

Lesson 5: Veterinary Response Team

Grade Level: 2nd Grade

Time: 60 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 5 of 5 and serves as the culminating lesson in the *Farmers and Ranchers Care about their Animals!* unit of the *Growing Readers* micro-curriculum, based on the book series by Kansas author Dan Yunk. Students explore the important role veterinarians play in keeping farm animals healthy through a final read-aloud, a Veterinary Response Team simulation, and guided writing. Students ask and answer who, what, where, when, why, and how questions about the text and apply that same question-asking skill to an authentic veterinary exam, describe how the author's reasons support the point that farmers and ranchers provide medical care, determine the meaning of new words formed by adding the prefix un-, and generalize the doubling rule while reviewing compound words from Lesson 4.

Skillset: Activating and connecting prior knowledge across the unit, purposeful final rereading, asking and answering who, what, where, when, why, and how questions about a text, describing how reasons support a specific point an author makes, determining the meaning of a new word formed by adding the prefix un-, using question words to gather information, collaborative teamwork with shared materials, decision-making based on textual evidence, hands-on simulation, generalizing the doubling rule, reviewing compound words, and recalling information from experience.

Kansas Academic Standards

Kansas ELA Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.11.b Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.11.d Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule. (This lesson focuses on the doubling rule and reviews the compound word pattern from Lesson 4)

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

T2.K-2.b Identify animals involved in agricultural production and their uses (i.e., work, meat, dairy, eggs).

T2.K-2.c Recognize that farmers and ranchers are responsible for raising animals that provide food and fiber for people.

Objectives

Agriculture Objectives

Students will be able to:

- Explain that farmers and ranchers sometimes need a veterinarian to help keep their animals healthy.
- Examine a toy patient using simple veterinary tools and connect the animal's symptom to an appropriate treatment.
- Identify what an animal needs to stay healthy, such as water, feed, cleaning, or medical attention.

English Language Arts Objectives

Students will be able to:

- Ask and answer who, what, where, when, why, and how questions about the text, and apply those same questions to gather information about their patient.
- Describe how a reason the author gives supports the point that farmers and ranchers provide medical care for their animals.
- Determine the meaning of a new word formed by adding the prefix un- to a base word.
- Generalize the doubling rule when writing, and review the compound word pattern from Lesson 4.
- Recall information from the simulation to complete a veterinary report.

Materials Needed

Final Read-Aloud:

- Book: *Farmers and Ranchers Care about their Animals!* by Dan Yunk, illustrated by Michelle Johnson, physical copy or author read-aloud on the unit landing page

Veterinary Response Team Simulation:

- Plastic or stuffed farm animals: cow, pig, sheep, horse (one set of four per team)
- Patient charts — one per student per animal (companion document; same four cases used at every team)
- Veterinary report sheets — one per student (companion document)
- Treatment picture cards: water, bandage, feed, brush (one set per team)
- Shared veterinary tool kit per team: toy stethoscope, thermometer, bandage roll, gauze, feed bucket, water bucket, brush, flashlight
- Color-coded folders (red = cow, blue = pig, green = sheep, yellow = horse) — one folder per student containing their animal, patient chart, treatment cards, and report sheet
- Pencils and crayons
- Chart paper for modeling

Note: Organize students into teams of four. Every team receives the same four patient cases (cow, pig, sheep, horse), with each student on the team assigned a different case: The cow has a *fever* (a sign of illness; treatment is water to help cool the fever). The pig is *grimy* (a dirty, muddy pig increases the chance of illness, so the treatment is about cleaning to prevent sickness). The horse is *feeble* (a sign of weakness from poor nutrition; treatment is feed). The sheep is *bleeding* (treatment is a bandage). Each case is tied to a different antonym pair and treatment, so students experience the full range of opposites from Step 3. If time allows after the first case is complete, teams may trade folders within their group and complete a second case.

