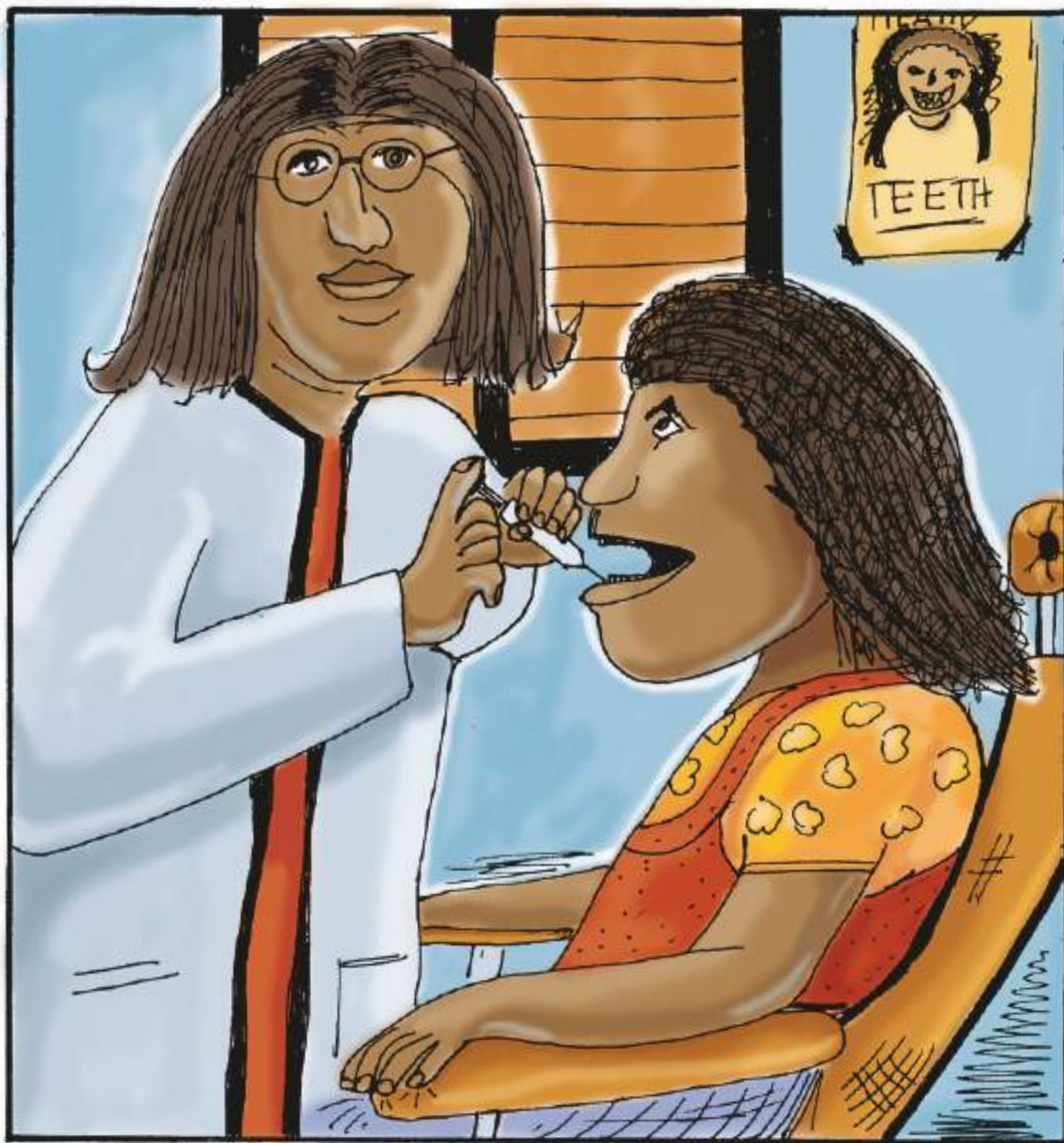


A visit to the Dentist



By George Luga
Pictures by Baritina Galo

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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Book Code: Y2004T

