

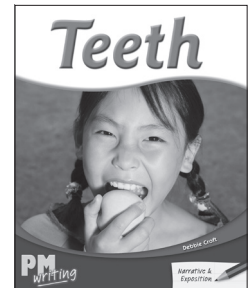
# Teeth

PM Level 29

Sapphire

**Text Type** Narrative/Exposition

**Running Words** 197/316



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with oral hygiene routines and what a visit to the dentist involves.

### Orientation to the Text

- Healthy teeth and gums have a direct bearing on other aspects of our overall health. This book explores oral hygiene through a humorous narrative poem, and then offers arguments for looking after your teeth and gums in the form of an exposition.

## Building the Balanced Reader

### Grammatical Conventions

- Review the direct speech used in the narrative section. Discuss how punctuation is used to help identify that direct speech is taking place and how the author makes it clear who is talking.
- Talk with students about different persuasive devices that can be used in an exposition. Look through *Healthy Teeth and Gums* together and ask students to identify the devices the author has used to persuade the reader, including modal verbs, such as *should*, and use of facts.

### Vocabulary

#### Key vocabulary

*conclusion, dentist, dentures, Fang, hygiene, oral, personal, receptionist*

### Spelling

- Write the word *hygiene* and the word *reason* on the board. Ask, *What is making the 'ee' sound in each of these words?* Give examples of other words where 'ie' makes the 'ee' sound, such as in 'chief' and 'believe'. Challenge students to find other words that fit into this category, as well as additional words where 'ea' makes the 'ee' sound.

### Visual Literacy

- Read the first page of the narrative *Dr Fang* to students without showing them the visuals. Discuss the information that the introduction gives and brainstorm all the different things that the main character might be feeling. Then, look at the image on page 2 together and talk about the extra information that it gives the reader. Examine the other visuals through the narrative and discuss the story that they tell.

## Focusing on the Book – Guided Reading

- Look carefully at the cover photograph and read the title of the book together. Ask, *What do you already know about teeth? What might the storyline be in a narrative about teeth?*
- Look at page 1 together. Talk about each of the text types in the book. Ask, *How do you think each text will be structured?*
- Read page 2. Discuss the rhyming pattern in the text. Ask, *What do we know about the text from this introduction?*
- Look at page 3. Point out the word *trepidation*. Ask, *What do you think the meaning of this word is? What clues in the text and visuals help you to work this out?*
- Continue to page 7. Talk about the complication in the narrative. Ask, *What do you think the conclusion to the narrative will be? Why?*
- Continue to page 10. Discuss the exposition's statement of position. Ask, *What arguments might the author give to support this statement?*
- Read page 15. Ask, *What does it mean if people are more inclined to laugh? What other word could you use instead of inclined?*
- Continue to page 16. Ask, *What is the concluding statement in the exposition? What did the author want you to know?*

### Comprehension

- What could happen if you do not care for your teeth when you are young? (*Literal*)
- How would you describe the dentist in the narrative? (*Inferential*)
- Why did the author name the dentist Dr Fang? (*Inferential*)

### Follow-up Activities

- In pairs, instruct students to scan the text for descriptive phrases, such as *full of disdain*, *full-blown oratory* and *pearly whites*. Ask students to describe what each phrase means in the context of the text, using their own words. Discuss why the author chose to use these particular phrases.
- Talk about the humour used in the narrative and ask students what effect it has on their engagement and understanding of the text. Discuss humour as a persuasive device and invite students to suggest ways the author could have incorporated humour in the exposition to make it more effective.

# Teeth

Date \_\_\_\_\_

PM Level 29

Sapphire

## Learning Intentions

- We are learning to classify non-fiction text types.
- We are learning to infer information from the text.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution of a narrative.
- I can identify the statement of position, arguments and concluding statement in an exposition.
- I can use evidence in the text to work out word meanings and draw conclusions.
- \_\_\_\_\_

## Guided Reading Notes

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