Animal Doctors
by Darleen Ramos

Fountas-Pinnell Level N
Narrative Nonfiction

Selection Summary
This selection gives an overview of a day in the life of a veterinarian, including talking to the owners, making a diagnosis, tests and treatments, surgery, and emergencies. It concludes with information on what it takes to become a veterinarian and a glossary of terms used in the selection.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Brief introduction, followed by eight sections that describe the jobs a vet performs and what it takes to become a veterinarian</td>
</tr>
<tr>
<td>Content</td>
<td>Facts about the work of a veterinarian</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>A veterinarian’s life is hard but fulfilling.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Second-person narrator; clear, conversational style</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Short, declarative sentences; complex sentences; exclamations</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Words associated with veterinarians and medicine: patients, exams, diagnose, wound, wheezing, infection, X-ray, surgery</td>
</tr>
<tr>
<td>Words</td>
<td>Majority of words one- or two-syllables</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photographs with captions support text and add interest</td>
</tr>
</tbody>
</table>

Lesson 17 Teacher’s Guide
**Animal Doctors** by Darleen Ramos

**Build Background**
Help students use their knowledge of pets and animal care to visualize the text. Build interest by asking questions such as the following: *Have you ever taken a pet to a veterinarian’s office? If so, what was it like? Would you like to be a veterinarian? Why or why not?* Read the title and author, and talk about the cover photograph. Explain that this book is narrative nonfiction. It gives factual information about veterinarians.

**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:** Ask students to read the heading and photograph caption. **Ask:** Why do you think the section title calls pets “patients”? Judging from the photographs, what kind of patients do vets see? What other pet patients can you think of that aren’t pictured?

**Pages 5–7:** Have students read the headings and captions. **Ask:** What kind of questions do you think vets ask pet owners?

**Pages 8–13:** Call attention to the photograph and its caption on page 8. **Suggested language:** Vets do tests to find out, or diagnose, what’s wrong. Sometimes a vet performs surgery, as shown on page 9. After surgery, the animal may stay in the clinic overnight. It takes much training to become a vet. After vets graduate from college, they must attend and graduate from veterinary school.

**Pages 11–12:** Discuss the heading and photographs. **Suggested language:** The dog on page 11 is about to disobey its owner. What do you think will happen?

Now go back to the beginning and read to find out what a vet’s day is like.

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**Target Vocabulary**

- **ceremony** – an event that celebrates something special
- **confesses** – admits that something is true or admits to having done something wrong, p.10
- **confidence** – a strong belief
- **disobey** – to not follow orders, p.11
- **foster** – a person who takes care of someone else’s animal or child, p. 12
- **graduate** – to complete, p.13
- **patiently** – to do something calmly and without complaining
- **performs** – to do a task, p. 9
- **reward** – to give someone something in return for doing something
- **symbol** – something that stands for something else
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy and to pause after each chapter and put what they just read in their own words.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.

Suggested language: Think of all the things a vet has to do in a day and the emergencies a vet has to face. What kind of person do you think it takes to be a good veterinarian?

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>• Veterinarians diagnose and treat health problems of pets.</td>
<td>• Vets need to know how to be sympathetic with pet owners and what questions to ask them.</td>
<td>• Photographs of vets at work support the text.</td>
</tr>
<tr>
<td>• Vets gain information about their patient by talking to the pet owner and examining the pet.</td>
<td>• Vets work hard and put in long hours because they love helping pets and pet owners feel better.</td>
<td>• A glossary defines medical terms introduced in the text.</td>
</tr>
<tr>
<td>• Vets run tests to diagnose sickness, prescribe treatment, perform surgery, and find foster homes for recovering animals.</td>
<td>• Vets must train for years learning how to care for all different kinds of animals.</td>
<td>• Chapter headings indicate organization of the text.</td>
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</table>

Choices for Further Support

• Fluency Invite students to choral read a passage from the text to demonstrate phrased fluent reading. Remind them that although the book is informational, the narrative is told in a conversational tone.

• 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 Remind students to look for a base word as a clue to a word’s meaning. Examples from the text include: appointments (page 3), yearly (page 4), listener, eaten (page 5), infection (page 6), finally (page 7), and disobey (page 11).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 17.7.

