



Introduction to Analyzing and Evaluating Medical Terminology

Illinois CTE Endorsement Area:
Health Science Technology & Human Services
Teacher and Student Editions

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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



Illinois
State Board of
Education



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Overview:

In this lesson, students will learn how medical terminology is constructed from a prefix, root word(s) and suffix. Clothespins and craft sticks will be used to construct and deconstruct terms. Medical terms will be explored in greater detail through several subsequent activities, including a Medical Word Bingo game. Students will apply their knowledge by reviewing medical documents and case studies. Finally, students will translate medical terms into common language to be able to communicate to a patient in layman's terms.

Classes or Discipline:

- All Health Science Career Pathways

Career Cluster:

- [Health Science](#)

Illinois CTE Endorsement Area:

- [Health Science](#)

Grade Level(s):

- Secondary schools
- Postsecondary schools

Suggested Days/Minutes: Total time for lesson is 3-4 hours.

Learning Objectives:

- Explain common medical terms and their application
- Use the root words and their combining forms of medical terms:
 - Select and identify the meaning of essential medical term roots.
 - Define the elements combining vowels and combining forms of essential medical terms.
- Demonstrate the importance of suffixes and prefixes in forming medical terms.
 - Define the elements suffix and prefix.
 - Select and identify the meaning of suffixes and prefixes of medical terms.
- Build and construct medical terms using their elements.
- Deconstruct a medical term into its basic elements.

Standards Addressed:

- [National Health Science Standards](#)
 - 2.2 Medical Terminology
 - 2.2.1 Use common roots, prefixes and suffixes to communicate information.
 - 2.2.2 Interpret common medical abbreviations to communicate information.

- **Common Core Learning Standards:**

- CC.11-12.RI.4 Determine the meaning of workings and phrases as they are used in a text.
- CC.11-12.W.2.d Use precise language and domain-specific vocabulary.

Enduring Understandings:

- Comfort with medical terminology for future health career courses and careers.
- Necessary for a career in the healthcare fields.
- Ability to communicate with healthcare professionals if they are ever a patient themselves.
- Deliver safe patient care through the understanding of medical terms.
- Identify medical conditions during health care encounters.
- Ability to apply their knowledge of medical terminology construction to new or unfamiliar medical procedures and conditions.

Resources and References:

1. Device with internet connectivity
2. Clothespins
3. Tongue blades or craft sticks
4. Writing utensils
5. Butcher paper
6. Markers or crayons
7. Scissors
8. Tape
9. Glue
10. Handouts
 - [Constructing Medical Words](#)
 - [Dissect a medical word worksheet](#)
 - [Mapping Root Words on the Body](#)
 - [Medical Word Bingo Blank Template](#)
 - [Bingo Word List](#)
 - [Medical Case Study](#)
11. Articles: [Medical Terminology Articles](#)
12. Kahoot!: [Introduction to Medical Terminology](#)
13. Video: [Grey's Anatomy: How Well Does the Cast Know Medical Jargon? \(2:19\)](#).

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on critical thinking, effective and cooperative work and clear communication.

Skill	How it is addressed:
Critical Thinking	Students will be required to identify medical terminology then construct a medical scenario using their newly learned terms. They will need critical thinking in order to complete this task. Elaborate: Steps 2,3 & 4
Effective and Cooperative Work	Students will need to work together in order to construct and deconstruct medical words. Explore Part I, II, III & IV
Clear Communication	Students working in groups need to clearly communicate with each other as they work through medical prefixes, suffixes and root words. Explore Part I, II, III & IV

Suggested Differentiation Strategies:

- 13 articles with identified reading levels: [Medical Terminology Reading Articles](#)
- Allow extra time as necessary.
- Competitive gaming events (with a reward).
- Assign student groups to include all levels of learners

Throughout this lesson the teacher notes and comments are in red.

1. Engage: (20 minutes)

1. You will now take a pre-lesson quiz. Do your best!
You can choose to use either the pre-quiz or the Kahoot! of BOTH. The Kahoot! link is found in step 3. You will find the pre/post quiz at the end of this lesson.
2. Watch this short video from “Grey’s Anatomy” with actors attempting to pronounce the medical words for the first time [Grey's Anatomy: How Well Does the Cast Know Medical Jargon?](#) (2:19). Take notes!
This is a great video to engage your students with many unfamiliar medical terms. If you decide to use terminology from this video in a later activity (Bingo game), you might want to take notes too.
3. Get out your device and go to [Kahoot.it](#). You will enter the pin number that your teacher gives you.
Here is the link to the Kahoot!: [Introduction to Medical Terminology](#)
Give your students the pin # to enter for the game.