Lesson Procedures

1. Connecting to What We Know

- a. Explain to students: “This is our last lesson in the *Farmers and Ranchers Care about their Animals!* unit. We have learned that farmers and ranchers care for their animals by giving them shelter, feeding and watering them, and identifying them. Today we are going to learn about one more important way farmers and ranchers care for their animals: calling a veterinarian when an animal needs medical help. By the end of today, you are going to become veterinarians yourselves!”
 - b. Ask students:
 - “What is a veterinarian? What do they do?”
 - “Have you ever taken a pet to the vet? What happened?”
 - “In our book, there was a page with a vet checking a calf. What do you remember about that page?”
 - c. Explain to students: “A veterinarian, or vet for short, is a special kind of doctor, but instead of taking care of people, a vet takes care of animals. When an animal is sick, hurt, or just needs a checkup, a vet examines the animal, figures out what is wrong, and helps the animal get better. Farmers and ranchers call a vet when one of their animals needs help they cannot give on their own. Some ranchers also learn basic animal care so they can help their own animals, just like you are going to do today.”
 - d. Ask students:
 - “What does a vet do for an animal?”
 - “How is a vet similar to the doctor you see when you are sick? How is it different?”
2. Final Read-Aloud
- a. Hold up the physical copy of *Farmers and Ranchers Care about their Animals!*
 - b. Set a listening purpose: “Today, listen closely for the page about the veterinarian, and think about what the author wants us to understand about why farmers and ranchers make sure their animals get medical care.”
 - c. Read *Farmers and Ranchers Care about their Animals!* aloud. Pause at two key moments. Stopping Point Suggestions (2 total, brief):
 - Stop #1 — Key Details: Page 6 — the veterinarian checking the calf with a stethoscope. Ask students a series of who, what, where, when, why, and how questions:
 - “Who is examining the calf on this page? What is that person doing?”
 - “Where is the vet listening with the stethoscope?”
 - “Why do you think the vet is checking the calf so closely?”
 - “How does checking on an animal like this help the vet figure out if it is healthy?”
 - Stop #2 — Reasons Support the Author’s Point: Page 6, after discussing the illustration. Ask students:
 - “What reason does the author give for why farmers make sure animals have medical care?”
 - “The author’s point is that farmers and ranchers care for their animals. How does the reason about medical care support that point? Describe the connection in your own words.”

Teacher note: Keep stops brief. This is the final read; the goal is to anchor the veterinary care concept before the simulation, not to reread

the entire book in depth. Push students toward more independent responses than in Lesson 1.

3. Opposites Review and the Prefix Un-

- a. Explain to students: "We just talked about the veterinarian checking on the calf in our book. Today, you are going to become veterinarians yourselves and help a patient of your own. Veterinarians think about opposites all the time: when an animal is unwell, a vet's job is to help that animal reach the opposite, healthy. Before you meet your patient, let's practice using a word part called a prefix to build new words and figure out what they mean."
- b. Explain to students: "The prefix un- means 'not.' When we add un- to the beginning of a base word, we form a brand new word, and we can usually figure out what that new word means. If I take the word well and add un- to the front, I get unwell, which means not well, or sick."
- c. Model determining the meaning of new un- words on chart paper:
 - "Well plus un- makes unwell. Un- plus well means not well. A sick animal is unwell; its body is not working the way it should, and it needs a veterinarian's help to feel better."
 - "Happy plus un- makes unhappy. Un- plus happy means not happy. A hurt or scared animal might be unhappy; it may act nervous, hide, or not want to eat."
 - "Clean plus un- makes unclean. Un- plus clean means not clean, or dirty. An unclean stall or water bucket can make an animal sick, because germs grow in dirty places."
 - "Safe plus un- makes unsafe. Un- plus safe means not safe. A broken fence or bad weather without shelter can make a space unsafe for animals."
- d. Ask students:
 - "What does the prefix un- mean?"
 - "If happy means feeling good, what does unhappy mean?"
- e. Check for transfer with a new word: "Let's try one we have not talked about yet. The word tie means to fasten something closed, like a rope on a gate. What new word do we get if we add un- to the front? What do you think untie means? How did you figure that out?"
- f. Explain to students: "Every patient you might meet today will have one of these problems. A sick animal with a fever needs cool water to help bring the fever down. An animal that is bleeding needs a bandage to help the injury heal. A weak, feeble animal may need feed to grow strong. A grimy, unclean animal may need to be cleaned to get healthy again."

4. Question Words for Veterinarians

- a. Explain to students: "Back in Lesson 1, we practiced asking and answering who, what, where, when, why, and how questions about our book. Veterinarians use those exact same question words to figure out how to help their patients. Let's practice asking questions as a veterinarian would."
- b. Model each question word with a vet-themed example:
 - "Who is my patient today?"
 - "What is wrong with my patient?"
 - "Where does it hurt?"
 - "Why does my patient need help?"
 - "How can I help my patient heal?"

