

BCSCR

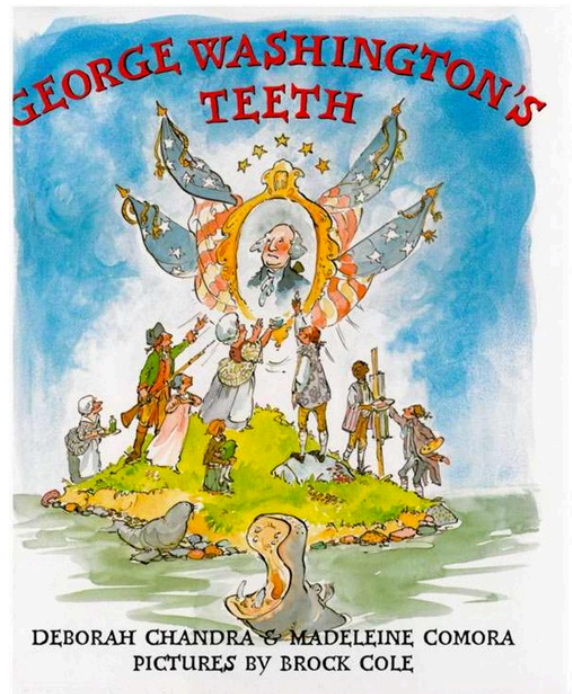


Building Communities that
Support Children's Reading

Texas **George Washington's Teeth**

By Deborah Chandra & Madeleine
Comora

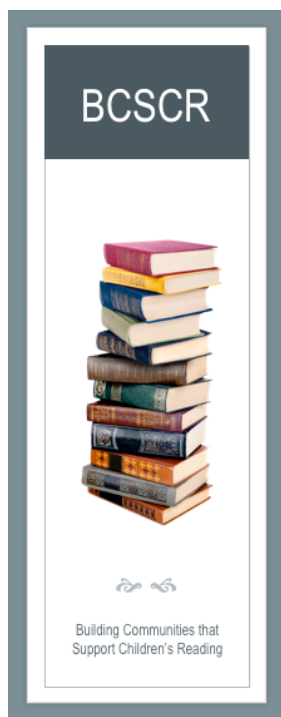
RL 3.6



4th Grade – Informational Book

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>
505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401



The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

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Chris Carter – ccarter413@gmail.com

Grant award number: S215G140114

4th	Blast into the Past - Fiction	Blast into the Past - Informational
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles
4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map



Contents

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- + Writing rubrics



Synopsis

George Washington's Teeth

From battling toothaches while fighting the British, to having rotten teeth removed by his dentists, the Father of His Country suffered all his life with tooth problems. Yet, contrary to popular belief, he never had a set of wooden teeth. Starting at the age of twenty-four, George Washington lost on average a tooth a year, and by the time he was elected President, he had only two left! In this reverentially funny tale written in verse and based on Washington's letters, diaries, and other historical records, readers will find out what really happened as they follow the trail of lost teeth to complete *tooflessness*.

Vocabulary

George Washington's Teeth



Myrrh - a sweet-smelling gum exuded by several related trees and shrubs native to India, Arabia, and East Africa, and used in perfume and incense.

Sentinel – one that stands guard or watches

Tripe - the stomach wall of a cow or other ruminant, used as food.

Pitchy - to throw or toss.

Tatters - a torn and hanging part or piece of cloth; shred.

Musty - having a taste or smell of mold; damp or stale.

Abscessed - a sore that forms within the tissues of the body and is filled with pus. Abscesses can be caused by an infection.

Intercepted- to stop or take hold of; interrupt the movement or progress of.

Extracted - to take out by using force; remove.

Infirmary - a physical weakness, disability, or illness.

Molar - a large tooth located in the back of the mouth, with a broad biting surface used for grinding food.

Name: _____

Notepad

George Washington's Teeth



Main Ideas

Details

Setting	
Losing His Teeth	

George's Feelings	
Dentist	
Other important events from George Washington's life.	



