

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 170

Book Summary

Going to the dentist can bring up all sorts of feelings for children. In this book, children will relate to the character's fear about her very first dentist appointment. As she proceeds, step-by-step, through the appointment, her fears dissipate, and her readers can also experience new confidence. Photographs support the text. Simple sentences and a topic near a child's heart will make this book a success in the classroom.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Analyze character
- Manipulate medial vowel sounds
- Associate the letters ea and ee with the long /e/ vowel
- Identify and use conjunctions
- Recognize and choose appropriate antonyms

Materials

Green text indicates resources available on the website

- Book—*Going to the Dentist* (copy for each student)
- Chalkboard or dry erase board
- Sentence strips
- [Analyze character, conjunctions, antonyms worksheets](#)
- [Discussion cards](#)



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

Vocabulary

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

- High-frequency words: *come, my, use, will*
- Content words:

Story critical: *clean (v.), dentist (n.), filling (n.), office (n.), problem (n.), tools (n.)*

Before Reading

Build Background

- Write the word *dentist* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students if they have been to the dentist's office. Have students give a thumbs-up signal if they like seeing the dentist and a thumbs-down signal if going to the dentist makes them feel nervous or scared. Invite volunteers to share about visits they have had to the dentist.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Going to the Dentist*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title on the cover, I think about what happens when I go to the dentist. I have been to a dentist's office many, many times. The dentist cleans my teeth and tells me how to take care of my teeth, and sometimes the dentist takes X-rays of my teeth. I see a picture of a girl on the cover. She is in a chair with her mouth open, and someone is putting something in her mouth. I think she is at the dentist office and is having her teeth worked on.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- 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 with students that *characters* are the people or other animals in a story; in this story, all the characters are people. Explain that characters, like real people, should have thoughts, feelings, and actions.
- Ask students to share one detail about the student sitting next to them: what the student looks like, what he or she likes to do or eat, or how the student might be feeling. Write these details on the board. Explain that these are all *traits*, or descriptors, of a person. Explain that characters are like people, and details about the character are called *character traits*. We learn about these traits through what the character does, what the character says, and how other characters and the author treat the character.
- Model how to analyze character.
Think-aloud: I see from the cover that one of the characters in this story is a girl. She is young—that is one character trait. (Ask students to volunteer any other traits, on the basis of what they see, about the girl.) I don't know of any other character traits of hers yet, but I know that I will discover more as I read.
- While speaking, demonstrate how to make a character web on the board. In the central circle, write the word *girl*. Draw spokes with circles at the end around the center circle. Fill in one of these outer circles with the word *young*. Explain to students that this drawing is a *character web* and that it will help them keep track of character traits. Have students copy the web on a separate sheet of paper. They will continue to add traits to the web as they read.

Introduce the Vocabulary

- As you preview the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *What do you call the building where a dentist or a doctor works? An office. The girl and her dad are standing in the dentist's office.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *tools* on page 7 and say: *I am going to check the picture and think about what would make sense to figure out this word. The word starts with the /t/ sound. It also ends with the /s/ sound. It looks as though the woman is showing the little girl something she may use to clean her teeth. I know that dentists call these objects tools*

Lesson Plan *(continued)*

Going to the Dentist


or brushes. The word brushes starts with the /br/ blend, so it can't be brushes. The word tools starts with the /t/ sound and ends with the /s/ sound. The sentence makes sense with this word. The word must be tools.

Set the Purpose

- Have students use what they already know about the dentist to help them read the book. Ask them to think about how they feel when they go to a new place for the first time. Remind them to think about the character's thoughts, feelings, and actions as they read.

