

# “The Doctor Is In! Surgical Reading Review”

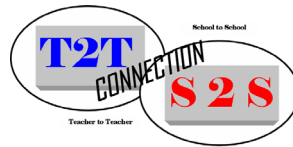


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**Kim Carter**

## 2019 - 2020 IDEA CATALOG OF EXCELLENCE

### PROGRAM OVERVIEW

**The Doctor Is In! Surgical Reading Review** is an engaging way to review reading skills. The lessons cover a wide variety of Language Arts skills that were covered throughout the year. Students are immediately immersed in the “hospital” atmosphere when they come into the room and the class is decorated like an emergency room. Students are then given pre-op instructions from the Supervising Doctor about the procedure (lesson) they are about to do. The students are then sent to specific operating rooms to scrub down, put on their doctor attire, and then begin the procedure. The teacher will supervise the students to make sure that they are on task and understand or check what the students are trying to accomplish.

In the lesson, *Nonfiction Text Feature Surgery*, the students will work with their surgical team to go over nonfiction text features and when to use them. They will then read patient files, decide which procedure (text feature) is needed and work to find an example of it in a magazine. They will cut out the text feature and glue it on the patient file. After all the patient procedures have been completed, the students

will fill out a prognosis report to give to the supervising doctor / teacher.

The *Reading Skills Review Surgery* lesson allows the students to work together to diagnose or figure out what is “wrong” with their patient. The surgical teams will read passages and answer questions about body parts. These passages cover a variety of reading skills, such as main idea, character traits, theme, and point of view, to name a few. With a correct response, students will be given approval to x-ray and

operate on “patients” and then complete a final report to give to the supervising doctor/teacher.

The *Grammar Medical School* lesson helps students review grammar skills that have been previously taught. The surgical teams will have to use their knowledge of sentence structure to “save” their patient. The groups will fix the sentences and then “heal” their patient in their operating room.

The students are highly engaged in this staged and interactive learning environment. There is very little time off task as each student works hard to accomplish each activity. The students are collaborating within their groups, at the same time strengthening their comprehension and grammar skills needed to master the 3rd grade standards.

Several students responded, “This is the best day ever.” The lessons were fun to arrange and seeing the looks on the students faces while doing them were priceless.



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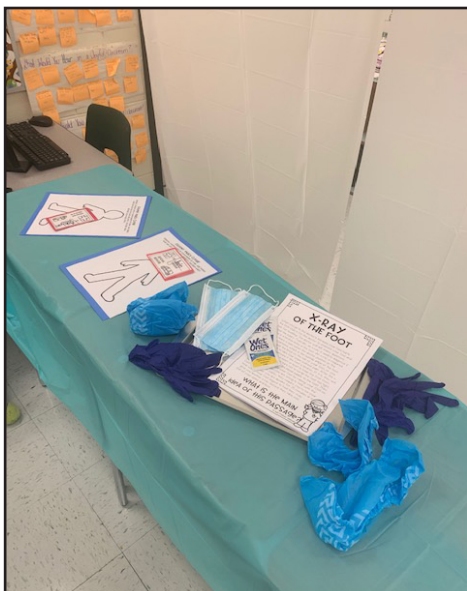
## ■ OVERALL VALUE

*The Doctor is In! Surgical Reading Review* is an excellent way to increase student achievement, improve comprehension, and review for any assessment. Room Transformation is a fun and fairly new idea for third grade classrooms. The “Surgery” lessons were very engaging for the students and they enjoyed doing them in their very own operation rooms dressed in doctor attire.

The students enjoyed working in groups and got immediate feedback after completing the task by bringing the answers to the Supervising Doctor/teacher to check. The activities helped students review and prepare for the FSA in a way that optimized learning and was memorable. This will be a lesson that they will never forget.

