



Level 4 Book g

Lucy's Loose Tooth



Written by Su Ling Ng
Illustrated by Marjory Gardner

Level	4
Word Count	88
Text Type	Narrative
High Frequency	out
Word/s Introduced	



We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



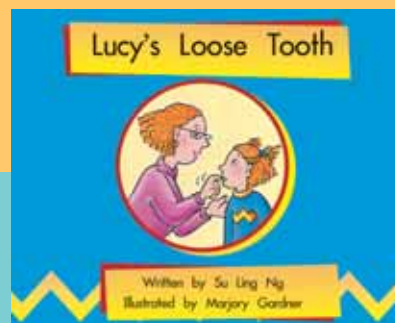
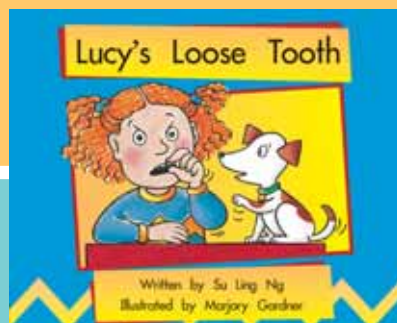
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children when they had a loose tooth. How did they first know it was loose? What did they do? How long did it take to come out? What happened to it after it was out? Tell them that this is a story about Lucy's loose tooth. Ask them to read the title on the cover and the title page.



Discuss the book with the children. What did they like about the story? Did they predict that Dad would pull the tooth out? Who did Lucy talk to before she talked to Dad?



Ask the children to comment on their reading. Did it make sense and look right? What did they do if they got stuck? Praise any appropriate behaviour you noticed as they were reading.

AFTER READING

Ask the children to predict who Lucy is talking to. What is she saying? What is her mum saying to her?

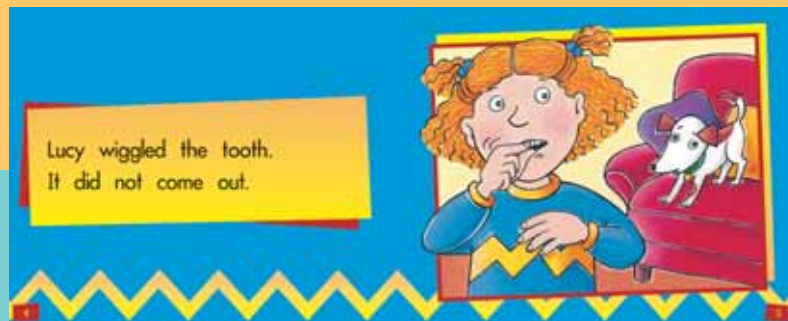
After the children have said that Lucy's mum is telling her to wiggle the tooth, ask them to say what *wiggle* will start with. Have them find the word *wiggle* on the page.



Ask the children to analyse this picture. Did the illustration help them know that this was Lucy's mother?

Ask the children to locate *out* on this page.

Ask the children to look at the picture and say what Lucy is doing. Is this what her mum told her to do? Is this what they do?



Write *wiggle* and *wiggled* on the board. Point out the different endings. Ask the children to read the two words. Write *wiggles* on the board. Point out what is the same and the ending, and then ask the children to read the word. Write *wiggling* on the board. Point out what is the same and the ending, then ask the children if they can read this new word.

Discuss this picture with the children. Who do they think Lucy is talking to now? What will this person say to Lucy?



Ask the children to discuss why they think Mum and Gran didn't pull Lucy's tooth out. Why did they tell Lucy to wiggle it?

Ask the children to locate *out* on this page.

Ask the children to look closely at this picture. How is Lucy wiggling her tooth now? Have the children ever wiggled a loose tooth like that?



Ask the children to look back through the pictures and then say whether this story is taking place on the same day or not. How do they know?

Ask the children to locate *out* on this page.

BEFORE READING 10/11

Discuss this picture with the children. Who is this? What will Lucy say to him?

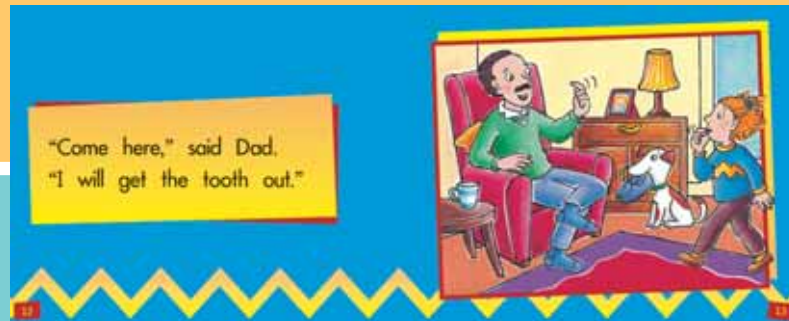


Ask the children to analyse this picture. What do they think Dad does for a job? Does the picture give them good clues?

Write *loose* and *Lucy* on the board. Ask the children what is the same about the two words. Have them suggest other things that start with *l* that Lucy could own, for example, Lucy's locket.

BEFORE READING 12/13

Ask the children what they think Dad is saying to Lucy. Is he telling her to wiggle the tooth or is he saying something else?



Ask the children to discuss this situation more fully. Why do they think Dad was the one who decided to pull the tooth out? Why didn't he tell Lucy to wiggle it like Mum and Gran did?

Ask the children to locate *out* on this page.

AFTER READING

The Park Train

At the Zoo

Molly Monsters Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

Ask the children what Dad is doing now. Is he going to pull the tooth out? What do the children think the next page of the book will say?



Ask the children to draw on their own experiences to discuss how Lucy would be feeling as Dad pulls at her tooth. How did they feel? How is Lucy feeling?

Have the children say if their predictions were correct. Did they say that the tooth would come out?

Ask the children to return to the beginning of the book and read it independently. Remind them that their reading needs to make sense and look right. Ask them what they will do if they get stuck.



Ask the children to discuss who the characters were in the book. What was the problem that Lucy had? How did she try to solve her problem? How did the story end?

Have the children discuss what they think will happen next. Why do they think the author ended the story here?

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Name _____

1. Write the correct endings on the words.

Lucy wiggl _ _ and wiggl _ _ her tooth.

Lucy is wiggl _ _ _ her tooth.

Dad wiggle _ Lucy's tooth.

2. Read and draw.

Lucy is wiggling her tooth.



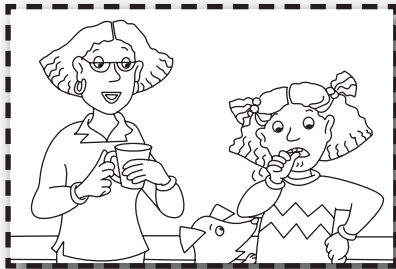
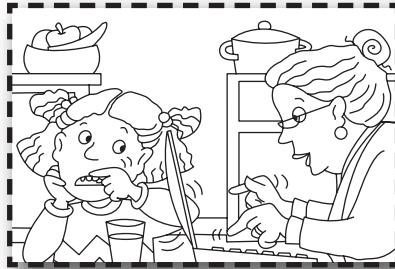
4 g Lucy's Loose Tooth

Name _____

Cut out the pictures. Cut out the sentences.

Match the pictures to the sentences.

Put the sentences and the pictures in the right order.



“My tooth is loose,” Lucy said to Dad.

Dad wiggled Lucy's tooth.

“My tooth is loose,” Lucy said to Gran.

The tooth came out.

“My tooth is loose,” Lucy said to Mum.