

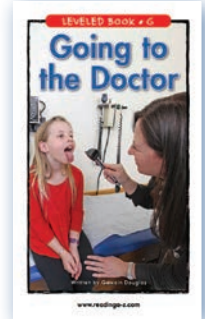
Focus Question:

What happens during a checkup with the doctor?

Book Summary

Text Type: Nonfiction / Personal Narrative

Many people go to the doctor for a checkup. *Going to the Doctor* lets students tag along on a young girl's visit to the doctor for her yearly checkup. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of conjunctions.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand nonfiction text
- ☐ Determine the author's purpose for writing
- ☐ Describe information provided by photographs
- ☐ Discriminate variant vowel /oo/ sound within words
- ☐ Identify vowel digraph oo words
- ☐ Recognize and use the conjunction *and*
- ☐ Identify and use the high-frequency word *around*

Materials

- ☐ Book: *Going to the Doctor* (copy for each student)
- ☐ Author's purpose, vowel digraph oo, conjunction *and* worksheets
- ☐ Variant /oo/ as in *hoop* sound symbol book, vocabulary /oo/ sound sort
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *around, like, my*
- **Words to Know**
 - Story critical:** *blood pressure (n.), checkup (n.), cuff (n.), doctor (n.), height (n.), weight (n.)*
- **Academic vocabulary:** *unless (conj.)*

Guiding the Reading

Before Reading

Build Background

- Ask students what a checkup is. Have students describe what types of things a doctor does during a checkup. Ask students to describe any instruments the doctor uses. Write a list of ideas on the board.
- Discuss with students what happens during a visit to the doctor for a checkup. Have students draw pictures of things that happen during a checkup, then label the pictures.

Introduce the Book

- Give students their copy of *Going to the Doctor*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers connect to prior knowledge as they read. Explain that often the book cover and title page provide information that helps readers to think about what they already know about the topic of the book. Have students look at the cover of the book. Ask students to explain to a partner what is happening in the photograph on the cover. Ask students to explain what they already know about visiting the doctor's office. Invite volunteers to share more about what they know about doctor visits.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the acronym *PIE* on the board. Explain that each letter stands for one

Guiding the Reading (cont.)

of the purposes an author might have for writing a book. Explain that the purposes are to persuade, inform, or entertain. Write the words *persuade*, *inform*, and *entertain* on the board under each acronym letter. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way. Ask students to name stories they have read and the author's purpose for each.

- Explain to students that sometimes even the photographs of a book can have a purpose. Ask students to turn to the title page of the book. Discuss with students what the photograph shows. Ask students to think about why that photograph was chosen for the title page. Discuss with the students their thoughts about the photograph's purpose. Have students work in groups to preview the book and determine the author's purpose, and guide students to a class consensus.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about visiting a doctor for a checkup. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who begins a doctor's visit?* (level 1) page 5
- *What does it feel like to have your blood pressure taken?* (level 2) page 6
- *What steps does the doctor take to examine you during a visit?* (level 3) pages 9 and 10
- *When does the girl in the book need shots again?* (level 1) page 11
- *Why might you need to return to the doctor's office before your next checkup?* (level 3) page 12

Text Features: Photographs

Explain that photographs clarify the meaning of the text on a page. Have students work with a partner to review the photograph on page 6 and discuss what the nurse is doing in the photograph. Ask students: *How does this photograph clarify what a blood pressure cuff is? In what way does it help you understand what taking blood pressure means?* Have students review other photographs in the book and discuss in groups which ones help explain the text on the page. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you connect to prior knowledge while reading a book. Remind students to continue to make connections while they are reading.
- Have students work in groups to check details that they have read and to evaluate what the author's purpose for including those details might be.
- Model evaluating details to determine the author's purpose.