## ■ LESSON PLAN TITLES

- Nonfiction Text Feature Surgery
- Reading Skills Review Surgery
- Grammar Medical School



## ■ MATERIALS

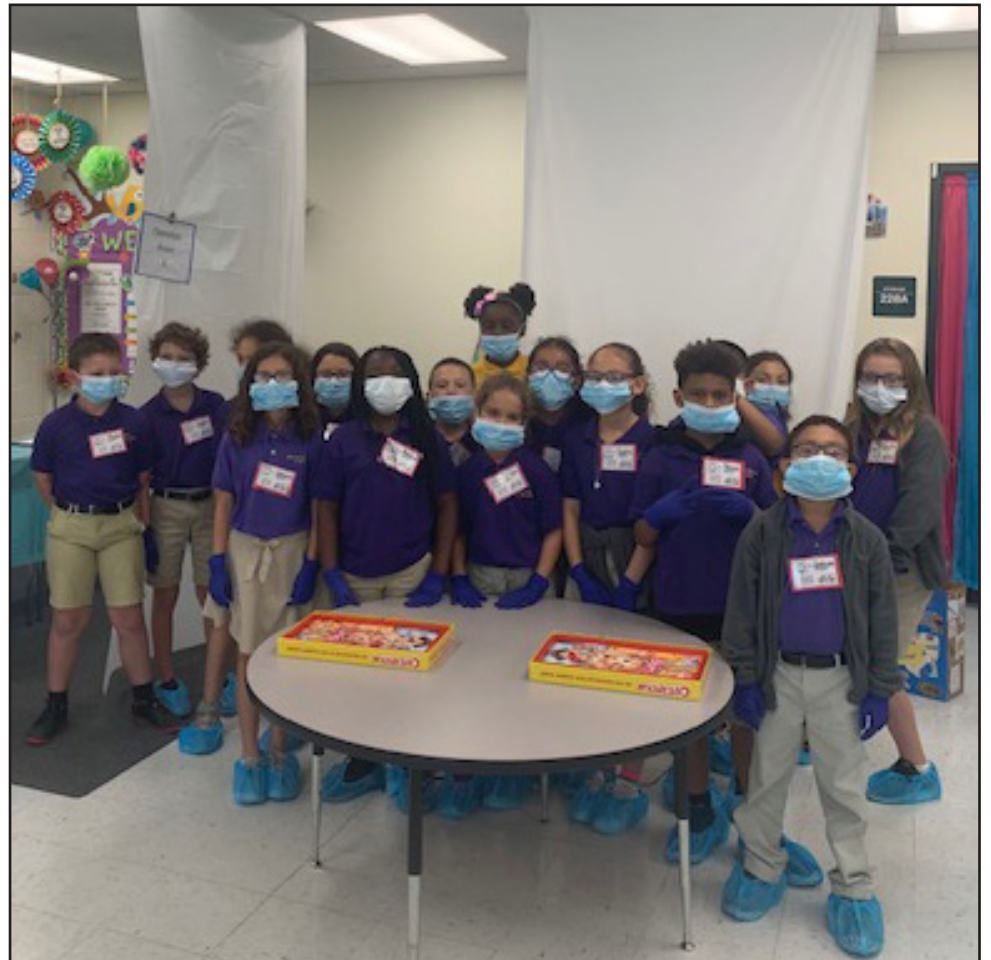
See individual lesson plans.

## ■ ABOUT THE DEVELOPERS

Kimaley Ann Carter is currently a third-grade language arts and social studies teacher at Davenport School of the Arts. She graduated from UCF with a degree in Elementary Education. Then became a third grade teacher at Davenport Elementary. She has been in the education system for 30 years. During her many years of teaching she has been Teacher of the Year twice and served on numerous committees. Her dedication and ability to lead is what makes her very valuable to the education system.

Pamela Anderson is a third-grade teacher at Davenport School of the Arts. She teaches Language Arts and Social Studies. Pam has a Bachelor’s Degree in Elementary Education and a Master’s Degree in Educational Leadership. She has been a recipient of an Adapter Grant, but this is her first School to School Grant.

