



Tara Binns Double-quick Doctor

Book band: Topaz

When Tara Binns opens up her costume box, she is transported to a fantasy world where she is a doctor in a hospital! Tara has to act quickly when a child collapses in the waiting room and no one knows why ...

Skills focus

- 2c Summarise main ideas from more than one paragraph
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- 2g Identify/explain how meaning is enhanced through choice of words and phrases
- Reading aloud with fluency and expression

Guided reading session

Skills focus

- 2g Identify/explain how meaning is enhanced through choice of words and phrases
- Reading aloud with fluency and expression

You will need

- Multiple copies of Collins Big Cat *Tara Binns Double-quick Doctor*
- Flipchart or whiteboard
- Reading Journals
- Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*

Tune in

Ask children to quickly scan the cover of the book. Discuss what sort of text they think it is (*fiction*) and what they think it might be about.

Ask them to turn to page 2 and to follow as you read pages 2 and 3 aloud, modelling how to use meaning and punctuation to help you to read with expression.

Challenge children to spot words and phrases that show Tara has had this sort of adventure before. ('as they always did'; 'Which one will the box choose for me today?'; 'another adventure')

Heads together

Ask children to read Chapter 2 (pages 4 to 7) quietly to themselves, concentrating on using meaning, dialogue and punctuation to help them to read with expression, in order to prepare to read it aloud.

Give children the opportunity to present their prepared reading to their Reading Partners. Encourage feedback on the use of expression and support them in improving reading aloud.

Challenge children to identify the technical vocabulary used in this chapter, for example, 'stethoscope', 'pulse', 'symptoms'.

Ask: What effect does this technical vocabulary have? (*It adds to the realism of the story.*)

Wrap up

Read Chapter 3 (pages 8 to 11) aloud to children, using little or no expression. Ask them to tell you how you could improve your reading, challenging individual children to demonstrate their suggestions by reading aloud with more expression.

Ask: What are your top tips for good reading aloud?

List children's responses on the flipchart or whiteboard and ask them to record them in their Reading Journals.

Ask children to summarise what has happened in the story so far in their Reading Journals, for example, *Tara goes on another adventure. She becomes a doctor. A boy has been knocked down by a car.*

Help children to write headings for the first three chapters that summarise the events in each chapter. Ask them to record these headings on a copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*.

Independent reading sessions

Skills focus

- 2c Summarise main ideas from more than one paragraph
- 2d Make inferences from the text/explain and justify inferences with evidence from the text
- 2g Identify/explain how meaning is enhanced through choice of words and phrases
- Reading aloud with fluency and expression

You will need

- Multiple copies of Collins Big Cat *Tara Binns Double-quick Doctor*
- Reading Journals
- Partially completed copies of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*



You are reading *Tara Binns Double-quick Doctor*.

Talk to your Reading Partner about what has happened so far in the story, referring to the summary in your Reading Journal.

Read the top tips for reading aloud that you wrote in your Reading Journal.

Read Chapter 4 (pages 12 to 15) quietly to yourself, practising reading with expression.

Read the same pages aloud to your Reading Partner. Ask what they think you did well and what you could improve.

Discuss with your Reading Partner what has happened in Chapter 4. On your copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*, write a chapter heading that summarises Chapter 4.



You are reading *Tara Binns Double-quick Doctor*.

Read pages 16 and 17.

Talk to your Reading Partner about what you think has happened to Molly.

Read pages 18 and 19.

What do you think Tara could do to help Molly?

Find this sentence on page 17: 'She dropped to her knees beside Molly's limp body.' In your Reading Journal, write down another word for 'limp'.

Now find this sentence: 'Her pulse was racing.' In your Reading Journal, write down what you think this sentence means.

Discuss what has happened in Chapter 5 with your Reading Partner. On your copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*, write a chapter heading that summarises Chapter 5 (pages 16 to 19).



You are reading *Tara Binns Double-quick Doctor*.

Read Chapter 6 (pages 20 to 23) quietly to yourself, practising reading with expression.

Read the same pages aloud to your Reading Partner. Ask what they think you did well and what you could improve.

Find two verbs on page 20 that show that Tara is acting very quickly. Explain to your Reading Partner why you have chosen them.

Find this sentence on page 22: 'Tara tiptoed over to the cubicle and peeked around the curtain.' Discuss with your Reading Partner how you think that Tara is feeling. Which words tell you this?

Discuss what has happened in Chapter 6 with your Reading Partner. On your copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*, write a chapter heading that summarises Chapter 6.



You are reading *Tara Binns Double-quick Doctor*.

Read the top tips for reading aloud that you wrote in your Reading Journal.

Read Chapter 7 (pages 24 to 27) quietly to yourself, practising reading with expression.

Read the same pages aloud to your Reading Partner. Ask what they think you did well and what you could improve.

Explain which words helped you to know how to read the dialogue.

On your copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*, write a chapter heading that summarises Chapter 7.

Vocabulary boost session

Skills focus

- 2g Identify/explain how meaning is enhanced through choice of words and phrases

You will need

- Multiple copies of Collins Big Cat *Tara Binns Double-quick Doctor*
- Reading Journals
- Individual whiteboards and pens
- Partially completed copies of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*

Vocabulary table

Focus word	Brief explanation	Example sentence	Definition
adventure	doing something exciting	The biggest adventure I ever had was when I went deep-sea diving.	When you have an adventure, you do something really exciting.
proud	pleased about something you have done	The parents were very proud when they watched their children in the school play.	If you feel proud, you are really pleased about something you have done.
heart-stopping	really scary	The man paused for a heart-stopping moment, then dived off the rocks into the sea.	If something is heart-stopping, it makes you feel anxious or excited.
breathtaking	amazing	The view from the top of the mountain was breathtaking.	If something is breathtaking, it is beautiful or amazing.
grinned	smiled	The baby grinned when he saw his mum.	If someone grinned, they smiled very widely.

Tune in

Read Chapter 8 (pages 28 and 29) aloud to children, briefly explaining the meaning of the focus words as you read them.

Ask: What heading would you give this chapter? Ask children to write their choice of heading on their copy of Resource sheet: Summary sheet for *Tara Binns Double-quick Doctor*.

Read these phrases from page 29 aloud: 'Heart-stopping decisions ... breathtaking moments ...'

Ask: Why do you think the author has chosen to use these phrases? (*They sound like medical emergencies.*)

Focus on the final sentence on page 29 and challenge children to spot the joke the author is making. (*writing 'nose' instead of 'knows'*)

Ask: Why do you think she has done this?

Write up the focus words and the brief explanations that you gave as you read. Go through the vocabulary boost process, using the words in sentences to elaborate on their meanings and giving children definitions of each word. Ask children to write the

focus words, example sentences and definitions in their Reading Journals.

Heads together

Carry out a 'Tell me ...' activity, giving children the following prompts:

- Tell me about an adventure you have been on.
- Tell me about a time when you felt proud.
- Tell me what you think would be a heart-stopping decision.
- Tell me what you think would be a breathtaking moment.
- Tell me about a time when you grinned.

Wrap up

Challenge children, working with their Reading Partners, to develop two or three sentences on their individual whiteboards that include some of the focus words.

Once pairs have created their sentences, ask them to read them aloud to the rest of the group.

Ask children to choose their favourite focus word and challenge them to use it as often as they can, both at home and at school.