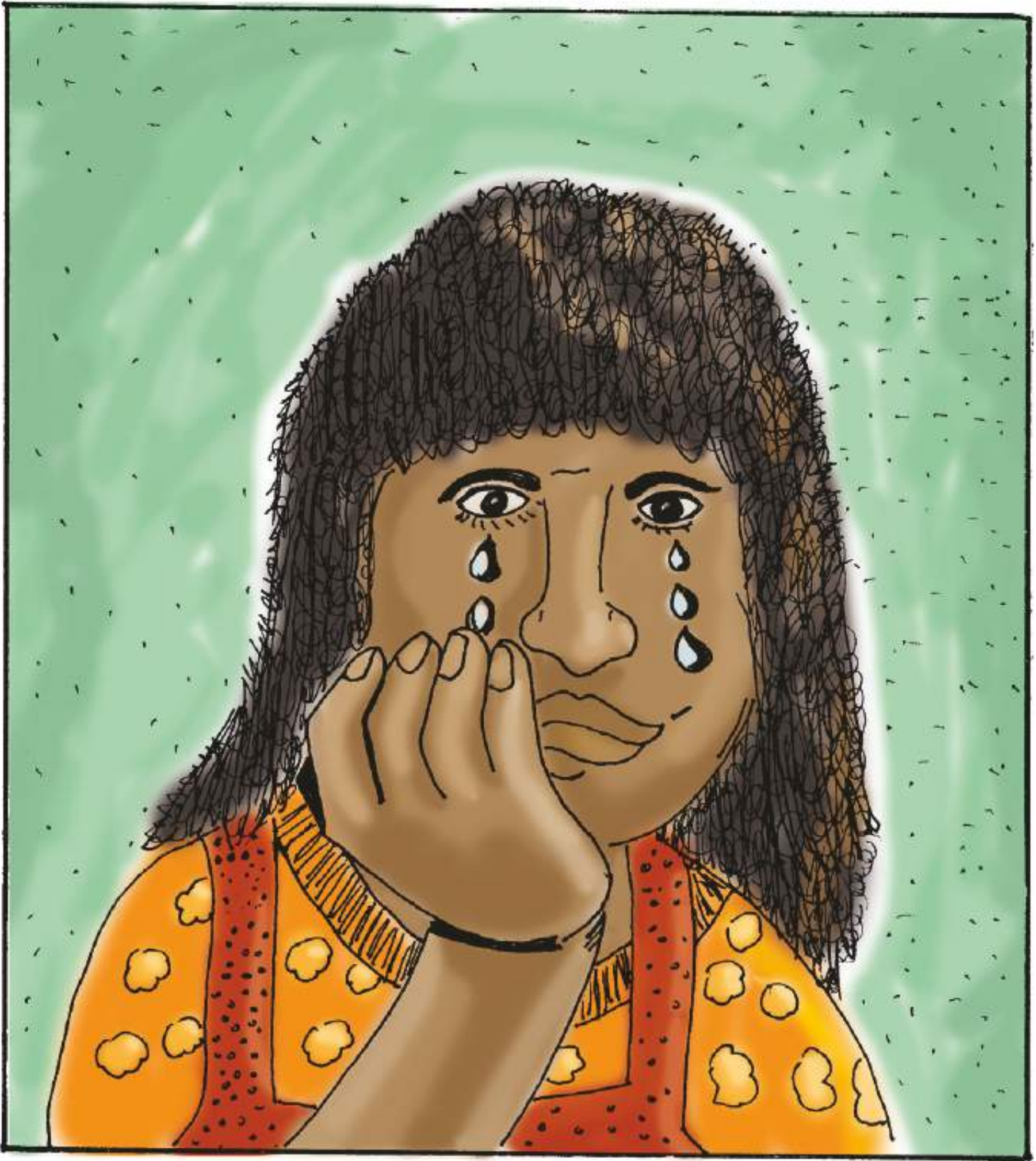
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Development 2015

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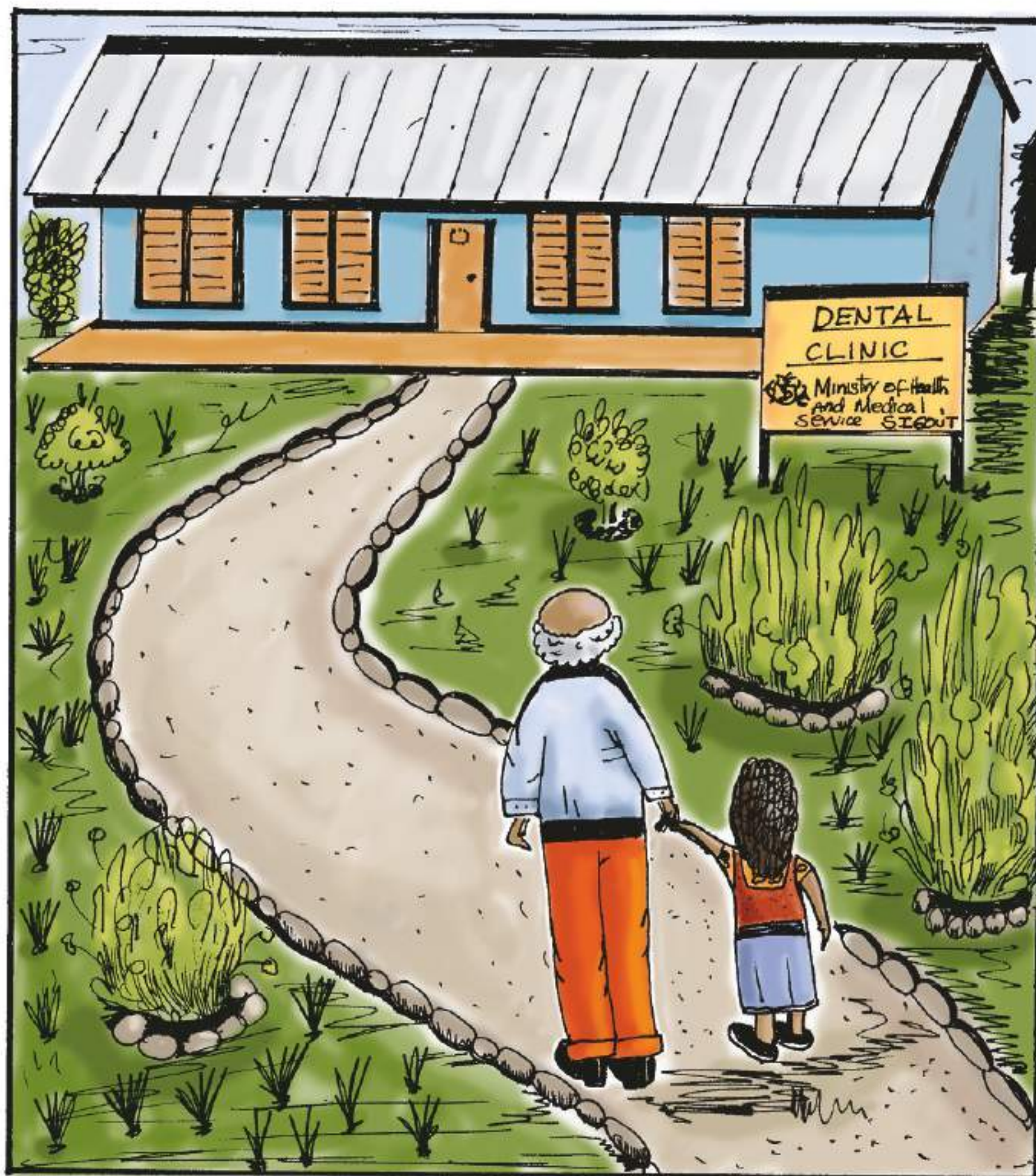
A visit to the Dentist



