**Doctor**

*Etymology:* from Middle English *doctor* teacher, doctor, from Anglo-French, from Medieval Latin *doctor*, from Latin, teacher, from *docère* to teach. (Source: m-w.com)

*Definition:* a person with a medical degree whose job is to take care of people’s help and prescribe medicine to make people feel better

*Forms:* *pl.* doctors

*Related Words:* *n.* doctorate; *n.* witch doctor; *adj.* doctoral

*Fluency Practice:* Donald declared that he felt like a mess.
  - The doctor discovered the reason for Donald’s distress.
  - The doctor diagnosed Donald’s troubles:
  - He downed too many hot dogs and sodas with bubbles.
  - With a dose of medicine, Donald felt good as new.
  - Remember that doctors do their best to help you.

**Phonics and Vocabulary Activities**

**Beginning**
- Say *I’ll think of someone and you guess who the person is.* Then, write the letter *d* on the board. Say *The name of the person I’m thinking of begins with the sound /d/.* Have students repeat the sound after you. Say *Now think of someone you would go to see if you were sick. This someone’s name begins with /d/.* Once students have had a chance to guess, display the photo card and write the word *doctor* on the board. Slowly pronounce each sound: /d/-/o/-/k/-/t/-/er/. Have students pronounce each sound with you and then blend the word together. Then, have them repeat the word with you several times. Finally, have students name additional words that begin with the sound /d/, such as duck, drink, down, done, door.

**Intermediate**
- Show the photo card. Ask what word best describes the community worker shown. After students identify the target word *doctor*, have them spell it and write it in their notebooks. Have volunteers use the word in complete sentences. You may use the photo card to practice forming descriptive words from naming words. Read the following sentence: *She could not make her doctoral visits because she got sick herself.* Point out the relationship between the target word and the adjective *doctoral*. Use the Mayor photo card in a similar way for additional practice.

**Advanced**
- Show the photo card. Ask what word best describes the community worker shown. After students identify the target word *doctor*, have volunteers use the word in complete sentences. Introduce the idiom *just what the doctor ordered.* Have students discuss how their knowledge of *doctor* can help them understand the figurative meaning of this idiom. Ask volunteers to use the idiom in contextual sentences.