

About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 394

Book Summary

In *Vampire Dentist*, even monsters are scared to go to the dentist! When Louie the vampire complains about a toothache, his butler insists he see a dentist. At first, Louie refuses, but when he finds out he can't have any Halloween candy if he doesn't go, he faces his fears. This is a great choice for the Halloween season: a fun story with silly cartoons, and a dilemma students will understand.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Use the reading strategy of retelling to understand text
- Analyze character
- Identify initial consonant *tr*-blends
- Use verbs
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Vampire Dentist* (copy for each student)
- Chalkboard or dry-erase board
- Extra copy of the book
- [Analyze character, verbs, alphabetical order worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: *dentist* (n.), *fangs* (n.), *floss* (n.), *inspected* (v.), *terrifies* (v.), *vampire* (n.)

Enrichment: *butler* (n.), *coffin* (n.), *trudged* (v.)

Before Reading

Build Background

- Write the words *vampire* and *dentist* on the board and point to the words as you read them aloud to students.
- Have students share with a partner the meanings of the two words. Discuss how the two things might be connected (a vampire has sharp teeth, a dentist cleans teeth). Have students raise their hand if they've ever seen a dentist. Ask students if they have ever seen a vampire. Explain to students that in their story, a vampire is going to see the dentist! Ask them to think about whether this story is real or fantasy.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Review with students that good readers stop now and then while they are reading to retell in their mind the events of a story. Stopping to retell helps readers understand and remember what they are reading.
- Explain that when people retell a story or an event, they explain the events in the order in which things happened. Point out that in a summary, readers include only the most important details, but in a retelling readers include the most important details as well as all the other details they can remember.
- Model how to retell a familiar story, such as *The Frog Prince*.
Think-aloud: *If I want to retell The Frog Prince, I include as many details as I can remember, in the right order. In that story, a princess is playing with her new golden ball by the fountain. She bounces it so high that it lands in the fountain, and sinks all the way to the bottom. The princess stares sadly at her ball, and thinks she will never be able to play with it again, so she begins to cry. Suddenly, she hears a voice telling her that it can help her get the ball. The princess looks around but only sees an ugly frog sitting by the fountain. To her surprise, she hears the voice again, and it is coming from the frog's mouth. The frog is speaking to her! He tells her he will retrieve her golden ball, if she will promise to let him live with her and eat off her plate and sleep in her bed. The princess, desperate to get back her golden ball, agrees.*
- Invite students to share further events from the story, and continue retelling in detail to the end of the tale.
- Have students place sticky notes on pages 7, 11, and 15. Explain that as they read, they should stop on these pages to think about what has happened so far in the story, and retell the events of the story in their mind.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze character**

- Review or explain to students that most stories have characters, setting, and plot. Remind students that *characters* are the people or animals—or even creatures—that perform the action in the story. Characters, like real people, should have thoughts, feelings, and actions.
- Explain to students that readers try to find out what a character feels and thinks, what a character's personality is like, and how that character changes over the course of the story.
- Point out to students that all of these details that describe a character are called *character traits*. We learn about these traits through what the character does or says, how the other characters and the author treat the character, and sometimes even through illustrations.
- Model how to analyze character.
Think-aloud: *The title of this story is Vampire Dentist, and I see a vampire in the illustration on the cover. This leads me to believe the vampire is one of the main characters in this story. Even though a vampire is a monster, not a person or an animal, if it performs the action in the story, then it can be a character, too! Just by looking at the cover I can learn about this character. I see the vampire is a boy; that is one of his character traits. I don't know any other traits of his yet, but I know I will learn more about him as I read.*

Lesson Plan *(continued)*

Vampire Dentist

- During the Think-aloud, draw a character web on the board. In the central circle, write the word *vampire*. Extending from this central circle, draw spokes with circles at the end. Fill in one of these outer circles with the word *boy*. Explain to students this organizer is called a character web and it will help them keep track of character traits.
- Have students copy the web on a separate sheet of paper. Explain to students they will continue to add character traits to the web as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *Which character is the butler? The word butler starts with the /bul/ sound. Point to the word butler on this page. What does a butler do?*
- Write the story-critical vocabulary words on the board. For each word, have students take a piece of paper and fold it in half. Have students work with a partner to find the word in the story. Point out that the vocabulary in this story is in bold print. Have partners look at the picture and read the sentence containing the vocabulary word. Then have them discuss with their partner what the word means. Ask students to write their own definition for the word on one side of the folded paper.
- Have students turn to the glossary at the back of the book. Remind students a glossary is like a dictionary because it defines important words from the story. Have students point at the vocabulary word. Invite a volunteer to read its definition aloud. Have all students write the definition for that vocabulary word on the other side of the folded paper.
- On the other side of the paper, have students draw a picture that represents the vocabulary word.
- Have students repeat this process for all of the words written on the board.

