



Teeth

Kath Beattie

Focus phonics

-er as in hunters, dinner, clever, killer, bigger, never, river, hunter, winter, proper, Goosander

ee as in teeth, green, greens, deep, sleeps, sleeping, keep, needs, seeds, sheep, free, cheeks, three, see, keeps, cheek, keeping

Tricky words

all, are, as, be, by, come, do, full, go, has, have, he, her, here, his, into, is, like, little, loves, no, of, old, one, out, pushes, she, so, some, the, there, they, to, we, when, you, your

Book summary

There are three main sorts of teeth - flat, sharp and pointed. This text looks at all sorts of different animals, what sort of teeth they have and what they use them for.

Learning intention

Phonics: Focus on words with the schwa sound (er making the sound /u/) on the inside front cover plus the /ee/ sound. Emphasise any with adjacent consonants (e.g. hunters, clever, winter, proper, green, sleeps, sheep, etc). Add an extra focus on words with the adjacent consonants shr (shreds, shrub, shrimp).

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover. Read the title together. Ask: Why would teeth be a good topic to write a book about? Why are teeth important? What do you know about teeth? Discuss the photo. Ask: What animal is this? How do you think it is feeling? What makes you say that? What do you notice about these teeth? (sharp and pointy) Compare this with the title page photo. Ask: What animal is this? How do you think it is feeling? What is different about these teeth? (not pointy, but still sharp) Ask: How do our teeth show how we are feeling? (we smile or laugh when we are happy, and often our teeth are visible) Ask: Who is the author? Have you read any other books by Kath Beattie? What were they called? Read and discuss the back cover blurb together. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /er/ (schwa) and /ee/. Explain that er makes a light /u/ sound (schwa). Flip through the text to find and read words with these same focus phonemes. Pay extra attention to those with adjacent consonants like green, sleep.

Vocabulary check:

pointed p 6 very sharp or jagged. Demonstrate with your hands/fingers to show something pointed. (It can also mean pointing to something.)

gulps p 14 swallow without chewing. A croc gulps its food. Act out taking a gulp of air.

Morphology: dragonfish - a fish with a special set of sharp teeth and a light that attracts other fish for it to eat. Other words that start with the prefix *dragon* are dragonfly and dragonhead. Dragon means a huge serpent often breathing fire or associated with water. Origin of dragon is Middle English, from Anglo-French *dracun*, from Latin *dracon-*, *draco* serpent, dragon, from Greek *drakōn* serpent.

Etymology: Gooseander – a duck having a dark head and white body in a male, and a grey body and a brown head in a female; it has very sharp saw-like teeth in its bill to grip fish. Word origin: 17C: probably from goose + Old Norse *önd andar* duck.

Tricky word practice: Display the words *they* and *there*. Ask students to identify the tricky parts. (ey which says /ay/; ere which says /air/) Practise writing and reading *they* and *there*.

During reading

Read the story: This book may not fit into a single reading session, so the end of p 13 is a good point to break. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: Why are there words in bold type on p 2. (these are important words for the text) What are the three main sorts of teeth? (flat, pointed and sharp) On p 3, what is another name for pointed teeth? (fangs) Where else have you already seen fangs? (on the cover) Check pp 6-7 for more pictures of fangs. Do you think the lion on p 6 is the same lion as on the cover? Why or why not? What do fangs do to food? (rip it apart)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each (1 or 2 pages), summarise the main ideas of the section and share with the group.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially when applied to the focus phonemes in this text - schwa sound (er) from the inside front cover plus the /ee/ sound.

Locate and read words starting with shr: shreds p 11, shrubs p 12, shrimp p 19. Discuss the meaning of these words in the text. (shreds - small strips or pieces; shrubs - small bushes or trees; shrimp - a small fish)

Comprehension support: Pause occasionally to talk about the text and encourage students to look for the main ideas. On p 5, look at the word in bold print. Read it together. (snaps) Why is this word important to the text? What is the main idea here? (the dragonfish snaps its teeth on its dinner) What kind of teeth does the dragonfish have? (sharp, hooked) What is special about a dragonfish? (it has a light that changes colour to help it catch dinner)

After reading

Apply learning: Discuss the text. Ask: What have you learned about teeth? What are the main types of teeth and what do they do? (sharp to cut, flat to mash, and pointed to rip and shred)

Comprehension: Look at p 6. A big cat is a hunter. How many fangs does it have? (4) Name a big cat. (lion, tiger, leopard, etc) Say the word *hunter*. Notice the schwa /u/ sound for the er. Ask students to locate and say another word with the same sound on the end.

Look at pp 14-15. What is special about a croc's teeth? (they close like a zip and they never run out - a new one appears as soon as one drops out) Look at the silhouette of the croc. Can you draw a croc with its teeth zipped up?

Look at p 24. What is a clever about the tooth duck? (it looks as though it has lots of teeth but it has no real teeth, it grips fish tight in its bill)

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently with expression to their partner, then swap over. Choral-read part of the text together to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 20)

Honk!

This one has 32 teeth and 4 big 'tusks'. Tusks look like fangs, but they are not for ripping food. Her tusks are for fighting for her little ones. The flat teeth at the back of her cheeks are for crushing her greens. Her teeth keep getting bigger and bigger. She keeps them sharp and short by chomping on things.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Words with -er spelling pattern; reading /u/ phoneme for -er spelling pattern.

Worksheet 2: Comprehension

Fill in a chart comparing animals' teeth.

Write a paragraph about a hunter.

Worksheet 3: Science

Write about which animals have which types of teeth.

Worksheet 4: Wellbeing

Looking after teeth and healthy options - true/false questions.

Name some healthy alternatives to sugary snacks.