

The Wobbly Tooth

Before reading

- Read the title. Ask the children: *What is Kipper thinking about? Who is the Tooth Fairy and what does she do?*
- Look through the story to see whether Kipper got any money from the tooth fairy. Ask: *Where did he get the money?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read unknown words by thinking of words that would make sense.

Observing

Check that the children:

- start reading from left to right automatically
- use the terms in the story correctly
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

Group and independent reading activities

Text level work

Objective To be aware of story structures and the way stories are built up.

- Ask the children: *Why did Kipper not want Mum or Dad to pull his tooth out? What did he want to happen? What would he get for his tooth and who would give it to him?*
Can you show me the page where things start to go wrong for Kipper? What happened to Kipper and why was he upset? What does the sign on page 24-⑦ "No tooth – no money!" mean? Why was Kipper glad in the end? Why was the tooth fairy sad? Who do you think came off best in the story?

Observing Do the children understand the emotions expressed in the characters?

Sentence level work

Objective That words are ordered left to right and need to be read that way to make sense.

You will need word cards of the words in the following sentence:

Mum wanted to pull it out.

- Jumble up the word cards and ask the children to use them to make a sentence.

Observing Do the children re-read the sentence to check for sense?

Word level work

Objective To discriminate onsets from rimes in speech and spelling.

- Write the words "sad" and "glad" on the board, separating them into their onsets and rimes.
- Ask the children to think of words that rhyme with "sad" and "glad". Ask them to make up a silly sentence using the words they suggest, e.g. "The bad lad was mad."

Observing Can the children separate the onset from the rime easily?
Can they hear the rhyming sound and see the similar spelling pattern?

Speaking and listening activities

Objectives Focus on the main point ; include relevant detail ; ask questions to clarify their understanding ; describing events.

- Ask the children to discuss how to take care of their teeth. 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".

Cross-curricular link



PSHE: developing a healthy, safer lifestyle

Writing

Objective To write labels for pictures.

- 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.