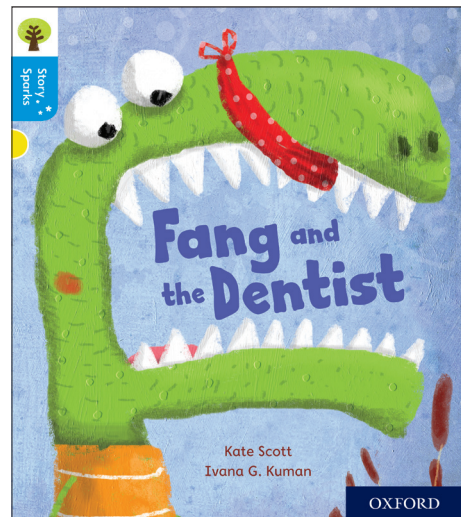


Fang and the Dentist

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Synopsis

Fang has a toothache but he doesn't want to go to the dentist. His friends try to help him but they can't make it better and Fang still refuses to go. Eventually, Fang's friend Otter picks him up and carries him to the dentist. Once the dentist has helped Fang and removed a piece of stuck food, he feels a lot better. When Otter hurts his leg, Fang is quick to tell him he should go to the doctor!

Group/Guided reading

Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Look at the front cover and support the children to read the title. Ask: *Have you ever been to the dentist?* Ask the children to share their experiences of going to the dentist and discuss why people go to the dentist.
- (Predicting) Ask: *Why do you think Fang has a bandage around his mouth?*
- (Predicting) Read the back cover blurb together. Ask: *How do you think Frog, Duck and Otter will help Fang?*

Strategy check: word reading

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance:

- As they read, encourage the children to sound out and blend new words, e.g. 'm-oo-n-s'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending. There are also some high-frequency tricky words (also known as common exception words) in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:
my me you be all we she
- There are a number of story words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and story-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the book independently:
ouch dentist help doctor

Reading the story

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read. Once a child has decoded a difficult sentence, encourage them to read it again to check their understanding.
- On p3, point to the punctuation and encourage the children to read Fang's speech bubble with appropriate intonation and expression. Ask: *How do you think Fang is feeling?*
- (Predicting) After reading p5, ask: *What do you think Frog is trying to do here? Do you think it will work?*
- (Questioning) Pause after reading p11 and ask the children to think of a question they have about the story so far. You may need to model this for them by thinking aloud, e.g. say: *I wonder why Fang doesn't want to go to the dentist.*
- (Predicting) After reading p13, ask: *Where do you think Otter is taking Fang? Why do you think this?*
- On p15, support the children to sound out the word 's-igh-s'. Ask: *Why does Fang sigh? What does it tell you about how he feels?*
- After reading p16, ask: *Can you see any clues on this page that show us how Fang will avoid toothache in the future?* If necessary, help the children to spot the toothbrush and toothpaste in the first illustration.

Returning to the story

- (Clarifying) Look back at p3 and point out that 'moans' is in a different style to the rest of the text. Ask the children to look back through the book and find any other words in this style. Support the children to understand that these words describe the noises that Fang makes.
- (Clarifying) Reread p12 and point to the word 'help'. Ask: *What does it mean to help someone?* Encourage the children to think of times that they have helped someone.
- (Summarizing) Ask: *How did Frog, Duck and Otter try to help Fang? Do you think these were good ideas?* Encourage the children to look back through the book to help them if necessary.
- (Clarifying) Ask: *Why do you think Fang told Otter he needed a doctor? What does this tell you about what Fang has learned?*
- (Summarizing) Ask: *How did Fang's feelings change during the story? Can you turn to a page where Fang felt scared? Can you find a page where he felt happy?*

Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example t-oo-th, r-igh-t, w-ai-l-s.
- This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support them when reading the text.

Speaking and listening

- Remind the children that Fang didn't want to go to the dentist.
- Ask the children to imagine they have a friend who has toothache but doesn't want to go to the dentist. Ask the children to work in pairs and to role-play a scenario where one of them tries to persuade the other to go to the dentist. Encourage the children to consider what they might say to their friend to persuade them, and how their friend might respond.

- Give the children an opportunity to switch roles.
- Ask some pairs to share their role play with the rest of the group.

Writing activity

- Ask the children to write another page for the book, about Otter going to the doctor.
- Encourage the children to work in pairs to imagine what might happen. Ask: *Will Otter want to go to the doctor? How will Fang persuade him?*
- Encourage the children to write what Fang and Otter say to each other, using speech bubbles.
- Support the children to apply their phonic knowledge to their spelling and encourage the children to reread what they have written to check it makes sense.

Cross-curricular suggestion

Physical development

- Discuss with the children the importance of brushing your teeth twice a day.
- Ask the children to share experiences of visiting the dentist and to say why it's important to go to the dentist regularly.
- Talk about more ways to look after your teeth and ask the children to create a poster displaying their tips for healthy teeth.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (Standard I, 17)
- With support, can find information to help answer simple, literal questions. (R) (Standard I, 18)
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) (Standard I, 19)
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) (Standard I, 21)

Letters and Sounds: Phase 3

- *Story Sparks* Level 3 books are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction. These books tell a story using natural language, with a high proportion of phonically decodable words and a selection of high-frequency tricky words. Each book also has a limited number of non-decodable but achievable story words to enrich the language and expand children's vocabularies.

ENGLAND The Early Years Foundation Stage Framework: Reception

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can create a persuasive argument for going to the dentist during the role play activity.
ELG 01 Listening and attention	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2)	Check the children listen carefully, participate in discussions and ask questions about the story.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can answer questions about how Fang feels and why he tells Otter to go to the doctor.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children can use their knowledge of digraphs such as 'ai', 'oa' and 'igh' to read words.
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG 10.2)	Check the children use their phonic knowledge when they write their speech bubbles. Check the children reread what they have written to check it makes sense.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can ask questions about the story and discuss their own experiences of going to the dentist.
	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children can create a persuasive argument for going to the dentist during the role play activity.
Reading	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children can answer questions about how Fang feels and why he tells Otter to go to the doctor.
	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children can use their knowledge of digraphs such as 'ai', 'oa' and 'igh' to read words.
Writing	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b / LIT 0-31a)	Check the children imagine what Otter and Fang might say to each other and write speech bubbles for their new page.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	talk about things from their experience and share information (YR_OracSpea.3)	Check the children can discuss their own experiences of going to the dentist and use their knowledge to create a persuasive argument during the role play activity.
	ask questions about something that has been said (YR_OracList.9)	Check the children can ask questions about the story.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children can answer questions about how Fang feels and why he tells Otter to go to the doctor.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children can use their knowledge of digraphs such as 'ai', 'oa' and 'igh' to read words.
Writing	produce pieces of emergent writing (YR_WritMean.2)	Check the children imagine what Otter and Fang might say to each other and write speech bubbles for their new page.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	speak audibly to be heard and understood (LI_com_talk.5)	Check the children speak clearly during discussions and the role play activity.
	talk about their experiences (LI_com_talk.4)	Check the children can discuss their own experiences of going to the dentist and use their knowledge to create a persuasive argument during the role play activity.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (LI_com_read.2i)	Check the children can use their knowledge of digraphs such as 'ai', 'oa' and 'igh' to read words.
	talk about what they read and answer questions (LI_com_read.5)	Check the children can answer questions about how Fang feels and why he tells Otter to go to the doctor.
Writing	write words using sound-symbol correspondence (LI_com_writ.4i)	Check the children use their phonic knowledge when they write their speech bubbles. Check the children reread what they have written to check it makes sense.