

INFOhio Career Exploration Unit



Grade 3

Standards:

**Reading, Writing, Math, Science,
Physical Education, Career Connection**

Getting Started With This Lesson

Welcome to INFOhio's Career Exploration Units. These units contain multiple lessons that use INFOhio's digital resources to help students learn, practice, and master key learning standards while learning more about career options. In this lesson, students in 3rd grade will learn more about jobs in the health care industry such as doctors, nurses, dentists, paramedics, lab techs, therapists, and more.

By completing this lesson, your students will be able to practice some key technology skills, including:

- Click/Tap
- Scroll
- Drag and Drop
- Use a Video Player
- Drag/Slide

For more information on how to help your students practice technology skills visit [INFOhio Tech Skills for Online Testing](#).

If you have any questions or comments, please go to support.infohio.org.

How to Access INFOhio Resources

INFOhio's license agreements require us to make sure that only Ohio's PreK-12 students, their parents, and educators can use the digital learning content.

We use IP recognition, cookies, and geoauthentication to make it easy for you to use our resources. If our system can automatically recognize that you should have access, you probably don't need to log in with a username and password.

If our system can't automatically recognize that you should have access, you can log in with your INFOhio username and password. You can find the INFOhio username and password for your school by visiting the [INFOhio website](#) and clicking Get Password in the blue box at the bottom of the page.

Best Practices for Digital Reading

Reading on a screen is different than reading print. The best practices in this guide were collected by the INFOhio Early Learning Task Force from journals, education publications, and research studies. Use these best practices with students of any age to help them become readers who can comprehend, analyze, and evaluate text on the screen or in a book.

- [Best Practices for Digital Reading](#)

Career Connections

Career Education

Each Career Exploration Unit includes one lesson focusing on careers within the theme to help children discover the variety of jobs available, to connect the classroom to real-world situations, and to develop work-readiness skills such as teamwork, decision making, and problem solving.

The Doctors, Dentists, and Health Helpers Unit focuses on the Health Science Career Cluster. This includes technical and professional level careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

Job Focus

Nurse, Pharmacist, Dentist, Doctor, Nutritionist, Lab Worker, Radiologist, Fitness Trainer, Emergency Medical Technician, Therapist, Sports Medicine, Optometrist, and other health-related careers.

Career Connections ODE Career Pathways

The Ohio Department of Education has created many Career Pathways that offer an overview of the options available within a career cluster. Each pathway provides information on the education or training needed, outlook for the careers, and wages. Below are some Career Pathways that will be of interest to students interested in working with medicine, therapy, preventive care and other health related issues.

[Advanced Patient Care](#)

[Biomedical Engineering](#)

[BioTech1](#)

[BioTech2](#)

[Dental](#)

[Medical Assisting](#)

[Nursing1](#)

[Nursing2](#)

[Occupational Therapy](#)

[Pharmacy](#)

[Physical Therapy](#)

[Prosthetics](#)

[Radiology](#)

[Surgery](#)

Ohio Learning Standards

The INFOhio Career Exploration Unit Doctors, Dentists, and Health Helpers aligns with these Ohio Learning Standards for Reading. See Extend the Learning for additional activities aligned to other content area standards. This lesson address Ohio Learning Standards for Grade 3, but it is easily adapted for other grade levels.

Anchor Standard

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading Literature

ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Informational Text (Nonfiction)

ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELA.RI.3.2 Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.

Pretest

KWL chart: In a large group setting, begin a discussion on the importance of a healthy body and lifestyle. Share the article [Good Habits](#) (*Weekly Reader, Edition 2, Mar 2011*, Lexile N/A). The article includes information about food choices and how they affect the body. Explain that they are going to learn about a healthy lifestyle and health care workers and how the two work together. Use a KWL chart to record student responses for the first two categories. Some guiding questions to discuss include:

- Why is it important to learn more about staying healthy?
- How can you keep your body healthy?
- What kinds of foods are important in a good diet?
- How do health helpers like dentists and doctors help you stay healthy?