- c. Explain to students: “Ask yourself these same questions when you examine your own patient. The exact tool we used to understand our book is the same tool you will use to understand your patient. Once you figure out what is wrong, you will need to write about it in your veterinary report. Let’s make sure we have the right spelling tools ready for that too.”
5. Spelling Patterns: The Doubling Rule and Compound Word Review
 - a. Explain to students: “When you write your veterinary report later, you might need some tricky spelling patterns. Let’s get those ready now: a new pattern called the doubling rule, and a quick review of compound words from Lesson 4.”
 - b. Teach the doubling rule explicitly: “Sometimes when we add an ending like -ing to a short word, we have to double the last letter first. If a short word has one vowel and ends in one consonant, we double that last consonant before adding -ing. Watch: trot ends in one vowel, o, and one consonant, t. To add -ing, I double the t: trot becomes trotting. A horse is trotting across the pasture. Let’s try another: trim. One vowel, one consonant at the end. Trim becomes trimming, like trimming a hoof. Pat becomes patting, like patting an animal to keep it calm.”
 - c. Ask students: “If I wanted to add -ing to the word rub, what would I need to do first? What would the new word be?”
 - d. Review compound words: “Remember from Lesson 4 that a compound word is two smaller words joined together to make one new word with its own meaning. We decoded haystack, beehive, and cornfield. Today, veterinarians also use a compound word: livestock. Live plus stock makes livestock, a word for farm animals like cows, pigs, sheep, and horses.”
 - e. Ask students: “What two smaller words do you see inside livestock? Can you remember one more compound word from Lesson 4?”
 Differentiation: For students who need additional support, provide a reference card showing the doubling rule with one example, along with today’s compound word already split into its two smaller words. For students ready for a challenge, ask them to think of another short word that needs the doubling rule before adding -ing.
6. Veterinary Response Team — Whole Group Model
 - a. Announce the emergency (optional prop: farmer hat or bell): “The veterinarian has received a new patient from Green Valley Farm!”
 - b. Display a practice patient chart on chart paper (not one of the four real cases): “The hen is sneezy.”
 - c. Using a different patient than the four real cases keeps every student’s own patient a genuine discovery.
 - d. Model the full workflow on chart paper, thinking aloud at each step:
 - Step 1, read the chart: “Let me read this. The and is are sight words I know without sounding them out. Now let’s decode hen: /h/ /e/ /n/, blend it: hen. Now let’s decode sneezy: sneez-y. The ee vowel team in sneez says long E, just like in bleeding. Sneez-y, sneezy. Now I can read the whole sentence: The hen is sneezy.”
 - Step 2, examine the patient: “Let me ask my question words. Who is my patient? What is wrong? I will use my tools to check. I look closely at my hen.”
 - Step 3, choose a treatment: “My hen is sneezy and needs rest and warmth to feel better. This is just a practice example, so when you get your own patient, your treatment card will match your patient’s problem.”
 - Step 4, treat the patient: “I keep my hen warm and let her rest.”

- Step 5, complete the report: “Now let me fill in my report, just like a real veterinarian would. Veterinarian: I write my own name. Animal: hen. Problem: sneezy. Treatment: rest and warmth. Tools I used: stethoscope and thermometer. Now my sentence: The hen was sneezy. I gave it rest and warmth. Now it is healthy. Notice I used a doubling rule word a minute ago when I said trotting about a different animal earlier; today’s report does not need one, but yours might!”

Teacher note: This whole-group model is essential before releasing students to their teams. Second graders still benefit from seeing the complete workflow: read, examine, decide, treat, record, modeled explicitly before attempting it independently in a small group.

7. Veterinary Response Team — Team Simulation

- Explain to students: “You just watched the whole workflow from start to finish. Now it is your turn to be the veterinarian for a real patient of your own, this time working with a team.”
- Organize students into teams of four. Distribute one color-coded folder to each student (red = cow, blue = pig, green = sheep, yellow = horse) and one shared veterinary tool kit basket per team.
Differentiation note: All four patient charts include a two-syllable long-vowel word, but overall word difficulty still varies. Assign the cow chart (fever) and sheep chart (bleeding, using the familiar ee team) to developing readers, and the pig chart (grimy, with two long vowel patterns) and horse chart (feeble, with a new consonant-plus-le syllable type) to more advanced readers. Distribute folders individually to keep this seamless within the team structure.
- Explain to students: “Your team is now a Veterinary Response Team! Each of you has a different patient today. Remember, your toolkit is shared, just like real veterinary teams, you will take turns using the tools with your teammates. Keep in mind that these are make-believe cases designed to help you learn. Real veterinarians carefully examine animals before deciding on a treatment.”
- Announce the emergency: “The veterinarian has received new patients from Green Valley Farm!”
- Guide teams through each step together as a class, pausing after each instruction so every team completes that step before moving to the next:
 - “Open your folder and read your patient chart. Decode the two-syllable word by breaking it into syllables.”
 - “Ask your question words. Examine your patient using your team’s tools: listen with the stethoscope, take the temperature, check closely.”
 - “Look at your treatment picture cards. Which one is the opposite of your patient’s problem? Choose your treatment.”
 - “Treat your patient! Give the water, wrap the bandage, offer the feed, or brush your animal.”
- Circulate and support:
 - “What does your patient chart say? Can you decode that word by syllables?”
 - “What question word could help you figure out what is wrong?”
 - “What is the opposite of your patient’s problem? Which treatment matches that?”
 - “Remember to share your tool kit with your team.”
- Teacher option: if a team finishes early, students may trade folders within their group and complete a second patient case using the same workflow.

