LESSON 17 TEACHER'S GUIDE

A Rural Veterinarian
by Lisa Cocca

Fountas-Pinnell Level R
Narrative Nonfiction

Selection Summary
Rural vets must be prepared for a variety of situations with large farm animals. This book takes the reader through a sample day with a vet who makes house calls, visiting her patients on farms.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative in five short chapters following an introduction</td>
</tr>
<tr>
<td></td>
<td>Chapter titles and content centered on stops the rural vet makes during a typical day</td>
</tr>
<tr>
<td>Content</td>
<td>Rural veterinarians: typical day, training</td>
</tr>
<tr>
<td></td>
<td>Caring for farm animals</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Expect the unexpected each day during work.</td>
</tr>
<tr>
<td></td>
<td>The work of a rural vet is diverse and rewarding.</td>
</tr>
<tr>
<td></td>
<td>Farm vets work long hours, travel great distances, and their work varies.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Second-person introduction builds intimacy with reader</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Multiple items in series</td>
</tr>
<tr>
<td></td>
<td>Dashes and exclamations; abbreviations with time: 4 A.M.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some technical language with many words explained in the text and/or glossary</td>
</tr>
<tr>
<td>Words</td>
<td>Many multisyllable words formed from base words, such as examination, veterinarian</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photographs</td>
</tr>
<tr>
<td>Captions for photographs</td>
<td></td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text, photographs on most pages</td>
</tr>
<tr>
<td></td>
<td>Five section titles indicate content</td>
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<tr>
<td></td>
<td>Sidebar</td>
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</table>

A Rural Veterinarian by Lisa Cocca

Build Background
Help students use their knowledge about veterinarians and rural life to visualize the subject. Build interest by asking a few questions to spark students’ interest, such as the following: What type of animals do you think a vet who lives in the country will treat? Why do you think it is important to be prepared for unexpected emergencies? Read the title and author and talk about the cover photograph. Note the chapter heads. Tell students that this selection is narrative nonfiction, so they will find out many facts about rural vets.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Direct students to the chapter heading and the photograph’s caption. Ask: What do the light and shadows in the photograph tell you about the time of day the vet makes “Stop One”?

Page 6: The text says that on the second stop the vet uses a stethoscope and other instruments to check a pony’s health. Afterward, she signs her name on a health certificate that has a state symbol on it. Why would an official certificate show a state symbol?

Page 11: Direct students to the term foster in the last sentence. Ask: How can a farmer foster a cow’s health as it recovers?

Now turn back to the beginning of the book and read to find out about the special challenges that a farm vet faces every day.

Target Vocabulary

- ceremony – an event that celebrates something special, p. 12
- confesses – admits that something is true or admits to having done something wrong, p. 9
- confidence – strong belief in one’s abilities, p. 4
- disobey – to not follow orders, p. 5
- perform – does a task, p. 4
- reward – something given in return for doing something, p. 11
- symbol – something that stands for something else, p. 6
- graduate – to complete school, p. 12
- patiently – calmly and without complaining, p. 3
- foster – to take care of someone else’s animal or child, p. 11
Read
Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy and to think of questions as they read. Tell them to determine the order of events in each chapter, and to use the text structure to find information.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the text.
Suggested language: Is being a rural veterinarian something you would enjoy? What qualities does one need to be a rural vet?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are no ordinary days for a rural vet—travel and surprises are what makes the job exciting.</td>
<td>• Each day is a challenge for a rural vet, making this an ideal career for someone who doesn’t mind working long hours in an outdoor environment.</td>
<td>• The vivid photographs increase the clarity of the text.</td>
</tr>
<tr>
<td>• Large animals can be difficult to treat, but the reward is a healthy patient.</td>
<td>• In addition to being trained to work with livestock and other farm animals, rural vets need to get along with farmers and ranchers.</td>
<td>• The first paragraph of every chapter gives a clue to the chronological sequence of events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The author includes vibrant details about a rural vet’s duties to make readers feel like they are there.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• Fluency Invite students to choose a passage from the text and demonstrate phased fluent reading. Remind them to vary tone, pitch, and volume to attract and hold their listeners’ attention.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Have students define the word disobey based on its use on page 5. Ask students if they can name other words that share the prefix dis-.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 17.8.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Sequence of Events
Have students examine the time order in which the sequence of events take place. They can identify signal words, dates, and times of each event. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

After the vet changes into work clothes and gets out her supplies, she examines the cow. Then she pulls out the calf using a chain. These events happen in a time order showing sequence.

Practice the Skill
Encourage students to share their examples of another book that uses sequence of events.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• The author organizes the selection by _________________________________.
• What will most likely happen to the farm veterinarian the following day? Why do you think that?
• What is the meaning of the word foster on page 11?
Critical Thinking

1. Think within the text: What makes a farm vet different from a vet who cares for pets?
   - What part of being a farm vet do you think would be most difficult?

2. Think within the text: What does the vet do after listening to the pony's heart, lungs, and belly with a stethoscope?
   - The vet takes the pony's temperature and checks its teeth.
   - The farmer might be mad at you, but you don't have a choice but to tell the truth.

3. Think beyond the text: What part of being a farm vet do you think would be most difficult?
   - The vet must be prepared for anything to happen during a day on the job. The vet goes to different farms and treats different animals.

4. Think about the text: The author organized this selection to follow a sample day in the life of a farm vet. In what way is this effective?
   - It gives good examples of the different types of problems a farm vet faces. The passage shows that the farm vet goes many places, may travel long distances, may have long days, and may see animals with different problems.

Making Connections

What other career requires working with animals?
- Compare and contrast that career with the career of a farm vet.

Write your answer in your Reader's Notebook.
A Rural Veterinarian

Thinking Beyond the Text

Think about the questions below. Then write your answer in two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

How do you think being a rural vet might be similar to or different from being a vet in a city or office setting? Support your response with details from the text.

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Critical Thinking

Read and answer the questions.

1. **Think within the text** What makes a farm vet different from a vet who cares for pets?

2. **Think within the text** What does the vet do after listening to the pony’s heart, lungs, and belly with a stethoscope?

3. **Think beyond the text** What part of being a farm vet do you think would be most difficult?

4. **Think about the text** The author organized this selection to follow a sample day in the life of a farm vet. In what way is this effective?

Making Connections  What other career requires working with animals? Compare and contrast that career with the career of a farm vet.

Write your answer in your Reader’s Notebook.
There is no such thing as an ordinary day in the life of a farm veterinarian, or animal doctor. The kinds of animals this type of veterinarian, or vet, cares for and the things this vet does change from day to day. Along with cows and horses, a farm vet might treat a pig, sheep, goat, or chicken. Unlike a vet who cares for small pets, a farm vet's patients are often large animals that cannot be examined in an office. After all, you can't bring a horse into a vet's office! Instead, the farm vet goes to the patient.

### Behavior Codes

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✔ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☞ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>☐ cat</td>
<td>1</td>
</tr>
</tbody>
</table>

### Accuracy Rate

Accuracy Rate = \( \frac{\text{# words read correctly}}{100} \times 100 \) %

### Total Self-Corrections

Grade 4 Lesson 17: A Rural Veterinarian

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