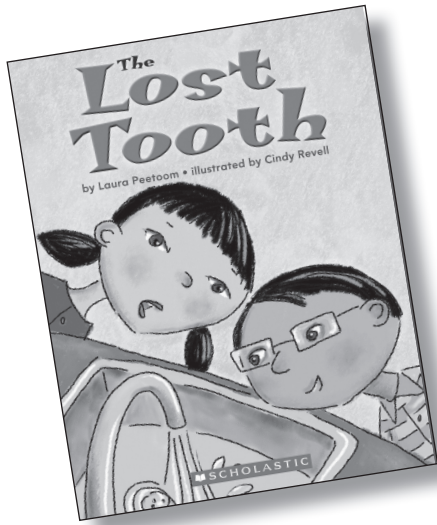


The Lost Tooth



Written by Laura Peetoom

Illustrated by Cindy Revell

Text Type: Fiction: Narrative — Mystery Story

Guided Reading Level: E

Summary: It's a mystery! Ada is missing the tooth that fell out at school. Her friend helps her think through where it might be. After recalling her morning activities, she figures out where the tooth is, and solves the mystery.

Word Count: 126

High-Frequency Words: *hard, today, think, know*

Text Features

- ▶ dialogue

Visual Literacy

- ▶ illustrations
- ▶ thought bubbles

Text Supports

- ▶ simple illustrations that support the text
- ▶ consistent placement of text
- ▶ simple question–answer dialogue format

Possible Text Challenges

- ▶ no repetition of text
- ▶ dialogue conventions
- ▶ punctuation: quotation marks, question marks, exclamation marks

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections

Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ using illustrations to help with recognition of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to personal experience
- ▶ infer how the tooth was lost and how Ada solves the mystery
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in pairs and groups
- ▶ dramatizing the story

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students if they have ever lost a tooth. Have them briefly share their experiences with a partner. Ask students to think about what they did with the tooth and share this with the class.

Tell your partner about when your tooth came out and where you were when it happened. Listen carefully when your partner shares with you.

**Making connections/
visual literacy**

- ▶ Show students the front cover of the book and read the title. Ask what they think is happening. Discuss why the children might be looking in the sink.

When I look at the girl's face, I can imagine what she might be thinking. What do you think she may be thinking? Why do you think so?

Visual literacy

- ▶ Turn to the back cover and read the text aloud. Invite students to discuss what the illustration might be telling the reader about what Ada is thinking.

What might Ada's expression be telling us now? What do you think the image in the thought bubble represents?

Teaching Tip:

It may be necessary to explain that the picture shows an energy-saving light bulb, which is used to tell the reader that Ada has an idea. Students may have seen similar illustrations with a different type of light bulb in other texts.

Discussing Supports and Challenges

Text features

- ▶ Hand out a copy of the book to each student. Invite them to read the title, author, and illustrator with you. Explain that this story is a simple mystery. It is about something that is lost. The characters use clues to help them solve the mystery. Briefly discuss the title page showing a tooth in a thought bubble, and invite students to turn to pages 2–3. Draw their attention to the text.

In this book the words are written to tell you the exact words the characters, Ada and Sunil, are saying.

Print concepts

- ▶ Invite students to read the text on page 4 aloud with you. As you read, model the appropriate expression for the dialogue. If necessary, ask students to read it once more along with you, using expression. You may want to point out the quotation marks, but further discussion of quotation marks can be pursued in later readings.

The first sentence is a question, so what kind of tone should we use? That's right, we should use a questioning tone when we read this sentence.

Making connections

- ▶ Have students join you in a picture-walk through a few pages of the book, such as on pages 6–7. Discuss what is happening as shown in the illustrations, as well as what the characters might be saying. Support students as needed by embedding vocabulary directly from the text in your conversation.

It looks like Ada is telling Sunil what she did with her tooth so he can help her find it. So she might be saying, "I washed it."

Inferring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

I want you to read the book to find out how Ada might have lost her tooth and where she finds it.

Teaching Tip:

You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring
Language predictability
Synthesizing
Inferring

- ▶ Ask students to read the book independently, thinking about where the lost tooth could be found.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread that sentence and think what would make sense and sound right.
 - Look at the illustration to help you figure out that word.
 - What was Ada doing with her tooth at the sink?
 - What made Ada think her tooth might be in the box of beads?
- ▶ If students finish reading early, ask them to write down or draw a picture of where Ada found her lost tooth.
- ▶ Note successful reading strategies and any remaining reading challenges.

ELL Note:

In groups, have students choral read the book. First, students can read the whole book aloud together with the teacher. Then small groups of students can be assigned to the roles of Ada and Sunil in further choral readings.



AFTER READING

Inferring

- ▶ Revisit the purpose for reading.
I want you to read the book to find out how Ada might have lost her tooth and where she found it.

Ada found her tooth in the box of beads she used for her picture in art. I can see the tooth in the bead box. Why didn't Ada notice it after she finished her picture?

Inferring

- ▶ As needed for clarification, discuss the activities Ada did throughout the day and the picture on page 16 showing the tooth in the bead box. (Possible discussion points: The tooth looks similar in colour and shape to the beads. Ada may have hurried to finish and clean up after art class.)

Inferring/evaluating

- ▶ Extend understanding by offering prompts to continue the discussion:
 - Was Sunil helpful in solving the mystery of the missing tooth? How?
 - What could Ada have done so she wouldn't lose her tooth?
 - What can she do with it now so she doesn't lose it again?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

When Satinder came to the word “opened” on page 16, she looked at the illustration. She also saw the little word “open.” When she tried the word in the sentence, she knew it had to be “opened” to make the sentence sound right.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

Write a Mystery

- ▶ Ask students to help you create a mini-mystery. Invite them to give you suggestions about who the characters are, where the story takes place, and what is missing or lost. Jot down their suggestions on chart paper or a whiteboard. Invite students to read over the suggestions and help you choose the best ideas for the mystery. Write the mystery as a group.

ELL Note:

Students can write their own pattern books about a lost item using the sentence frame “It’s not in.../It’s not on...”

Dramatizing

- ▶ Pairs of students can act out the story of *The Lost Tooth*. Students can present their play to a small group or to the class.

Cultural Connection

- ▶ Read aloud other texts about a child losing his/her tooth. *Throw Your Tooth On the Roof: Tooth Traditions from Around the World* by Selby B. Beeler is a picture book about the ways different cultures around the world recognize a child’s lost tooth. Students could share special traditions from their own families or cultures about losing a tooth.

Word Building

- ▶ Invite students to search the text for words that end in “-ed” to show that something happened earlier. Record the words on small cards (*asked, washed, showed, stopped, opened*). Make a second set of cards that show the root word for each of the words (*ask, wash, show, stop, open*). Students can match the pairs in games of Concentration or Snap.

Teaching Tip:

These games may need to be played with the teacher before students play them independently. Some students may discover that there is one exception to the rule, doubling the final letter before adding “-ed” for the word “stopped.”