By George Luga
Pictures by Baritina Galo



Edrah was crying.
She had been crying all day
because she had a toothache.



Father took Edrah to the clinic
to see the dentist.



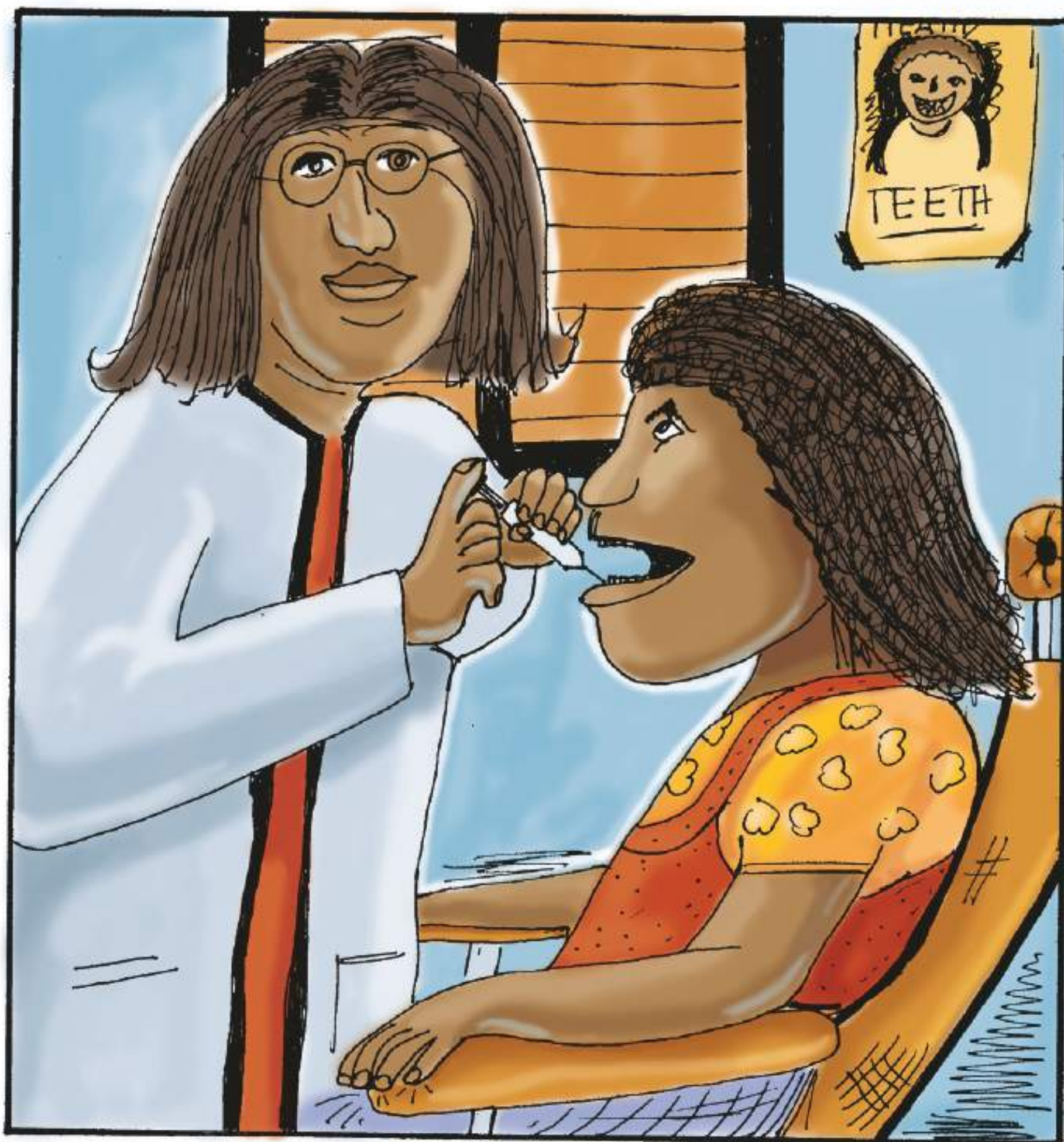
Father knocked at the door of the dentist room. The dentist said, "Hello, come in."



