Create your own doctor's office that encourages literacy! In this lesson, your students will be developing their speaking and writing skills.

**Learning Objectives**

Students will be able to have a two-way conversation with peers and teaching staff. Students will be able to use writing utensils to create lists. Students will use new vocabulary in the correct contexts.

**Materials and Preparation**

- Prescription pads (create using paper, and draw lines)
- Symptom Checklists
- Poster (write Doctor's Office on it)
- Markers
- Sign-in sheet
- Pretend doctor's office items (stethoscope, blood pressure cuff, bandages, gauze, scrubs, lab coats, non-latex gloves, etc.)

**Key Terms:**

- doctor
- patient
- stethoscope
- blood pressure cuff

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Lesson

Introduction (5 minutes)

- Explain to your students that the class will be creating a doctor’s office. Explain that a **doctor** is someone who treats sick people.
- Ask your students what they have seen in a doctor’s office, and write their suggestions down for future reference.

Explicit Instruction/Teacher Modeling (15 minutes)

- Introduce the different tools in the doctor’s office, explaining briefly what they are used for. For example, show a **stethoscope**, which is a tool used to listen to someone’s heart or breathing.
- Introduce a variety of writing activities. For example, show the sign-in sheet that students can use to let the doctor know that the **patient**, or the sick person, has arrived. Show the symptom check list so that patients can check how they are feeling. Show your students prescription pads that doctors can write on.

Guided Practice/Interactive Modeling (10 minutes)

- Take on the role of patient to guide what behaviors are acceptable in the doctor’s office. Sign in, and fill out the symptom sheet.
- Ask a student to be the doctor. Tell her what your symptoms are. Have the doctor check your breathing with the stethoscope, and have her use a **blood pressure cuff**, or a tool used to measure how quickly your heart is pumping blood, on you.

Independent Working Time (15 minutes)

- Encourage your students to talk with one another, taking on the roles of patient, doctor, nurse, parent, etc.
- Have all your students write on some type of form.
Extend

Differentiation

- **Enrichment:** Add words to photos of the tools so that your students can attempt to write words independently. Ask your students to tell you a story about when they saw the doctor, and write their words and read it back to them so that they can begin to make the connection that the spoken word can be written.

- **Support:** Add many pictures and photographs so your students can use visual cues to aid with discussions. Use larger writing utensils so students with less developed fine motor skills can participate in writing.

Related Books and/or Media

- *Elmo Goes to the Doctor* by Sarah Albee

Review

Assessment *(5 minutes)*

- Observe how your students are using conversational skills, such as how many exchanges are they having.
- Observe how your students are holding their writing utensils.
- Observe if your students are using letters, mock-like letter forms, linear scribbles, or marks.

Review and Closing *(10 minutes)*

- Ask your students to recall what they did in the doctor’s office today.
- Reiterate all the different situations that your students have shared, and end by encouraging the children to use their new vocabulary.