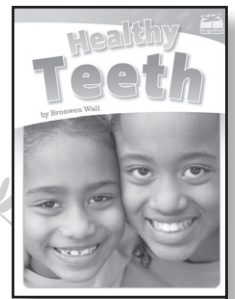


# Healthy Teeth

by Victoria St John



## Overview

This book discusses keeping teeth clean. The simple text, diagram, and photographs engage the reader and emphasize the importance of taking care of teeth. (Big idea: People take care of themselves by keeping clean.)

### Suggested purposes

This book supports the following **comprehension strategies**:

- visualising 
- summarising the main ideas. 

It supports the following **non-fiction strategies**:

- using photos to get information
- using a diagram to get information
- using a glossary (boldface type)

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *clean, healthy, teeth*
- Content words – *bacteria, dentist, enamel, food, fruit, gum, nerve, problems, smile, snacks, sugar, water, words*
- High-frequency words – *all, away, from, get, have, how, make, some, that, them, they, too, your*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (keeping teeth healthy), which expands on pages 8 and 9 of the anchor book *Taking Care of Yourself*
  - preview question on the back cover
  - close-up photographs
  - cross section diagram
  - specialised vocabulary
  - glossary (boldface type)
- Word study:
  - initial consonant blends – “gr-”, “st-”, “sm-”, “br-”, “cl-”, “tw-”, “dr-”, “fr-”, “sn-”, “pr-”
  - final consonant blend – “-st”
  - digraphs – “th”, “sh”, “ch”
  - contraction – *let’s*
  - compound word – *sometimes*
- Exclamation marks
- Question marks



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Discuss the importance of teeth and how we can take care of them.

- *Why are teeth important?*
- *How do you keep them healthy?*

## ELL support

Graphic organisers are a great way to support ELL students to understand a difficult text. They can record information on a graphic organiser by writing or drawing, depending on their language proficiency.

## The first reading

**V** **Page 2 – (Visualising)** *What can you tell about the children? How might they look if they had unhealthy teeth? (wouldn't be smiling, might have toothache)*

**Page 3** – Read aloud page 3 and point to “amazing”. *Why are teeth amazing? (help you talk and eat, become loose and fall out, new teeth grow) What words tell us what the girl is doing? (“bite and chew”) Visualise eating corn on the cob. What are your teeth doing?*

**SUM** **(Summarising)** *What is the main idea on this page? (Teeth help us eat.)*

**Page 4** – Remind the students that teeth help us do many things. Demonstrate how teeth help us to talk; for example, say “story”, “talk”, “healthy”, and “bite”. *What does your tongue do when you say these words? (touches your teeth) Is this true for all words? Ask the students to test other words (smile, look, all, your).*

**V** **Page 5 – (Visualising)** *Visualize your teeth. How are they different? Turn to a partner and smile.*

**Page 6** – Discuss the photograph. *What does it show?* Point out that enamel is in boldface type. This draws our attention to an important word about teeth. Look up “enamel” in the glossary. Emphasise that enamel is the shiny surface of teeth. *What do we do to keep it shiny? (brush regularly)*

**Page 7** – Look up “bacteria”, “attack”, and “decay” in the glossary. Point to the diagram. Look up “nerve” in

## Introducing the book

**Front cover** – Discuss the photograph. *Who are these people? Why do you think they look happy?* Ask the students to think of ways to finish the sentence “Teeth give us ...” Read aloud the title and the author’s name.

**Back cover** – Read aloud the preview question. Help the students to make connections with their own experiences.

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Read aloud the title. Discuss the photograph. *What information does this photograph add? Does this girl have healthy teeth? How do you know? (eating corn on the cob, so must have strong, healthy teeth)*

the glossary. *Why has the author included this diagram? What does it show that a photograph can't? (inside a tooth) What helps you understand the diagram? (labels and arrows) What happens when bacteria attacks the enamel? What might happen when the decay reaches the nerve?* **(Summarising)** *What does the diagram show? (bacteria cause tooth decay)* **SUM**

**Pages 8 and 9 – (Summarising)** Discuss the photographs. *Why is it important to brush your teeth? How do you brush your teeth?* Have the students describe the procedure they use. **SUM**

**Pages 10 and 11** – Discuss healthy and unhealthy foods. *What foods do both you and bacteria love? (sugar)* **(Visualising)** *Imagine that you are bacteria. You are sitting on a front tooth in somebody's mouth. Show how you would feel if the person:* **V**

- *drank some water*
- *took a bite from a chocolate bar*
- *munched on some carrots*
- *licked an ice-cream.*

**(Summarising)** *What does the author want you to do? (eat healthy foods)* **SUM**

**Pages 12 and 13 – (Visualising)** *Where is the girl? (at the dentist) Look up “dentist” in the glossary. What does a dentist do? Ask the students to visualise themselves at the dentist. What is the dentist doing? How does he or she fix problems?* **(Summarising)** *What does the author want you to do? (visit the dentist regularly)* **SUM**

**Pages 14 and 15 – (Summarising)** Which sentence has an important message? (“You need to take care of your teeth to keep them healthy.”) How might these girls keep their teeth healthy? How has the author finished the book? (repeated the sentence on page 2: “Healthy teeth are happy teeth!”) Why is this a good way to finish the book? (reminds us to keep our teeth healthy) Do you have happy teeth?

