

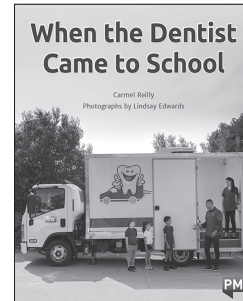
When the Dentist Came to School

PM Level 16

Orange

Text Type Recount

Running Words 320



Preparing for Guided Reading

Prior Knowledge

- Discuss with students what a dentist is and allow students to share their own experiences of visiting the dentist.
- Students should be familiar with the basic routine of a dental visit, including the dentist's chair and tools.

Orientation to the Text

- A boy has his first visit to a school dental van. After examining the boy's teeth, the dentist uses his special tools to clean the boy's teeth.

Building the Balanced Reader

Vocabulary

Key Vocabulary

above, afternoon, another, front, great, keep, lunch, middle, neck, other, seen, wide

Content Words

bib, clean, dentist, light, mouth, nurse, teeth, tipped, tools

Decoding

- Ask students to look out for compound words, such as *afternoon* and *classroom*, as they read. Talk about the two smaller words that make up each compound word.
- Explicitly discuss strategies such as reading on and re-reading to help students to work out unfamiliar words.
- Together, look at the words *could* and *would*. Ask, *What is tricky about these words? What other word do you know with the same letter pattern?*

Focusing on the Book – Guided Reading

- Look at the front cover and title of the book together, and explain that the text is a recount. Ask, *What do you think will happen in this book? What makes you say that?*
- Introduce page 2 as the orientation of the recount. Ask, *Who is this recount about? When and where does it take place?*
- Read page 4 together. Say, *Find the words that have 'oo' in them. What sound does 'oo' make in each of the words?*

- Continue to page 6. Explain that this part of the recount is called the sequence of events. Say, *Tell me in order what has happened so far in the recount.*
- Read page 8 together. Ask, *Which words on this page tell us the order in which things happened?*
- Continue to page 13. Ask, *What are the most important things that have happened in the recount? What do you think will happen next?*
- Read page 14 together. Explain that the last part of a recount is a personal comment. Ask, *What did the boy think about his experience in the dental van?*
- Re-read the text together and find all the 'oo' words. Ask students to think of a word that rhymes with each one.

Comprehension

- Where did the boy visit the dentist? (*Literal*)
- Why do you think the boy had to wear glasses at the dentist? (*Inferential*)
- How do you think the boy was feeling about going to the dentist at school? How would you feel? (*Applied Knowledge*)

Follow-up Activities

- Explain to students that the word *dentist* is made up of 'dent', which comes from the Latin word for 'tooth', and the suffix 'ist'. Brainstorm other professions that students have heard of that end in 'ist', such as an artist, a journalist or a pianist. Add to the list yourself if students need prompting. Talk about what the first part of each profession means and how the suffix 'ist' refers to a person who does that activity.
- Individually or in pairs, give students a Y-chart to complete to show what it looks like, sounds like and feels like to visit the dentist. Provide time for students to share their ideas and discuss any interesting vocabulary that they include.
- Give small groups of students another recount to read. Provide sticky notes and ask them to mark the title, the orientation, some of the sequence of events and the personal comment in the text. Compare and discuss students' responses to consolidate their understanding of the parts of a recount.

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Learning Intentions

- We are learning to identify the parts of a recount.
- We are learning to read 'oo' words.

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Success Criteria

- I can find and describe the title, orientation, sequence of events and personal comment in a recount.
- I can identify the correct sound for 'oo' in words such as *good*, *room* and *school*.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up