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 Explain that the author tells about the events in a vet's day in sequence, or time order, to let the reader know what happens first, second, so on. Words like begin and after show the sequence of events. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
The chart lists two events that take place on a visit to the vet. The events are listed in order. What happens after the vet asks questions about the pet? Next, the vet examines the pet. Add that event to the chart.

Practice the Skill
Encourage students to share another informational book they have read in which the author arranges events in sequence, or time order.

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

Assessment Prompts
• Which words on page 13 help the reader understand what graduate means?
• The first paragraph on page 10 is mainly about ________________________________.
• The author organizes the selection by ________________________________.
Critical Thinking

Read and answer the questions.

1. Think within the text
   What are two of the things a vet does during a pet’s checkup?

2. Think within the text
   When can a vet choose the right medicine for a sick animal?

3. Think beyond the text
   Do you think being a vet would be challenging? Explain your answer.

4. Think about the text
   Why do you think the author includes the section “Becoming a Vet” in the selection?

Making Connections
   Think of another type of doctor. How does that doctor’s work compare with a vet’s work?

Write your answer in your Reader’s Notebook.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

**Beginning/Early Intermediate**

**Speaker 1:** What word is short for “veterinarian”?

**Speaker 2:** vet

**Speaker 1:** What do vets take care of?

**Speaker 2:** sick pets

**Speaker 1:** Why do pets get shots?

**Speaker 2:** so they won’t get sick

**Speaker 1:** How does a vet determine exactly what is wrong with a sick pet?

**Speaker 2:** The vet asks questions about the pet’s symptoms, habits, and behavior and about its care at home.

**Speaker 1:** Why do vets take care of sick animals?

**Speaker 2:** Because they need medicine.

**Speaker 1:** Why do dogs need to go to the vet?

**Speaker 2:** because they can get sick

**Speaker 1:** What should you do if your dog is ill?

**Speaker 2:** Take it to the vet

**Speaker 1:** What does a vet do?

**Speaker 2:** ...
Animal Doctors

Thinking Beyond the Text

Think about the question below. Then write your answer in one or two paragraphs.

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

What do you think a veterinarian's day might be like? Imagine that you are a veterinarian. Think of all your regular duties, of the patients you might see, an emergency you might face. Write a diary entry describing a typical day in your life as a vet. Remember to tell the events in sequence and to use time words, such as before, after, next, and then, to show the order of events.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  What are two of the things a vet does during a pet’s checkup?

2. **Think within the text**  When can a vet choose the right medicine for a sick animal?

3. **Think beyond the text**  Do you think being a vet would be challenging? Explain your answer.

4. **Think about the text**  Why do you think the author includes the section “Becoming a Vet” in the selection?

**Making Connections**  Think of another type of doctor. How does that doctor’s work compare with a vet’s work?

**Write your answer in your Reader’s Notebook.**
### Animal Doctors • LEVEL N

#### Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Just like people, pets need yearly checkups. All pets should get shots to prevent illness and disease. The vet weighs the animal and checks its eyes, ears, nose, and heart. The vet makes sure the animal is eating the right food and getting enough exercise. The vet even has to look inside the animal’s mouth. Imagine opening the mouth of a Great Dane! Some pets don’t mind all this poking and prodding. Others do. “My dog is afraid of the vet, just like I’m afraid of the dentist!” confesses a pet owner.</td>
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<tr>
<td>11</td>
<td>Dogs and cats are always getting into trouble.</td>
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#### Comments:

<table>
<thead>
<tr>
<th>Accuracy Rate</th>
<th>Total Self-Corrections</th>
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</thead>
<tbody>
<tr>
<td></td>
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#### Behavior Code Error

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
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</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>
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</table>

#### Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
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<th>Error</th>
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<tbody>
<tr>
<td>Substitution</td>
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</tr>
<tr>
<td>Self-corrects</td>
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</tr>
<tr>
<td>Insertion</td>
<td>🌟 the</td>
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</tr>
<tr>
<td>Word told</td>
<td>🎉 cat</td>
<td>1</td>
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</tbody>
</table>