Have students use information from the article to support their answers. The third category will be completed in the post assessment.

Post Test

Revisit the KWL chart created in the pretest discussion.

- Discuss the information that students read and watched about health helpers. Ask students if they can add any details to the answers recorded earlier.

- What other types of health helpers can help students maintain a healthy life?
- In the “Learn” column ask students to tell some of the things they learned about health helpers in their readings. How did the information they learned differ from what they wanted to learn or already knew?

Write a paragraph about why it is important to take care of your health. Use information from the articles to support your claims.

KWL Chart.

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I K now	What I W ant to Know	What I L earned

Lesson 1: Dentists



INFOhio provides access to this collection of eBooks at no cost for Ohio students, teachers, and parents. BookFlix features 141 pairs of fiction and nonfiction books, with popular titles such as *Click Clack Moo* and characters such as Curious George. Each themed pair includes games for reinforcement of reading skills, information about the author, and websites to enhance learning. Thirty-eight of the title pairs are also available in Spanish.

For this lesson, use the title search feature in BookFlix to find this pair:

Fiction: *Open Wide: Tooth School Inside*, by Laurie Keller. Lexile Reading Level: 360

Nonfiction: *Take Care of Your Teeth*. by Don R. Curry. Lexile Reading Level: 300

You can access [BookFlix](#) using this link.

Activity

Read/Watch

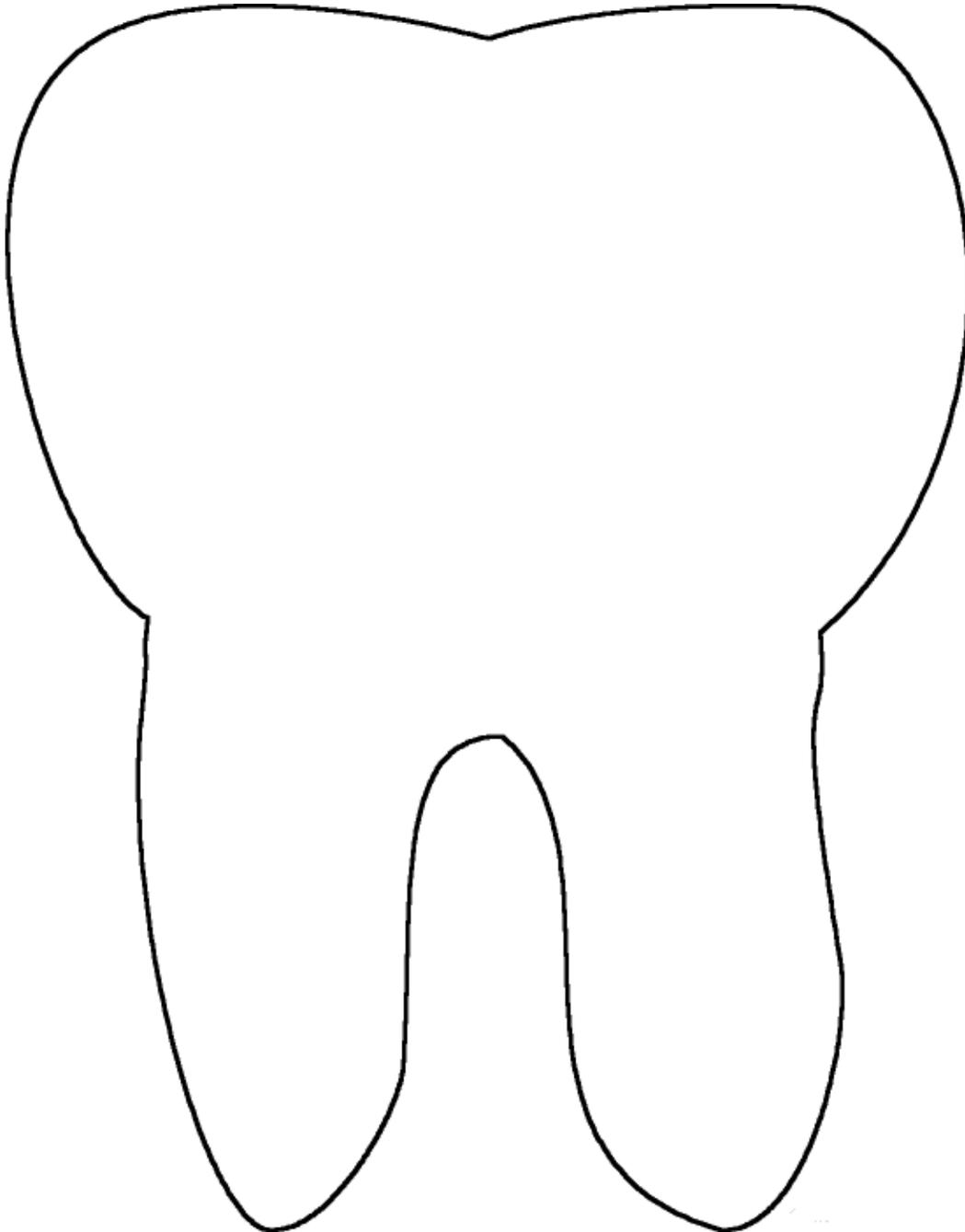
View/read *Open Wide: Tooth School Inside* and read the nonfiction title *Take Care of Your Teeth*.