High Level Questions

George Washington's Teeth

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Would it have been better if George Washington had pulled all his teeth at the beginning of the book? Defend your answer.
2. What were George Washington's weaknesses?
3. What would have happened if George had stayed home because of the pain in his mouth and not crossed the Delaware?
4. Suppose you could go back in time. What part of the story would you like to be in and why?
5. George Washington had 200 slaves. Can elaborate on the reason why?
6. How did Martha support George?
7. What do you find humorous in the book?
8. What emotions are evident in the book?
9. Which set of false teeth do you think are the most interesting? Why did you choose that set of teeth?
10. What questions would you ask George Washington if you met him?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.



Choice Board

George Washington's Teeth

Choose 2 decades from the book's timeline and summarize in paragraph form.	Draw an illustration explaining how George Washington created his new teeth.	Read the pages showing George Washington crossing the Delaware. On the timeline, locate that same event and write two more rhyming sentences to add to those pages.
Draw a poster with key details about George Washington losing his teeth.	Fill in the Before and After chart based on specific information in the text.	Look at the clothes in the illustrations and paintings in the timeline. Are the drawings historically correct? Support your opinion citing evidence from the book.
With others, act out a scene where George Washington lost a tooth; be sure to include key details.	Choose an important event in the story. Describe the event in a 2-minute oral presentation using details from the book.	List all the ways George Washington lost his teeth.

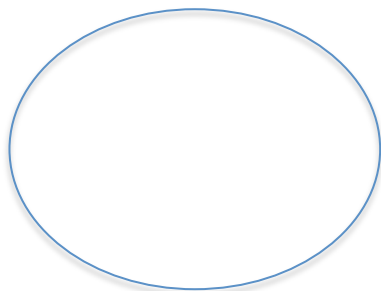
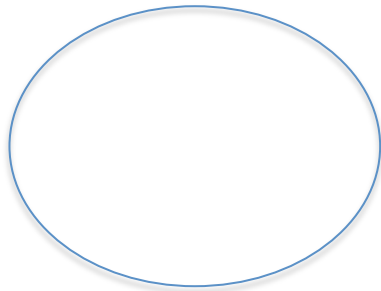
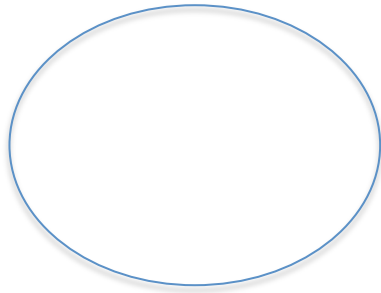
Choice Board



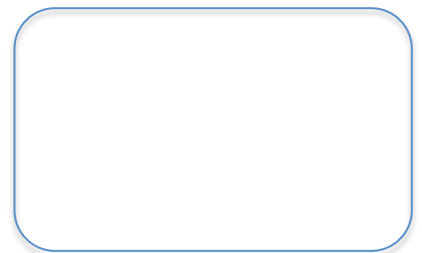
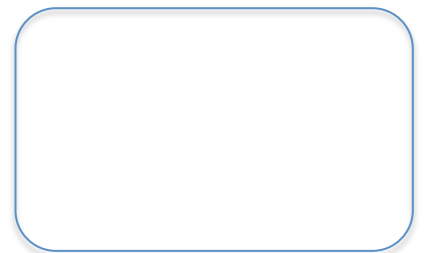
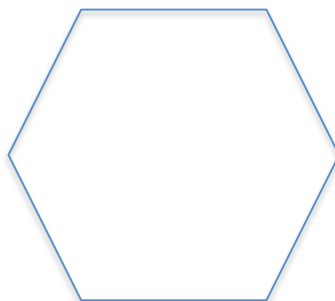
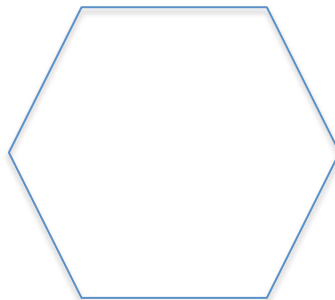
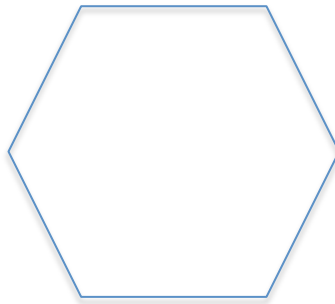
Before & After:

George Washington's Teeth

What comes after " "Snow
fell on George at Valley
Forge."



