

The Wobbly Tooth

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>and, Biff, Chip, Dad, glad, had, her, hit, it, Kipper, Mum, never, not, on, sad, swing, tooth, upset, went, wobbly</p>
	<p>Tricky words</p> <p>a, gone, I'm, mind, no, oh, out, pull, pushed, said, sorry, swallowed, the, to, wanted, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title, pointing to the words. Show the picture, and ask the children: *What is Kipper thinking about? Who is the Tooth Fairy and what does she do?*
- C** (*Prediction*) Ask: *What do you think the story will be about?*
- C** (*Clarifying*) Look through the book to see whether Kipper got any money from the tooth fairy. Ask: *Where did he get the money?*
- W** As you look through the book, use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to sound the phonemes in new words to work them out. Encourage them to use the pictures to understand what happens in the story.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help the children to work out tricky words, e.g. 'wobbly' (page 1), 'gone' (page 10) and 'swallowed' (page 11).

Assessment Check that children:

- track text, matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why do you think Kipper didn't want Mum to pull out his tooth? Do you think Dad would have really used the big pliers on page 4? Page 12: Why was Kipper upset that he had swallowed his tooth? Why was he glad at the end of the story?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Imagining, Summarising*) Ask the children to work with a partner. Tell them to pretend to be one of the characters in the story, other than Kipper, and describe what happened to Kipper's tooth. Allow them to use some of the language in the book.

Assessment Are the children able to describe the events from another point of view?

Objective Explore and experiment with sounds, words and texts.

W Write the words 'sad' and 'glad' on the board. Ask the children to point out the phonemes that make the words rhyme ('-ad'). Ask the children to think of words that rhyme with 'sad' and 'glad'. Draw up a list, e.g. 'bad', 'dad', 'had', 'lad', 'mad', etc. Ask them to make up a silly sentence using the words they suggest, e.g. 'The bad lad was mad.'

Assessment Can the children use the rhyming sound to come up with new words?

Objective To recognise common digraphs.

W Write these digraphs on a board: 'th', 'sh', 'ch'. Ask the children to say what sound each digraph makes and to look through the text to find any words that contain them ('tooth', 'pushed', 'Chip'). Ask the children to think of a new sentence for each of the words and scribe their suggestions on the board.

Assessment Can the children recognise the sounds the digraphs make when they are not in a word?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Ask the children to discuss how to take care of their teeth and why it is important.
- Ask them to think about what is harmful for teeth and what is good.
- Make a list on the board of their suggestions, under the headings 'Good' and 'Bad'.

Writing activities

Objective Write labels.

- Talk about all the things that are needed to look after our teeth. Write the children's suggestions on the board.
- Ask the children to draw pictures of all the things they need to brush their teeth and then label their pictures.

Assessment Are they using their knowledge of letter-sound correspondence to write the labels?

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