2. Explore: (90 minutes)

Part I:

1. You will be divided into small groups. Your teacher will provide each group with craft sticks, clothespins, and a worksheet to record words.
Worksheet: [Constructing Medical Words](#)
2. Each craft stick has one root word written on it.
Be sure you provide a variety of root words (10-15) on different craft sticks, especially those you have determined are the must know for your lesson. You can use the root word suggestions found at the end of this lesson under Word Element Worksheet.
3. Each group will receive 5-10 clothespins that have either a suffix or prefix written on them.
Do not tell students about “prefixes” and “suffixes.”
4. Each group will create medical words by “clipping” clothespins to a craft stick. You may use your textbook or the internet to verify the word and record the meaning of each word element.
Ask students to try on their own and use their resources (textbook, internet) to verify the word and record the meaning of the medical word as well as the meaning of each word element.

Part II:

If your students require some remediation after Explore Part I – do this Explore Part II

1. Students (individually or in groups) list words with same root such as “Cardio” or “Pulmonary”
[Dissect a medical word worksheet](#)
Give them a couple of samples to get them started OR you can use the worksheet at the end of this lesson.
2. You will report terms to the class that were difficult to find. If done in a group, all members of the group must speak. Each group member will need to pronounce their terms correctly.
Help students with pronunciation. Ask them to repeat the word if said incorrectly. Continue to return to those words that students struggle with their pronunciation.

Part III:

1. As a group project, you are going to map root words on the body.
2. Get a large sheet of butcher paper. It must be about 6 feet long.
3. Trace around one of the members of your group on the paper.
Butcher paper would work best for this assignment. Ask students to draw an outline of themselves on the butcher paper and identify root words found on the body. Here is a link to the [“Mapping Root Words on the Body”](#) handout. The link can also be found in the resource list.
4. Draw a picture of each organ listed on the worksheet. Make it the correct size. You may wish to use colored pencils or markers to make it the correct color.
Students may initially struggle with this part of the activity, but they will be resourceful and figure out terms using what they have learned so far in this lesson and other sources.
5. Locate each organ on the body diagram and use scissors to make an incision. Cut across the ends and fold the sides up, much like two cabinet doors.
The butcher paper represents the skin.
6. Tape or glue the diagram inside the incision so that the organ names are visible when open.
Some of your students may recognize this as a life-size “Operation” game and make jokes about it. This will help them remember the words, organs, and locations.
7. Edit your names if necessary, with the correct answers. View other students' body drawings.
Encourage students to fix their errors after reviewing and discussing with other students.

Part IV

1. With a partner sitting next to you, get ready to play Medical Terminology Bingo. See which pairs get the most correct!
2. You will be given a bingo word list. You will fill in the blank spaces with the words you pick.

Here are the links to the [Medical Word Bingo Blank Template](#) and [Bingo Word List](#) (from Explore worksheet). The links to the Bingo Template and Bingo Word list are also in the resource list. When you are calling out Bingo words, you will use the definition of the words and not the actual words. Your choice can be to select words from the dialogue in the video, your body mapping or from the Explore worksheet. Make it challenging and a competition! Let them have fun! Mix them up and have the students check off the ones that they had put on their own bingo card. Have a small treat for the winner! You can also check out free bingo templates online that will let you create multiple cards for all your students.

3. Explain: (10 minutes)

Be ready to answer the following questions:

Part I: Use the information Explore Part I

1. What do the craft sticks represent? Why?
Lead students to discover root words provide the overall meaning for the medical term
2. What is the purpose of the “clothespins”? How does the clothespin change the meaning of the word?
Students should discover the clothespins are needed to make “complete” medical words and should identify how the clothespin(s) modify the meaning of the “craft stick” word.
3. Why do some “clothespins” only make sense when placed at the end of the craft stick? What do they do to the meaning of the “craft stick” word?
Students need to identify suffixes and how they modify the root word.
4. Why do “clothespins” only make sense when placed at the start of the craft stick? What do they do to the meaning of the “craft stick” word?
Students should be able to identify prefixes and how they modify the root word
5. What words only used 1 clothespin?
Students need to determine that suffixes are needed for all medical words and prefixes are optional.

