

Looking for Fang

Written by Jenny Feely

Illustrated by Bettina Guthridge

Level 5

This book recounts the efforts of a young boy to find his rabbit. The text is cumulative, and is supported by colour illustrations. Text is placed consistently on the page, and the amount of text on each page increases throughout the book.

Getting ready for reading

Play 'Have you seen it'. Select an object from the classroom. Tell children that you will call the mystery object a 'dreedle'. Say: *I'm looking for a dreedle. Have you seen it?* Explain that children should say: *No what does it look like?* in response. Give clues until children are able to identify the object.

Talking through the book

You might say: *This is a book about something that is lost. Jo has lost Fang and is looking for him. What do you think Fang could be? He sees his next door neighbour and gets her to help him look.* Turn through the book leaving out the last page. Say: *By the end of the book we know that Fang has great big ears, sharp claws, big white teeth, black hair and a short tail.* Ask children to predict what Fang might be.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

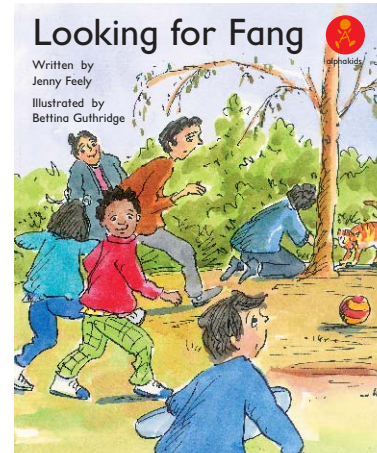
BEING A MEANING MAKER

Discuss:

What does Fang look like?

Why is Jo looking for Fang?

Are the other people helpful to Jo?



Check this

Teachers can observe children's emergent reading behaviours for evidence of the use of checking behaviour. After an error occurs, prompts to promote this can be: *Check it. Does it sound right? Look right?*
It could be — but look at the first letter.

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *said, I'm for, he, has, have, you, him, and, a, here, is, big*
- Word families: *look – book, took, shook, cook, hook; big – dig, fig, pig, wig*

Sounds and letters

- Hearing sounds: /h/ – *here, has, have, help, hair, he, him*

Writing conventions

- Punctuation: upper case letters, full stops, speech marks, question marks, commas, apostrophes
- Grammar: building words – *look, looking*; question starters – *What's ... , Have ...*; contractions – *we're, I'm, I'll*

BEING A TEXT USER

Discuss:

Is this a book to read for information or entertainment?

BEING A TEXT CRITIC

Discuss:

Why did the author describe Fang instead of telling us he was a rabbit?

Literacy learning centres – follow-up activities

WRITING CENTRE

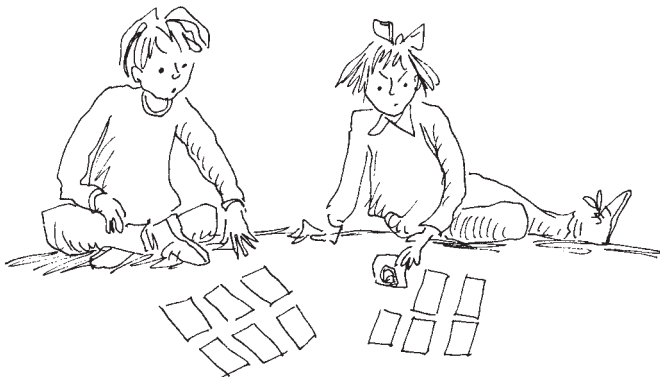
Children write descriptions of a lost pet: *I'm looking for ... He/she has ...*

Provide word lists of colours, features and animal names.

WORD CENTRE

Children play Concentration or Snap with contractions. Make two sets of cards for them to match. 

I'm	we're	you're
I am	we are	you are
I'll	can't	don't
I will	cannot	do not



ABC ALPHABET CENTRE

Children browse through alphabet books and charts to compile their own list of /h/ words.