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# “The Doctor Is In! Surgical Reading Review” Pamela Anderson & Kim Carter



## Lesson Plan No 1: Nonfiction Text Feature Surgery



### ■ SUBJECTS COVERED

Language Arts

### ■ GRADES

Third

### ■ OBJECTIVES

Students will...

...review/learn the different text features of nonfiction texts and when to use them.

...read nonfiction text and identify examples of text features in the text.

### ■ STANDARDS FSS / NGSSS

LAFS.3.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.RI.2.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### ■ VOCABULARY

- Nonfiction text features
- Table of contents
- Glossary
- Headings
- Maps
- Photographs
- Illustrations
- Captions
- Labels
- Graphs
- Tables

### ■ MATERIALS

- Face masks
- Patient files
- Magazines
- Glue
- Scissors
- Text feature matching cards
- Empty medicine bottles (for decoration)
- Table clothes
- Surgery day checklist
- File folders
- Wipes
- Medical badges
- Surgical gloves
- TeacherPay Teacher Lesson - Nonfiction Text Feature by Two Sharp Pencils
- <https://www.teacherspayteachers.com/Product/Nonfiction-Text-Feature-Surgery-3499585>

### ■ DIRECTIONS

1. Before beginning surgery, the students will fill out interactive notes on the non-fiction text features with a lesson from the supervising doctor.
2. Student doctors will be broken into groups of 4 at each operation station.
3. The student doctors will get all the tools needed for surgery set out...scissors, glue, pencil, patient files, magazines, disinfect the tools...use a wipe to clean off tools so germs are not transferred to the patients. They will then scrub in...use a wipe to clean hands then put on surgical gloves and surgical masks, and begin surgery...

4. The student doctors will review the patient's files and read their symptoms carefully to make sure that the correct procedure is performed.
5. After reading each patient's symptom, the student doctors will then find, cut and glue the text feature that they found from the magazines, that each patient needs in the box on the patient file.
6. Then, they will write the name of the text feature in the medicine bottle on the patient report.
7. The student doctors will then need to scrub up or clean up operating area.
8. The student doctors will then fill out the post-op report questions, using complete sentences, and hand in the report to the supervising doctor.

### ■ ACCOMMODATIONS

The teacher could break the entire lesson up into smaller chunks for those students that need extra support.

### ■ EVALUATION/ ASSESSMENT

The teacher will do formative assessments while the students are working within their groups. The “post-op report” will be used as the summative assessment.

### ■ ADDL INFORMATION

TeacherPay Teacher Lesson - Nonfiction Text Feature by Two Sharp Pencils.

<https://www.teacherspayteachers.com/Product/Nonfiction-Text-Feature-Surgery-3499585>



# “The Doctor Is In! Surgical Reading Review” Pamela Anderson & Kim Carter



## Lesson Plan No 2: Reading Skills Review Surgery



### ■ SUBJECTS COVERED

Language Arts

### ■ GRADES

Third

### ■ OBJECTIVES

Students will...

...read passages and answer questions about “body parts”, covering the reading skills of main idea, context clues, text features, text structures, character traits, theme, literal/non-literal, and point of view.

... (with a correct answer), be allowed to x-ray and operate on patients and then produce a final diagnosis.

This will be a review for the Language Arts FSA.

### ■ STANDARDS FSS / NGSSS

LAFS.3.RL.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.2.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

LAFS.3.RL.2.6

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

LAFS.3.RI.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.2.6

Distinguish their own point of view from that of the author of a text.