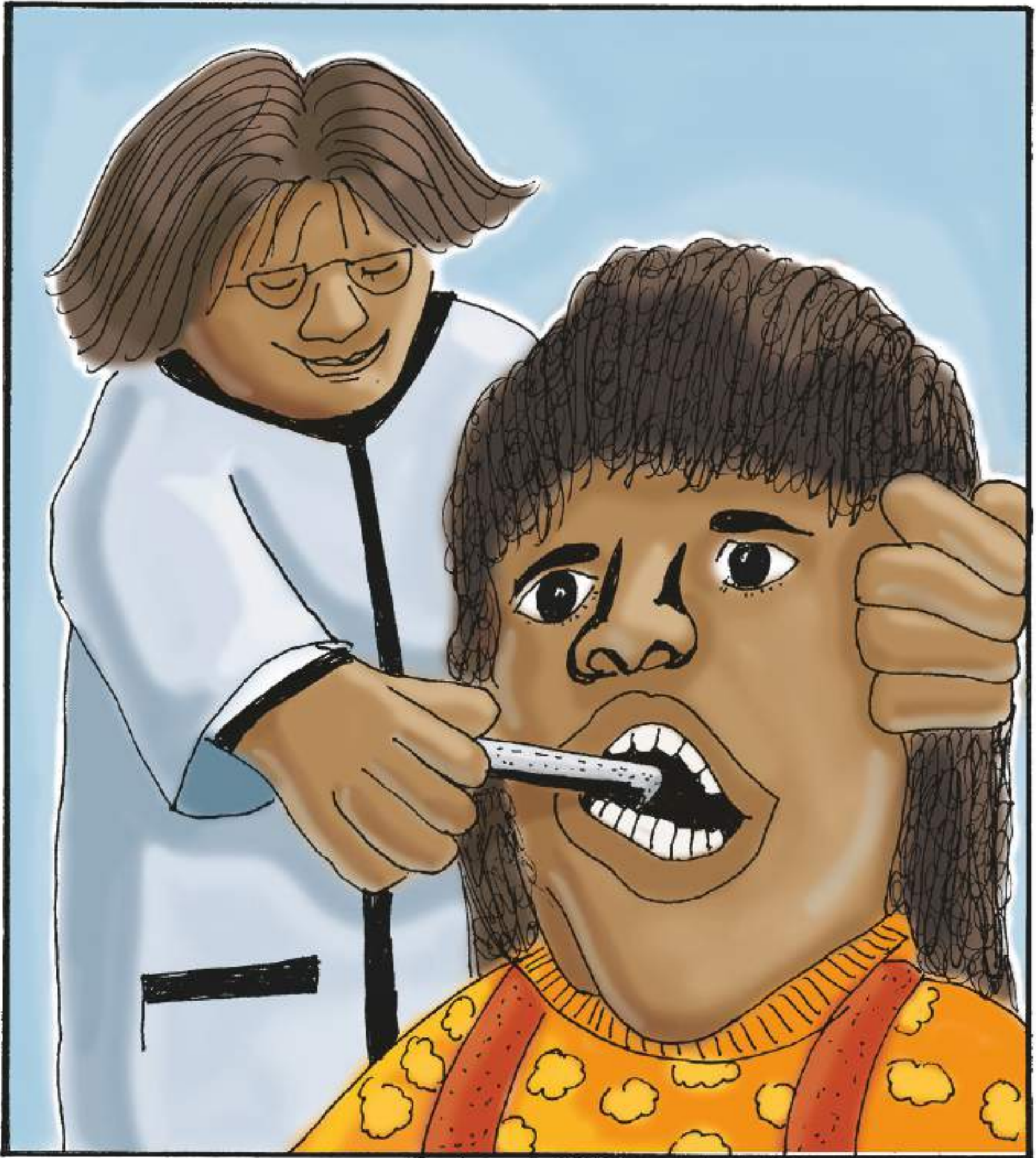
Edrah cried and cried because she was afraid of the dentist. She held on tightly to Father's hand.



