

## About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 100

### Book Summary

Where do animals go when they are sick or hurt? They visit a vet! In the book *The Vet*, students will read about animals that need to visit the pet doctor. Students will have the opportunity to identify the problems and solutions in this simple story. Detailed illustrations, high-frequency words, and repetitive text support emergent readers.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge


### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Problem and solution
- Segment onset and rime
- Identify short /e/ vowel sound
- Recognize and use capital letters and periods
- Alphabetize words

### Materials

Green text indicates resources available on the website

- Book—*The Vet* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, short /e/ vowel sound, capitalization and punctuation worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *can*, *had*, *help*, *with*
- Content words:  
Story critical: *broken* (adj.), *crack* (n.), *fever* (n.), *hoof* (n.), *paw* (n.), *shell* (n.)

## Before Reading

### Build Background

- Write the word *vet* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Explain that the word *vet* is a shortened form of the word *veterinarian*. Ask students to tell what they think a veterinarian does. Explain that a vet is a pet doctor.
- Discuss some reasons an animal might need to visit the vet.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title to them. Ask what they think they might read about in a book called *The Vet*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *A \_\_\_\_\_ has a \_\_\_\_\_. The vet can help.* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge.  
*Think-aloud: When I read a book, I try to think about what I already know about the topic of the book before I begin reading. When I read the title of this book and look at the picture on the cover, I think that it is going to be about a vet and the animals he tries to help. This reminds me of the time I had to take my dog to the vet. She hurt her leg on a fence. The vet bandaged her leg, and it got better. I wonder if the vet in this story will help a dog.*
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that every fictional story has certain parts, or elements. Write the words *Problem* and *Solution* on the board. Explain that in most stories, the main character is faced with a *problem* that needs to be solved, and the *solution* is how the character works through the problem and finds a way to deal with it.
- Create a chart on the board with the headings *Problem* and *Possible Solutions*. Write the sentence *I lost my dog* on the board under the *Problem* heading. Model identifying possible solutions to the problem.  
*Think-aloud: I know that when a problem arises, I can deal with it in different ways. If I lose my dog, I know that I have to think of a way to find her. One possible solution might be to put signs in my neighborhood with the dog's picture and my phone number. Another possible solution to this problem is to walk around my neighborhood and ask my neighbors if they have seen my dog. I could also place an ad in the local newspaper. I've identified three possible solutions to the problem.*
- Model filling in the chart on the board under the *Possible Solutions* heading.
- Write the following sentence on the board under the *Problem* heading: *I missed the bus*. Discuss possible actions that a person might take to solve this problem. List them on the board under *Possible Solutions*.
- Have students think of other possible problems to share. Discuss and list possible solutions.
- Remind students that good readers look for problems and solutions as they read.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though the dog has a hurt paw. The vet can help.*

- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *broken* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a bird with a hurt wing. When I look at the first part of the word, it starts with /br/. However, the word hurt starts with the /h/ sound, so this can't be the word. I know that when something is hurt and not working right, it might be broken. The word broken starts with the /br/ sound. The sentence makes sense with this word. The word must be broken.*

### Set the Purpose

- Have students use what they already know about vets and animals as they read. Remind them to think about the problem that the characters are having and possible solutions to help them deal with this problem.

## During Reading

### Student Reading

- Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (A). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
*Think-aloud:* As I read the story, I learned that the dog had a hurt paw. I saw a thorn in its paw in the picture. It made me think about a time when I was young and I had a splinter in my foot. It hurt really badly until my mom pulled it out with tweezers. Then we put a bandage on it. I wonder what the vet will do to help the dog.
- Invite students to share how they connected with what they already knew as they read.
- Ask students if they can identify the dog's problem. (It had a thorn in its paw.) Discuss the possible solutions to the dog's problem. (The vet could pull the thorn out of the dog's paw.)
- Introduce and explain the [problem-and-solution worksheet](#). Have students record the word *dog* under the *Character* heading and the dog's problem under the *Problem* heading of their worksheet. Have them record a solution under the *Possible Solutions* heading of their worksheet.
- Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Have students read the remainder of the book. Remind them to use what they already know about vets and animals to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Think-aloud:* When I read page 12, I saw the vet with a thermometer in his mouth. I thought about how it feels to have a fever. I know it's not fun to feel sick. It reminded me of a time when I had a fever and went to see the doctor. The doctor checked me out and gave me some medicine. After I went home and got some sleep, I felt better.

