

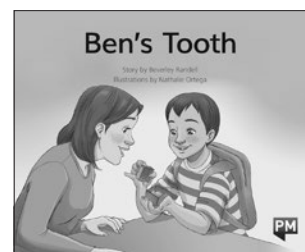
# Ben's Tooth

PM Level 13

Green

**Text Type** Narrative

**Running Words** 197



## Preparing for Guided Reading

### Orientation to the Text

- Read together the story *Tooth Fairy Magic* by Joanne Barkan (1995).

### Prior Knowledge

- This is the sixth book about Ben. It is a straightforward story, understood and enjoyed by six and seven year olds because they know exactly what Ben is going through – his experience is their experience.
- Encourage students to discuss occasions when they have lost a tooth. Talk about when it happened and what they were doing when the tooth fell out.

### Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *after, at school, into my bedroom, At bedtime, In the morning.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*called, may, put, show, there, was, won't*

#### Content Words

*fairy, money, showed, story, stories, tooth*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter–sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

## Focusing on the Book – Guided Reading

- Study the cover illustration and the title. Observant students will notice the tooth in Ben's apple and the gap in his teeth.
- Read p. 3. Let students discuss their feelings and they will relate to Ben's excitement.
- On pp. 7–11, Mum shares Ben's obvious delight and plays along with the tooth fairy idea, in spite of Ben's doubts.
- Read pp. 9–16. The story is carefully open-ended allowing for the two possible interpretations. Those students 'in the know' should be encouraged not to shatter their peers' ideas: Note on p. 9 *The tooth fairy may come ...* and on p. 13 *Will she? Or won't she?*
- Observe similarities in the internal parts of words – *or, morning, story, stories; too, tooth; sleep, Green, see.*
- Revise the use of question marks.

## Comprehension

- What happened to Ben's tooth at school? (*Literal*)
- Why did Mrs Green put Ben's tooth in a little box? (*Inferential*)
- Why did Mum say the tooth fairy may come after Ben went to sleep? (*Inferential*)

## Follow-up Activities

- Ask students to pretend to be Ben and write a letter to his father (who is away at sea) telling him about the exciting events of the past day – losing his first tooth.
- Invite a dental therapist to visit the classroom and speak to students about why first teeth come out. Before the dental therapist visits, prepare a list of questions students would like answered. Write these questions on separate cards so that students can practise speaking clearly.
- Make a timeline of events that happened in Ben's day.
- Ask six students to separately write a brief summary of a different 'Ben' story and illustrate it. Paste each page to the sides of a brightly painted box to create a six-sided 'Ben' story box.
- Find pictures of animals' teeth. Make lists of these animals with photographs or illustrations of the different kinds of teeth. *A rabbit has very big, sharp teeth in the front for cutting grass. A shark has huge numbers of razor sharp teeth for grabbing fish.*

# Ben's Tooth

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## Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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## Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up