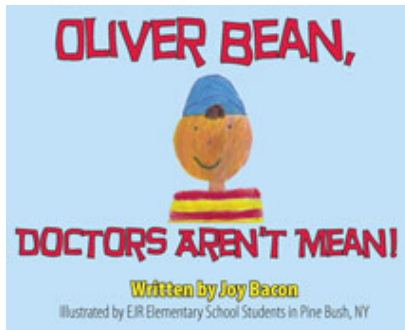


TEACHER GUIDE

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Oliver Bean, Doctors Aren't Mean



Written by Joy Bacon

Illustrated by EJR Elementary School Students in
Pine Bush, NY

When Oliver Bean's appendix gives him pain, Oliver faces his fear of doctors and learns how helpful they can be.

ISBN 13: 978-0-9792371-1-9 ◆ \$8.95/\$10.00 Can

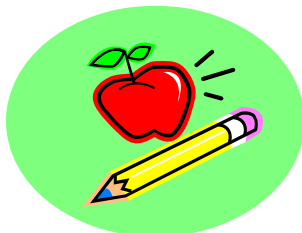
Tradepaper 32 pgs ◆ Ages 4-8 Early Reader

Getting Ready To Read

- Discuss the title. Why might someone tell Oliver Bean that doctors aren't mean? Why might he be worried about going to the doctor's? Have you ever been afraid to go to the doctor's?
- Give students a chance to preview the illustrations by fourth grade students in Pine Bush, New York. Do they think the students are good artists? What details did they include in their pictures? What materials do you think they used?

While Reading

- Think about what important lessons Oliver Bean learns in this story.
- Listen for rhyming words throughout the story.



Learn more online at www.KeeneBooks.com

After Reading

Topics for discussion:

- Why did Oliver Bean's mother take him to the doctor? Discuss with the children any injuries they have ever had while playing and had to go see the doctor because of it.
- Why was Oliver Bean so afraid? Ask the students if there any similarities between themselves and Oliver Bean. Any differences?
- What does the doctor tell Oliver about his pain?
- Why does the doctor send Oliver Bean to the hospital? Discuss the difference between the doctor's office and the hospital. What are different reasons to visit the doctor's office compared to the hospital?
- What was special about the way the story sounded? Discuss rhyme and what constitutes a rhyme.
- How does Oliver Bean feel about doctors at the end of the story? What make him change his mind?

Activities Across The Curriculum

ELA Link/Art Link

Sequence or Comic Strip Stories

- Each student will need:
 - A strip of drawing paper approximately 6 inches by 18 inches
 - Crayons, Colored pencils, watercolor pencils, or fine tip markers for the illustrations

Teacher should have the students fold their strip into three equal boxes. Each student will write and/or illustrate a three-sentence story about a visit to the doctor. The teacher might model the process by writing her own story. An example might be:

I couldn't see things that were far away. The doctor examined my eyes and sent me for glasses. Now I can see everything!

Older students might want additional boxes for more detailed stories.

The students should then have the opportunity to share their stories with the class.



Math Link

Counting and Graphing

The teacher should have each student count the total number of teeth lost and write it on a piece of paper so they do not forget.

The teacher will then draw the outline of a line graph and ask each student one at a time to say the number that is on their paper. After the teacher has gathered all of the data the teacher can connect the dots and discuss the results with the students.

Some questions to ask the students could be:

- Why is the line relatively straight?
- What might the line look like if there were students of many different ages?

When the teacher feels as though the students have a handle on the concept of line graphing, have the students pair up in groups of four or five.

Have them count how many times they have been to the doctor's or the dentist's office. If students cannot remember all of the visits the teacher should instruct them to count only the times that they can remember.

With this data have them make their own line graph with their group. The teacher could give the students crayons or markers to add color to the graph. If the teacher would like, he or she could again take all of the small graphs and compile them into another large class graph and compare the line to the Tooth Graph.