Open wide! Check your teeth. In both books, there's so much to learn about taking care of your teeth, from brushing and flossing to tooth decay! Write a paragraph about why it is important to take care of your teeth and some ways to keep them healthy. Cite from the text to support your statements. You can use the "Why I Need to Take Care of My Teeth" template for your paragraph. (20-45 minutes)



Why I Need to Take Care of My Teeth

In *Open Wide* and *Take Care of Your Teeth* you read about different kinds of teeth and taking care of them. Write a short paragraph in the tooth telling why taking care of your teeth is important and some ways that you can keep them healthy. Use at least three examples from the books to support your ideas.



Differentiation

Turn the read-aloud feature on or off. Use the sound only if the student needs to have the text read aloud. For students who have difficulty, work one-on-one or in pairs to work through the readings.

Assessment

Dr. Flossman takes attendance at Tooth School. The students include:



Now it is your turn to make sure every tooth is where it is supposed to be. Use the information from the book and the illustrations above to help identify each of the 32 teeth on this [Tooth Chart](#).

Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

DeGroat, Diane. *Little Rabbit's Loose Tooth*.

Keller, Laurie. *Birdy's Smile Book*.

Lane, Jeanette. *The Magic School Bus and the Missing Tooth*.

Miller, Edward. *The Tooth Book: A Guide to Healthy Teeth and Gums*.

Park, Barbara. *Junie B., First Grader: Toothless Wonder*.

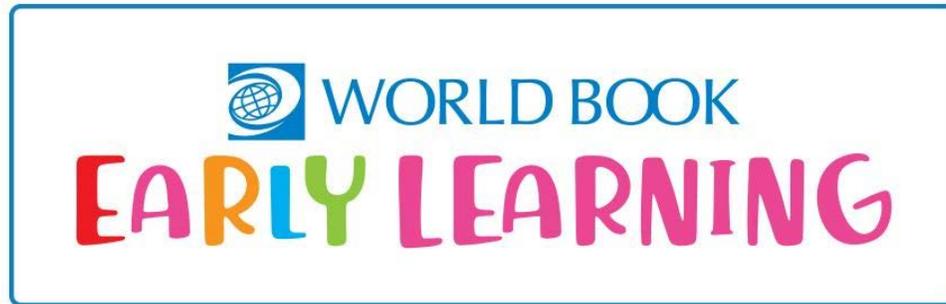
Simms, Laura. *Rotten Teeth*.

