



About the Book

Text Type: Fiction/Humorous Page Count: 18 Word Count: 276

Book Summary

Harry the Hippo lives in the jungle and has a horrible toothache. His animal friends try to help him and decide that they should pull out his tooth. One by one, they try unsuccessfully to extract Harry's tooth. Finally, the tooth is pulled out as part of the surprise ending.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Identify characters, setting, and plot
- Segment syllables
- Identify vowel digraph oa
- Recognize and use capitalization
- Recognize compound words

Materials

Green text indicates resources available on the website

- Book—*Hippo's Toothache* (copy for each student)
- Chart paper and markers
- Chalkboard or dry erase board
- Word journal (optional)
- Story elements, vowel digraph oa, capitalization worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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.

- High-frequency words: *he, his, she, they, we*
- Content words:

Story critical: **horrible** (adj.), **loudly** (adv.), **moaned** (v.), **pulled** (v.), **terrible** (adj.), **vine** (n.)

Enrichment: *groaned* (v.), *later* (adv.)

Before Reading

Build Background

- Discuss going to a dentist. Ask students why people go to the dentist and what the dentist does. Ask them what might happen if they don't go to the dentist. Ask if they have ever had a toothache and tell how it felt.

Book Walk

- Show students the front cover of the book and read the title. Ask students to predict what they might read about in a book called *Hippo's Toothache*. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people make decisions, solve problems, and learn new information. Emphasize that making predictions is more important than whether the prediction is right, or confirmed.
- Model making a prediction.
Think-aloud: I know that good readers always look at the cover of a book to get an idea of what the book is about. Looking at the picture on the front cover, I see a very unhappy hippopotamus. I know from the title that he has a toothache. His mouth is wide open so I think it is very painful and he is making a lot of noise. He must be moaning with pain. On the title page, I see a gorilla trying to pull out the tooth so I am guessing that the book is about pulling out Harry Hippo's bad tooth. Making predictions gets me thinking about the story and gives me a purpose for reading it because I want to find out if my predictions are correct.
- After looking at the cover and title page, ask students if they can predict what will happen in the story. Write their predictions on chart paper. Explain that you will compare these predictions with what really happens as they read the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the book preview as an opportunity to introduce unfamiliar vocabulary and to model language patterns. Write the following content words on the board and read them aloud with students: *horrible, terrible, moaned, loudly*.
- Using content vocabulary, discuss what it feels like to have a toothache (*horrible, terrible*) and how people around them would know they had a terrible toothache (*moan loudly*).
- Have students act out having a horrible toothache making appropriate moaning noises. Ask them to suggest solutions to the problem of having a toothache (*going to the dentist, having the tooth pulled*).
- As vocabulary words are mentioned, have students point to the corresponding word on the board.
- Encourage students to add new vocabulary words to their word journals.

Set the Purpose

- Have students read the book to find out what happens to the hippo and his toothache. Remind them to stop after every couple of pages to review in their mind what has happened so far and to make predictions as they continue reading the story.

During Reading


Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place their finger on the number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model revising a prediction.
Think-aloud: Before reading, I predicted that the hippo would go to the dentist. While reading, I learned that the hippo's friends want to help him. As I was reading and came to page 8, Polly the parrot asked, "What shall we do?" I stopped, and I thought about what they should do. I will revise my prediction. I think Hippo's friends will take him to the dentist.

Lesson Plan *(continued)*

Hippo's Toothache

- Invite students to make, revise, and/or confirm a prediction based on what they've read. Invite them to share the outcomes of their prediction before reading.
- Have students read the remainder of the story to see what will happen to Harry Hippo and his tooth.

 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

- Ask students how the story ended and whether their prediction was correct. Discuss how predicting can help the reader get meaning from the book and how it gives readers a reason to read (to find out whether the predictions are correct).
- **Think-aloud:** *I predicted that Hippo's friends would take him to the dentist. This prediction was not correct. Instead, Hippo's friends pulled out his tooth. Stopping to think about what might happen next in the story and reading on to check my prediction helped me better enjoy the story. It helped me get more involved with what I was reading.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Story elements: Identify characters, setting, and plot**

