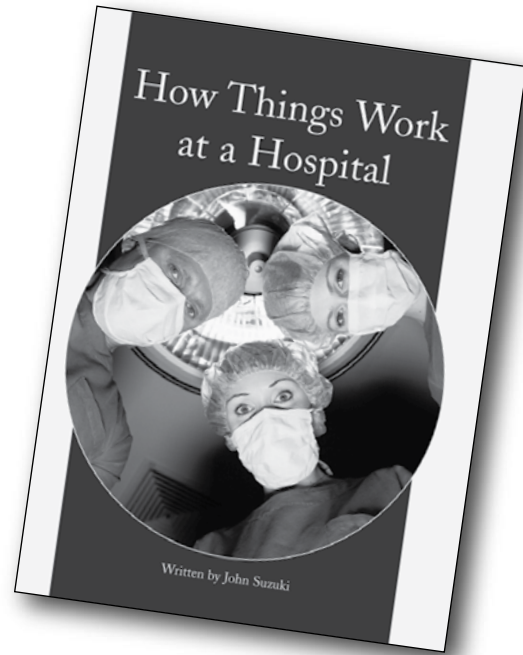


Springboard 5

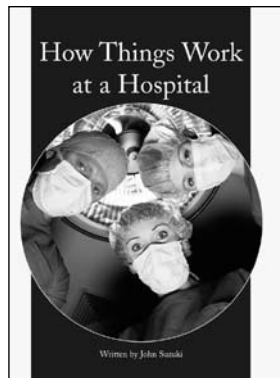


How Things Work at a Hospital

Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
Information Report (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
Biography	Steve Irwin	Douglas Mawson	Fred Hollows
Explanation	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
Recount (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



HOW THINGS WORK AT A HOSPITAL

Upper level fact

Text type: Explanation

Reading age 11–11.5

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an explanation is. Write the word on the board.

What does the word explain mean? Invite discussion. Tell students that it means to give clear information about a subject, which enables someone else to understand it.

Ask students what is important about giving an explanation. Assist them to understand that an explanation should be clear, concise and accurate.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what is happening in the photo. *What do you know about how things work at a hospital?* Invite students to share prior knowledge.

Ask students if they have ever been to a hospital. Discuss the links to students' own experiences.

Read the blurb. *What additional information does this give you? What do you expect to find inside this book?* Guide the discussion to build understandings of the content of this book. Invite students to discuss and infer:

Who works at a hospital?

What are some of the procedures at a hospital?

What equipment might you find at a hospital?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to learn about going to hospital? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

INTRODUCTION

Before Reading

Invite students to discuss the photo and illustration. *What are some of the reasons people might go to hospital? What happens to people in hospital?*

Prompt students to notice the bold word *diagnosis*. Invite students to infer the meaning of this word, and check the glossary.

Read the introduction and find out some general information about hospitals.

After Reading

Invite students to share what they know about hospitals.

Who goes to a hospital?

What is an outpatient?

Hospitals were different 2500 years ago. In what ways were they different?

What are the three main functions of hospitals?

WHO WORKS IN A HOSPITAL?

Before Reading

Read the title. Walk through and discuss the photos, tables, and diagrams in this section of the book to build content knowledge prior to reading.

Prompt students to the bold words and predict what these may mean. Check the glossary meanings.

Read this section of the book. As you read, take note of subheadings and record some interesting facts about each section. Be ready to share what you find out with the group.

After Reading

Revisit each section and discuss.

Who works at a hospital?

What is a physician? What is a physician's role?

What is a specialist? Could a doctor be a specialist in many areas? Invite inferences and discuss.

What are some of the jobs nurses do?

What is the role of the professional services staff?

What are administrative staff? What jobs do they do?

Who are the day-to-day services staff?

HOW HOSPITALS ARE SET UP

Before Reading

Read the title and walk through the table and diagram in this chapter. Discuss the table and hospital plan to build knowledge of this topic.

Read this section and be ready to share what you learn about how hospitals are set up.

After Reading

What are the features of all hospitals?

What is a ward?

How many beds do hospitals have? What could happen if there are more patients than there are beds? Invite inferences.

Why might hospitals have different units?

Why might there be playgrounds and cafes at a hospital? Some hospitals have a florist. Why?

HOW HOSPITAL EQUIPMENT HELPS

Before Reading

Read the title and discuss the sorts of equipment that might be found in a hospital. Walk through this chapter and discuss the photos and captions to build prior knowledge.

Prompt students to the bold words, invite predictions, and check the glossary meanings.

Read this chapter and find out more. Jot down some notes about the special equipment and be ready to share what you learn.

After Reading

Invite students to share what they have learned.

What is some of the standard equipment in a hospital?

What are some of the more specialized pieces of equipment? How do these work and what are they used for?