Tourville, Amanda Doering. *Brush, Floss and Rinse: Caring for Your Teeth and Gums*.

Wilson, Karma. *Bear's Loose Tooth*.



Lesson 2: Health Helpers



INFOhio provides access to this collection of eBooks, videos, and educational games at no cost for Ohio students, teachers, and parents. World Book Early Learning offers a variety of eBooks on early learning concepts and nonfiction subjects, stories, activities, videos, and games for a media-rich learning experience.

For this lesson, choose People at Work. Health Professionals.

You can access [World Book's Early World of Learning](#) using this link.

Activity

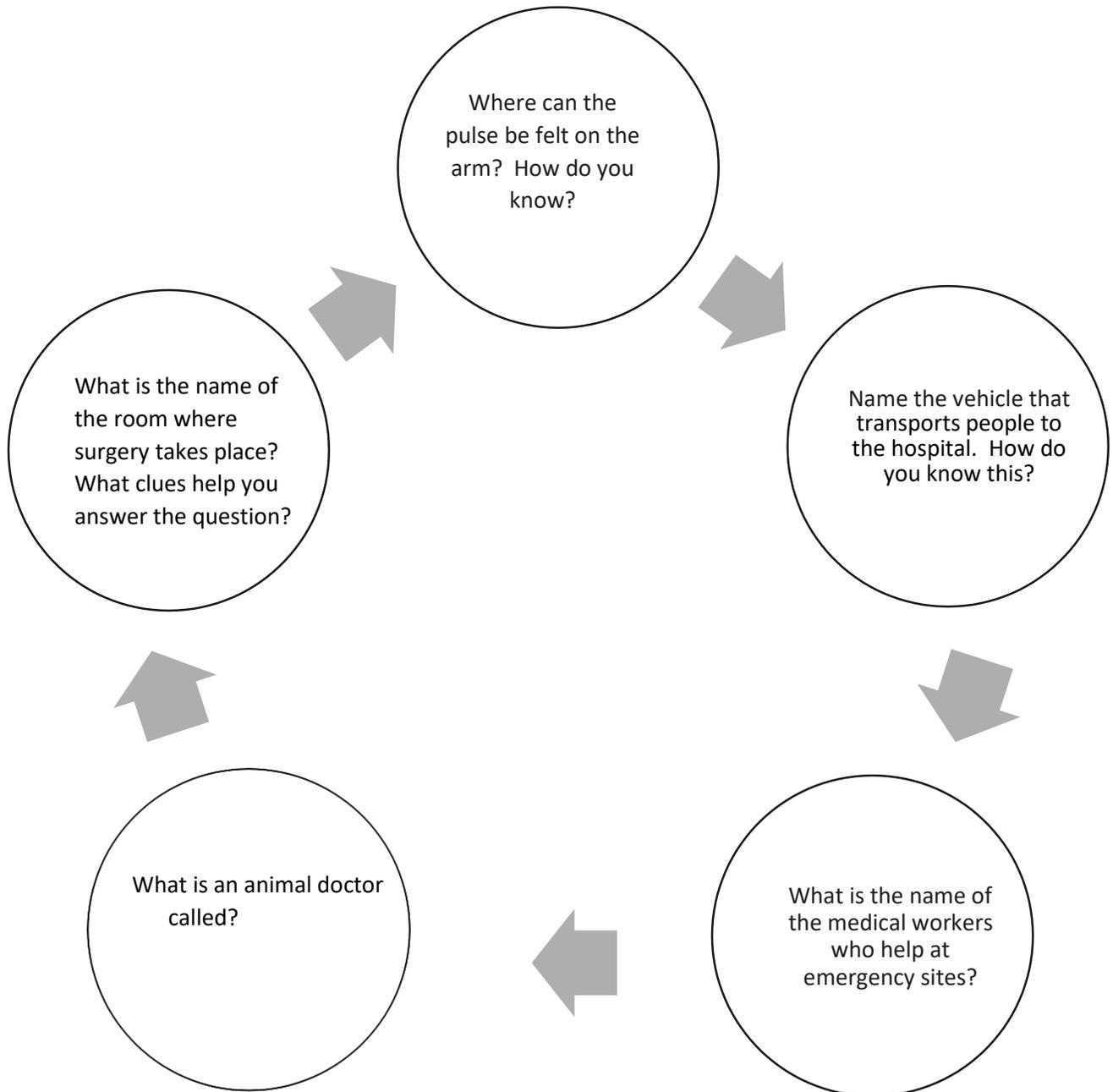
Read and Discuss

Go to [Early World of Learning](#). Scroll through the row of images and locate the section labeled People at Work. Select Health Professional. Use the buttons at the bottom to move through the pages and read about the different things that health professionals do.

Explore the other sections by watching the short People at Work videos about doctors at work, read about "Going to the Doctor" and "Going to the Dentist" and view the pictures about health professionals. As you explore this section, use the "Medical Workers – More Fun" graphic organizer to take notes about the videos and pictures. Carefully examine each and make notes about your observations. Use your notes to write a short informative paragraph about medical workers. (45-60 minutes)

Medical Workers: More Fun

As you view the short videos and pictures about medical workers, carefully examine each one. Use the questions to help you take notes next to the circles. Use your notes to write a short informative paragraph about medical workers and their jobs.