- **Discussion:** Discuss how a very small animal, such as a mouse, might help a very big animal, such as an elephant or a hippo. Ask students: *Was there a hero in the story? Who solved Harry's problem? Was it the mouse or the elephant?*
- **Introduce and model:** Tell students that all stories have certain things in common: *characters* (who or what the story is about), *setting* (where the story happens), *plot* (the events that happen in the story), and a *problem* that the characters need to solve (the problem is usually solved near the end of the story). Explain to them that *Hippo's Toothache* has all of these elements.
- **Model identifying story elements.**
Think-aloud: *I know that the most important character in this story is Harry Hippo. If it weren't for Harry and his tooth, there would be no story. There are lots of other animals in the story who try to help Harry. The story has animals that live in a jungle, so this tells me that the setting of the story is a jungle.*
- **Check for understanding:** Have students name other characters in the story. Allow them to revisit the book to find the names. Discuss the plot and problem of the story. Say: *The first thing that happens in the story is Harry wakes up with a toothache. This is also the problem of the story. Next, all the animals wake up.* Have students identify the sequence of events, or plot, through the end of the story.
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. If time allows, discuss their answers.

 **Extend the discussion:** Have students use the last page of their book to draw a picture of the character that they think is the hero of the story. Then have them write under the picture why they think this character is the hero.

Build Skills

Phonological Awareness: **Segment syllables**

- Review or explain that a *syllable* is a part of a word. Explain to students that you are going to count the syllables or parts in the word *hippo*. Demonstrate counting syllables with the word *hippo*, clapping at each syllable: *hip-po*. Explain that you clapped two times because there are two parts, or syllables, in this word.

Lesson Plan *(continued)*

Hippo's Toothache

- **Check for understanding:** Say the word *Harriet* and ask a volunteer to clap and count the syllables. Repeat with the following words: *vine*, *elephant*, *better*.

Phonics: **Vowel digraph oa**

- Write the word *moan* on the board and say it aloud with students.
- Explain to students that sometimes letters combine to stand for one sound. Reread the word *moan* as you run your finger under the letters in the word. Ask students to identify the two letters that together represent the long vowel /o/ sound in the word *moan*.
- Write the *oa* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- **Check for understanding:** Write the following words on the board, leaving out the *oa* letter combination: *goat*, *road*, *coat*. Have students complete each word by adding the *oa* digraph and write each word on a separate piece of paper. Then have students read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph oa worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Capitalization**

- Have students turn to page 12. Ask them what they notice about the animals' names in the story. Ask students what they notice about the word at the beginning of each sentence in the story.
- Discuss the use of capital letters at the beginning of names and at the beginning of sentences. Explain that a *capital letter* tells readers that a new sentence is beginning or they are reading a special name. For example, say: *The hippo in the story is called Harry. His name makes him different from other hippos and other animals in the story that have names.*
- **Check for understanding:** Have students write two or three sentences about themselves. Remind them to use capital letters for names and at the beginning of each sentence. Have students highlight the places where they used capital letters.
- **Independent practice:** Introduce, explain, and have students complete the [capitalization worksheet](#). If time allows, discuss their answers.

Word Work: **Compound words**

- Review or explain that *compound words* are two words put together to make a new word. Direct students to the title page of *Hippo's Toothache*. Tell them *toothache* is a compound word and write the word *toothache* on the board. Underline the two words that make up the compound word: *tooth* and *ache*.
- Have students look on page 5 to find another compound word (*everyone*). Discuss the two words that make up the compound word *everyone*.
- **Check for understanding:** Have students think of other compound words. Write the words they mention on the board and have students come up and underline the two words that make up each of the compound words.

Build Fluency

Independent Reading

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

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Reread *Hippo's Toothache*. Ask students where the story took place (jungle). Discuss what they know about jungles. On the board or chart paper, write *What We Know About Jungles*. Prompt students with questions that will encourage them to share information. Ask: *What animals live in the jungle? What food grows in the jungle? What do animals do in the jungle?* As students share, write their information under the heading on the board. Give sentence strips to students. Using the information they learned from the chart, have students write a sentence about a jungle. When they have finished, put all the sentences together on the board and read them aloud with students.

Social Studies and Health Connection

Select fiction and nonfiction books from the library about going to the dentist. Review books with students. Invite a dentist or dental hygienist to come and talk to the class about the importance of keeping teeth healthy and how to do so (brushing, flossing, and eating the right foods). Display a chart with the headings *Good Foods* and *Bad Foods*. Ask students to think about the kinds of foods that are bad for teeth and the kinds that are good. Write their responses under the appropriate heading.

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 pause as they read to make story predictions based on available text information; revise these predictions as they obtain new information
- understand and accurately identify story elements during discussion and on a worksheet
- correctly segment syllables
- identify and write the letter symbols that stand for the vowel digraph *oa* during discussion and on a worksheet
- consistently recognize capital letters in names and at the beginning of sentences during discussion and on a worksheet
- correctly identify compound words during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**