What does radiology equipment do?

What is a CAT scan?

What is a 2-D picture?

Describe the inside of an ambulance.

GOING TO HOSPITAL

Before Reading

Read the title and discuss the photos and flow chart throughout this chapter. Build student knowledge of the content during the discussion.

Prompt students to the bold word *triage* and check the glossary meaning.

What do you expect to learn about going to hospital as you read this chapter?

Read this chapter and find out more. Be ready to share what you learn.

After Reading

Invite students to share what they have learned.

When do people decide to go to hospital?

When might people go to hospital in an ambulance?

What happens when people arrive at hospital?

Why is it important to treat people with serious problems before other patients?

What is meant by the term life-threatening? What is one of the life-threatening illnesses mentioned?

What happens next?

What is a lumbar puncture?

Why might it take a long time for a person to be admitted to a ward?

Who cares for a person in hospital?

▲ CODE BREAKER

Explain that some words stem from the same base. This base shows the link between these words and this can help us to work out the meaning and the spelling pattern.

For example:

- medic
- medical
- medicate
- medication
- medicine

When we know the base of a word, it is easier to understand how it is spelled. For example, when we see this family of words, it makes sense that *medicine* is spelled with a *c* instead of an *s*.

Other examples from the book to explore:

- dia – (diagnosis)
- physic – (physician)
- scrib – (prescribe)

■ MEANING MAKER

What are some times of year that hospitals might be busier than usual?

What are some events that could make hospitals busier than usual?

Discuss a variety of situations and what hospital staff may need to do to cater for these times or events. Support students to make links to the world and recall events that have occurred that place hospitals and hospital staff under greater or increased pressures.

How could the general public help to support hospitals during these times? Invite inferences.

◆ TEXT USER

The flow chart in the final chapter is very helpful in showing the order of events after arriving at a hospital.

Revisit the flow chart and discuss the way the layout and language used helps the reader to understand this process.

How does the flow chart support the body of the text?

How does it enhance the reader's understanding?

● TEXT CRITIC

Who do you think knows the most about how hospitals work? Do you think this book was written by someone who works at or runs a hospital? If the author of this book does not work at a hospital, what other job could he have? Discuss.

If the author writes about a lot of topics, and not just hospitals, how might he have acquired the information for this book? Could you write a book like this if you learned enough about a topic? What do you think you would need to learn? How could you make sure that you didn't make any mistakes?

If you were writing a book that explains how hospitals work, what would you need to be able to do well? Why would you need to be good at explaining things? Who could check your information to make sure it was correct?

USING MULTIPLE INTELLIGENCES

Group students in small groups.

Write: Write a play for a hospital emergency. (V)

Act out: Take roles and act out your play. (V, B)

Make/Prepare: Make some simple props. (S)

Present: Present your play to your class. (V, B)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

How Things Work at a Hospital

Name _____

Graphic Organizer (before and during reading)

Record notes as you read the book.

Chapter	Main ideas
Introduction	
Who Works in a Hospital?	
How Hospitals Are Set Up	
How Hospital Equipment Helps	
Going to Hospital	

How Things Work at a Hospital

Name _____

Multiple Intelligences
Spatial, Verbal-linguistic

Design a piece of equipment to assist medical staff in the diagnosis of disease or injury.
Draw this piece of equipment and add labels or captions.



How does the equipment work?

Who would use this equipment?

How Things Work at a Hospital

Name _____

Ⓜ Code Breaker

The part that is added to a word is called an affix. If an affix is added to the beginning of a word, it is called a prefix. If an affix is added to the end of a word, it is called a suffix.

Refer to the table on page 9. The suffixes *-ist* and *-ian* mean *one who*. Use the job information and your dictionary to complete this table.

Specialist	What this person does
Anaesthetist	
Cardiologist	
Dermatologist	
Endocrinologist	
Gastroenterologist	
Haematologist	
Obstetrician	
Ophthalmologist	
Paediatrician	

The suffix *-er* also means *one who*. Write the meanings of these words:

Teacher _____

Dancer _____

Skater _____

Singer _____

Jogger _____

How Things Work at a Hospital

Name _____

● Text Critic

Where would you go to check that the information presented in this book is correct? Work with a friend. Choose three things from the book to investigate for accuracy. Search online, in other books, or using other sources. Record what you find.

Fact	What the book says	What our research says

Do you feel that the information in the book was accurate? _____

How Things Work at a Hospital

Name _____

Explanation

This book is an information book written as an explanation. Other information books might present the information as a report, discussion, recount, biography, or review.

Find other books that present the information as an explanation. Write their titles below.

Find other books that present the information as a discussion. Write their titles below.

Find other books that present the information as a recount. Write their titles below.

Find other books that present the information as a biography. Write their titles below.