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 (*I'm*). 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 a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model connecting to prior knowledge.
Think-aloud: *In the beginning of the story, the girl says she is going to the dentist and that she is a little afraid. That makes me think of times when I have gone somewhere new for the first time. I can feel nervous, or even scared, and sometimes I don't want to go. I think the girl may not want to go to the dentist because she is afraid. I think she is very brave for going even though she has some fear of going. When I am brave and go somewhere new, I usually feel better after I get to know the new place. I think that the girl is feeling better after meeting Dana, who is friendly, and seeing the books and toys in the waiting room. She is feeling less afraid.*
 - Invite students to share how they connected with what they already knew as they read.
 - Review the character web on the board. Invite students to add more character traits to describe the main character. Encourage them to think about traits beyond the physical, such as how the girl feels and what she is thinking. Write these additional details on the board and have students copy them on the character web that they drew on a separate sheet of paper.
Think-aloud: *In addition to thinking about a character by looking at character traits, we can also think about how a character changes over a period of time. To do this, we think about how the character felt or acted at the beginning of the story and see if that person feels or acts differently at the end. At the start of this story, the girl is feeling a little scared. She is nervous about going to the dentist. By page 5, I can see that she is already feeling better about the dentist's office. I think that the friendly woman who works there makes her feel more comfortable and that she is happy to read in the waiting room. The girl is learning that a dentist's office is not a frightening place after all.*
 - **Check for understanding:** Have students read to the end of page 9. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Ask students to think about what they are learning about the main character in the story. Have them record additional character traits of the girl on their sheet of paper.
 - Have students read the remainder of the book. Remind them to use what they already knew about dentists and going to new places to help them understand new information as they read.
-  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 the discussion that follows.

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

- **Think-aloud:** *When I read page 11, I thought about a filling that I got in a dentist's office. It hardly hurt at all. The girl doesn't need to be worried about coming back. I also know that if you don't take care of cavities right away, they get bigger. The dentist is telling her the truth, and I know that it was good that they found the problem so soon, as she said.*
- Have students share with a partner how they connected to prior knowledge while reading, either about going to the dentist or going somewhere new. Invite volunteers to share with the class what their partner shared.
- Ask students to explain how thinking about what they already know helps them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Complete the character web on the board by adding any other traits that students wrote on their individual webs. Have students discuss with a partner all that they know about the girl, on the basis of her character traits.

 Ask students if the girl's feelings have changed since the beginning of the story. Have them discuss with a partner how she has changed. On a blank page in the back of the book, have students draw how the girl felt at the beginning of the story and how she felt at the end of the story.

- **Independent practice:** Introduce, explain, and have students complete the [analyze character worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a girl who had an appointment at the dentist's office. After learning about her experience, what can you tell yourself the next time you are afraid to go to a new place? What can help you feel more comfortable when you have a new experience?

Build Skills

Phonological Awareness: **Manipulate medial vowel sounds**

- Write the high-frequency word *will* on the board and say it aloud to students, emphasizing the middle vowel sound. Say the word with students as you run your finger under the letters in the word. Ask students what sound they hear in the middle (short /i/).
- Explain that if vowel sound in the middle of the word is changed, it changes the whole sound and meaning of the word. Erase the letter *i* from *will* and replace it with the letter *a*. Have students identify the short /a/ sound. Say the new word with students as you run your finger under the letters, emphasizing the new medial sound (*wall*).
- Ask students what the word would sound like if you changed the /a/ to /e/ (*well*). Have a volunteer come to the board and change the spelling. Lead students in saying the new word.
- **Check for understanding:** Divide the class in groups and assign each group the following words: *not*, *big*, *hat*, and *put*. Have the groups lead the rest of the class in manipulating the medial vowel sound of their assigned word. Record their results on the board. Point out when a word created is not a real word.


Phonics: **Long /e/ vowel digraphs**

- Write the word *clean* on the board and say it aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify what two letters make the long /e/ sound (ea). Circle those two letters.
- Review or explain that in some words, two vowels together make one sound. The first vowel usually tells what sound the vowels will make. In this case, since the letter *e* is first, the two vowels together make the long /e/ sound.