What comes before " and
George galloped off to war."



What comes before " and
George danced all through
the night."



Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

George Washington's Teeth

Role	Audience	Format	Topic
Tooth	George's Dentist	Commercial	Why you should take good care of your teeth
Martha	Cook	Menu	What George can and cannot eat
Soldiers	George Washington	Rhyming sentences	Conditions at Valley Forge
George Washington	Other Generals	Speech	Doing what you have to do even when you are in pain



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

Assessment Guide

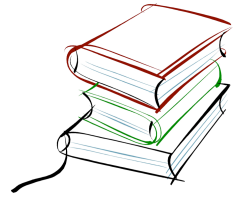
5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete



RAFT Matrix

Role	Audience	Format	Topic



College & Career Readiness

George Washington's Teeth

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklists Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Dentistry

http://kidshealth.org/kid/feel_better/people/go_dentist.html

<http://www.learnhowtobecome.org/dentist/>

<http://en.wikipedia.org/wiki/Dentist> http://www-tc.pbs.org/parents/bookfinder/bookclub/PKGO_bc01_gwsteeth.pdf

Background on Revolutionary War

http://www.ducksters.com/history/crossing_the_delaware.php

Video

<http://www.history.com/topics/american-revolution/american-revolution-history/videos/surviving-valley-forge>

<https://www.youtube.com/watch?v=SM-e8KUOXU0>

Geography Activities

<http://mrnussbaum.com/revolutionary-war-battle-geography/>

<http://linking.tamu.edu/valleyforge.pdf>

<http://catalog.socialstudies.com/pdf/SHL173EX.pdf>

Do You Want to Be a Dentist?

Dentists diagnose and treat problems with a patient's teeth, gums, and related parts of the mouth. They provide advice and instruction on taking care of teeth and gums and on diet choices that affect oral health.

Duties

Dentists typically do the following:

- Remove decay from teeth and fill cavities
- Repair cracked or fractured teeth and remove teeth
- Straighten teeth to correct bite issues
- Place sealants or whitening agents on teeth
- Administer anesthetics to keep patients from feeling pain during procedures
- Write prescriptions for antibiotics or other medications
- Examine x rays of teeth, gums, the jaw, and nearby areas for problems
- Make models and measurements for dental appliances, such as dentures, to fit patients
- Teach patients about diet, flossing, use of fluoride, and other aspects of dental care

Dentists use a variety of equipment, including x-ray machines, drills, mouth mirrors, probes, forceps, brushes, and scalpels. They also use lasers, digital scanners, and other computer technologies.

Dentists in private practice also oversee a variety of administrative tasks, including bookkeeping and buying equipment and supplies. They employ and supervise dental hygienists, dental assistants, dental laboratory technicians, and receptionists.

Most dentists are general practitioners and handle a variety of dental needs.

Work Environment

Dentists held about 146,800 jobs in 2012. Some dentists own their own businesses and work alone or with a small staff. Other dentists have partners in their practice, and some work for more established dentists as associate dentists.

Dentists usually work in offices. They wear masks, gloves, and safety glasses to protect themselves and their patients from infectious diseases.

Work Schedules

Most dentists work full time. Some work evenings and weekends to meet their patients' needs. The number of hours worked varies greatly among dentists. It is common for dentists to continue in part-time practice well beyond the usual retirement age.

Education

Get the education you need:

Most dental students need at least a bachelor's degree before entering dental school; requirements vary by school. All dental schools require applicants to have completed certain required science courses, such as biology and chemistry. Majoring in a science, such as biology, might increase the chances of being accepted, but no specific major is required to enter most dental programs.

College undergraduates who plan on applying to dental school must usually take the Dental Acceptance Test (DAT) during their junior year. Admission to dental school can be competitive. Dental schools use these tests along with other factors, such as grade point average and recommendations, to admit students into their programs.

Dental schools require students to take classes in subjects such as local anesthesia, anatomy, periodontology (the study of oral disease and health), and radiology. All dental schools include practice where students work with patients in a clinical setting under the supervision of a licensed dentist.

High school students who want to become dentists should take courses in chemistry, physics, biology, anatomy, and mathematics.