LAFS.3.RI.2.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LAFS.3.RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### ■ VOCABULARY

- Main Idea
- Context Clues
- Text Features
- Text Structure
- Character Traits
- Theme
- Literal/Non-literal
- Point of View
- X-rays
- Diagnosis
- Incident

### ■ MATERIALS

- Doctor badges
- Face masks
- Shoe covers
- Surgical gloves
- 1 - 3 operation games
- X-rays of healthy and broken/unhealthy body parts
- Patient reading passages
- Incident reports/Patient report folders
- Clipboards

• TeacherPayTeachers Lesson - Reading Skill Surgery - Doctor Transformation by The Friendly Teacher

• <https://www.teacherspayteachers.com/Product/Reading-Skill-Surgery-Doctor-Transformation-3130072>

### ■ DIRECTIONS

When putting groups together, careful consideration will be made on which students need to be in each group. Students that need a little extra help will be put in groups where other students will allow them to participate and ask questions to learn/review. If you do not have the entire day to complete this lesson, I would suggest that it be broken into two days.

1. Students will enter the classroom and told that they will be official doctors for the day. They will then be assigned an Operation room where they will scrub down and put on their “doctor gear.”
2. They find out that their patient has come in and no one is really sure what is wrong with them. The doctors will need to do a test on each part of the body in order to figure out what is wrong with them.
3. The doctors will read the paragraph for each body part using the booklets provided. Remind students to complete paragraphs in order.
4. The students must answer the question that goes with the body part (one paragraph at a time). They will record the answers in their Patient notebook and bring the answer to the supervisor on duty/teacher.



- If their answer is correct, they may go perform surgery. To perform surgery, they go over to the Operation game and remove the body part for the passage they just read and got the correct answer. If they hit the side of the game and it makes a sound, they must come to the supervisor and get an incident report. The incident report is another question that goes along with their paragraph. There are 4 sets of incident reports for each paragraph. If they touch the side 4 times, you can let them go to the result.
- Once they successfully complete that body part of the Operation game, they go into the x-ray rooms to retrieve the results.
- The students go to the envelope for that body part or x-ray. These are found in a clasp envelope and grab one of the pictures out. They need to randomly (no peeking) select the x-ray to find out if that body part is healthy or unhealthy for their patient.
- They return to their operating room and mark whether that body part was unhealthy or healthy on their patient that is located on the outside of their patient notebook. They know this after examining the x-ray they pulled out.
- They repeat 3 through 8 for each of the body parts.
- When they complete all tests, they are then going to make a diagnosis for their patient by looking at the results located on the front of the patient notebook and fill out the patient diagnosis page.

### **EVALUATION/ASSESSMENT**

Students will be evaluated through the formative assessments they will perform after reading each passage and the questions that they must answer and bring to the supervising doctor.

### **ADDITIONAL INFORMATION**

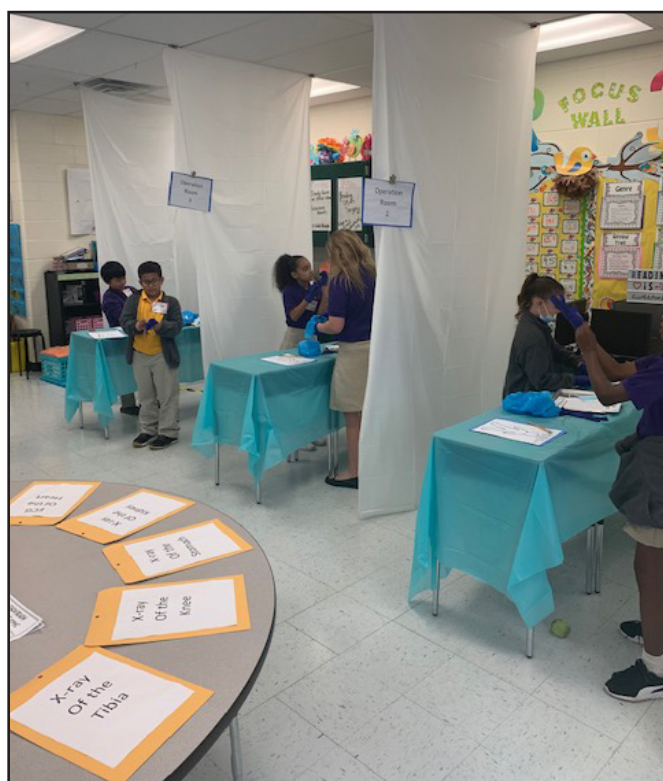
\*The worksheets and x-rays can be found at TeacherPayTeachers Lesson - Reading Skill Surgery - Doctor Transformation by The Friendly Teacher

<http://www.thefriendlyteacher.com/2018/02/reading-skill-surgery.html>

### **ACCOMMODATIONS**

When putting groups together, careful consideration will be made on which students need to be in each group. Students that need a little extra help with be put in groups where other students will allow them to participate and ask questions to learn/review.

