

Focus Question:

How many teeth do different animals have?

Book Summary

Text Type: Nonfiction/Informational

Some animals only have a couple teeth while others can have over twenty thousand teeth! *How Many Teeth?* is an informative and entertaining book about how different animals have different numbers of teeth. Detailed photographs of unusual animals will keep readers engaged. The book can also be used to teach students to ask and answer questions and to classify information.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /a/ sound
- ☐ Identify short vowel a
- ☐ Identify and use periods at the end of sentences
- ☐ Identify and use number words

Materials

- ☐ Book: *How Many Teeth?* (copy for each student)
- ☐ Classify information, short vowel a, periods worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *can, have, many*
- **Words to Know**
Story critical: *different* (adj.), *fangs* (n.), *numbers* (n.), *opossum* (n.), *teeth* (n.), *vampire bat* (n.)
- **Academic vocabulary:** *classify* (v.)*, *information* (n.)*

Guiding the Reading

Before Reading

Build Background

- Write the word *teeth* on the board and read it aloud to students. Have students share what they know about teeth. Ask students if they have lost any teeth or know someone who has lost a tooth. Have students share their experiences. Discuss with students why people need teeth. Explain that teeth are hard, white objects in the mouth used to bite and chew. Ask students to share the names of other animals that have teeth and record this information on the board. Point out that not all animals have the same kind or same number of teeth.

Introduce the Book

- Give students their copy of *How Many Teeth?* 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, 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).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge about animals and their teeth, and record the information in the K column. Ask students what they would want to know and record this information in the W column. Point out that the L column is to record what they have learned and the as S column is for information they still want to learn about that was not included in the story.

Introduce the Comprehension Skill:

Classify information

- Have students work in small groups, and provide them with pictures of various animals such as dogs, cats, birds, fish, turtles, and so on. First, have students sort the animals by *animals live on the earth* and *animals that live in the water*. Then have them sort

Guiding the Reading (cont.)

the pictures by *animals with fur* and *animals without fur*. Finally, invite students to create a new way of sorting the animals. Point out that they may want or need to create more than two groupings. Have students share their groupings with the class. Explain to students that when objects or ideas are broken into groups, it is called *classifying information*.

- Explain to students that oftentimes information found in nonfiction books can be placed into groups, or categories. When readers notice these categories while reading, it will help them remember and understand the book. Point out that as they read, students should pause to consider how they could classify information about animals and their teeth.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about animals and their teeth. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are the teeth of the animals shown on page 3 the same? How are they different?* (level 1) page 3
- *Which animal has more teeth, a vampire bat or a snake? How do you know?* (level 2) pages 4 and 5
- *How are the teeth of a shark and dolphin the same? How are they different?* (level 2) pages 9 and 10
- *Which animal in the story has the most teeth?* (level 2) multiple pages
- *Why do different animals have different numbers of teeth?* (level 3) multiple pages

Text Features: Photographs

Have students work in small groups to review the photographs on page 3. Ask students: *Why would*

the author choose to include photographs of animals’ teeth rather than drawings? How do these photographs help you understand what each animal’s teeth look like? How do these photographs give more information than what is written in the story? Have students review other photographs in the story and discuss in small groups why the author chose each photograph.

Skill Review

- Review the questions listed on the KWLS chart with students. Ask volunteers to share information from the text that answered their questions and record this information in the *L* column. Invite students to share new questions and record this information in the *W* column. Remind students that not all questions will be answered in the story and this information should be listed in the *S* column.
- Model classifying information.
Think-aloud: *The story is providing me with information about different animals with different numbers of teeth. I learned that some animals only have a few teeth while other animals, such as snails, can have thousands of teeth! As I read this story, I pause to think about what I have read and group, or classify, the information. For example, I could create two categories called animals with less than fifty teeth and animals with more than fifty teeth. After reading about each animal, I will pause to consider in which group I should place it. For example, I know that a horse can have forty teeth, so it would be placed in the category animals with less than fifty teeth. What other animals from the story would fit into the category?*
- Have students work in small groups to determine which animals belong in the categories listed in the think-aloud. Review students’ findings as a class. Invite students to discuss in their groups new categories for classifying the animals in the story. Invite them to consider other animals that would fall into these categories.
- Model how to complete the **classify information worksheet**. Have students refer back to the text if necessary.

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.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *Snakes can have two fangs. Vampire bats have twenty teeth. A horse has forty teeth. An opossum has fifty teeth. An alligator has eighty teeth. A sand shark has ninety-six teeth. A dolphin has two hundred fifty teeth. A snail can have twenty-five thousand teeth.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /a/ sound

- Say the word *pack* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the /a/ sound. Have students practice saying the short vowel /a/ sound to a partner. Repeat the process with the following words: *tap, matt, sap, pan, cap, wrap*.
- Read pages 3 and 4 aloud to students. Have them raise their hand when they hear a word that contains the short vowel /a/ sound (*animals, have, can, fangs*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the short vowel /a/ sound: *stack, ran, tick, might, sack, bit, gnat, stamp, wait, tap, tape*.

Phonics: Short vowel a

- Write the words *hat* and *fan* on the board, and say them aloud with students. Then run your finger under the letters in each word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /a/ sound in each word.
- Write the following words that contain the short vowel *a* on the board, leaving out the vowel: *sat, ram, cat, pat, flap, map, snap*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *a*.
- **Check for understanding:** Invite students to work with a partner to reread pages 3 through 6. Have students circle all words with the short vowel *a*. Review students' findings as a class.
- **Independent practice:** Read pages 7 through 12 aloud to students, and have them work independently to identify and circle all of the words containing the short vowel *a*. Review students' responses as a class.

Grammar and Mechanics: Periods

- Write the following sentence on the board: *A dolphin can have two hundred fifty teeth.* Read the sentence aloud to students and circle the period.

Explain that every sentence has a signal at the end so readers will know when to stop reading the sentence. Point out that the signal at the end of the sentence on the board is called a *period* and it acts like a stop sign.

- Write the following sentences on the board without any punctuation: *Different animals have different numbers of teeth. A snake can have two fangs.* Read the sentences aloud without pausing. Remind students that a period is used at the end of a sentence to show the end of a thought and to signal that the reader should pause. Invite volunteers to come to the board and insert periods at the end of each sentence.
- Have students offer simple sentences about animals and record them on the board without punctuation. Have students move to the back of the classroom. Explain that they will walk forward when you are reading a sentence and will stop walking and say, "Period!" when you get to the end of each sentence. Read sentences from the board aloud. Be sure that students stop walking at each period and continue walking at the beginning a new sentence.
- **Check for understanding:** Have students review the story with a partner and circle all of the periods. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their answers.

Word Work: Number words

- Write the numerals 1,2,3,4, and 5 on the board. Record the corresponding number word next to each numeral (*one, two, three, four, five*). Read the number words aloud to students. Explain that words that tell the names of numerals are called *number words*. Point out that when authors are writing stories, they often use number words in the text rather than numerals.
- Write the number words for numerals 6 through 10 on the board. Read each number word aloud and invite volunteers to come to the board to record the correct numeral.
- **Check for understanding:** Have students work with a partner to reread pages 3 through 7 and highlight each number word. Review their findings as a class and write the corresponding numeral on the board for each number word.
- **Independent practice:** Have students work independently to highlight the number words on pages 8 through 12 as you read the pages aloud. Review students' findings and record the corresponding numerals on the board.

Connections

- See the back of the book for cross-curricular extension ideas.