, Break, Explain Medical word parts through card sorts and a word race

TARGET

Students will identify a prefix, root, and suffix and use the parts to explain the meaning of an unfamiliar medical term.

MATERIALS

Color-coded word-part cards, term cards, mini whiteboards, body-system visuals, timer, and exit slips.

LEARNING SEQUENCE

01	Launch 5 min Display tachycardia and bradycardia. Students make a quick prediction, then share what clues helped them.
02	Card sort 12 min Pairs sort cards into prefix, root, and suffix groups. They add a meaning card and justify one match.
03	Build and race 15 min Teams draw one card from each category, build a term when possible, and earn a point only after explaining the word part by part.
04	Apply 8 min Students write a one-sentence chart note using one term and underline the clue that shows its meaning.
05	Exit check 5 min Students decode one new term and finish: I know this because the ____ means _____.

EVIDENCE OF LEARNING

Collect the exit slip. Look for accurate identification of the morphemes, a reasonable whole-word meaning, and an evidence-based explanation.

ACCESS AND EXTENSION

Use pictures, read cards aloud, provide a sentence frame, and let students rehearse with a partner. Extend by asking students to build a second term with the same root.

SAMPLE LESSON 02

Grades 9-12 | 50 minutes | Anatomy / Health Science

Students create, test, and revise memory tools

Anatomy Mnemonic Studio

TARGET	Students will create a mnemonic for an anatomy sequence, connect each initial to the correct term, and explain when the mnemonic is useful.
MATERIALS	Anatomy sequence list, blank storyboard, colored pencils or tablets, reference diagrams, and peer-feedback checklist.

LEARNING SEQUENCE

01	Model 7 min Show a familiar mnemonic and uncover the mapping one letter at a time. Discuss why a memory cue still needs an accuracy check.
02	Plan 10 min Students select an assigned sequence, list the terms in order, and draft a sentence, image, rhythm, or story using the initials.
03	Create 15 min Students make a visual card or one-slide mnemonic and label every initial with the correct anatomy term.
04	Peer test 12 min Partners cover the answer list, test each other, and give feedback: memorable, accurate, and easy to use.
05	Reflect 6 min Students revise one part and explain how the mnemonic supports retrieval during studying or lab practice.

EVIDENCE OF LEARNING	Use the checklist for sequence accuracy, clear mapping, usefulness, and the student's explanation of how the cue supports learning.
ACCESS AND EXTENSION	Provide a partially completed sequence, allow drawing or audio rehearsal, and pair students strategically. Extend by asking students to create a second cue for a different sequence.

SAMPLE LESSON 03

Grades 10-12 | 50 minutes | CCMA / CPCT / CMAA preparation

From a chart phrase to a patient-ready explanation

Speed to Meaning

TARGET Students will decode healthcare vocabulary in context and translate a technical phrase into accurate, respectful patient-friendly language.

MATERIALS Short simulated chart notes, vocabulary cards, highlighters, response boards, role cards, and a timer.

LEARNING SEQUENCE

01	Warm-up 5 min Students highlight a known root or suffix in a short chart note and predict the meaning before discussion.
02	Three speed rounds 12 min Round one is word-part recognition, round two is definition retrieval, and round three is selecting the best context clue.
03	Translate the chart 15 min Pairs rewrite two technical phrases for a patient. They keep the meaning, remove unnecessary jargon, and speak respectfully.
04	Simulation 12 min One student is the patient, one is the healthcare worker, and one observes for clarity. Rotate roles once.
05	Debrief 6 min Students name one term they can now use and one term they still need to rehearse.

EVIDENCE OF LEARNING Score the response for correct meaning, appropriate context, plain language, and professional communication. Record terms that need another retrieval round.

ACCESS AND EXTENSION Offer sentence frames, partner reading, a word bank, and a private rehearsal before speaking. Extend by asking students to write a new chart note using two terms.