Training

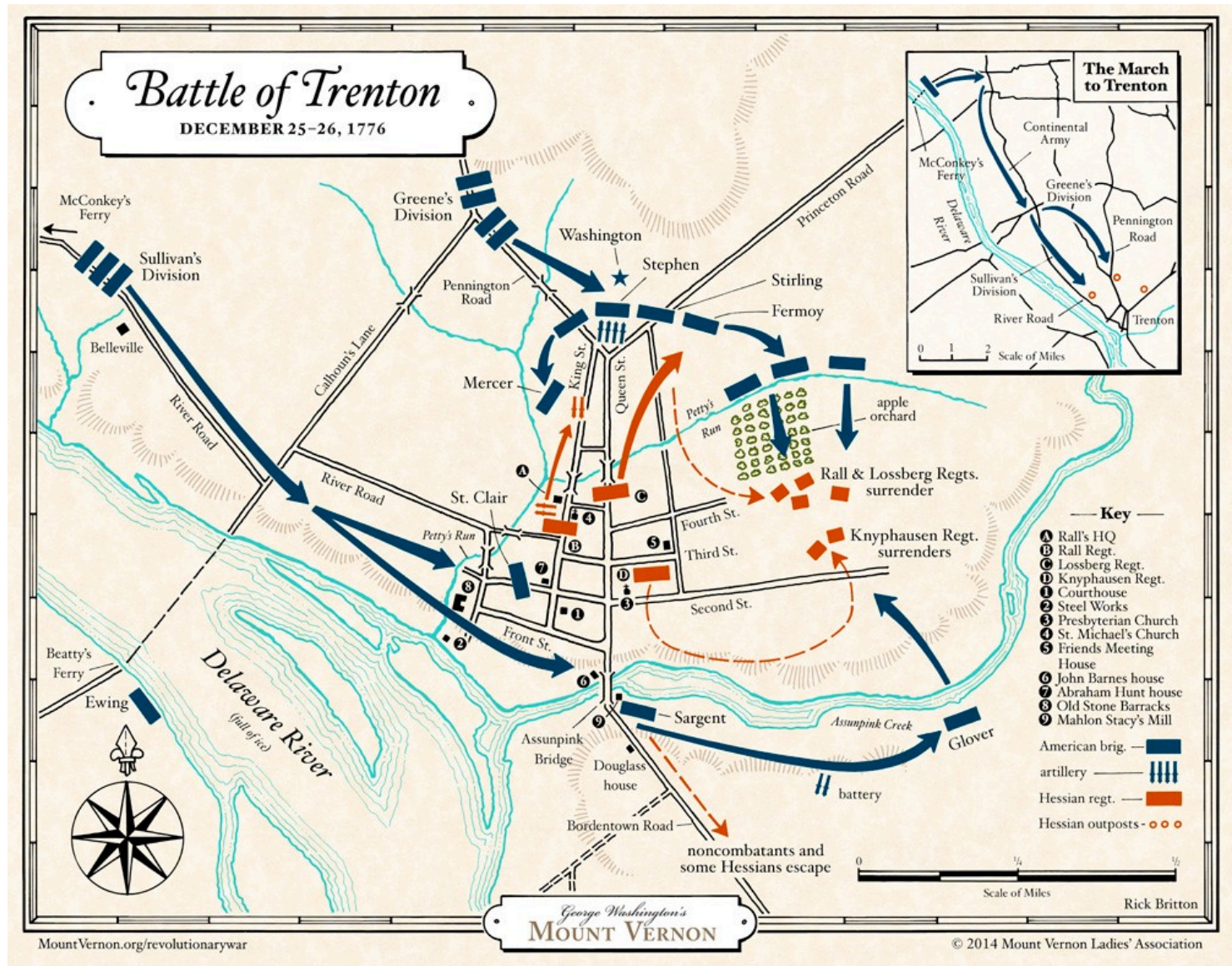
All nine dental specialties require dentists to complete additional training before practicing that specialty. They must usually complete a 1- or 2-year residency in a program related to their specialty. General dentists do not require any additional training after dental school.

Dentists who want to teach or do research full time usually spend an additional 2 to 5 years in advanced dental training. Many practicing dentists also teach part time, including supervising students in dental school clinics.