Set the Purpose

- Have students read to find out what Louie will do at the dentist's office. Remind them to retell while they read, and to think about the vampire's character and how he changes over the course of the story.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Louie*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 7 using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling.
Think-aloud: *I see I have a sticky note on this page, which is to remind me to stop and retell what I have read so far. This story begins with Louie the vampire pacing around his castle. He is complaining because his mouth hurts so much. When his butler looks at his mouth, he tells Louie he has to see a dentist. Louie, though, doesn't want to go to the dentist. He thinks the dentist is scary, with horrible tools and a strange chair. Louie's butler tells him he will have to skip Halloween if he doesn't get his teeth checked, so Louie finally agrees to see the dentist, but only for the candy. Louie trudges into the office and tells the dentist that he's scared; the dentist is calm and tells him not to worry. This is my retelling of the story so far. Notice I included all the important events, as many extra details as I could remember, and I made sure to describe everything in the right order.*
- Have students draw a few quick sketches that represent what has happened in the story so far. Ask students to use those drawings as a guide to retell the events of the story quietly to themselves.

Lesson Plan *(continued)*

Vampire Dentist

- Review the character web on the board. Above the word *vampire*, write the name *Louie*. Ask students to describe more character traits of the main character. Encourage them to think about traits beyond just the physical, such as Louie's personality and feelings. Record these traits in the web on the board, and have students add more traits to the web they drew on a separate sheet of paper.
- **Check for understanding:** Have students read to the end of page 11. Remind them to stop at the sticky note and retell in their minds what they have read so far. Have students share with a partner their retellings.
- Have students add any new character traits they have discovered about Louie to the character web on their separate sheet of paper.
- Ask students whether they have come to know Louie the vampire better. Have students discuss in groups how the other characters, the butler and the dentist, treat Louie. Ask the groups to discuss what they learned about Louie on the basis of the way the other characters treat him. For instance, the butler is not afraid to tell Louie bad news, which probably means that Louie is a kind master. Invite volunteers to share their thoughts, and record the character traits that this discussion suggests in the character web on the board.
- Have students read the remainder of the book. Remind them to think about Louie's character and how he changes.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Call on random students to share one detail from the story from page 12 to the end.
- Retell in detail the events from the last few pages of the story.
Think-aloud: Since I have a sticky note here on page 15, I know I need to retell the events of the story. At the end of the story, Louie wakes up after taking some medicine. He asks the dentist when she is going to take out his tooth, but she has already done it! Louie feels his new fang with his tongue, and sees in the mirror that the dentist gave him a gold tooth. He loves it. The dentist gives him a sticker and floss to take home. On Halloween, Louie decides to dress like a dentist. He gets a lot of candy, and bites each piece to suck out the center. That night, before he goes to sleep, he remembers to take out his floss. He closes his coffin and flosses his teeth. This is my retelling of the end of the story.
- Cut out the illustrations from an extra copy of the book and place them along the board. Have students retell the entire story to a partner, starting from the beginning, using the illustrations as a guide.
- Discuss with students how retelling the events of the story as they read helped them to understand and remember the story.

Reflect on the Comprehension Skill


- **Discussion:** Have students discuss with a partner all they know about Louie, using their character webs as a guide. Discuss with the class how Louie's character changed over the course of the story. In the beginning, he was afraid to go to the dentist. How does he feel now? Discuss with students what this change tells them about his character.
- **Independent practice:** Introduce, explain, and have students complete the [analyze character worksheet](#).

- **Enduring understanding:** In this book, Louie the vampire takes a trip to the dentist, even though he's afraid. Have there been times when you had to do something that you knew was good for you, but you didn't want to do it? What can help you feel more comfortable when facing a frightening experience?