Think-aloud: While reading the book, I notice the author is providing me with many details about what happens to the girl during a doctor's visit: checking height and weight, answering questions about how she has been doing, checking her ears, and so on. All of these facts explain what happens to the girl at the doctor's office, so I believe the author's purpose is to inform. While I read, I also look at the photographs and evaluate the information they provide. I will continue to read to the end of the book, carefully examining each detail, and checking to see whether she has a different main purpose or more than one.

- Model how to complete the [author's purpose worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

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.

Skill Review

Graphic Organizer: Author's purpose

Review the acronym PIE with the students recalling the three different purposes an author may have. Ask students to explain what each purpose is and what clues are given for each purpose. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students decide which purpose they think the author had for writing this book. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Facts should include that height and weight are recorded, blood pressure is taken, the doctor asks questions, listens to breathing and heart beat, eyes and ears are checked, and shots may be given.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Discriminate variant vowel /oo/ sound

- Say the word *room* aloud to students, emphasizing the vowel /oo/ sound. Have students say the word aloud and then say the /oo/ sound. Have students practice saying the /oo/ sound to a partner. Have students look for words that have the same /oo/ sound pattern in the book (*school, sooner*).
- Repeat the process with the word *book*.
- Display the variant /oo/ as in *hoop* sound/symbol book on a projector. Using the book, display all the pages and have students say the words for each picture aloud. Have students repeat the vowel sound for each picture. Write /oo/ *room* and /oo/ *book* on the board. Ask students which word each picture from the book goes under. Write the words under the appropriate heading.
- **Check for understanding:** Say the following words one at a time: *boot, racoon, hook, look, spoon, took*, and have students give a thumbs-up symbol when they hear the /oo/ sound as in *room* and a thumbs-down when they hear the /oo/ sound as in *book*. Give students the vocabulary /oo/ sound sort. Have students work with a partner to complete the sound sort.

Phonics: Identify vowel digraph oo

- Write the words *room* and *book* on the board. Ask students to read the words aloud. Have students practice saying the /oo/ sound for each word with a partner. Ask students to volunteer other words that have the same sound as *room* and *book*, and write them on the board under the appropriate heading.
- **Check for understanding:** Have students read the variant /oo/ as in *hoop* sound/symbol book with a partner. Ask students what words they would use in the book if they were to write it for the /oo/ sound

in *book*. Have students work with a partner to make a book or poster for the sound.

- **Independent practice:** Introduce, explain, and have students complete the **vowel digraph oo worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Conjunction and

- Write the following sentence on the board: *I like to watch movies and play games*. Read the sentence aloud with students.
- Underline the word *and*. Then explain that this word is a *conjunction*. Words such as *and*, *or*, and *but* are all conjunctions. A conjunction is a *word that joins together words or parts of sentences*. Explain that these words are like puzzle pieces in a sentence and that they connect the sentence together.
- Have students turn to page 5 of the book and follow along as you read. Ask students to identify the conjunction on that page (*and*). Have students share with a partner the two words the conjunction *is* connects.
- **Check for understanding:** Write the following sentence starters on the board: *I have a ___ and ___. I ate ___ and ___ at lunch. My favorite things to do at school are ___ and ___*. Ask students to fill in the blanks and highlight the conjunction in each. Then ask students to write their own sentence using the conjunction *and*.
- **Independent practice:** Introduce, explain, and have students complete the **conjunction and worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word around

- Explain to students that they are going to learn a word they see often in books they read. They should be able to recognize the word when they see it and be able to write it quickly. Write the word *around* on the board and read the word aloud. Have students read the word aloud with you.
- Spell the word aloud while students write each letter in the air.
- Explain to students that the word *around* is used to explain where something is.
- Use the word *around* in an oral sentence (*I parked my car around the corner*). Have students use the word *around* in oral sentences to explain where they put something.
- **Check for understanding:** Have students look in the book and highlight the word *around* when they find it. Ask students to read the sentences that use *around* aloud to a partner.

Connections

- See the back of the book for cross-curricular extension ideas.