

The Dentist

PM Level 11/12

Blue

Text Type Description

Running Words 195



Preparing for Guided Reading

Orientation to the Text

- Students should be aware that their teeth are important and that they need to have them checked regularly by a dentist or a dental therapist.
- Ask students to talk about how they look after their teeth. List their responses on a chart.

Prior Knowledge

- Discuss visiting the dentist as an essential procedure that is closely related to students' physical wellbeing.
- Encourage students to recognise that their teeth are important and that they should know how to care for them.
- Identify the advantages of eating healthy foods.

Key Language Structures

- Present tense verbs are used to describe the subject of the description, e.g. *helps, talks, makes, puts, looks, does, is*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, any, before, now, puts, round, still

Content Words

dentist, glasses, gloves, mask, mirror, shine, surgery, talks

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.

- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Read the name of the book and talk about the cover photograph. Identify the dentist, the young girl who is the patient, and the room that they are in.
- Ask students why they must sit still when a dentist is giving them an injection. Explain how the injection will numb the tooth and mouth. Explain the feeling of numbness. Some students may want to know if it will hurt. Answer honestly but not too specifically so as not to frighten them.
- Ensure students know that the drill will clean the decayed cavity before the hole is filled. Discuss the procedure – clean, fill and wash the mouth clean.
- Ask students why it is important that they know the correct way to brush their teeth.

Comprehension

- Why does the dentist put some glasses on the girl? (*Literal*)
- Why does the girl have to stay very still? (*Inferential*)
- Why does the girl brush her teeth before she goes to bed? (*Inferential*)

Follow-up Activities

- Have students paint a picture of themselves visiting the dentist or dental therapist. Ask them to write captions for their paintings.
- Role-play the events in the book. List the characters – the girl, her mother, the receptionist, nurse and dentist. Encourage students to use dialogue closely related to the events in the book. One group could prepare the role play and present it to the class.
- Talk about eating healthy foods. Students can make a list of snack time foods that would help to keep their teeth healthy, e.g. vegetables, cheese, yoghurt, nuts, fresh fruit, unsalted popcorn, or sugar-free drinks. Ensure students know the link between sweet foods and drinks and tooth decay. Emphasise the importance of drinking water.

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Learning Intentions

- We are learning that different text types use different verb tenses.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can use my knowledge of verb tenses to correctly read and write descriptive sentences.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Guided Reading Notes

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