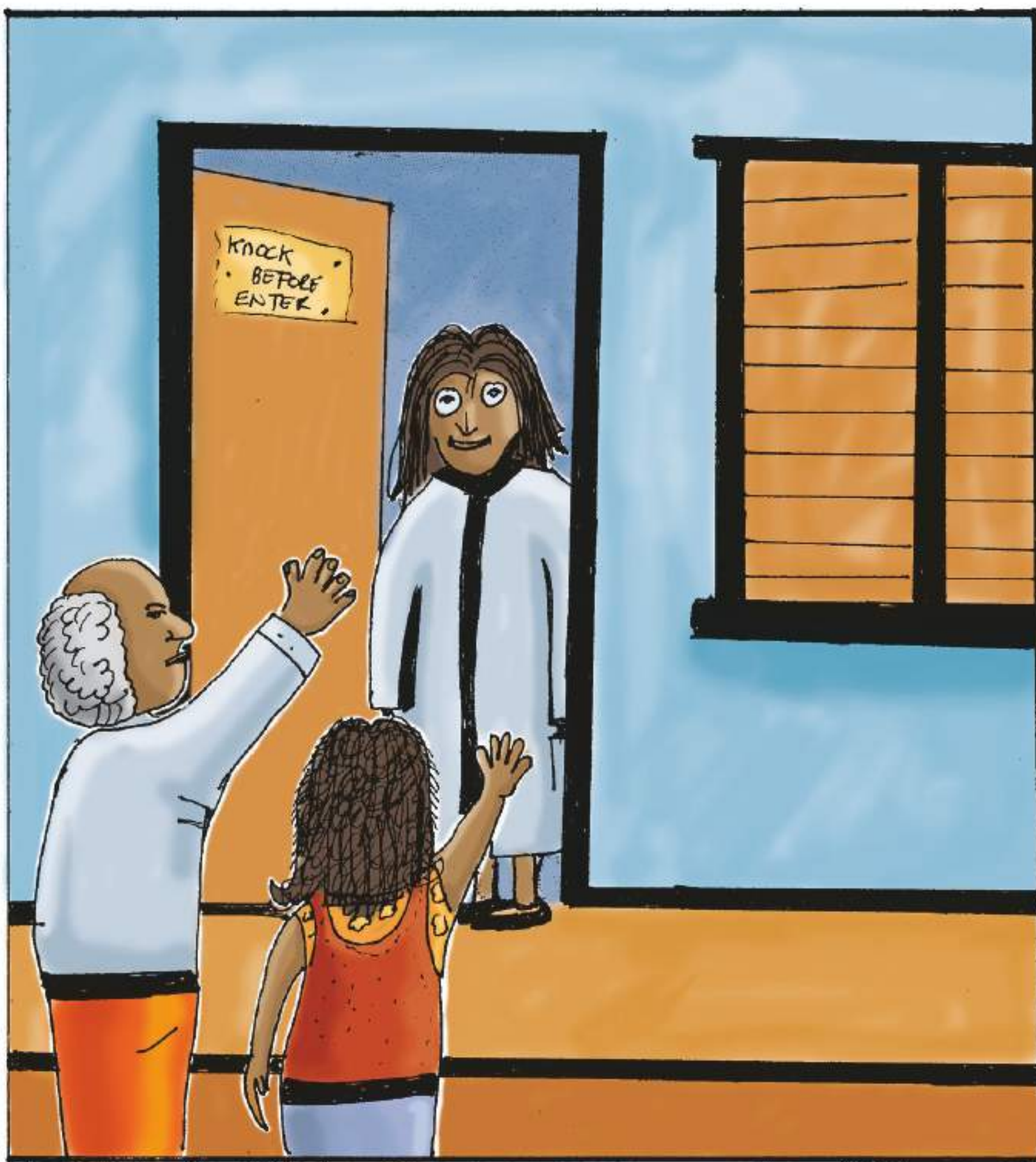
The dentist told Edrah not to cry because she was her friend. She looked at the bad tooth.



The dentist gave Edrah an injection in the gum. Soon Edrah stopped crying because the tooth didn't hurt any more.



The dentist pulled out Edrah's bad tooth. Edrah said, "Thank you," to the dentist.



