

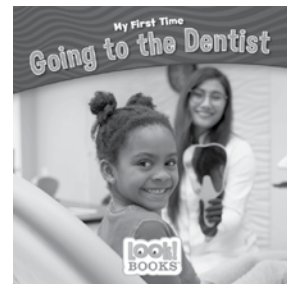
Teaching with My First Time Going to the Dentist

Connection to Standards

Students will use text features to locate answers to text-dependent questions. (CCSS.ELA-LITERACY.RI.1.1.15; 2.5; 3.5)

Differential for ESL

- Review these additional vocabulary words in context: *whistle, wiggles, nerves, gums, comfortable*.
- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.



Lexile: 590 568 words

Before Reading

Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different kinds of first experiences kids can have. Tell them that in this book, they'll be learning about going to the dentist for the first time.
- Ask students to share their own experiences going to the dentist and what those experiences were like. What did the dentist and/or hygienist do during the visits? Encourage students to share how they felt before, during, and after the visits.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess who the people in the photo are and what they are doing.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each photo.

Predict: Ask students to predict some of the specific things they will read about. Have them support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all..

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Write “Text Features” at the top of the board. Explain to students that text features are all of the parts of a book that are not the main body of text. Tell students that non-fiction books often use many text features to tell the reader more about a topic. Ask students to look out for anything that might be considered a text feature as they read the book.

During Reading

Check for Understanding: Ask students the following questions as they read.

- Pages 4–7, *What are some things teeth help you do?* (Bite and chew food, speak clearly, smile, and whistle) *What are the parts of a tooth?* (Crown, root, enamel, nerves, bone)
- Pages 8–11, *What is a dentist?* (A doctor that helps you take care of your teeth)
- Pages 12–15, *What does an x-ray help the dentist do?* (See inside, between, and around your teeth) *What is a cavity?* (A hole in a tooth)
- Pages 16–22, *How many times each day should you brush your teeth?* (Two) *How often should you replace your toothbrush?* (Every 3 to 4 months)

Reinforce Vocabulary:

- Page 6, Review the definition of *permanent*. Ask students to share an example of something that is permanent.
- Page 12, Explain that some words have more than one meaning. Go over the definition of *instrument* as it appears in the text. Then ask students to share a different definition of *instrument*.
- Page 18, Review the definition of *expert*. Ask students to share what they consider themselves to be an expert on.

After Reading

Reflection: Ask students to share different things they can do to take care of their teeth. Write all of their answers on the board to create a master list.

Skill: Have students complete the Text Feature Scavenger Hunt. Then pair students up to compare and point out which text features they found.

Name _____

Text Feature Scavenger Hunt

Read about some common text features below. Then look through the book to find an example of each of these features. In the table next to each feature's definition, write the page number on which you found your example and what it says or shows (unless you see the words "not needed").

Text Feature	Page Number	What it Says or Shows
Table of Contents: tells the reader what page each chapter or section begins on		
Heading: a word or phrase at the beginning of a page or chapter that tells the reader what that page or chapter will be about		
Subheading: a smaller heading at the beginning of a section within a page or chapter. It's smaller than the heading but larger than the main text.		
Word: a word written in thicker, darker font to make it stand out		
Caption: a sentence or group of words next to a picture that explain what is being shown		
Diagram: a drawing that explains or shows the parts of something		
Glossary: a list of vocabulary words found in the book and their definitions		
Index: an alphabetical list of topics at the end of a book that shows what page each topic can be found on		