

## Stewart, B. (2024). *Everything you ever wanted to know about the Tooth Fairy (and some things you didn't)*

This book focuses on the reading pillars of oral language, vocabulary and comprehension. Well suited to serial reading.

Target: K/P-1

English textual concept: *authority*

### Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday	<ul style="list-style-type: none"><li>- Orientation to text/ activating background knowledge</li><li>- Read aloud: modelled reading focusing on prosody</li><li>- English concept: authority</li></ul>	<ul style="list-style-type: none"><li>- Talk about your own experiences losing teeth. This could be done in a yarnning circle where you pass around a talking stick to ensure everyone gets a turn. Ask students why they think we lose teeth. Model how to use GenAI on class IWB. - Class devise a key question/ series of questions and then use <i>Copilot</i> or <i>Google</i> to find out why together e.g. <i>‘Why do children lose teeth?’</i> Discuss. Use visuals/videos to consolidate learning: <a href="#">Why do we lose baby teeth- Science for kids</a> and <a href="#">Songs to celebrate losing baby teeth</a>. Do a picture walk through the book, noticing the key questions/headings on each page. Discuss what the illustrations tell us about the story, focusing on meaning/comprehension. Encourage students to comment throughout. On completion, decide which chapter the class wishes to begin and start a serial reading of the text with prosody. Each page begins with a focus question. This made me think about presenting this text to the class as a serial reading. There are 18 ‘chapters’. The text is a mix of fascinating facts and fantasy - which begs the question to ponder with your class... <i>what is true and what is not, and how do we know?</i> You could compare this text with a <a href="#">Kid Science video</a> about why we lose teeth. <i>Which text is true? How do you know? What gives a text authority?</i> Teacher reads a selected section/s of text using pointer/ actions. Quick discussion of section, then re-read for fluency.</li><li>- Discuss with peer what the section of text is about. On the page titled, <i>What’s a tooth fairy</i> - children draw (their perception of) one and label their pictures using vocabulary from the text. Display them in the classroom and use the drawings as an authoritative source for modelled, guided and independent writing activities.</li></ul>

<p>Tuesday AC9EFLY05</p> <p>AC9EFLY05</p> <p>AC9EFLE04</p>	<p>-Comprehension</p> <p>-Creating soundscapes</p> <p>-Creative response to text</p> <p>-Onomatopoeia</p>	<p>- Read 2-3 more chapters daily. Then talk about what each section is about and revise the previous day's content before moving further into the text. In this way you are focusing on meaning- making (comprehension); theoretically building from the known to the unknown, the way our brain processes new information, linking neurones and growing dendrites.</p> <p>- Follow-up activities for each page could be suggested by the children. For example, creating soundscapes with Orff instruments (whatever is available) add creative interest to the read-aloud and encourage students to follow along.</p> <p>-Each page invites a different creative response! Make a class collage (labelled) of children's toothy (or toothless) grins just like on the endpapers of the text! <i>What sounds do we make when we eat? How could we re-create these sounds to accompany the read-aloud?</i> Add sound words to the text.</p>
<p>Wednesday AC9EFLA08</p> <p>AC9EFLY13</p>	<p>Vocabulary</p> <p>Spelling-etymology</p>	<p>Read 2-3 more chapters daily. Then talk about what each section is about and revise the previous day's content before moving further into the text. Focus on activities that focus on the comprehension pillar of effective reading instruction. E.g. on the page, 'Where do tooth fairies live?', the word 'hypnagogia' is introduced, meaning the state between wakefulness and sleep. Unpacking this term, we find the Greek word <i>hypnos</i> meaning 'sleep', and <i>agogos</i> meaning 'leading to'. <i>The state leading into sleep</i>. Interesting vocabulary, with which the children may be unfamiliar, includes <i>dust bunnies</i>, <i>substance</i>, <i>ingredient</i>, <i>embiggening</i> (is it a real word? It really is - meaning to make bigger - first used on the television program, "The Simpsons" in 1996, then added to US dictionary. Look for context cues).</p>
<p>Thursday AC9EFLA05</p>	<p>Sentence structure: Complex sentences</p>	<p>Provide opportunities for students to re-read text in pairs/small groups - building reading fluency. On the page, 'How do they take your teeth?', you could look at the sentence structure of the first sentence together. It contains a dependent/ subordinate clause in the first position e.g. <i>After completing training in advanced sneaking...</i> The teacher could model writing sentences with dependent clauses in the first position, then students could write their own complex sentences.</p>
<p>Friday AC9EFLY04</p> <p>AC9MUFE01</p> <p>AC9EFLY02</p> <p>AC9EFLA02</p>	<p>Fluency</p> <p>Visual grammar</p> <p>Oral language</p> <p>Reflection on text</p>	<p>- Students re-read text to a peer, providing feedback. Think-pair-share. Visual grammar activities are well suited to this text e.g. follow a story path in the section, <i>How tooth fairies take your teeth</i>, Children draw a story path to retell another favourite section of text. Discuss what is a magic portal and what it does. Create a fairy village or house like in the text. Students may choose to do this as a group project with peers. Consider what materials you will use to create your village or home (e.g. Lego). Share your models with each other, focusing on oral language development.</p> <p>- Reflect on the text. <i>Identify likes, dislikes and interesting parts which you enjoyed</i>. Students complete a KWL thinking chart with a peer.</p>

