

### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 167

#### Book Summary

Losing baby teeth is a rite of passage that most children relish. *Loose Tooth* depicts a young boy imagining various scenarios that could result in his finally losing his tooth. The comical illustrations enliven the story, and will have students laughing out loud as you teach them lessons about characters and nouns.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify and describe characters
- Discriminate variant vowel /oo/ sound
- Identify variant vowel oo
- Recognize and use nouns
- Identify and use the high-frequency word *my*

#### Materials

Green text indicates resources available on the website.

- Book—*Loose Tooth* (copy for each student)
- Chalkboard or dry erase board
- Picture of teeth
- Pictures of nouns
- Story elements, variant vowel oo, nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *my, on, the, when*
- Content words:

Story critical: *expect* (v.), *lose* (v.), *tooth* (n.), *tooth fairy* (n.), *wiggly* (adj.), *wonder* (v.)

### Before Reading

#### Build Background

- Place a picture of teeth on the board and ask students to identify it. Write the word *tooth* on the board and point to the word as you read it aloud to students. Have students point to a tooth in their mouth.

- Ask students to raise their hand if they have lost any of their baby teeth. Invite volunteers to describe to the class the way they lost a tooth. Have students write on a separate sheet of paper how they feel about losing their baby teeth (happy, sad, scared, and so on).

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a story called *Loose Tooth*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *Maybe I'll lose my tooth \_\_\_\_\_*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge using information on the cover.  
*Think-aloud: When I first looked at the story, I saw a boy rubbing his cheek on the cover, and that made sense, because the title of the story is Loose Tooth. I remember when I was young, and I had baby teeth. I was excited because I wanted to put the tooth under my pillow, but I was nervous because I thought it might hurt when my tooth fell out. Maybe the boy is rubbing his cheek because his tooth hurts. I am excited to read the story and find out more about the boy's loose tooth and how he feels.*
- Point out that the students already shared some prior knowledge of losing teeth when they wrote stories about their own experiences about losing baby teeth. Ask students to think about how this prior knowledge might connect to the information in the story.
- Have students preview the rest of the story, looking at the illustrations. Invite students to share how they connected to prior knowledge about losing baby teeth.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Story elements: Identify characters**

- Remind students that stories always have characters, setting, and plot. The characters are the people or animals who perform the action in the story. Explain to students that it is important to identify and describe the characters in order to better understand the story.
- Review previous stories that the class has read together. Have students discuss with a partner who the characters are in each book. Invite volunteers to share the names of the characters, and record them on the board.
- Model how to identify and describe a character using a familiar tale, such as *Little Red Riding Hood*.  
*Think-aloud: In the story Little Red Riding Hood, Red Riding Hood is a girl taking food to her grandmother. She is a person performing a lot of the action in the story, and that means that she is a character in the story. Little Red Riding Hood is young, she is a girl, and she always wears a red cloak, which is how she got her nickname. What other characters are in this story?*
- Have students identify the other characters in the story. Write the names of the characters on the board. Break the class into groups, and assign a character to each group. Ask the group to discuss how they would describe their character, using information from the story. Have groups share their descriptions, and record the information on the board, under the appropriate character's name.

### Introduce the Vocabulary

- While previewing the story, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *This boy has a lot of teeth. How many teeth do you see? That's right, eight teeth in this picture. The word tooth means only one of your teeth.*
- Remind students to use their decoding strategies and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *expect* on page 7 and say: *I am going to check the beginning of this word and use the rest of the sentence to figure out this word. The word starts with the letters ex, and together they make the /ex/ sound. The sentence says that he will lose his tooth when he least this word (point at the word expect) it. I have heard an expression like that before: When I least expect it. That means when you don't think something is going to happen, it does. Could this be the word expect, just like in the saying I know? The word expect starts with the /ex/ sound, and it makes sense in this sentence. The word must be expect.*

### Set the Purpose

- Have students think about the characters in the story, and remind them to use what they already know about losing teeth to better understand the characters and the story.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*My*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.  
**Think-aloud:** *On page 5, the boy wonders if he will lose his tooth at school. The picture shows him on the ground in the lunchroom. I've been to our cafeteria, and I agree with the boy, the lunchroom can get pretty crazy! The picture makes me think of some of the roughhousing I have seen before, like kids throwing food or getting up to go to other tables (all the things you're not supposed to do in the cafeteria). It would be easy to trip and lose a tooth doing stuff like that, just like in the picture. My prior knowledge about lunchrooms helps me to understand this page.*
- Invite students to share how they connected with what they already knew as they read.
- Review the characters described on the board. Point out that this story has characters, too, because all stories have characters. Remind them that characters are people who perform actions in the story.
- Have students share with a partner the characters they can identify in the story. Explain that since they don't learn many names, they will use simple descriptions for each character, such as the little boy, his mom, the boy in the lunchroom, and so on. Record these characters on the board. Have students imagine that their partner has never read this story, and have them describe these characters to their partner.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to think about which character is in the story the most. Have students whisper their answer to the front of the class (the little boy). Explain to students that when a story is mostly about one or two characters (and the others just have small parts) we call them *main characters*. The little boy is the main character of this story.
- Call on random students and have them share one way they would describe the boy in this story. Record the information on the board.