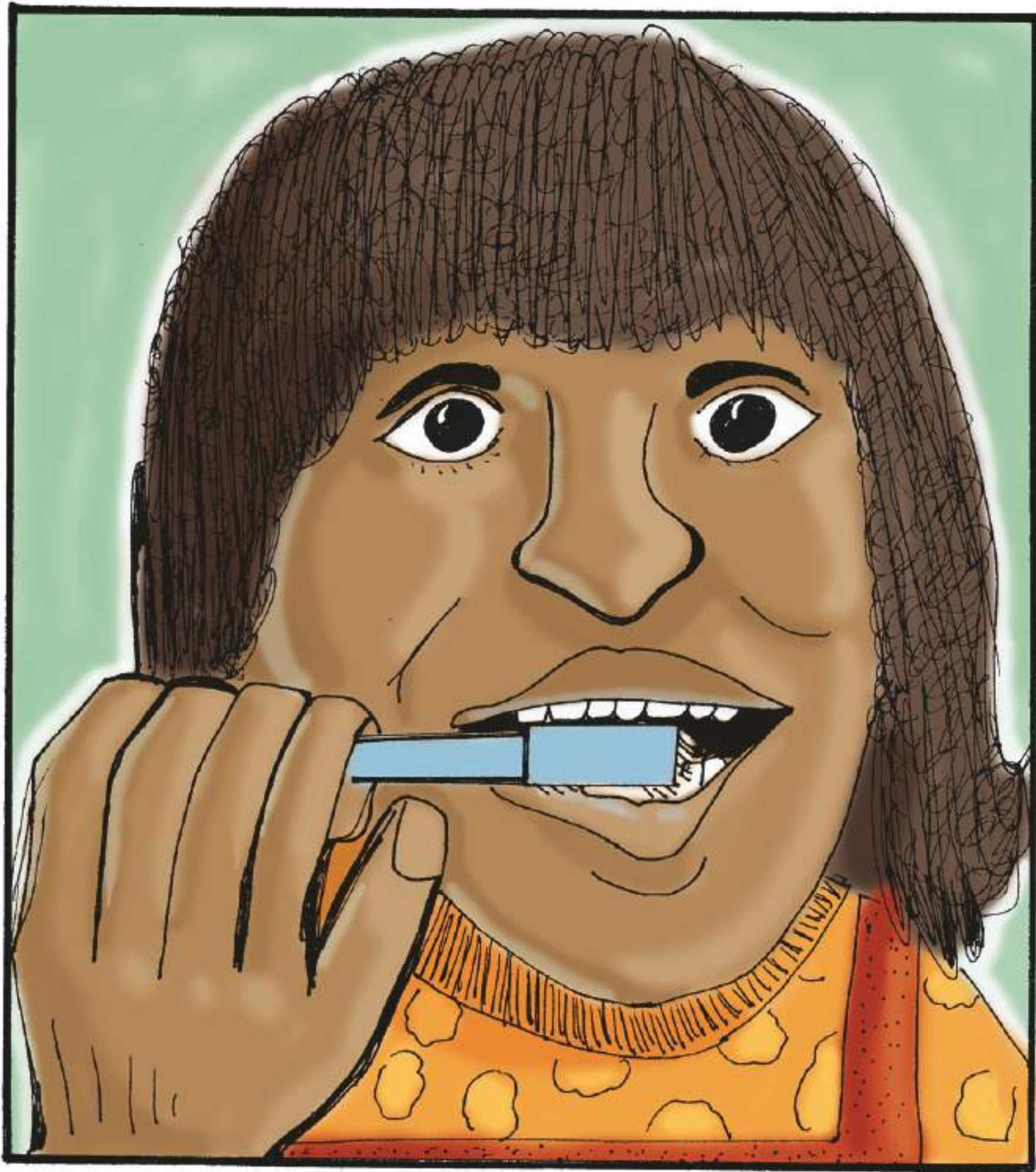
Edrah and Father said goodbye
to the dentist.



Edrah was not crying any more.
The bad tooth was gone.



Now she could play with her friends.



Now every morning and every night Edrah cleans her teeth. She doesn't want to lose any more teeth.

Text:	<i>A visit to the Dentist</i>
Level:	Year 2
Message:	Teeth need care
Discussion focus:	How to care for our teeth
Comprehension focus:	Order of events; feelings in the story; acting out the story
Vocabulary focus:	Words associated with teeth/going to the dentist
Letters and sounds:	<i>c/-</i>
Print focus:	Speaking marks
Writing opportunity:	Personal recount: visit to the dentist

