

# CHANGING LANES

English as a Second Language Reading Series - 3

CANADA



NOVA SCOTIA

HALIFAX



**Amela Goes to the Dentist**

## ***Acknowledgments***

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## ***Mission Statement***

*Halifax Immigrant Learning Centre is a non profit  
community based organization that provides language and  
orientation programs to newcomers to Canada. It develops  
and delivers language learning programs along the  
continuum of learning including ESL literacy, settlement,  
community, workplace and profession specific language  
training programs.*

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## ***Welcome to Changing Lanes***

*Changing Lanes is a seven-book reading series for adult ESL literacy learners and can also be used in a low level ESL classroom as a supplementary reading and writing resource.*

*Changing Lanes was developed to address the need for relevant adult ESL literacy resources for both newcomers and instructors. The stories are about and for new immigrants who are still adjusting to a new life in Canada.*

### ***To the Teacher***

*Changing Lanes is a seven book ESL reading series. These books are essentially “stand-alone” and do not need to be taught in the order in which they are presented. The title indicates the theme of each story.*

- Book 1: Housing and Family Life “A Day at Razia’s Home”*
- Book 2: Getting Around: “Farid Takes the Bus”*
- Book 3: Dental Health: “Amela Goes to the Dentist”*
- Book 4: ESL in Schools: “Daniela Goes to School”*
- Book 5: Banking/Budgeting: “Fatima Goes to the Bank”*
- Book 6: Grocery Shopping: “Wahida is at the Supermarket”*
- Book 7: Dressing for the Weather: “From Liberia to Nova Scotia”*

*Changing Lanes has been aligned to the Canadian Language Benchmark ESL Literacy Phase 1 and 2.*

*The ESL Literacy Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The benchmarks are descriptors of what ESL Literacy students are able to do at various stages of their development.*

*Each book deals with one or more life skills, for example: dressing for winter, eating well, taking a bus etc.*

*Each book is divided into two components: reading material and learning activities.*

*Stories are authentic and personal. They are repetitive in structure with a high-frequency vocabulary.*

*The learning activities are designed to provide speaking, writing and reading comprehension practice.*

*The teacher introduces the chapter with a set of activities where new vocabulary is presented. As part of the introduction, students may be asked to fill in the missing letters and copy the words to practice writing.*

*The after-reading set of activities is designed to check comprehension and to make the story personally relevant.*

*Here are a few possibilities when supplementing this material:*

*1. Discuss the situations in the stories with the students: visit to the dentist, calling a superintendent etc.*

- *what has been their experience?*
- *write group or individual language experience stories*
- *write in a journal*

*2. Cut out pictures from story or parts of the story:*

- *sequencing*
- *discuss what is happening in the pictures*
- *retell the story*
- *directionality*

*3. Cut and enlarge the pictures:*

- *match sentences to the pictures from the story*
- *sequencing*
- *match to reading by teacher or taped story (individual or group)*

*4. Cut sentences into words:*

- *create awareness/stress words as parts that make up a sentence*
- *create awareness/stress words as different parts of sentence: adjective, pronoun etc.*
- *word order*
- *recreate the sentence recognizing meaning of words/what is happening in the picture*
- *spacing between words*
- *punctuation, capitalization*
- *change sentences by adding words not in the story: adjectives, pronouns, etc.*

*5. Read/write /fill in the blanks:*

- *note to superintendent*
- *grocery shopping lists*
- *hours of business*
- *card for dental appointment*
- *personal information on form for dentist, etc.*

*6. Use high frequency words from one story or accumulate from series:*

- *Bingo*
- *enlarge to font 72, cut out and use pocket chart to review all vocabulary before reading each time*

*7. Use scenarios to discuss emotions/feelings*

*8. Use to teach instructions: read, circle, underline, copy, fill in, match, etc.*

***Have fun!***

# Amela Goes to the Dentist





Amela's tooth hurts.  
She has a toothache.

-1-



She calls her dentist.  
She makes an appointment.

-2-



Amela goes to the dentist.  
She talks to the receptionist.

-3-



The receptionist tells her to wait.  
She sits down and waits.

-4-



The nurse calls Amela.  
The dentist is ready to see her.

-5-



She sits in the chair.  
She talks to the dentist.

-6-





The dentist checks Amela's teeth.  
One tooth hurts.

