

The Doctor

PM Level 11/12

Blue

Text Type Description

Running Words 165



Preparing for Guided Reading

Orientation to the Text

- In this book a father takes his son, who has an ear infection, to the doctor. Children are more likely to develop positive attitudes towards visiting the doctor when they are familiar with the procedures.
- Show students an illustration or photograph of a doctor. Encourage the children to talk about their experiences by asking, *Tell us about visiting the doctor.*
- From students' responses, establish the role of a doctor. List some of these facts on a chart. Read them together.

Prior Knowledge

- Discuss visiting the doctor as an essential procedure that is closely related to students' physical wellbeing.

Key Language Structures

- Present tense verbs are used to describe the subject of the description, e.g. *talk, sit, climb, stay, looks.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

better, puts, still, take, talks, that, Then, wait

Content Words

doctor, hurting, light, medicine, stethoscope, waiting

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are crosschecking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.

- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again.* Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Read the title and talk about the cover photograph. Identify the characters – the boy who has an earache, his father and the doctor.
- Explain that the doctor uses the auriscope to look deeper inside the ear. Reinforce with students how important it is that they must not put any objects in their own ears – only a doctor would use an instrument like this. Discuss how sometimes, if you have an injury or are not well, part of the body may go red. The redness is a warning that something may be wrong.
- Talk about the piece of paper that the doctor has given to the boy and his father. Establish that it is a prescription, and discuss where they will go to get the medicine.

Comprehension

- What does the doctor use to look into the boy's ear? (*Literal*)
- Why did the father go into the doctor's room with the boy? (*Inferential*)
- Why is it important that the boy takes the medicine for seven days? (*Inferential*)

Follow-up Activities

- Invite a nurse to the classroom to talk about their job as a health professional, to provide students with more information about caring for their ears, or to support curriculum studies which provide students with information about caring for themselves.
- Have students talk about their local pharmacy or drugstore. Talk about why the prescription is dispensed there and discuss what other things you can buy there. These items could be listed on a chart.
- Take students outside for a listening walk. When you return, make a mural of the sounds they heard.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up