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called A Visit to the Dentist and it is about a girl called Edrah. We can see Edrah on the front. She has a toothache so her father takes her to the dentist. This is the dentist on the front cover.</i> Ask the learners <i>Have you ever had a toothache?</i> Let the learners tell some stories of toothaches or dentists.</p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what they think is happening. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.</p> <p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read pp. 2 and 5 with a sad voice.</p>	V/P	2.1.1.4 2.3.1.4 2.4.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening and make sure they understand the events. On each page ask the learners <i>How do you think Edrah is feeling?</i></p>	E	
<p><u>Responding to the story: Talking by the learners</u></p> <p>Compare what happened to Edrah with the experience learners presented at the beginning of the lesson: <i>Did you have a similar or different experience to Edrah? Did you feel the same or different?</i></p> <p>Think about tooth care and talk about the importance of keeping teeth clean and strong. It would be good to link this to anything in Health that learners have been studying, particularly the importance of NOT eating lots of sugar or drinking sweet drinks. This might help learners think about <i>why</i> Edrah had a toothache to start with.</p>	V/P + E	2.5.1.6 2.6.1.3
<p><u>Close Reading</u></p> <p>Do a close reading of p. 2. This tells us <i>Who? What? Why?</i> This is the orientation to the story. Do a close reading of p. 3 to find out the how this will develop further into the complication (fear of the dentist). Review the use of the pronoun <i>she</i>.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. See if the learners can remember what happened to Edrah, and how did her feelings change throughout the story.</p> <p>Ask 2 volunteers to read pp. 2 and 3, remembering that these were read on Day 1. You read the rest of the book, giving learners to provide some words at the end of sentences.</p>	E + V/P	2.3.2.2 2.5.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of p. 5. Summarise: locate the action and the reaction to what was happening.</p>	E	2.6.1.5
<p><u>Focus on vocabulary: words about the dentist</u></p> <p><u>Preparation:</u> Have some flashcards ready to write on.</p> <p>Look together at p. 2 and ask the learners to find the word that tells us that this book is about the dentist (<i>toothache</i>). Explain that the <i>crying</i> could be about many topics, but <i>toothache</i> means that we are thinking particularly about teeth and the dentist. Now look at p. 3. Which words here? (<i>clinic, dentist</i>). Write <i>toothache, clinic, dentist</i> on the flashcards.</p> <p>Learners work with a partner for a few minutes to move through the small copies of the book to find any words that are about the dentist or teeth: be careful not to choose all the words, but just those that are give us particular topic information: <i>injection, gum, tooth, clean</i>. When the partner have had some time, work as a class to put these words on the cards. Ask if there any other words that would be used to talk about this book: <i>toothbrush, pain, decay</i>. Make sure the learners can recognise the words on the cards: look at the spelling and the sounds. Shuffle the cards and pull out one: the learners must give a sentence about the book with that word, eg. <i>dentist: Edrah went to the dentist because she had a bad tooth</i>. Encourage lots of other sentences about each word.</p> <p>The learners could write a sentence in their exercise books: the sentences should NOT be copied from the book, but can use some of words from the book.</p>	E + V/P	2.4.2.5 2.4.2.6 2.4.2.2 2.7.2.2

ACTIVITIES	LANG.	SYLLABUS												
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read a page from the book. You read p. 2, a volunteer reads p. 3, you read p. 4...continue in this way throughout the book. Encourage learners to read to reflect how Edrah is feeling.</p>	E	2.6.1.9												
<p><u>Comprehension: order of events</u></p> <p>Write these events up on the board:</p> <table><tr><td><i>Edrah could play with her friends.</i></td><td><i>Edrah cleans her teeth every day now</i></td></tr><tr><td><i>Edrah held on to her father's hand.</i></td><td><i>Edrah's tooth hurt</i></td></tr><tr><td><i>Edrah went to the clinic.</i></td><td><i>The dentist pulled out the bad tooth.</i></td></tr></table> <p>Using the books, learners work with a partner to talk about which order these events took place and which page they occurred.</p> <p>In their exercise books, make 6 boxes (3 in the top row, 3 in the second row) and in each one, write the correct sentence AND the page number.</p> <table><tr><td><i>Edrah's tooth hurt. p. 2</i></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>As a class, review the answers. Make sure the learners can show where the event happened in the book.</p>	<i>Edrah could play with her friends.</i>	<i>Edrah cleans her teeth every day now</i>	<i>Edrah held on to her father's hand.</i>	<i>Edrah's tooth hurt</i>	<i>Edrah went to the clinic.</i>	<i>The dentist pulled out the bad tooth.</i>	<i>Edrah's tooth hurt. p. 2</i>						E + V/P	2.5.1.4 2.6.1.4
<i>Edrah could play with her friends.</i>	<i>Edrah cleans her teeth every day now</i>													
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<i>Edrah's tooth hurt. p. 2</i>														
<p><u>Focus on Letters and Sounds: cl-</u></p> <p>Turn to p. 3 and point to the word <i>clinic</i>: Say <i>This word says clinic. The first two letters in this word are c and l. The letter c makes the c sound and the letter l makes the llll sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say cl.) Listen for the cl sound as I say the word clinic. It will be at the beginning of the word.</i></p> <p>Ask learners to look at the last page to find another <i>cl</i> word (<i>clean</i>). With the class, think of some more <i>cl</i> words and write these on a list: <i>clothes, close, click, clock, clap, climb, clip, clam</i>.</p> <p>Write the three sentences below on the board</p> <p><i>I use a _____ to tell the time.</i></p> <p><i>I wash my _____ so I can wear them again.</i></p> <p><i>I saw a cat _____ up the tree.</i></p> <p>Learners find the <i>cl</i> word to fit the space.</p> <p>In their exercise books, think of sentences for <i>cl</i> words. Remember to review these words throughout the week.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9												
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask groups of learners to read every second page. You read the first page and every second page.</p>	E	2.6.1.9												
<p><u>Comprehension: Acting out the story</u></p> <p>Ask for volunteers to be Edrah, her father and the dentist. Ask the class to suggest the actions that the characters need to show at each part of the story and give directions to the volunteers. Read the story and let the class direct the volunteers to make the actions.</p> <p>Swap around to let others try this. They might like to do this in groups of 4: one reader and 3 characters.</p>	E + V/P	2.6.1.9 2.3.2.5												
<p><u>Comprehension: feelings in the story</u></p> <p>Look back at the activity on Day 3 where the learners identified the events in order. Look at each of the pages where those 6 events took place. Ask: <i>What was Edrah feeling at each events? How do you know?</i> Talk about the words that we read or the pictures to help us understand the feelings. In each of the boxes from Day 3, write the feeling that would match that event. Be careful: <i>crying</i> is an action, not a feeling. The learners will need to think about <i>why</i> Edrah is crying.</p> <p>If this is difficult, you could write these words on the board:</p> <p><i>pain, happy, frightened, surprised, careful, afraid, scared, relieved, worried</i></p> <p>The learners can choose and match them to the pictures: not all words need to be used or they can put more than one word in a box. You might have other words to add.</p> <p>When the learners have finished, it would be good to summarise the way the feelings in the book changed:</p> <p>Orientation – pain ... Complication – fear .. Resolution – happiness or relief ... Future – care</p>	E + V/P	2.9.1.4 2.5.1.4 2.6.1.4												