Build Skills

Phonics: Initial consonant *tr*-blends

- Write the word *trudged* on the board and say it aloud with students.
- Have students say the /tr/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trudged*.
- Write the words *trip* and *tip* on the board. Have students say the words aloud with you. Ask students to share with a partner how the two words sound different. Point out that adding the letter *r* softens the initial /t/ sound.
- Have students practice writing the letter combination *tr* on a separate piece of paper while saying the /tr/ sound.

 **Check for understanding:** Write the following words that begin with the /tr/ sound on the board: *trick*, *trap*, *tremble*, *treat*, and *trouble*. Say each word, one at a time, and erase the initial consonant blend. Have volunteers come to the board and write the letters *tr* at the beginning of the word while the other students trace the letters *tr* in the air.

Grammar and Mechanics: Verbs

- Ask students to describe to a partner what they did during recess. Invite volunteers to share. Record the verbs that describe their actions on the board. Point to the words and ask the class to identify the type of word they represent. Remind students that *verbs* are words that name *actions*.
- Read page 3 of the story aloud with students. Have students point at all the verbs they see on the page. Call on random students to share, and have the rest of the class give a thumbs-up signal if they agree it is a verb. Remind students to look for verbs in what Louie is saying, as well.
- Write the word *paced* on the board and have students read it aloud with you. Explain that this story is set in the past tense, so the verb is in past tense. Review or explain to students that a past-tense verb indicates the action happened in the past. Ask students to whisper what they think is the present tense of the verb. Write the word *pace* on the board.
- Write the word *hurts* on the board and have students read it aloud with you. Explain that even when a story is set in the past tense, what the characters say is still in the present tense. Point out that the word *hurts* is a verb in the present tense. Ask students to whisper out the past tense of this verb. Write the word *hurt* on the board. If students suggested the word *hurted*, point out that *hurt* is irregular and does not end with *-ed*.
 - Have students read page 4 with a partner. Have students find all the verbs on this page, and decide with a partner which verbs are in present tense and which are in past tense. Have them act out the verbs at their desks.
-  **Check for understanding:** Have students locate and highlight all of the verbs in the book. Discuss with the class which verbs are in the past tense and which verbs are in the present tense.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

Word Work: Alphabetical order

- Write the words *fangs* and *coffin* on the board. Invite volunteers to come to the board and circle the first letter in each word. Review or explain to students that sometimes we organize words by putting them in alphabetical order. We look at the first letter of the word and choose the word that starts with the first letter in the alphabet. Have students point at the word that should come first in alphabetical order (*coffin*).
- Create a list to the side of the board, with *coffin* above *fangs*. Leave room in between the words so words can be added later.
- Write the word *dentist* on the board. Have students discuss with a partner where this word belongs in the list. Point out to students they need to compare the word *dentist* to both words. Since the letter *Dd* comes after the letter *Cc* but before the letter *Ff*, it belongs in between the two words. Invite a volunteer to come to the board and add the word to the list.
- Write the word *floss* on the board. Remind students that if the first letter of two words is the same, they must compare the next two letters in the word. Have students discuss with a partner where the word *floss* belongs in the list. Have a volunteer come to the board to add the word to the list.
- **Check for understanding:** Write the following words on the board: *inspect*, *butler*, *vampire*, *trudge*, *gold*, *terrifies*, and *candy*. Have students work with a partner to alphabetize these words on a separate sheet of paper. After all pairs have finished, have students call out the words in the correct alphabetical order, and record the list on the board.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them analyze the vampire's character with someone at home.

Extend the Reading
Fantasy Writing and Art Connection

Brainstorm with the class a list of supernatural creatures such as the vampire, a werewolf, Frankenstein, a ghost, and so on. Have students choose one monster from the list, and imagine that monster going to an everyday place, like the grocery store. You may want to brainstorm a list of mundane locations, as well, so students don't all write about the same place. Have students write a story describing what happens when their creature visits their chosen location, and draw pictures to illustrate their writing.

Social Studies Connection

Ask students to identify the two jobs described in this story (a butler and a dentist). Have students share with the class what jobs their parents hold. Discuss with the class why people need jobs. Invite several parents to come to the class and speak about their profession, ensuring a range of different occupations. Before the guests arrive, work with students to create a list of appropriate interview questions. After the presentations are concluded, have students write about what they learned, and what kind of job they are interested in pursuing.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently retell while reading to understand text
- accurately analyze characters during discussion and on a worksheet
- accurately identify and write the letter symbols that represent the *tr*-blend during discussion
- correctly use verbs during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**