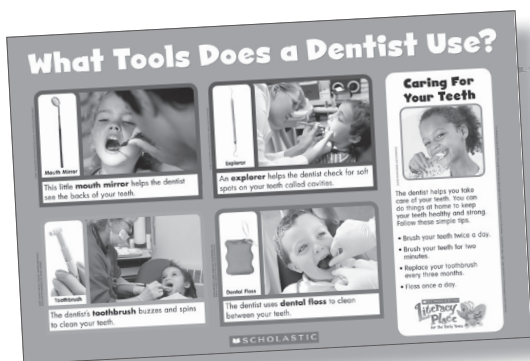


What Tools Does a Dentist Use?



Text Type: Non-fiction: Explanation/Procedure — Magazine Article

Guided Reading Level: G

Summary: This magazine article explains the tools a dentist uses in a regular dental checkup. Also, students are given instructions for how to best care for their teeth.

Word Count: 95

High-Frequency Words:
every, keep, uses

Text Features

- ▶ subheading
- ▶ text boxes

Visual Literacy

- ▶ insert photos with labels
- ▶ bolded words

Text Supports

- ▶ labelled photos of tools
- ▶ photographs supporting the explanation of each tool
- ▶ use of colour boxes to separate information

Possible Text Challenges

- ▶ variety in layout
- ▶ insert photos of labelled tools
- ▶ magazine article format may be new
- ▶ specialized vocabulary: *explorer, cavities, check, dental, replace, floss*

Reading Strategies

Comprehension

- ▶ making connections
- ▶ evaluating

Working with Words

- ▶ using photographic clues, background knowledge, and word-solving strategies to solve unfamiliar words
- ▶ identifying plural words and action verbs

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to personal experiences
- ▶ evaluate the importance of caring for their teeth
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and in pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students who have lost a tooth to recount how it was lost. Use the Think-Pair-Share strategy and then have a few students share their experiences with the class.

Who has lost a tooth? Did it come out on its own or did a dentist pull it out?

Making connections

- ▶ Do a tally to show how many students have visited a dentist. Keep this tally for future reference. Ask a few students to recount their visits. Prompt students for details of what the dentist did and any tools he/she may have used.

Tell us about your visit to the dentist. Did they use any tools? What did the tool(s) look like? How did they use the tool? How did it feel?

Making connections/
inferring

- ▶ Hand out a copy of the magazine article to each student. Explain that they are going to read a text about taking care of their teeth. Provide time for students to look at the text. Ask them to look carefully and see if the photographs remind them of their trip(s) to see a dentist. Ask students to tell how they think each child is feeling as their teeth are checked.

Text features/analyzing/
inferring

Discussing Supports and Challenges

- ▶ Have students look carefully at how the text is placed on the page. Read the main title to them, tracking the print as you read and reminding them that titles are often in a large, bold type. Ask students to look for another title on the page and read it together. Ask why they think it is a smaller type size.

Print concepts

- ▶ Discuss with students where they should begin to read. Explain that each section can be read in any order, since this is a non-fiction text and each section contains connected but different information.

This is a non-fiction text and any section can be read first. The question is in the largest type, so I think the author would like us to read this information first.

Visual Literacy

- ▶ Encourage students to look for other special features on the page. Prompt for the location of the boxes featuring the tools, if necessary. Explain that these boxes are called inserts. Point out that the outlines of the photos and matching text are in the same colour.

This will help guide our eyes as we check on the name of the tool while reading the information.

ELL Note:

Have available some of the tools featured in the photographs, especially the dental floss and toothbrush. A rubber tipped pick can be used to represent an explorer. Be sure students understand the function of each tool.

Print concepts

- ▶ Help students recognize the tools by looking at each labelled photo and then locating the matching word(s) in the text. Ask students what the author has done to help them as they read. Explain that when the author uses bold type, it lets us know it is very important information.

The words are in bold type so we know they are important. It is information (a detail), that goes back to the title. The title told us we were going to be learning about tools the dentist uses.

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Is it important to visit a dentist regularly and take care of your teeth every day? Why? Why not?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring
Making connections
Analyzing
Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread that sentence and think what would make sense and sound right.
 - What tool do you see in the insert photograph? Put your finger on the box we need to look at.
 - What do you need to do each day to care for your teeth?
- ▶ If students finish early, ask them to reread and look for words that are action words. Students can reread independently or with a partner. The words found can be recorded on a sticky note.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating

- ▶ Revisit the purpose for reading: Is it important to visit a dentist regularly and take care of our teeth every day? Why? Why not?

Is it important to take care of your teeth each day? What can happen if you don't? Let's look back at the tally we made earlier. Does it support the idea that we are working hard to take care of our teeth?

Evaluating

- ▶ Extend the understanding by offering prompts to continue the discussion:
 - What do you like best about a visit to the dentist?
 - Which dentist's tool do you think is most important? Explain your choice.
 - Does it matter which section of the text you read first? Explain your thinking.
 - Did this magazine article help you see the importance of taking care of your teeth?

Self-Monitoring

- ▶ Comment on any effective reading strategies you observed.

There were technical words in this text. I saw Fabio chunk the word "explorer": ex-plor-er. He then put it all together and also checked the insert photograph to be sure. Good use of strategies, Fabio!

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Create a Poster

- ▶ Invite students to make a poster using the format of the section “Caring for Your Teeth.”

Topics can include: Caring for Your _____

Ideas: Pet, Brother, Sister, Classroom, Bedroom

- ▶ Invite students to make a poster using the format of the section “What Tools Does a Dentist Use?”

Topics can include: What Tools Does a _____ Use?

Ideas: Doctor, Hairdresser, Veterinarian, Police Officer, Firefighter, Mechanic

Dramatize/Pantomime

- ▶ Pairs of students can act out the information under the title “Caring for Your Teeth.” These can be presented to the rest of the class. Ask the class to watch closely and, at the end of each dramatization, to identify the “tip” students are portraying.

Word Building

- ▶ Invite students to search the text for words that end in “s” to show “more than one.” Record the words on small cards (*backs, spots, cavities, tips, minutes, months*). Make cards that show the root word for each plural word located. The tool names can also be added with their corresponding plural form: *mirror/mirrors, explorer/explorers, toothbrush/toothbrushes*. Students can match the pairs in games of Concentration or Snap.

- ▶ Have students locate action words featured in the text (*buzzes, spins, brush, floss*). If some students did this earlier, have them display their sticky notes as a reference for the others. Then students can use magnetic letters to build the words. Model how to break each into chunks/syllables to reinforce the use of chunking to solve unfamiliar words.

Word solving and building

Word solving and building

ELL Note:

Be sure students know the action involved for each of these words. Invite students to use gestures to show the actions.