Science Link- Staying Healthy

Wellness Unit

A unit on wellness would include an exploration of the following concepts: nutrition, exercise, cleanliness, rest and the role of medical professionals.

Nutrition- Making a Food Pyramid

■ Materials:

- Construction Paper
- Scissors
- Glue or Tape
- Crayons or Markers



■ Have six triangles precut so the students can use them to trace:

- Orange-Grains, Green-Vegetables, Blue-Milk (all one size)
- Red-Fruits (next smallest in size)
- Purple-Meat and Beans (next in size)
- Yellow-Oils and Fats (smallest)

■ Once the students trace each color triangle have them glue or tape them together to form the pyramid shown above and label each food group.

■ Discuss that some triangles are larger than others because we need to eat more of some foods than others. Also discuss the fact that all of triangles are larger on the bottom because even within each food group there are some foods we should eat more of and some less of.

■ Have student figure out which food group they eat the most food from and which food group they eat the least amount from. Suggest that the students bring their pyramid home and hang it in the kitchen as a reminder.



The Role of Medical Professionals

Begin a discussion with the students by asking the following questions about medical professionals and create a visual list of answers on the board:

- When do your parents take you to the doctors? Elicit from the students that in addition to going to the doctor when they are sick or hurt, they also go for check ups.
- Why is it important to see the doctor when you are sick? Why is it important to go to the doctor and dentist for checkups even if you are not sick?
- Do you always go to the doctor when you are sick? Discuss the fact that sometimes we get better on our own. Parents usually know when it is necessary to see a doctor.
- What are some things the doctor does when he or she examines you? Does the doctor ever hurt your? Talk about the fact that most of the time the doctor does not hurt you. Sometimes it is necessary to get a shot, but that hurt does not last very long.
- What medical professional helps us when we feel sick or get hurt in school?

Field Trip to the Nurse's Office

Ask the nurse ahead of time if your class can come and visit. See if she can give the students tips on staying healthy. After the visit take the students on a walk around the school and remind them that plenty of exercise and fresh air helps to keep us all healthy!

Social Studies Link

Community Helpers/ When We Grow Up

Generate a list of health care professionals, including doctors, nurses, technicians, psychologists, dentists, and hygienists. Which of these jobs are the children interested in learning about? Invite medical professionals in the community to be interviewed by the class. This might be a good opportunity to challenge gender stereotyping by inviting, for example, a woman doctor and a male nurse. Before the visit, help the class develop a list of interview questions. For a doctor these questions might include:

- When did you decide you wanted to be a doctor?
- How long did you have to go to school?
- What is the hardest part about being a doctor?
- What is the part you like the best?
- What do we need to know so that we can stay healthy?
- What advice would you give to someone who wanted to be a doctor?

With the teacher's help, the class might write up the interviews and publish them in a class or school newspaper or on the school's website, if that is available.

After the visits, the students might want to discuss whether they would like to work in the health care field when they grow up.

A good online resource can be found at <http://kidshealth.org> The site includes interactive games and articles, including "A Kid's Guide to Shots."

Scavenger Hunt

If the weather allows for it, bring your students outside in the fresh air for a scavenger hunt. Ask your local health care professionals to donate toothbrushes, combs, dental floss, sample of vitamins, etc.

Hide them around the school yard or the playground and have the students search for these treasures.



Created by Anita Page, licensed elementary school teacher with decades of experience teaching elementary students. Please let us know how this guide works in your classroom. We welcome any and all feedback. Feel free to email (info@keenebooks.com) us your ideas on how we can make this guide better. If you have developed activities that other teachers might find useful that you'd like added to this teachers guide, please do send them in!

To ask questions of the author, mail us at PO Box 54 Warwick, NY 10990 or send an email to info@keenebooks.com. To order class room sets of this book at a discount or to arrange for an author visit, please contact Diane Tinney at dtinney@keenebooks.com or via phone 845-987-7750.

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