## Lesson Plan *(continued)*

## The Vet

- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about the vet and the animals in the story. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the problem and solution recorded on the worksheet on the board. Discuss other possible solutions.
- **Independent practice:** Have students complete the [problem-and-solution worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the vet and the animals he helped. Now that you have read and thought about this, do you think it's a good idea for pets to have their own kind of doctor, different from people? Why or why not?

### Build Skills

#### Phonological Awareness: **Segment onset and rime**

- Say the word *vet* aloud to students. Explain that you are going to say the word a second time and leave off the /v/ sound. Then say: /et/; *vet* without the /v/ is /et/.
- Have students identify other words that end with the /et/ sound (*get, bet, wet*).
- Have students say the word *can*. Then have them say the word *can* without the /k/ sound (/an/).
- **Check for understanding:** Say the following words aloud, one at a time: *hoof, help, mark, tail, hop*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

#### Phonics: **Identify short /e/ vowel sound**

- Write the word *shell* on the board and say it aloud with students.
- Have students say the short /e/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /e/ vowel sound in the word *shell*.
- **Check for understanding:** Write the following words that contain the short /e/ vowel sound on the board, leaving out the vowel: *went, hen, belt*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /e/ vowel sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short-/e/-vowel-sound worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Capitalization and punctuation**

- Write the following sentence on the board: *The vet can help*. Read the sentence aloud with students.
- Explain that every sentence has a signal at the beginning to let readers know where to begin reading. Underline the capital letter in the word *The*. Explain that the word *The* begins with a capital letter to signal that a new sentence is beginning. Emphasize that all sentences begin with a capital letter.
- Explain that every sentence also has a signal at the end so readers will know when to stop reading. Explain that the signal is called a *period*. Point out that a period is like a stop sign because it tells readers to stop reading.
- Have students tell something about one of the animals in the book. Write their sentences on the board using a lowercase letter at the beginning of the sentence and leaving off the punctuation at the end of the sentence. Have volunteers come to the board and change the lowercase letter at the beginning of the sentence to a capital letter. Then have students add a period to the end of each sentence.



**Check for understanding:** Have students locate and circle all of the capital letters at the beginnings of sentences in the book. Have them underline all of the periods.

- **Independent practice:** Introduce, explain, and have students complete the **capitalization-and-punctuation worksheet**. If time allows, discuss their responses.

### **Word Work: Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *vet* and *dog* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *v* or *d*. Explain that the word *dog* would come first in an alphabetical list because the letter *d* comes before the letter *v* in the alphabet.
- Write the words *problem* and *hurt* on the board. Have students identify the initial letter in each word (*p* and *h*). Ask students to identify which letter comes first in the alphabet (*h*). Explain that the word *hurt* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *broken, wing, fever, doctor, crack, shell, tail*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the problems and solutions in the story to someone at home.

## **Extend the Reading**

### **Realistic Fiction Writing and Art Connection**

Have students draw a picture of an animal that is hurt. Have them write a sentence about their animal and how they would like to help the animal.

### **Science Connection**

Provide students with more information about animals and the people that help them (possibly endangered animals or animal rescue groups). Discuss the facts learned about animals and the people who help them. Have each student choose a fact to write about an animal and then illustrate it. Collect students' drawings to create a class book about helping animals.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently connect to prior knowledge to understand text
- accurately identify the problems and solutions in the story during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /e/ vowel sound during discussion and on a worksheet
- correctly understand and use capital letters and periods during discussion and on a worksheet
- correctly place words in alphabetical order

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)