## Vocabulary activity

### Focus word: too

1. Turn to page 5 and read: *Teeth give you a great smile, too!*
2. Say “too” with me.
3. Explain that “too” means “also”. We use “too” when we give extra information. It tells us that something else is important. *Teeth help us talk, and they give us a great smile too.*
4. Explain that “too” is mostly used at the end of a sentence. Give examples to show how to use “too”.
  - *We went on holiday to the beach. Our dog Rory came too.*
  - *I asked, “Can I have lettuce in my sandwich, too?”*
  - *“Me too!” shouted my little brother.*
  - *I have all the markers I need, but I’d like a dark green one too.*
5. Ask the students to imagine they are going to the zoo. Have them describe their day to a partner, using “too”. Give examples, such as the following:
  - *On Saturday, I went to the zoo. My brother, my Dad, and my little sister came \_\_\_\_\_. “Me \_\_\_\_\_! Me \_\_\_\_\_!” she sang all the way.*
  - *We took a picnic basket filled with yummy things to eat, like apples, bananas, sandwiches, and juice \_\_\_\_\_.*
  - *We saw lots of big animals. We saw baby ones \_\_\_\_\_.*
  - *The monkeys were chattering. The chipmunks were \_\_\_\_\_.*
  - *The elephants were taking a bath and the hippos were \_\_\_\_\_.*
6. What is the word we’ve been learning that means “also”? Say “too” with me.

## ELL activity

### Language objective: Developing key vocabulary by sorting content words

- Reread the text with the students.
- Break the students into twos or threes. Give each group cards with the following words written on them: attack, decay, bacteria, snacks, sugar, enamel, nerve, gum, fruit, water, smile, dentist.

- Read the words together. Clarify the meanings using the text or the glossary, or through discussion. Allow the students to draw pictures on the cards to support their comprehension.
- Explain that you are going to sort the cards. *I’m going to give you some questions to help you group your cards.*
- Provide the groups with sentence strips with the following questions written on them. Read aloud the questions.
  1. *Why are teeth important?*
  2. *What can cause problems for your teeth?*
  3. *What are the parts of your teeth and mouth?*
  4. *What keeps your teeth healthy?*
- Model an example. Which question would the word “smile” go under? Support the students to understand that “smile” would go under “Why are teeth important?” because healthy teeth give you a good smile.
- Each group can record the words under one question. For example, “bacteria”, “snacks”, and “sugar” would go under question 2. When the students have finished, discuss any words they struggled with and clarify any misunderstandings.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

### 2. Stop and learn

#### a. Decoding/word attack activities

#### Practising the digraph “th”

- Write “teeth” on the board and have the students say it with you.
- Ask them to identify the letters that make a “th” sound. Explain that this is not a blend because the letters make only one sound. Letters that make one sound are called digraphs.
- *What does your tongue do when you say “teeth”?* (touches teeth when you say “t” and again when you say “th”)
- Write “healthy” on the board. Have the students say it with you. Clap the syllables.
- Ask them to point to the letters that make a “th” sound.

- *What words have this sound?* On the board, make one list for words starting with “th” and one with “th” in the middle or at the end. Include words such as “the”, “this”, “that”, and “they”.

#### BLM – Practising writing the digraph “th”

The students can practise writing “th” words. Have them write the correct words in the spaces provided, then draw a picture.

#### Practising reading words with a final “e”

- Write “smile” on the board. Have the students read it aloud.
- Explain that the final letter “e” usually makes the vowel letter “i” say it’s long sound.
- Discuss taking away “e” before adding “ing”.
- Practise with “file”, “dive”, “ride”, and “slide”.

#### b. Comprehension activity

Discuss how the text and photographs tell us about the importance of healthy teeth. *What were the main ideas?* Recount the main ideas from the first reading. Help the students to categorise the main ideas into:

- ideas about how useful teeth are.
- those that explain what teeth are made from.
- how they can be harmed
- those that give ways to care for our teeth.

#### BLM – Summarising the main ideas

The students can write three ways to keep their teeth healthy, then three reasons to take care of their teeth.

#### c. Writing activities

Have the students write:

- instructions for brushing teeth
- a pamphlet about keeping teeth clean that a dentist could give to patients
- a journal entry about visiting the dentist
- a poem about the movements a toothbrush makes (brainstorm some words and phrases first)
- questions to ask a dentist about his or her job.

### 3. Suggestions for further activities

- Find out more about teeth using a library.
- Research animals’ teeth using a library.
- Ask a dentist to talk to the class.
- Make a photographic collage of everyone in the class smiling.