8. Veterinary Report — Independent Writing

- a. Distribute the veterinary report sheet if not already included in the folder.
- b. Explain to students: “Remember how I filled in my report during our practice case? Now it is your turn. Fill in your name as the veterinarian, your animal, the problem, and the treatment. List the tools you used. Then write your sentence and draw your patient after treatment.”
- c. Report format:
 - Veterinarian: ____
 - Animal: ____
 - Problem: ____
 - Treatment: ____
 - Tools I used: ____
 - Sentences: ____
- d. Circulate and support:
 - Support for recall: “Think back to your patient. What was the problem? What did you do to help?”
 - Support for decoding: “Can you break your patient’s problem word into syllables to check your spelling?”
 - Support for spelling patterns: “Does your sentence need a word with our doubling rule, like patting or trimming? Remember to double the last letter before adding -ing. Did you use a compound word, like livestock? What two smaller words are inside it?”

Differentiation: For students who need additional support, offer a sentence frame written on the board, such as “The ____ was _____. I gave it _____. Now it is _____,” or allow students to dictate their report while the teacher or a classroom helper scribes. Students ready for a challenge can be prompted to write a second compound sentence or add a third detail to their expanded sentence.

9. Closing Discussion — Unit Wrap-Up and Kansas Connection

- a. Gather all teams together with their completed reports.
- b. Invite teams to share: “Who was your patient? What was wrong? How did you help?”
- c. Ask students:
 - “What is the opposite of sick? What is the opposite of hurt? Can you use the prefix un- to make an opposite too?”
 - “Who had the cow patient? What did a fever tell you about how the cow was feeling?”
 - “Who had the pig patient? Why does keeping a stall or water bucket clean help an animal stay healthy?”
 - “Why is it important for farmers and ranchers to call a veterinarian when an animal needs help?”
- d. Explain to students: “Throughout this whole unit, we have learned so many ways farmers and ranchers care for their animals. They build shelters to keep animals safe from weather. They feed and water their animals every single day. They identify each animal with ear tags. And when an animal gets sick or hurt, they call a veterinarian, or sometimes they are trained to help their animals themselves, just like you did today. What do all of these jobs have in common?”
- e. Anticipated response: farmers and ranchers caring for their animals.
- f. Kansas Connection:

- g. Explain to students: “Across Kansas, farmers and ranchers work with veterinarians every day to keep their animals healthy. Some ranches are far from town, so ranchers learn basic animal first aid themselves, just like our Veterinary Response Teams today. Still, they might need to call a veterinarian when an animal is sick, injured, or needs medical care beyond what they can safely provide. Whether it is a big animal hospital or a rancher’s own toolkit, keeping animals healthy is one of the most important jobs on a farm or ranch.”
- h. Ask students:
 - “Do you know anyone who is a veterinarian, or anyone who takes care of sick or hurt animals? What do they do?”
 - “Of everything we learned in this whole unit- shelter, feeding, ear tags, and veterinary care- which was your favorite? Why?”