6. What words required an additional vowel to correctly create a medical word? What do these words have in common?

Students identify the need for combining vowels to join certain root words and suffixes.

Part II: Use the information from Explore Part II

1. What are the difficult root words you found and explain “why” were they difficult for you?
2. Define the following terms:
 - a. Cardiology
 - b. Rhinoplasty
 - c. Gastritis

Part III: Use the information from Explore Part III

1. Where is the liver situated on your body map? Identify using medical terminology.
2. Where is the heart located? Identify using medical terminology.

Part IV: Use the information from Explore Part IV

1. What terms did you find the most difficult? Discuss with your neighbor. Encourage classroom discussions on difficult terms. Give students little hints on how to better understand and remember those harder terms.
2. Were any terms easier to understand and remember? Why were they easier? Discuss as a class.
3. Using your body map, review all internal organs in the human body using correct terminology. Discuss as a group which organs are easier to remember and which are a bit more difficult. You may wish to add a few more terms and/or organs at this time.

4. Elaborate/Extend: (30 minutes)

Part I: Reading an Article

1. Divide into groups of 2-3 students.
2. You will be given 4-5 articles. These articles have web links available and are arranged by reading level. You

can differentiate this project based on your student's reading level(s).

[Medical Terminology Articles](#)

3. Read the articles and write down several different medical terms from each article
The number of terms will depend on the article. Don't overload them.
4. Deconstruct these terms into prefix, suffix and root words. Use your craft sticks and clothespins pins from earlier, if necessary.
5. Now define your terms.
6. Compare your terms and definitions with your classmates.

Part II: Reading a Case Study:

1. In small groups, you will find and read a case study.
2. Identify 10 medical terms from the passage. You will need to define them and deconstruct those terms.

[Medical Case Study](#)

Allow time for discussion after all students have read the case study. Allow students to compare with each other.

Part III: Writing a Case Study:

1. You will be provided a list of word elements and you need to create your own case study using those 10 of those terms.
2. Use words from the Explain section and choose words relevant to your case study.
3. The case study can be completed in parts.
4. Write a short paragraph in which you will report your patient's history and current illness.

Provide your students with the word elements that are critical to their learning of this content.

Part IV: Interpreting a case study:

1. Prepare to present your case study to your classmates.
2. After completing the review of your case study, rewrite it using everyday terminology to use when speaking to a patient so they will understand.
Ask students to turn in both their medical paragraphs and everyday paragraphs if needed and act it out with role-playing.
Give students the rubric found at the end of this lesson for Parts II-IV as guidance for completing these parts.

5. Evaluate:

1. You will take a post-quiz after completing the lesson with expected improvement in your score.
You can choose to use either the pre-quiz or the Kahoot! or BOTH! Found at the end of this lesson.
2. Your teacher has set up a post lesson Kahoot!!. Get out your device and use this link to go to [Kahoot.it](https://www.kahoot.it). You will enter the pin number that your teacher gives you. The number of questions answered correctly should increase.

Link to Kahoot!: [Introduction to Medical Terminology](#)

3. In the Elaborate section, you created a case study using appropriate medical word elements. You then modified it using terminology that patients will understand. Your teacher may use the following rubric to evaluate those assignments.

Category		3	2	1
Knowledge of the issue: facts / supporting details; themes/ issues; and concepts/ideas	Read the case study provided.	a. Defined and deconstructed 10 medical terms found in the case study. b. Definition and deconstruction completed with no inaccuracies.	a. Defined and deconstructed 5-9 medical terms found in the case study. b. Definition and deconstruction completed with 2 or less inaccuracies.	a. Defined and deconstructed less than 5 medical terms found in the case study. b. Definition and deconstruction completed with 3 or more inaccuracies.
Communication	Student's will create their own case study using 10 medical word elements. Students will use their own case study and rewrite it using	a. Student created a case study using 10 medical word elements. b. Student used appropriate medical terminology and in the correct context.	a. Student created a case study using 6-9 medical word elements. b. Student used appropriate medical terminology with few errors in terminology and context.	a. Student created a case study using less than 6 word elements. b. Student used appropriate medical terminology with many errors (more than 3) in