-7-



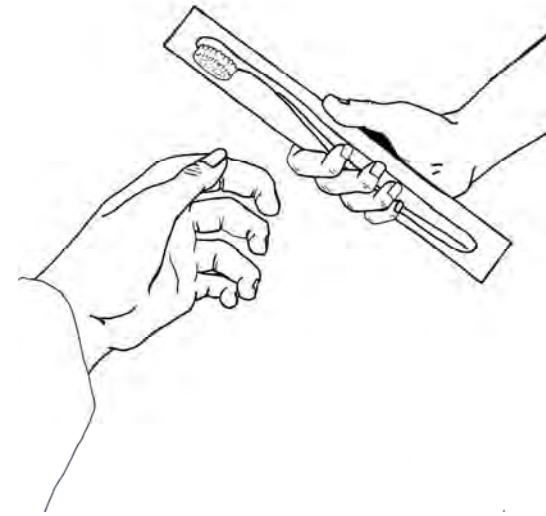
The dentist fixes her tooth.  
She is a good dentist.

-8-



Her tooth is good now.  
Amela is happy.

-9-



The dentist gives her a toothbrush.  
She tells her to brush her teeth  
everyday.

-10-



Amela makes a new appointment.  
She writes down her appointment.

-11-



She goes home.  
Her parents are waiting.

-12-



Amela is home.  
She is happy to see her parents.

-13-



The family eats dinner together.  
They talk about her dentist  
appointment.

-14-



After dinner, she brushes her teeth.  
She brushes her teeth everyday.

Look at the pictures, say the words.



**tooth**



**toothache**



**dentist**



**receptionist**

Copy the words.

1. hurts \_\_\_\_\_

2. waits \_\_\_\_\_

3. tooth \_\_\_\_\_

4. calls \_\_\_\_\_

5. talks \_\_\_\_\_

6. tells \_\_\_\_\_

Repeat the phrases quickly (chant and clap).



1. She has a toothache.
2. She makes an appointment.
3. She goes to the dentist.
4. She talks to the receptionist.



Say the words. Fill in the blanks.

tooth

toothache

appointment

dentist

Amela's \_\_\_\_\_ hurts.

She has a \_\_\_\_\_.

She calls her \_\_\_\_\_.

She makes a dentist \_\_\_\_\_.



Find the answer in the story.

1. Where does Amela go?

Amela goes to the \_\_\_\_\_.

2. Who does she talk to?

She talks to the \_\_\_\_\_.

3. What does the receptionist tell her?

The receptionist tells her to \_\_\_\_\_.

4. What does Amela do?

She sits down and \_\_\_\_\_.

Look at the pictures. Say the words.



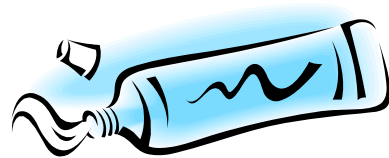
**tooth**



**teeth**



**toothbrush**



**toothpaste**



**toothache**



**brush teeth**

Draw a line to the opposite word.

good

bad

happy

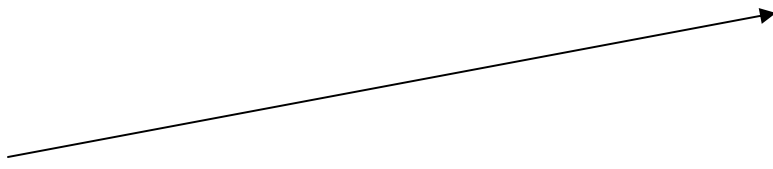
down

up

sad

new

old



Find the answer in the story.

1. Who calls Amela?

The \_\_\_\_\_ calls Amela.

2. Why does the nurse call Amela?

The \_\_\_\_\_ to see her.

3. What does the dentist check?

The dentist checks Amela's \_\_\_\_\_.

4. What does the dentist fix?

The dentist fixes Amela's \_\_\_\_\_.

5. How is Amela's tooth now?

Her tooth is \_\_\_\_\_ now.

6. What does the dentist give her?

The dentist gives her a \_\_\_\_\_.

Write about you.

Answer with:            Yes, I do.            or            No, I don't.

1. Do you go to see the dentist?

---

2. Do you check your teeth?

---

3. Do you have a toothache?

---

4. Do you like your dentist?

---

5. Do you brush your teeth everyday?

---

Read.



mother

+



father

=



parents



Amela

+



parents

=




family

Circle Yes or No.

- |  |     |    |
|--|-----|----|
| 1. Amela writes down her appointment.      | Yes | No |
| 2. Her friends are waiting.                | Yes | No |
| 3. She is sad to see her parents.          | Yes | No |
| 4. They talk about her school.             | Yes | No |
| 5. Amela eats her dinner with her parents. | Yes | No |
| 6. She brushes her teeth everyday.         | Yes | No |

Ask your classmates.

1. Do you go to a dentist?

Classmates Name	Yes	No
Boima		

2. Do you brush your teeth everyday?

Classmates Name	Yes	No
Boima		