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### ■ **SUBJECTS COVERED**

Language Arts

### ■ **GRADES**

Third

### ■ **OBJECTIVES**

Students will...

- ...use their knowledge of sentence structure to save their patient.
- ...need to correct sentences and “heal” their patient in their operating room.

### ■ **STANDARDS FSS / NGSSS**

LAFS.3.L.1.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in a sentence. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.

LAFS.3.L.1.2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LAFS.3.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words

### ■ **VOCABULARY**

- Capitalization
- Prefixes
- Suffixes
- Punctuation
- Subject - verb agreement
- Possessive

### ■ **MATERIALS**

- White tablecloths for the operating room
- Blue tablecloths for the operating tables
- Band aids
- Doctor masks
- Surgical gloves
- Foot cover
- Printed patients
- TeachersPayTeachers Lesson - Grammar Med School Pack by Tales of a Language Teacher
- <https://www.teacherspayteachers.com/Product/Grammar-Med-School-Pack-3104953>

### ■ **DIRECTIONS**

Students will be put into groups to complete the work. Careful selection will be made to pair students who can rely on each other and willing to answer and help others if needed.

1. The supervising doctor/teacher will do a review lesson before the Grammar Med School begins. The students will use dry erase boards to answer the questions the supervisor gives to them.
2. Teacher will set up the classroom in Operating stations, 1 - 6.
3. Provide student doctors with the copied “patient” that they will be operating on to “repair” them.
4. Carefully select and then assign the groups to their operation stations.
5. The student doctors will begin to work on each of the body parts to ‘repair’ the sentences.
6. The student doctors will take the band aids and place them over the injured sentences.

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## Lesson Plan No 3: Grammar Medical School (cont.)



- The student doctors will correct the punctuation, grammar, and spelling mistakes of each broken sentence by rewriting the sentence next to or above the band aids.
- After all of the corrections have been made as a group, each student will write 3 of their own “broken” sentences on the back of the patient paper. They will then exchange sentences with another student who will then correct the broken sentences and vice versa. This will be their independent work.
- Student doctors will then turn in their patients to the supervising doctor to be graded.

### ■ ACCOMMODATIONS

Students will be put into groups to complete the work. Careful selection will be made to pair students who can rely on each other and willing to answer and help others if needed.