Pay

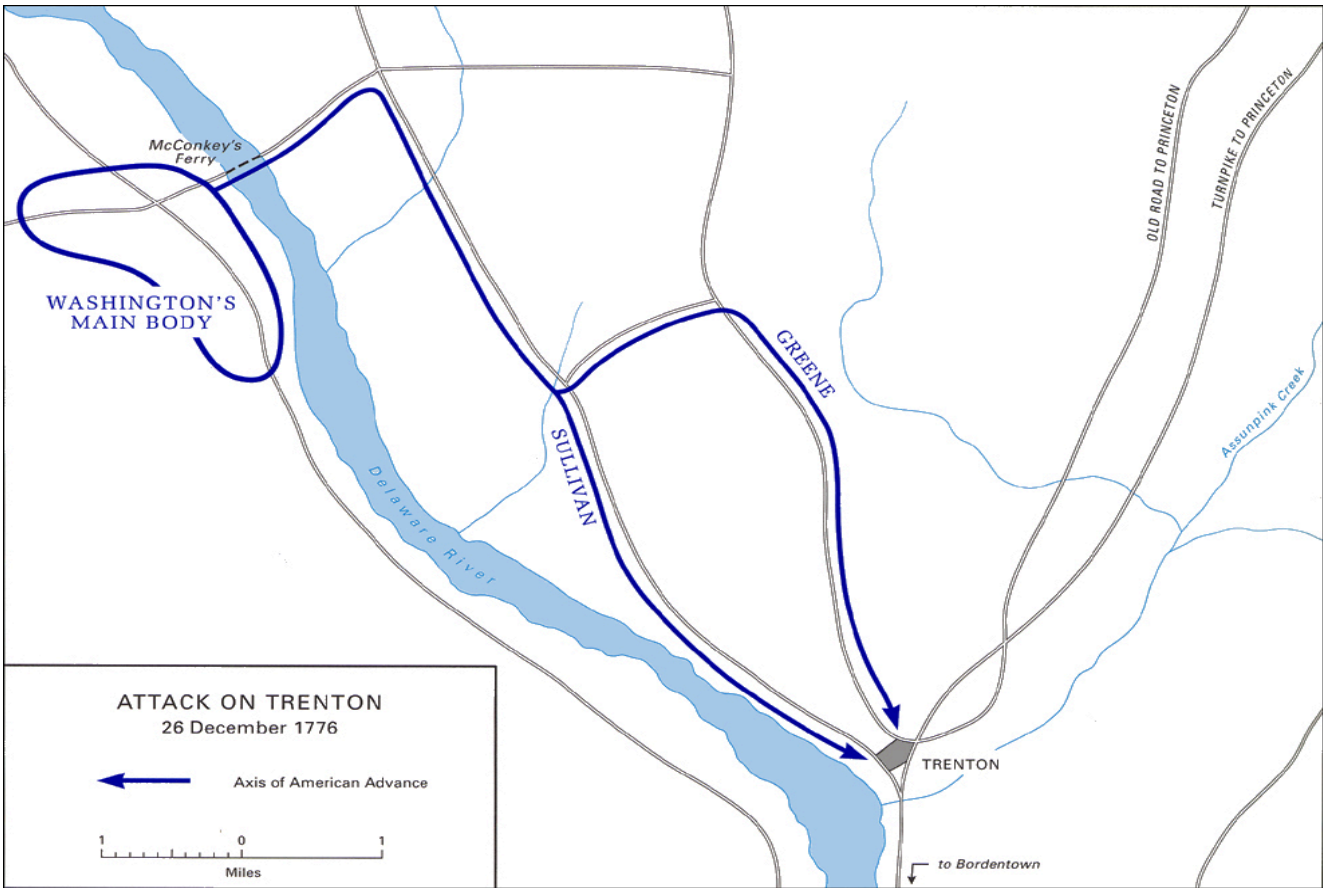
The median annual wage for dentists was \$149,310 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$73,840, and the top 10 percent earned \$187,200 or more. Earnings vary according to the number of years in practice, location, hours worked, and specialty.

Where in the World?





Mt. Vernon



Crossing the Delaware

Research Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>