

# How Doctors Help

**Word Count:** 130    **Text Type:** Information Report

**High-Frequency Word Focus:** help, more, other, their

**Content Words:** bones, doctors, ears, eyes, hearing, hospital, hurt, patients, problems, sick, teeth, tests, X-rays

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
serial commas; final blend *lp*

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** create short text to record and report ideas

## LANGUAGE

**Text structure and organisation:** understand punctuation is a feature of written texts – serial comma; texts can take different forms; informative texts have a special purpose – placement of contents and index pages

**Expressing and developing ideas:** explore the contribution of images to meaning; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

**Sound and letter knowledge:** recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever visited a doctor and what the experience was like. Discuss different kinds of doctors, how they help us, and the kind of equipment found in doctors' offices or hospitals.

**Encouraging prediction:** Read the book's title to students and have them discuss the photograph on the cover. Ask students to look at the photographs throughout the book and identify what the doctors are doing in each. Have them use the photographs to predict what the book might be about. Read the headings on the contents page to confirm their predictions.

**Outlining focuses:** Explain to students that as well as reading about doctors, they will be talking about commas, and words ending in *lp*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression and pause to clarify unfamiliar words where necessary. Point to each photograph and discuss any in need of explanation, for example, the eye examination on page 7.

**Guiding:** Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies,

such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking questions. For example, how might eye doctors help people to see better? How might ear doctors help people to hear better? Have students look at pages 12 and 13. Ask how looking at an X-ray helps a bone doctor treat a broken bone. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Text structure and organisation:** Read page 10 and ask students to look closely at the punctuation marks after the words *X-rays* and *fillings*. Explain that these marks are called commas and are used to separate items in a list. They indicate a slight pause before reading on to complete the sentence. Discuss the purpose and placement of the contents and index pages.

**Expressing and developing ideas:** Ask students to look at pages 14 and 15. Ask them to read the text, then explain what extra information they gained from the photograph.

**Sound and letter knowledge:** Ask students to read page 2 and find the word *help*. Discuss the letters in the word, and point out the final blend *lp*. Brainstorm a list of other words that end in *lp* (for example, *gulp*, *pulp*, *scalp*, *yelp*). Together, make up short nonsense rhymes with these words, for example, *I gave a little yelp when I felt a tickling on my scalp*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *How Doctors Help* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Discuss with students the importance of being healthy and caring for our bodies. Have students create a poster about staying healthy and safe. The poster should include such things as healthy eating habits, good hygiene habits, and safety rules.
- Have students write *Doctors can help fix...* at the top of a sheet of paper. Have them use the contents page as a prompt to remind them of the things doctors do to help. Ask students to draw and label pictures of the parts of the body the doctors in this book treat.
- Have students choose two doctors from the text. Ask them to write two facts they learned about these doctors.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

## 7e – How Doctors Help

1. Circle the (lp) in these words.

kelp

help

pulp

yelp

scalp

gulp

2. Put commas in the correct places.

They do X-rays fillings and more.

There are eye doctors ear doctors and bone doctors.

Doctors help in clinics offices and hospitals.

Doctors nurses and dentists help us.

I have sore eyes sore ears and a sore throat.



Name \_\_\_\_\_

# 7e – How Doctors Help

Draw lines to match the sentences and pictures.

Eye doctors help our...



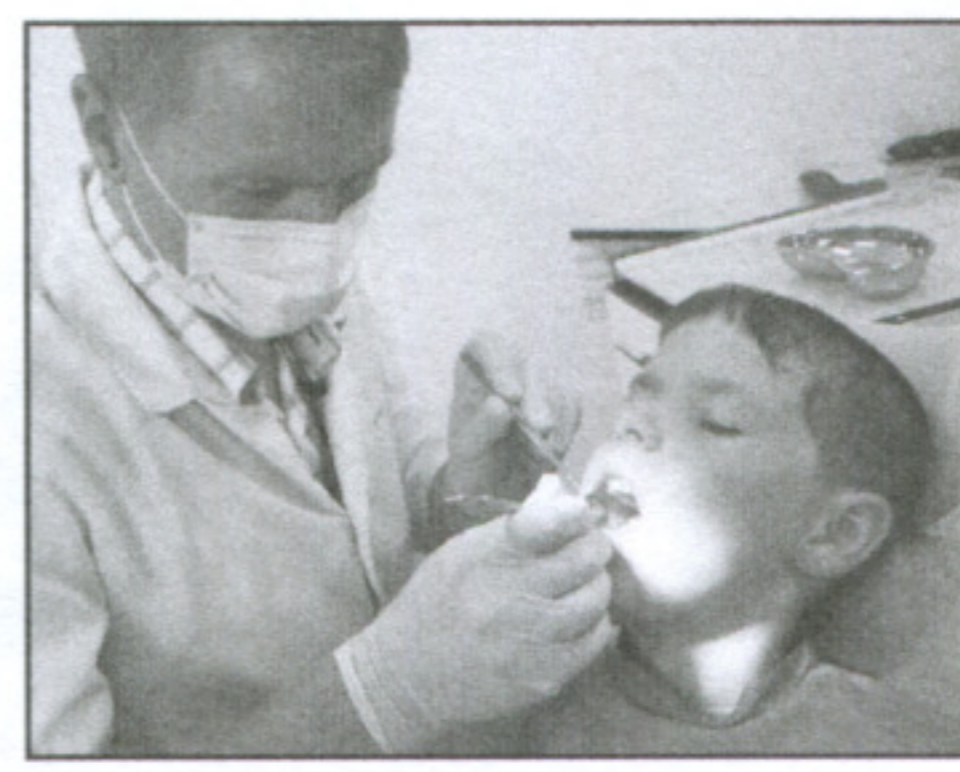
Ear doctors help our...



Teeth doctors help our...



Bone doctors help our...



Name \_\_\_\_\_

# 7e – How Doctors Help

Write about how people such as police, teachers, firefighters, and crossing supervisors help us.

Write why their jobs are important.

Draw a picture to illustrate what you write.



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