Differentiation

Different learning styles are addressed in this activity with reading, photos, and videos. All are very brief and easy to use. Students may choose to click the video player button to activate the read-along feature. Students who need more practice may choose fewer words or can be asked only to identify words and not evaluate the most important ones.

Assessment



1. How are patients transported to the hospital? What text helps you know this?
2. What is the title of the medical worker who helps treat a patient on the way to the hospital? Give evidence from the text that tells you this.
3. Why is the stethoscope important to doctors? Explain your answer and use text or video to support it?

Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Adamson, Heather. *A Day in the Life of an Emergency Medical Technician*.

Aylmore, Angela. *We Work at the Hospital*.

Horn, Geoffrey M. *Sports Therapist*.

Hunter, Rebecca. *People Who Help Us*.

Nelson, Kristin L. *EMTs*.

Rockwell, Lizzy. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*.

Scarry, Richard. *What Do People Do All Day?*

Thaler, Mike. *The School Nurse from the Black Lagoon*.

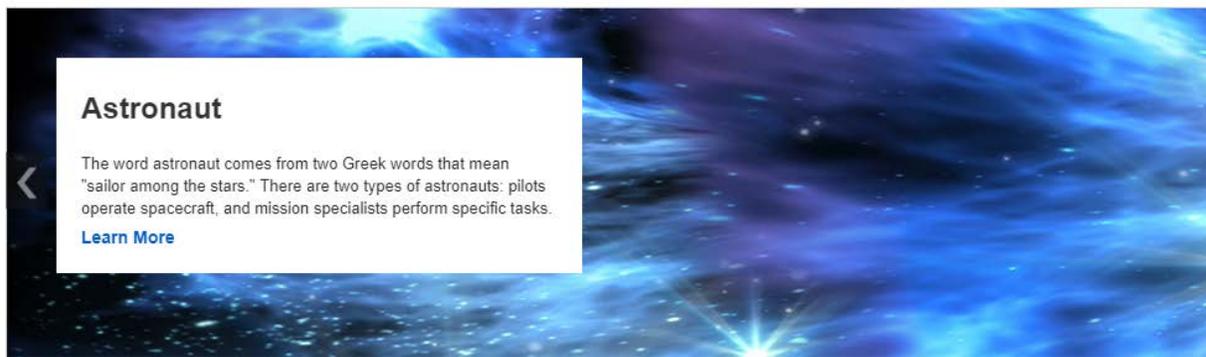
Lesson 3: Doctors



Enter any words to find books, journals and more

Search

[Advanced Search](#) [Search History](#)



INFOhio provides access to this collection of educational and trade publications at no cost for Ohio students, teachers, and parents. EBSCO's Explora for Grades PreK-5 contains full-text articles from magazines, journals, and newspapers.