- Have students read the remainder of the story. Remind them to use what they already know about losing teeth to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- **Think-aloud:** *On the last page, the boy's tooth comes out while he is just playing in his room, and he thinks that maybe he worries too much. I know that when I had a loose tooth, I could not stop thinking about it. Even now, when I have something coming up, but I don't know how it will turn out, I can't stop worrying about it and all the different possibilities of what may happen, just like the boy in this story. It is normal for people to worry and think about the future, especially when they don't know exactly how something is going to happen. I know that most people think this way, and it helps me to better understand the boy in the story.*
- Have students draw a picture that represents their prior knowledge of losing teeth. Have students discuss with a partner how they connected that prior knowledge to the different scenarios from the story. Ask students to explain how connecting to prior knowledge helped them to understand and remember the information in the story.

## Reflect on the Comprehension Skill

- **Discussion:** Have students identify any remaining characters from the story. Have students describe the characters to a partner. Discuss which characters were their favorites.
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this story, the little boy imagines all the ways he could lose his tooth. Why do you think he spends so much time thinking about this? What are some other things that you might spend a lot of time thinking about before they happen?

## Build Skills

### Phonological Awareness: Variant vowel /oo/ sound

- Say the word *tooth* aloud to students, emphasizing the medial long /oo/ sound. Have students say the word aloud and then say the long /oo/ sound.
- Have students practice making the /oo/ sound as in *tooth* by forming their mouths into exaggerated circles. Point out that it is similar to a monkey noise. Have students walk around the classroom pretending to be monkeys and say the /oo/ sound to every student they see.
- Read pages 5 and 6 aloud to students. Have students raise their hand when they hear a word that contains the /oo/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word contains the variant vowel /oo/ sound: *booth, hot, cot, top, food, and school*.


### Phonics: Variant vowel oo

- Write the word *tooth* on the board and say it aloud with students.
- Have students say the /oo/ sound as in *tooth* aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /oo/ sound in the word *tooth*. Circle the letters *oo*.

## Lesson Plan *(continued)*

## Loose Tooth

- Write the word *look* on the board and say it aloud with students. Ask students if the words *tooth* and *look* have the same medial sound. Explain that the letters *oo* can stand for two different sounds.
- Brainstorm a list of words that contain the /oo/ sound. Write these words on the board. Erase any words that use the VCe pattern. Invite volunteers to come to the board and circle the letters *oo* in each word with the /oo/ sound as in *tooth* and underline the letters in each word with the /oo/ sound as in *look*.
- Have students practice writing the letters *oo* on a separate piece of paper while saying the long /oo/ sound.

 **Check for understanding:** Have students reread the story with a partner. Ask students to circle every word they find that contains the letters *oo*. Call on students and have them share one word that they circled. Discuss with the class whether that word has the /oo/ sound as in *tooth* or the /oo/ sound as in *look*.

- **Independent practice:** Introduce, explain, and have students complete the [variant vowel oo worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: **Nouns**

- Place pictures of nouns on the board. Have students identify them and write the nouns beneath each picture. Remind students that these words are all nouns. *Nouns* are words that name a *person, place, or thing*.
- Have students look around the room and find two nouns that name a person. Call on random students and have them share one noun naming a *person*. Repeat the process for nouns that name *things*. For nouns that name *places*, have students think of two places they have visited in the past.
- Create a list of nouns on the board, and draw little pictures beside each one. Ask volunteers to come to the board and circle the nouns that name a person. Next, have volunteers come to the board and underline the nouns that name a place. Finally, have volunteers come to the board and draw a box around the nouns that name a thing.

 **Check for understanding:** Have students locate and highlight all the nouns in the story.

- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their responses.

### Word Work: **High-frequency word my**

- Explain to students that they are going to learn a word that they need to be able to recognize and read quickly. Write the word *my* on the board and read the word aloud. Have students read the word with you.
- Spell the word *my* aloud and have students trace the letters in the air.
- Hold an object from the front of the class, such as an eraser, and say: *This is my eraser*. Touch your shirt and say: *This is my shirt*. Explain that the word *my* shows that an item belongs to the person speaking.
- **Check for understanding:** Read page 8 aloud to students. Have students clap their hands when they hear the word *my*. Reread the first sentence slowly, and have students identify what objects the word *my* refers to (tooth and closet door).
- **Independent practice:** Have students find objects that belong to them in their desks. Ask students to create oral sentences with a partner, using the word *my* and an object they choose.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the story to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the characters with someone at home.

### Extend the Reading

#### Realistic Fiction Writing and Art Connection

Have students discuss with a partner some other ways a person could lose their baby teeth, different from those described in the story. Have each student draw a picture showing one way to lose a tooth. Write the following sentence starter on the board: *Maybe I'll lose my tooth \_\_\_\_\_*. Have students write and complete the sentence on the bottom of the page.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

#### Science Connection

Read a book about teeth to the class that teaches students what teeth are made of, why we need calcium, and why we need to take care of them. Invite a dentist to the classroom to give a presentation on teeth, the more interactive the better. Ask the presenter to focus some time on why baby teeth need to fall out. Have students create small boxes out of poster board that can be tooth holders for their baby teeth. Before they fold the paper into cube form, have students draw pictures on each side that shows something they have learned about teeth.

**Skill Review** [Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text during discussion
- accurately identify and describe the characters in a story during discussion and on a worksheet
- consistently discriminate variant vowel /oo/ sound during discussion
- accurately identify and write the letter symbols that represent the /oo/ sound during discussion and on a worksheet
- correctly use nouns during discussion and on a worksheet
- properly use the high-frequency word *my* during discussion

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)