Lesson Plan *(continued)*

Going to the Dentist

- Have students read page 7 along with you. Write the word *teeth* on the board and have students point to the word in their book. Ask what two letters make the long /e/ sound (ee) and circle these letters. Explain that these two letters together make the same long /e/ sound as ea.
- **Check for understanding:** Write the following words on the board: *seed, weed, lean, deed, each, peach, teen, and mean*. Have students first read the words to you and then read the words to a partner. Ask volunteers to come up and circle the letters in each word that make the long /e/ sound.

 **Independent practice:** Draw a T-chart on the board, with one side labeled ea and the other side labeled ee. As a class, sort the words on the board in the appropriate columns. Have students look in the book to find all examples of ea and ee vowel pairs that make the long /e/ sound and circle the words. Invite volunteers to come to board and write words from the book in the appropriate column. As a class, read each word that is written on the board.

Grammar and Mechanics: **Conjunctions**


- Write the following sentence on the board: *I like cucumbers and chocolate*. Read the sentence aloud with students.
- Underline the word *and*. Then explain that this word is a *conjunction*. Some words, like *and, but, and or*, are conjunctions. They join together words or parts of sentences. These words are like glue, holding pieces of the sentence together.
- Have students follow along as you read page 7. Ask them to identify the conjunction word on that page (*but*). Have students share with a partner the two sentences that the word *and* connects.
- Write the following phrases on sentence strips: *I have a brother, I want a pet, a sister, not a sister, not a dog, two cats, The girl wants pizza, no milk, a soda, For dinner I want, a hamburger, orange juice, not grapefruit, After school I want to go to, the park, a movie, not home*. Place these sentence strips on the board. Ask students how they can glue some of these phrases together using the conjunctions *and, but, and or*. Have students work in groups to generate as many sentences as possible. Have volunteers come to the board, arrange two sentence strips on the board, and write the correct conjunction between them. Have the class give the thumbs-up signal if the sentence makes sense.

 **Check for understanding:** Have students locate and circle all the conjunctions in the book.

- **Independent practice:** Introduce, explain, and have students complete the [conjunctions worksheet](#). If time allows, discuss their responses.

Word Work: **Antonyms**

- Read page 11 with students. Have them point to the word *small*. Ask them to show with their body what the word *small* means. Now have them show with their body what the word *big* means.
- Explain that these words are opposites—that they have completely different meanings. Review or explain that an *antonym* is a word that means the opposite of another word.
- Brainstorm a list of antonyms to write on the board: *fast/slow, tall/short, happy/sad, and so on*. Play a game in which you say a word and toss a ball to a student, and the student says an antonym (use a crumpled piece of paper for a ball). Pass the ball around the class until everyone has a chance to play.

 Pass out highlighters to students. Have them highlight any word in the book that has an antonym, and point out that they must be able to name the antonym for every word they highlight. Invite volunteers to share one word they highlighted, and have the class identify its antonym.

- **Check for understanding:** Introduce, explain, and have students complete the [antonyms 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 students discuss character traits and how the character changes with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students think about a place they know about but have never been. Have them draw a picture of what they think that place must be like. Ask them how they would feel going there and have them draw a picture of themselves at the place. Underneath the picture, instruct students to write the following sentence: *I feel* _____ (chosen emotion) *when I go to* _____ (chosen place).

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Brainstorm a list of jobs in which people help other people, such as dentist, doctor, veterinarian, police officer, teacher, and so on. Have students prepare questions they would like to ask people who work in these jobs. Invite some local people who work in these professions to the class and interview them.

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 connect to prior knowledge to understand text
- properly analyze characters during discussion and on a worksheet by looking at character traits and changes in the character
- accurately identify and manipulate medial vowel sounds during discussion
- associate the vowel digraphs *ea* and *ee* with the long /e/ vowel sound during discussion
- correctly use conjunctions during discussion and on a worksheet
- consistently identify antonyms during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)