Note on PDFs. Many of the articles in Explora are available in PDF format, which is a scanned image of the original article including pictures. Whenever possible, the PDF format is preferred. If you do not already have it on your computer, you can download a free version of [Adobe Reader](#).

For this lesson use the articles below:

- [The Stethoscope Story](#). *Child Life*. Jan/Feb. 2000. Lexile Reading Level: 810.
- [Smart Hearts](#). *Jack and Jill*. Jan/Feb. 2015. Lexile Reading Level: 830.
- [Make Your Own Stethoscope](#). *U.S. Kids*. May/June 2006. Lexile Reading Level: 330.

You can access [Explora for Grades PreK-5](#) using this link.

Activity

Read and Discuss

Doctors use all kinds of instruments to help learn more about a patient's health, including an otoscope to look into the ear, a blood pressure cuff for measuring blood pressure, a tongue depressor to look at the throat, and a stethoscope to measure the heartbeat. Use the graphic organizer "All About the Stethoscope" to take notes on important facts from both articles as you read [The Stethoscope Story](#) and share the article [Smart Hearts](#) with students. (30-45 min)

As the blood is pumped thorough the body, the heart makes a beating sound. The stethoscope helps to hear the beating heart. Try making your own simple stethoscope using the instructions found in [Make Your Own Stethoscope](#). Conduct an experiment by using your stethoscope to listen to the heart beat of 2-4 people. Try counting the number of beats per minute and record your findings for each person in the group on the graphic organizer. Use your notes from the articles and your experiment to write a short paragraph about what you learned. (30- 60 minutes)

Differentiation

The article is provided in two formats: HTML and PDF. If using the HTML, the text can be read aloud. By changing the settings, a large box pop ups on the screen as the text is read aloud. Click on the gear next to LISTEN to change the settings for enhanced visibility and pop-up. PDF is in a visual format that can be projected to a white board and shared and discussed with a large group or by individual students.

All About The Stethoscope

As you read the articles about the stethoscope and your heart, use the information to complete the graphic organizer.

Describe the difference between a diaphragm stethoscope and a bell stethoscope

Name of the doctor who discovered the stethoscope.

How does a stethoscope help a doctor?

Why is it called a stethoscope?

Heart Chart

_____ # of minutes for blood to get back to heart

_____ # of gallons of blood pumped in 1 minute

_____ average # of times your heart squeezes and relaxes in 1 minute

Purpose of blood vessels:

Number of miles of blood vessels:

Assessment

The assessment can be completed as a group or individually. Use a thumbs up for True and thumbs down for False. Students will identify where the answer can be found in the text.

1. The stethoscope is used to measure how much a person weighs. FALSE
2. The stethoscope was invented in the late 1800s by a French doctor. TRUE
3. The first stethoscope was made out of metal. FALSE
4. According to the article "Make Your Own Stethoscope," the tubing made the sound waves louder. FALSE
5. The bell stethoscope looks like a bell and is used to listen to low-pitched sounds. TRUE



Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Adamson, Heather. *A Day in the Life of a Doctor*.

Baddorf, Rob. *I Wear Glasses*.

Charlip, Remy. *Mother, Mother, I Feel Sick, Send for the Doctor, Quick, Quick, Quick*.

Liebman, Dan. *I Want to Be a Doctor*.