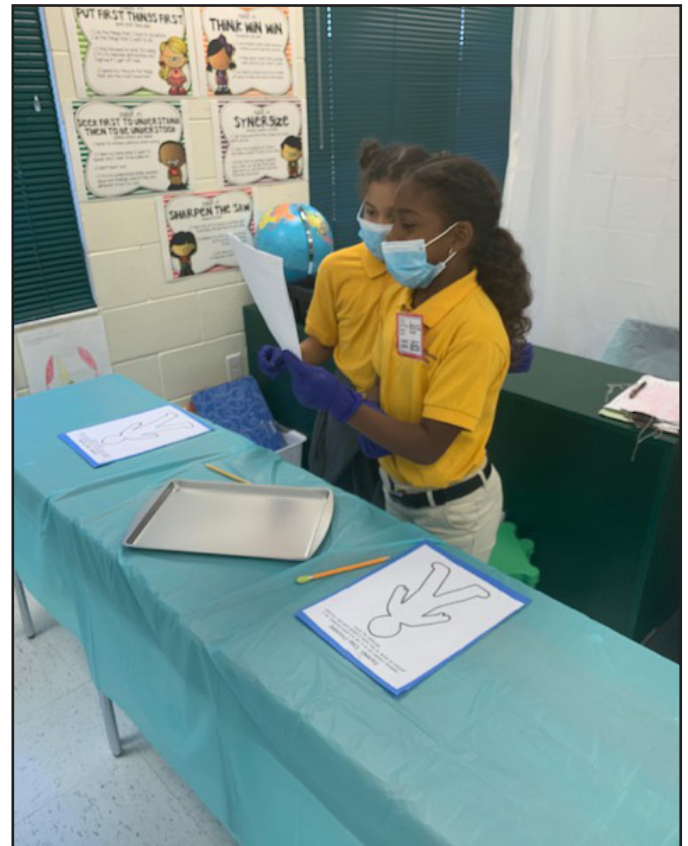
### ■ EVALUATION/ASSESSMENT

The teacher will perform formative assessments as she walks around and observes each group of students working within their groups. The summative assessment will be each students completed “patient file”. The included rubric will be used as a final evaluation.

### ■ ADDL INFORMATION

\*The worksheets can be found at TeachersPayTeachers Lesson - Grammar Med School Pack by Tales of a Language Teacher

<https://www.teacherspayteachers.com/Product/Grammar-Med-School-Pack-3104953>





## Materials Budget

SUPPLIER	ITEM DESCRIPTION	COST	QUANTITY	TOTAL COST
Amazon	Black Light	17.95	4	71.80
	Kids Medical Books	3.99	8	31.92
	Kids Doctor Books	4.99	11	54.89
	Doctor Book	8.15	2	16.30
	Operation Game	13.44	4	53.76
	Blue Tablecloth 12 pack	18.99	1	18.99
	White Tablecloth 12 pack	12.99	1	12.99
	Astrobright Color Paper	11.49	1	11.49
	Papermate 48 pens	15.98	1	15.98
	Human Body Book	8.87	2	17.74
	Sensory Pack	13.99	2	27.98
	Sensory Pack	14.99	2	29.98
	Junior Wobble Chair	59.99	2	239.96
	Doctor Shoe covers	12.84	2	25.68
	Exam gloves	5.95	2	11.90
	Surgical Face Mask	7.89	1	7.89
	Stethoscope	5.99	1	5.99
	Clip ID Badge Holders	13.79	1	13.79
	Clipboards	29.98	2	59.96
<b>Subtotal</b>				772.98
<b>Tax if applicable</b>				25.32
<b>Shipping if applicable</b>				
<b>TOTAL BUDGET AMOUNT</b>				<b>\$797.30</b>
<p>Teacher <u><i>Pamela Anderson &amp; Kim Carter</i></u>                  School <u><i>Davenport School of the Arts</i></u></p>				





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## Rubric



Student Name \_\_\_\_\_

	<b>0</b>	<b>1</b>	<b>2</b>
<b>Participation in Small Group Surgery Activities</b>	<i>Did not Participate or Contribute</i>	<i>Partial Participation and Partial Contribution</i>	<i>Full Participation and Contribution</i>
<b>Followed Direction throughout each surgery activity</b>	<i>Did not follow any of the directions throughout the activities</i>	<i>Partially followed directions throughout all activities</i>	<i>Followed all directions throughout all activities</i>
<b>Skills Review Surgery Notebook</b>	<i>Notebook was not filled out and/or completely filled out incorrectly</i>	<i>Notebook was only partially filled out and/or partially correct.</i>	<i>Notebook was completed and was correct.</i>
<b>Text Feature Surgery Final Project</b>	<i>Project was not filled out and/or completed incorrect</i>	<i>Project was only partially filled out and/or partially correct</i>	<i>Project was completed and was correct</i>
<b>Grammar Patient</b>	<i>The patient was not completed and/or not correct</i>	<i>The patient was only partially completed and/or partially correct</i>	<i>The patient was completed and correct</i>