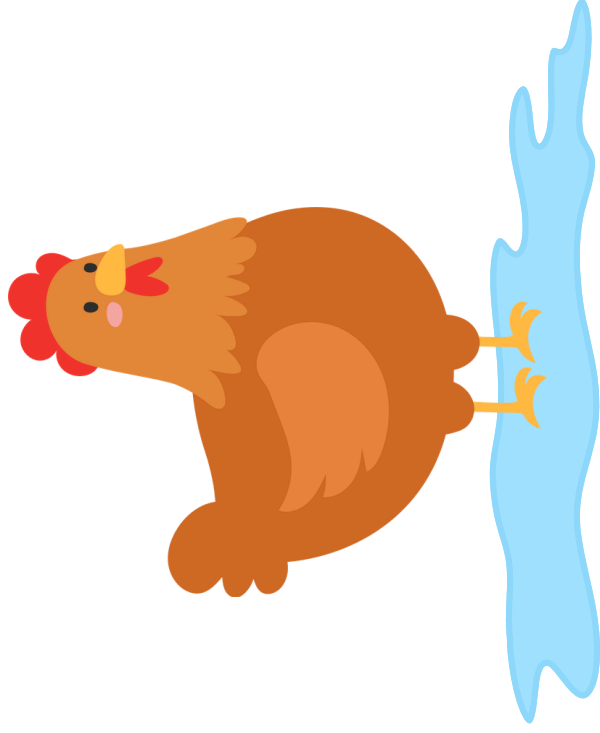
Assessment: Student understanding is assessed through teacher observation during the final read-aloud, prefix instruction, question word practice, spelling pattern instruction, whole-group model, team simulation, and veterinary report. The teacher should note whether students can ask and answer who, what, where, when, why, and how questions about the text and apply that skill to gathering information about their patient, describe how a reason the author gives supports the point that farmers and ranchers provide medical care, determine the meaning of a new word formed by adding the prefix un-, generalize the doubling rule and recognize the compound word pattern, and recall information from the simulation to complete their veterinary report. The completed veterinary report serves as the primary written artifact for this lesson and the unit.

Supplemental Activities: Display the completed veterinary reports alongside the charts and artifacts from Lessons 1–4 to create a complete visual timeline of the unit. For an extension activity, set up a dramatic play veterinary clinic in a classroom center using the veterinary tool kits, stuffed animals, and blank patient charts so students can continue practicing the veterinarian role during choice time throughout the week. Challenge students to build additional opposites using the prefix un- and add them to a classroom “Un- Words” chart. Add a doubling rule center where students sort additional word pairs, such as swim/swimming, hop/hopping, and clap/clapping, to reinforce the pattern.

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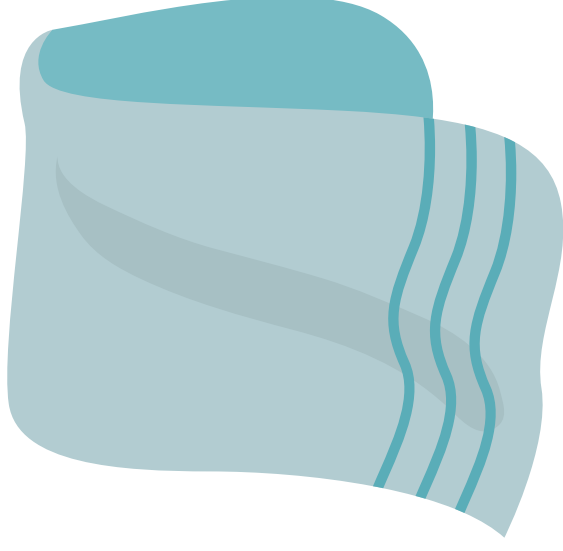
Teacher Example

Patient Chart



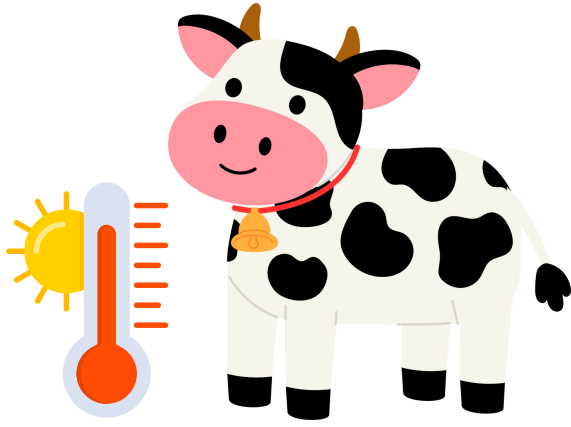
The hen is wet.

Treatment



Towel

Patient Chart



The cow has a fever.

🩺 Who? What? How can I help?

Patient Chart



The pig is grimy.

🩺 Who? What? How can I help?

Patient Chart



The sheep is bleeding.

🩺 Who? What? How can I help?

Patient Chart



The horse is feeble.

🩺 Who? What? How can I help?

Student Name: _____

Veterinary Report Sheet

Animal:

Problem:

Treatment:

Sentence:

Draw your patient after treatment.