	<p>patient appropriate communication of medical terminology.</p>	<p>c. Student took their own case study and broke down those 10 medical word elements into a wording that a patient would understand (did not use medical word elements).</p>	<p>c. Student took their own case study and broke down those 6-9 medical word elements into wording that was mostly patient appropriate for improved communication.</p>	<p>terminology and context.</p> <p>c. Student took their own case study and broke down those less than 6 medical word elements into wording that was not appropriate for the patient's understanding.</p>
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Pre & Post Medical Terminology Quiz

1. ____ What does postoperative mean?
 - a. Happens after surgery
 - b. Happens before surgery
 - c. Happens in the doctor's office
 - d. Happens during surgery

2. ____ You are experiencing stomach pain. What is the correct medical term to describe your pain?
 - a. Hepatic
 - b. Colic
 - c. Neural
 - d. Gastric

3. ____ Your doctor told you that you are suffering from myocarditis. What's wrong with you?
 - a. You have sore muscles.
 - b. Your heart is beating too fast.
 - c. You have inflammation of your heart muscle.
 - d. You have pneumonia.

4. ____ You just had a "nose job" - what is the medical term for that procedure?
 - a. Splenectomy
 - b. Rhinoplasty
 - c. Paracentesis
 - d. Arthroscopy

5. ____ You have developed a terrible rash, what medical specialist would you visit?
 - a. Gastroenterologist
 - b. Hepatologist
 - c. Dermatologist
 - d. Cardiologist

Word Element Worksheet

Please define each of the following terms. After defining each of them, you are to use the appropriate prefix, suffix or root work to form the 10 medical terms described at the end. You may use your text or the internet.

PREFIXES

intra-

anti-

peri-

trans-

brady-

tachy-

dys-

poly-

hyper-

hemo-

hypo-

epi-

endo-

ROOTS

oste/o

enter/o

pulmon/o

cost/o

hepat/o

aden/o

nephr/o

chondr/o

gastr/o

vas/o

cardi/o

neur/o

gastr/o

lact/o

rhin/o

derm/o-

arthr/o

neur/o

ren/o

dips/o

SUFFIXES

-oma

-uria

-ectomy

-emia

-itis

-blast

-phagia

-stasis

-pnea

-ia

-pathy

-al

-penia

-osis

-genic

-logic

-algia

-plasty

-centesis

-ary

-ic

-ation

-ion

-logy

-logist

Medical Terminology Worksheet

Identify the medical terms for the following definitions:

- a. Rapid breathing _____
- b. Inflammation of the heart muscle _____
- c. Difficulty eating _____
- d. Inflammation of the kidney _____
- e. Difficulty urinating _____
- f. Slow breathing _____
- g. Inflammation of the stomach _____
- h. Too much urine _____
- i. Removal of the kidney _____
- j. Inflammation of the lung _____
- k. Removal of the stomach _____

Match the term with its definition:

- | | |
|--------------------------|--|
| _____ centesis | A. Doctor who specializes in diseases of brain and spinal cord |
| _____ myocarditis | B. A condition where there is lower than normal bone density |
| _____ gastroenterologist | C. Rapid heart rate greater than 100 |
| _____ neurologist | D. Surgical puncture |
| _____ osteopenia | E. Inflammation of the heart muscle |
| _____ tachycardia | F. Doctor who would treat a stomach ulcer |
| _____ bradypnea | G. Respirations less than 10 per minute |

Organ worksheet

Write the root word for the following:

a. stomach _____

b. kidney _____

c. heart _____

d. nerve _____

e. skin _____

f. liver _____

g. lung _____

h. nose _____

i. intestine _____

j. bone _____

Answer Keys:

Pre/Post terminology quiz

1. A
2. D
3. C
4. B
5. C

Medical Terminology Work Sheet

Identify

- | | |
|----------------|----------------|
| a. tachypnea | g. gastritis |
| b. myocarditis | h. polyuria |
| c. dysphagia | i. nephrectomy |
| d. nephritis | j. pneumonitis |
| e. dysuria | k. gastrectomy |
| f. bradypnea | |

Matching

- | | |
|-----------------------|----------------|
| D. centesis | B. osteopenia |
| E. myocarditis | C. tachycardia |
| F. gastroenterologist | G. bradypnea |
| A. Neurologist | |

Organ Worksheet

- | | |
|------------|------------|
| a. gastr/o | f. hepat/o |
| b. nephr/o | g. pneum/o |
| c. cardi/o | h. rhin/o |
| d. neur/o | i. enter/o |
| e. derm/o | j. oste/o |

