



Running words: 297

Book Summary

This story follows a father and son who visit the doctor, and takes a humorous look at their different reactions to the situation. Maxwell Meerkat cuts his foot, and his father takes him to see the doctor. Maxwell is comfortable at the doctor's, where various members of staff help him. In contrast, Maxwell's father is increasingly anxious. When the doctor decides that Maxwell needs stitches and an injection of a local anaesthetic, the news doesn't bother Maxwell, but it makes his father feel unwell. In the end, Maxwell acts as a nurse to help his father feel better.

Themes

Careers, Family, Health, Humour

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *doctor, nurse, team, worried*
- Phonics and phonemic awareness: consonant blend – *cl*; long vowel sounds – *between/feel/knees/meerkat/needle/see*

Strategies

Doctor Fox introduces and reinforces the following strategies:

- making connections;
- discussing point of view;
- determining author's purpose;
- sequencing.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Doctor Fox

by *Bill Nagelkerke*

Introducing the Text

Begin by asking the students to think of the times they have visited the doctor. Write their answers in a list.

- *Why did you need to go to the doctor?*
- *Who took you to the doctor?*
- *Who helped you at the doctor's?*

Reading the Text

Hand one book to each student. Ensure that the content words (*doctor, nurse, team, worried*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who is on the cover?* (a doctor, her patient, and his father)
- *Where are they?* (in the hospital or at the doctor's)
- *What do you predict this story is about?* (seeing the doctor)

Page 2

- *What is happening on this page?* (A father is putting a plaster on his son's foot.)
- *Where are they?* (at home)

Read the text together. Confirm that Maxwell Meerkat has hurt his foot, and his father is tending to the injury.

- *Who is worried about the cut?* (the father)

Page 3

- *Where are Maxwell and his father?* (at the doctor's)
- *Do you recognise anything there from visits you have made to the doctor?*
- *What is the symbol on the door? What does it mean? Where have you seen it before?* (a red cross for first aid)

Read the text together. Confirm that Maxwell and his father are at the doctor's. Have a student point out the speech marks on the page. Remind the students that these marks indicate who is speaking in the story.

- *Who was the first person to help Maxwell and his father?* (the receptionist, Miss Rabbit)

Pages 4 to 5

- *What is happening on these pages?* (Maxwell and his father are waiting to see the doctor.)

Read the text together. Confirm that Maxwell and his father are waiting to see the doctor. Discuss Maxwell's and his father's different reactions to being at the doctor's.

- *Who is uncomfortable at the doctor's? How can you tell?* (The father looks worried and is described as being pale. He also wants to stay in the waiting room instead of seeing the doctor.)
- *Is Maxwell worried?* (No, his expression and body language are relaxed.)

Doctor Fox

Pages 6 to 7

- *What is happening on these pages?* (Doctor Fox is looking at Maxwell's foot.)
- *How do Maxwell and his father react to seeing the doctor?* (Maxwell is smiling and relaxed; his father closes his eyes and looks worried.)

Read the text together. Confirm that Maxwell is comfortable during the doctor's examination; in contrast, his father is anxious.

- *Who was the second person to help Maxwell and his father?* (Doctor Fox)

Pages 8 to 9

- *What is happening on these pages? Who looks upset?* (Maxwell's father looks upset at something Doctor Fox wants to do.)

Read the text together. Confirm that Maxwell's father is very worried about the procedure Doctor Fox is going to perform. Discuss the humorous misunderstanding about who is getting the injection.

Pages 10 to 11

- *What is happening on these pages? Who needs help?* (The nurse has the injection ready. Maxwell's father looks unwell.)

Read the text together. Confirm that the sight of the needle has made Maxwell's father feel dizzy and unwell, and that Maxwell tells him what to do to feel better.

- *Who was the third person to help Maxwell and his father?* (Nurse Wombat)

Page 12

- *Who was the fourth person to help at the doctor's?* (Maxwell)

Read the text together. Confirm that Maxwell felt much less worried than his father and was able to help him relax.

Revisiting the Text

- Revisit the list the students made at the beginning of the story about their visits to the doctor. Have them compare their experiences with that of Maxwell and his father. Which staff and/or family members helped them? How did they and their family members react to seeing the doctor?
- Find and list the "cl" consonant blends in the story. With the students, add other words they know that contain this blend.
- Write the words *between/feel/knees/meerkat/needle/see* on the board, and, with students, create a list of other words that contain the long "ee" sound.

Following Up

- Encourage the students to discuss the author's purpose in writing this story. Ask them what they think the message of the story is and whether using humour is a good way to deliver the message. Did they find it amusing that Maxwell's father is the one who needs help?
- Give the students copies of the BM for this story. They can cut out the pictures at the bottom of the page and paste them in the ovals next to the correct names. Then they can fill in information from the story about what each person did for Maxwell.