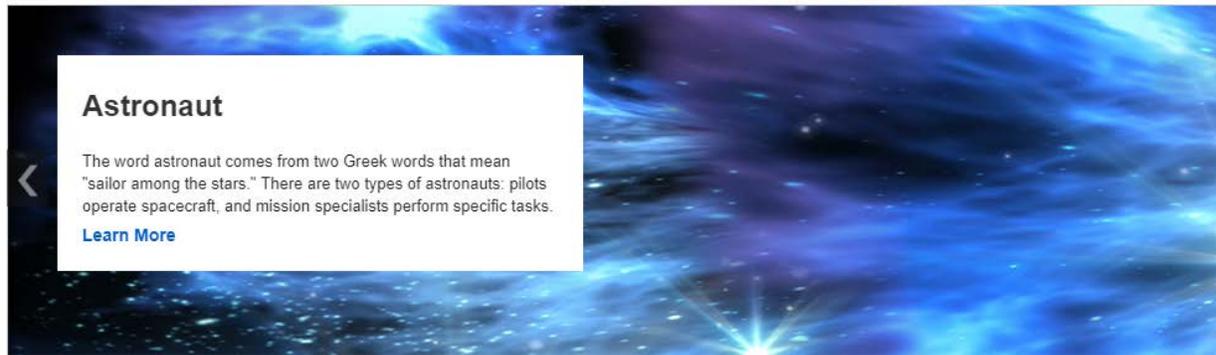
McDonald, Megan. *Judy Moody, M.D.: The Doctor is In*.

Rogers, Amy B. *What Do Doctors Do?*

Stone, Tanya Lee. *Who Says Women Can't Be Doctors?*

Ziefert, Harriet. *ABC Doctor*.

Lesson 4: Careers in Health Science

[Advanced Search](#) [Search History](#)

INFOhio provides access to this collection of educational and trade publications at no cost for Ohio students, teachers, and parents. EBSCO's Explora for Grades PreK-5 contains full-text articles from magazines, journals, and newspapers.

Note on PDFs. Many of the articles in Explora are available in PDF format, which is a scanned image of the original article including pictures. Whenever possible, the PDF format is preferred. If you do not already have it on your computer, you can download a free version of [Adobe Reader](#).

For this lesson use the articles below:

- [All in a Day's Work](#) *Current Health* 1. Apr/May 2010. Lexile Reading Level: 830.
- [What Does it Mean to Have a Health Care Career?](#) *NextStepU*. Sept/Oct 2010. Lexile Reading Level: N/A

You can access [Explora for Grades PreK-5](#) using this link.

Activity

Read and Discuss

In addition to the medical workers that you learned about, there are many other types of jobs in the healthcare industry including pharmacists, therapists, nutritionists, and technicians. The articles feature short interviews with people who work in the healthcare industry. Share the two articles with students. This can be a small, large, or even individual activity. Choose three of the careers discussed in the articles and use the information to complete the compare/contrast chart and answer the questions.

Based on the information in the articles, which career is the most interesting to you? Why did you choose this career? Write a short paragraph with your answers. Use evidence from the article to support your answer. (45-60 minutes)

Differentiation

The article is provided in two formats: HTML and PDF. If using the HTML, the text can be read aloud. By changing the settings, a large box pop ups on the screen as the text is read aloud. Click on the gear next to LISTEN to change the settings for enhanced visibility and pop-up. PDF is in a visual format that can be projected to a white board and shared and discussed with a large group or by individual students.

Which Career Would You Choose?

Directions: Use this graphic organizer to collect information about three careers. Choose three of the careers from the articles that we shared in class. Use the information from the articles to complete the chart and then answer the questions.

Job	Education	Where They Work	What They Do

Based on the information in the articles, which career is the most interesting to you?

Why did you choose this career? Write a short paragraph with your answers. Use evidence from the article to support your answer.

Assessment

The assessment can be completed as a group or individually. Use a thumbs up for True and thumbs down for False. Students will identify where the answer can be found in the text.