Word Element Worksheet Answer Key

PREFIXES

intra- **within**
anti- **against**
peri- **surrounding**
trans- **across**
brady- **slow**
tachy- **fast**
dys- **difficulty**
poly- **many**
hyper- **high**
hemo- **blood**
hypo- **low**
epi **above**
endo- **in; within**

ROOTS

oste/o **bone**
enter/o **intestine**
pulmon/o **lung**
cost/o **rib**
hepat/o **liver**
aden/o **gland**
nephr/o **kidney**
chondr/o **cartilage**
gastr/o **stomach**
vas/o **vessel**
cardi/o **heart**
neur/o **nerve**
gastr/o **stomach**
lact/o **milk**
rhin/o **nose**
derm/o- **skin**
arthr/o **joint**
neur/o **brain**
ren/o **kidney**
dips/o **thirst**

SUFFIXES

-oma **tumor, mass**
-uria **urine**
-ectomy **surgical removal of**
-emia **blood condition**
-itis **inflammation of**
-blast **immature cell**
-phagia **eating/swallowing**
-stasis **stopping**
-pnea **breathing**
-ia **condition**
-pathy **disease**
-al **pertaining to**
-penia **deficiency**
-osis **condition of**
-genic **produced by or in**
-logic **pertaining to study of**
-algia **pain**
-plasty **surgical repair**
-centesis **surgical puncture**
-ary **pertaining to**
-ic **pertaining to**
-ation **process; condition**
-ion **process**
-logy **study of**
-logist **the one who studies**

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

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Download as Google Doc or Word Doc. When open, click “open with” Google Docs. If you want in a Word Doc: click “file”, “download”, Microsoft Word and you will have in original PDF format.



Introduction to Analyzing and Evaluating Medical Terminology

Student Edition

Overview:

In this lesson, students will learn how medical terminology is constructed from a prefix, root word(s) and suffix. Clothespins and craft sticks will be used to construct and deconstruct terms. Medical terms will be explored in greater detail through several subsequent activities, including a Medical Word Bingo game. Students will apply their knowledge by reviewing medical documents and case studies. Finally, students will translate medical terms into common language to be able to communicate to a patient in layman's terms.

Learning Objectives:

- Explain common medical terms and their application
- Use the roots and combining forms of medical terms:
 - Select and identify the meaning of essential medical term roots.
 - Define the elements combining vowels and combining forms of essential medical terms.
- Demonstrate the importance of suffixes and prefixes in forming medical terms.
 - Define the elements suffix and prefix.
 - Select and identify the meaning of suffixes and prefixes of medical terms.
- Build and construct medical terms using their elements.
- Deconstruct a medical term into its basic elements.

Enduring Understandings:

- Comfort with medical terminology for future health career courses and careers.
- Necessary for a career in the healthcare fields.
- Ability to communicate with healthcare professionals if they are ever a patient themselves.
- Deliver safe patient care through the understanding of medical terms.
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- Communication: active listening, clear communication

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3. Get out your device and go to [Kahoot.it](#). You will enter the pin number that your teacher gives you.

2. Explore:

Part I:

1. You will be divided into small groups. Your teacher will provide each group with craft sticks, clothespins, and worksheet to record words.
2. Each craft stick has one root word written on it.
3. Each group will receive 5-10 clothespins that have either a suffix or prefix written on them.
4. Each group will create medical words by “clipping” clothespins to a craft stick. You may use your textbook or the internet to verify the word and record the meaning of each word element.

Part II:

1. Students (individually or in groups) list words with same root such as “Cardio” or “Pulmonary”
2. You will report terms to the class that were difficult to find. If done in a group, all members of the group must speak. Each group member will need to pronounce their terms correctly.

Part III:

1. As a group project, you are going to map root words on the body.
2. Get a large sheet of butcher paper. It must be about 6 feet long.

3. Trace around one of the members of your group on the paper.
4. Draw a picture of each organ listed on the worksheet. Make it the correct size. You may wish to use colored pencils or markers to make it the correct color.
5. Locate each organ on the body diagram and use scissors to make an incision. Cut across the ends and fold the sides up, much like two cabinet doors.
6. Tape or glue the diagram inside the incision so that the organ names are visible when open.
7. Edit your names if necessary, with the correct answers. View other students' body drawings.

Part IV

1. With a partner sitting next to you, get ready to play Medical Terminology Bingo. See which pairs get the most correct!
2. You will be given a bingo word list. You will fill in the blank spaces with the words you pick.

