

Guided Reading with

## NO DENTIST FOR ME

Guided Reading Level: D

DRA Level: 4

Intervention Level: 5

by Barbara Flores, Elena Castro, and  
Eddie Hernandez

illustrated by Michael Ramirez

Page number: 8, Word Count: 60

**Genre:** Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- look at each part or syllable of a longer word to read it
- read longer sentences fluently and with stamina
- adjust voice when reading sentences ending in question marks and exclamation marks
- read common contractions

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas and events
- varied sentence lengths with some predictable text
- punctuation supports comprehension (e.g. question marks, exclamation marks)

### High-frequency Words:

*my, but, I, to, go, the, am, will, of, he, it*

### Phonics

- vowel sounds: short i, u, o
- consonant digraphs: th, sh
- contractions: don't, didn't, doesn't

### National Standards:

- RF.1.1 (a-d), RF.1.3 (a, c), RF.K.4
- RL.K.1, RL.K.2, RL.K.3, RL.K.7

### ELL/ESL

*¡No quiero ir al dentista!* See back page

**Overview:** A boy needs to go to the dentist. See what he imagines might happen at the dentist's office.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What does a dentist do?
- Why are some people scared to go to the dentist?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "No Dentist For Me!"
- Ask children to predict how the boy might feel about going to the dentist.
- Show the back cover and read the copy. Talk about the word "imagine." Ask children to predict what the boy imagines will happen at the dentist.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what each picture shows about the boy's thinking and feelings.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word, blend all the sounds in a word, or break a longer word into parts to read it.



#### 4. Be aware of the following text features:

- The book contains familiar words: my, but, I, to, go, the, am, will, me, of, he, it
- The text shares a boy's thinking about going to the dentist, with cartoon-style thought bubbles depicting imagined events. Several pages are phrased as "Will the dentist...?" questions. The last page tells what really happened when he went to the dentist.
- The story contains question marks and exclamation points.
- The story has a definite before and after.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what the boy imagines will happen at the dentist's office.**

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3. Look for these reading behaviors during the first reading:**

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the text and previous experiences?

- Are they asking questions about the content?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the ideas presented in the text and illustrations
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about what the boy imagined would happen at the dentist and what actually happened.**

**2. Ask questions like:**

- Why did the boy need to go to the dentist?



- Who is telling the story? How do you know?
- How did the boy feel about going to the dentist? How do you know?
- What did the boy think would happen at the dentist?
- What actually happened at the dentist? How did the boy feel after he went?
- The story shows the boy before going to the dentist and after the dentist. What do you think happened at the dentist? How do you think the dentist made the boy feel calm, safe, and happy about visiting?
- Why do you think the authors wanted to share this story with young people?
- Do you think this boy's fears about the dentist are common? Why or why not?
- How do you think the boy can prevent his tooth from hurting? What can he do to take better care of his teeth going forward?
- What advice do you have for the boy the next time his tooth hurts?
- What do you do or say to yourself to make yourself feel brave when you go to the doctor's or dentist's? What do you say to a younger sibling who might be scared?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Provide children with some of the sentences from the book to cut out, read, and match to illustrations.

Have children use sticky notes to add text to the thought bubbles with the boy's words, sound effects, and the dentist's words.

Have pairs of children turn the book into a short performance, with one child reading the text as the boy and the other playing the imaginary dentist.

Create a list of common contractions you'd like your students to learn to read, starting with the ones from the book. Use interactive or shared writing to write down the words that create each contraction. Practice building contractions with magnetic letters.

Together, create additional book pages that show the boy's actual experience at the dentist's office. Incorporate contractions in the dentist's speech where appropriate (e.g., "Don't worry, I won't hurt you. I'll fix your tooth.")

Have children read or read aloud books related to being afraid, such as *The Monsters* (<https://www.leeandlow.com/books/the-monsters>) or *Moony Luna/Luna, Lunita, Lunera* (<https://www.leeandlow.com/books/moony-luna-luna-lunita-lunera>). Discuss connections between texts.

Brainstorm times when children were scared when anticipating an upcoming experience. Have them write their worries as questions, using the book as an example. Include information at the end about what actually happened.

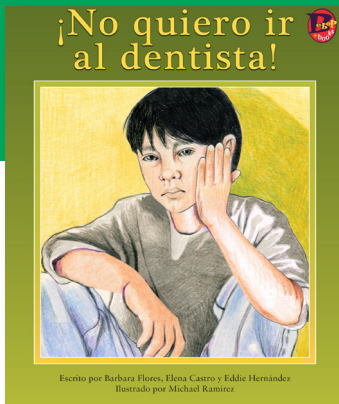
**Mathematics:** Poll the class on the color of their toothbrush. Create a pie chart showing and discuss what the most common color of toothbrush the class has.

**Science:** Read nonfiction books or view web content to learn more about teeth, dental hygiene, or going to the dentist. Compile information gathered on a chart.

**Music:** Help children get in the habit of singing to know how long to brush their teeth for at home. Here is a playlist of songs that children can learn and sing in their heads while they brush their teeth. When the song is over, they are ready to go: <https://www.mouthhealthy.org/en/kids-brushing-playlist>.



## BEBOP CLASSROOM CONNECTION



### Guided Reading with **¡NO QUIERO IR AL DENTISTA!**

*Guided Reading Level: E*  
*DRA Level: 6*  
*Intervention Level: 7*

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support and strategy instruction as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Verb Support:** The following actions are listed in the future tense in the story about the boy's fears concerning the dentist: lastimaré, inyectaré, jalaré

Print illustrations from the story, and then print the action words on cards. Have students match the word cards with the corresponding illustration.

Have students look the last page and ask what they notice about the different action words. What's different about the words? Students can talk about the difference between the future and past with what the boy fears during the story and what actually happened at the dentist (e.g. lastimaré in the future and lastimó in the past).

For students engaging with both English and Spanish texts, have students note that the boy in the story asks a question demonstrating his anticipated fears about going to the dentist. On the last page, there's an exclamatory statement about how the dentist helped his tooth feel better. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficulty with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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**For more information about Bebop Books, please contact:  
Abraham Barretto, Vice President of Educational Sales Bebop Books**

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95 Madison Avenue New York, NY 10016 212-779-4400 x. 26 ph.212-683-1894 fax

abarretto@leeandlow.com