1. Pharmacists work in both retail and in hospitals. True OR False
2. A blood collection specialist does not need a college degree. True OR False
3. Medical scientists work to find new medicines, treatments, and vaccines. True OR False
4. A Doctor of Chiropractic does not work with the nervous and skeletal systems. True OR False
5. A physician assistant practices medicine under a doctor's supervision. True OR False

Answers: 1. True. 2. False. 3. True. 4. False.
5. True



Links for standards-based rubrics are listed below or create your own.

[Iowa Core Standards Based Rubrics](#)

[Assessments and Rubrics \(Kathy Schrock\)](#)

Read More About It

Bowman- Kruhm. *A Day in the Life of a Doctor.*

Pasternak, Ceel. *Cool Careers for Girls in Health.*

Shepherd, Jodie. *A Day with Paramedics.*

Extend the Learning

Ohio Learning Standards. ELA: Writing.

Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Extension Lesson: Some therapists help people recover from injuries, surgeries, or diseases by using specially designed exercises and equipment to regain or improve their physical abilities. To learn about physical therapists and their work check out this website: [Physical Therapist](#). Click the Project Idea tab and try one of the projects like "Keeping Up" to explore what you might do on the job. Write a brief paragraph about the project that you tried. Why did you choose the project? Were the results what you expected. Explain your answer using evidence from the website and the project that you selected.

Production and Distribution of Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ELA.W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Extension Lesson: Create a word cloud for *Open Wide: Tooth School Inside* and *Take Care of Your Teeth*. Words might include the types of teeth, plaque, cavity, and other key details in the books. [Wordle](#) and [ABCya](#) are free online tools that even the youngest student could use. Print the word cloud and explain why the words were chosen and how they are important in the books.

Ohio Learning Standards. ELA: Speaking and Listening.

Comprehension and Collaboration. 3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

ELA.SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Extension Lesson: "How many years does it take to become a Doctor?" Use [World Book Kids](#) and search for medicine. Watch a short video in the [Medicine](#) article. (Scroll down if necessary until you see the video.) Discuss the short video clip using guide questions such as: How would the subjects that you study help prepare you to become

a doctor? How much time does it take to become an MD or a specialist? What evidence from the video supports your answers?

Ohio Learning Standards. Physical Education.

Standard 4. Achieves and maintains a health-enhancing level of physical fitness. Grade 3: 3. Understand the overall benefits of a healthy, active lifestyle.

Extension Lesson: Nutritionists are another type of health care career. They are trained experts in the science of nutrition and helped people determine the right foods to eat for a healthy life. Make a daily or weekly menu for a family or a daily menu for younger students that is nutritionally balanced.

Ohio Learning Standards. Math.

Measurement and Data

Grade 3:2. Represent and interpret data.

Extension Lesson: Set up a microscope for students to view skin cells, hair, fibers, etc. Provide a chart so that students can record their findings. In small groups have students compare their findings and write a brief lab report.

Ohio Learning Standards. Science.

Topic: Behavior, Growth and Changes

Grade 3: Content Statement: Individuals of the same kind differ in their traits, and sometimes the differences give individuals an advantage in surviving and reproducing.

Extension Lesson: Scientists use teeth to learn all kinds of secrets about people and animals. Teeth can reveal what an animal eats, where it lived, and even its age. Read the article, [Open Wide](#) (*Scholastic Super Science*. Feb 2010. Lexile 880) to learn more about how scientists use teeth to discover hidden secrets. Take the quick quiz to see if you can tell the difference between a carnivore, herbivore, and omnivore. Which one are you?

Additional Resources:

- [INFOhio Educator Tools](#)

For additional assessments, instructional strategies and resources, and cross curricular connections by standard, go to INFOhio's Educator Tools

- [INFOhio Pinterest](#)

Looking for more resources about "Doctors, Dentists, and Health Helpers?"
Check out INFOhio's Pinterest board.