3. Explain:

Be ready to answer the following questions:

Part I: Use the information Explore Part I

1. What do the craft sticks represent? Why?
2. What is the purpose of the “clothespins”? How does the clothespin change the meaning of the word?
3. Why do some “clothespins” only make sense when placed at the end of the craft stick? What do they do to the meaning of the “craft stick” word?
4. Why do “clothespins” only make sense when placed at the start of the craft stick? What do they do to the meaning of the “craft stick” word?
5. What words only used 1 clothespin?
6. What words required an additional vowel to correctly create a medical word? What do these words have in common?

Part II: Use the information from Explore Part II

1. What are the difficult root words you found and explain “why” were they difficult for you?
2. Define the following terms:
 - a. Cardiology
 - b. Rhinoplasty
 - c. Gastritis

Part III: Use the information from Explore Part III

1. Where is the liver situated on your body map? Identify using medical terminology.
2. Where is the heart located? Identify using medical terminology.

Part IV: Use the information from Explore Part IV

1. What terms did you find the most difficult? Discuss with your neighbor.
2. Were any terms easier to understand and remember? Why were they easier? Discuss as a class.
3. Using your body map, review all internal organs in the human body using correct terminology. Discuss as a group which organs are easier to remember and which are a bit more difficult.

4. Elaborate/Extend:

Part I: Reading an Article

1. Divide into groups of 2-3 students.
2. You will be given 4-5 articles.
3. Read the articles and write down several different medical terms from each article
4. Deconstruct these terms into prefix, suffix and root words. Use your craft sticks and clothespins from earlier, if necessary.
5. Now define your terms.

6. Compare your terms and definitions with your classmates.

Part II: Reading a Case Study:

1. In small groups, you will find and read a case study.
2. Identify 10 medical terms from the passage. You will need to define them and deconstruct those terms.

Part III: Writing a Case Study:

1. You will be provided a list of word elements and you need to create your own case study using those 10 of those word elements.
2. Use words from the Explain section and choose words relevant to your case study.
3. The case study can be completed in parts.
4. Write a short paragraph in which you will report your patient's history and current illness.

Part IV: Interpreting a case study:

1. Prepare to present your case study to your classmates.
2. After completing the review of your case study, rewrite it using everyday terminology to use when speaking to a patient so they will understand.

5. Evaluate:

1. You will take a post-quiz after completing the lesson with expected improvement in your score.
2. Your teacher has set up a post lesson Kahoot!. Get out your device and use this link to go to [Kahoot.it](https://kahoot.it). You will enter the pin number that your teacher gives you. The number of questions answered correctly should increase.
3. In the Elaborate section, you created a case study using appropriate medical word elements. You then modified it using terminology that patients will understand. Your teacher may use the following rubric to evaluate those assignments.

Category		3	2	1
<p>Knowledge of the issue: facts / supporting details; themes/ issues; and concepts/ideas</p>	<p>Read the case study provided.</p>	<p>a. Defined and deconstructed 10 medical terms found in the case study.</p> <p>b. Definition and deconstruction completed with no inaccuracies.</p>	<p>a. Defined and deconstructed 5-9 medical terms found in the case study.</p> <p>b. Definition and deconstruction completed with 2 or less inaccuracies.</p>	<p>a. Defined and deconstructed less than 5 medical terms found in the case study.</p> <p>b. Definition and deconstruction completed with 3 or more inaccuracies.</p>
<p>Communication</p>	<p>Student's will create their own case study using 10 medical word elements.</p> <p>Students will use their own case study and rewrite it using patient appropriate communication of medical terminology.</p>	<p>a. Student created a case study using 10 medical word elements.</p> <p>b. Student used appropriate medical terminology and in the correct context.</p> <p>c. Student took their own case study and broke down those 10 medical word elements into a wording that a patient would understand (did not use medical word elements).</p>	<p>a. Student created a case study using 6-9 medical word elements.</p> <p>b. Student used appropriate medical terminology with few errors in terminology and context.</p> <p>c. Student took their own case study and broke down those 6-9 medical word elements into wording that was mostly patient appropriate for improved communication.</p>	<p>a. Student created a case study using less than 6 word elements.</p> <p>b. Student used appropriate medical terminology with many errors (more than 3) in terminology and context.</p> <p>c. Student took their own case study and broke down those less than 6 medical word elements into wording that was not appropriate for the patient's understanding.</p>