ACTIVITIES	LANG.	SYLLABUS																
<p><u>Sentence structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>Father</i></td><td><i>took</i></td><td><i>Edrah</i></td><td><i>to the clinic</i></td><td><i>to see the dentist</i></td><td><i>.</i></td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>who took Edrah to the clinic?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>Father</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>Who took Edrah to the clinic?</i></td><td><i>Father</i></td></tr><tr><td><i>What did the father do with Edrah?</i></td><td><i>took</i></td></tr><tr><td><i>Who did Father take to the clinic?</i></td><td><i>Edrah</i></td></tr><tr><td><i>Where did Edrah and her Father go?</i></td><td><i>to the clinic</i></td></tr><tr><td><i>Why did they go to the clinic?</i></td><td><i>to see the dentist</i></td></tr></table> <p>Now take away the card for <i>to the clinic</i> from the sentence. Ask the learners to think of another place instead of clinic. Take some ideas then write a new place in the space (eg. <i>to the beach, to the town</i>) Now take away the card <i>to see the dentist</i> and ask the learners to think of another reason and write it in the space (eg. <i>to see the dolphins, to buy a book</i>). Do this multiple times with different locations and people or animals. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Father took Edrah to the beach to see the dolphins.</i></p>	<i>Father</i>	<i>took</i>	<i>Edrah</i>	<i>to the clinic</i>	<i>to see the dentist</i>	<i>.</i>	<i>Who took Edrah to the clinic?</i>	<i>Father</i>	<i>What did the father do with Edrah?</i>	<i>took</i>	<i>Who did Father take to the clinic?</i>	<i>Edrah</i>	<i>Where did Edrah and her Father go?</i>	<i>to the clinic</i>	<i>Why did they go to the clinic?</i>	<i>to see the dentist</i>	E + V/P	2.4.2.8 2.7.2.2
<i>Father</i>	<i>took</i>	<i>Edrah</i>	<i>to the clinic</i>	<i>to see the dentist</i>	<i>.</i>													
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<i>Why did they go to the clinic?</i>	<i>to see the dentist</i>																	
<p><u>Focus on print: speaking marks and dialogue</u></p> <p>Turn the book to p. 8. Read the page to the learners, and ask: <i>What is happening on this page? (The dentist is pulling out Edrah’s tooth) What does Edrah do after the dentist pulls out her tooth? (She says, “thank you”.)</i> Remind learners that sometimes to tell a story we need to have the characters speak to each other.</p> <p>Review speech marks and notice that although actions take place, there is not much talking. Ask learners to think about what might be said on each page, eg. <i>Edrah’s tooth hurt (p. 2): What did she say?</i> With partners, learners go through the book and make up dialogue for the characters.</p> <p>With the class, write up some of the examples the learners decide: discuss where the speaking marks would go and how to show who is talking.</p> <p>Learners could choose one page from the book: write the words in the book and then add some speaking to match the events. Help them to use the speaking marks correctly.</p>	E + V/P	2.6.1.7 2.4.2.1 2.7.2.8																

<p>Day 5 <u>Independent Reading</u> Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one sentence each.</p>	E	2.6.1.9
<p><u>Guided Writing</u> Tell the learners that <i>Today you will write about a time you went to the dentist.</i> Ask the following questions to lead a discussion; <i>Who has been to the dentist before?</i> <i>Who took you to the dentist?</i> <i>Why did you go to the dentist?</i> <i>How did you feel when you went to the dentist?</i> Write the following sentences on the board <i>I went to the dentist with my _____, because I _____.</i> <i>I felt _____.</i> Read the sentence to the learners, choose one learner to say what would go in the spaces. Then chose another learner to give different words for the spaces. Explain to the learners that they will use the sentence from the board to fill in the spaces for themselves. They might use some of the words form the flashcards or the book to help them write. Now ask the learners to write their sentences. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake. They could draw a picture to match the sentence. Note: if the learners have not been to the dentist, they could write about someone who has, or imagine the experience.</p>	E + V/P	2.7.2.4 2.7.2.5 2.7.2.8

