

Teaching Activities to go with

The Tooth Collector Fairies: Batina's Best First Day

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Unit Written by Deborah K. Frontiera utilizing to Common Core Language Arts Objectives

Special note:

The numbers assigned in Common Core are not listed on these activities because there are some states that do not use Common Core, but curriculum in those states teach the same concepts. The people in various states, and the nation as a whole, who put these things together simply use their thesauruses to make others think their curriculum is different/better/whatever, but it's all the same thing. In addition, many objective lists put the same objective multiple times at multiple grade levels, with such broad generality, that almost anything will meet the objective. As a teacher in Houston Independent School District from 1985 until 2008, I watched (and at one point in my career helped develop curriculum for HISD) the semantics change several times but nothing was ever really different—we just all had to memorize a new set on numbers. SO, I've listed the CONCEPTS covered in each activity and teachers will see how the activities fit their district/state/Common Core curriculum numbered objectives. For every concept stated, three or four more could be because all such curriculum objectives have redundancies.

The activities include a wide range of ease and difficulty to meet the needs of multiple grade levels.

Knowledge Level “quiz” for chapters 1-4 (make copies of Activity Sheet #1) This quiz incorporates the following Language Arts Concepts: main idea, details, answer questions, read and understand emergent text, understand the relationship between text and illustration. (Answers: 1-b, 2-c, 3-d, 4-c, 5-b)

Knowledge Level “quiz” for chapters 5-8 (make copies of Activity Sheet #2) This quiz incorporates the following Language Arts Concepts: state the main idea and details; answer questions, read and understand emergent text, recognize the type of literature. (Answers: 1-T, 2-T, 3-F, 4-F, 5-T, 6-T, 7-F, 8-F, 9-F)

Vocabulary Development activities: These activities develop the following concepts: acquire new vocabulary; understand shades of meaning; use the context to understand new words; compare and contrast meaning

1. The author uses many verbs with shades of meaning. (example, the difference between “giggle” and “laugh”) Write the following list of verbs used in the story (on the pages indicated) on your white board, chart paper, or whatever is available.

fluttered (pg. 1)
quivered (pg. 6)
glistened (pg. 12)
wobbled (pg. 21)
billowed (pg. 33)

giggled (pg. 2)
hurried (pg. 8)
fluttered (pg. 20)
sputtered (pg. 23)
erupted (pg. 35)

shimmied (pg. 2)
squealed (pg. 12)
whirling (pg. 20)
shouted (pg. 31)

After discussing the meaning of each verb, and other words with similar meanings (students can use a dictionary or thesaurus) have one student choose a verb and pantomime it. Other students must guess which verb is being acted out. Whoever guesses correctly is the next one to choose the next verb.

OPTION: The words can be written on slips of paper and drawn out. Students can do this activity in either whole group or small groups.

2. Make copies of the vocabulary matching activities (Activity Sheets #3 and #4) for students.

Activity Sheet #3 has students match words from chapters 1-4 and their meanings.

Activity Sheet #4 uses a fill-in-the-blank context for words in Chapters 5-8. (Answers: teachers/parents should be able to figure these out.)

Comprehension/Discussion Questions—higher level thinking

These discussion questions may be used in whole group or small group or students may write out the answers in paragraphs.

For discussion, Language Arts concepts utilized include: answer questions with reference to the text for the answer (support points); explain how events in a plot build on one another; use illustrations as well as text to answer; utilize details; retell parts of the story; make inferences based on text; speak and converse in grade-level appropriate English grammar; participate in conversation; recognize rules for discussion (taking turns, etc.) express opinion with support; identify character motivation

If answers are written out, these additional concepts are used: utilize complete sentences; begin to use compound and complex sentences; use grade-level appropriate English grammar, spelling, capital letters, punctuation; use words and phrases for effect; have guidance from a teacher for revising and editing; compose informative/expository text; express opinion with support; compose narrative text

Answers will vary but should be supported with details and events in the story.

1. Review the events of the story in proper sequence.

2. Each of the main characters—Batina, Lulu, Lainey, and Jolene—have some type of “flaw”. How do these “flaws” become advantages for each of them over the course of the story?
3. Why do you think the author created place names like “Milk Fountain” and “Brushalot”?
4. Discuss some of the things Batina does that show she has perseverance.
5. What do you think the fairies do with teeth that are NOT well brushed?
6. In the illustration on page 26, why do you think Jolene is hiding in the background?
7. Have you ever had to forgive someone for hurting your feelings? Was it easy or difficult?

Creative Writing/Small Group Acting:

If written, these suggestions can be individual or small group. If acted, they must, of course, be small group.

Concepts incorporated: ALL of those already listed above for speaking and writing, AND write narrative with descriptive detail and sequence of events; incorporate setting and characters; use dialogue and sensory details and character motivation; incorporate temporal transition words (first, next, after that, etc.); have a conclusion; revise, edit and publish with guidance; build on voice inflection for characters when reading aloud

1. Create a scene involving a “rejected” tooth. Be sure to include what the fairy and/or child might think and feel.
2. Create the scene where Jolene puts the toothpick in the conveyor belt. Be sure to include what she is thinking and feeling.

Interdisciplinary Projects: These can be individual or small group and involve the following concepts: interpret information, charts and graphs; use evidence to support a point; integrate information from two texts on the same topic; compare/contrast themes in different cultures; report on a topic, text or story using supportive details and facts; complete a short research topic or project; AND utilize whatever math, science and social studies objectives which may overlap Language Arts

1. Poll friends and classmates about how many teeth they have lost and what age they were when they lost them. Make a graph that showing the age in years: 4, 5, 6, 7, 8, 9, 10 (this will vary depending on the age of the students) and what kinds of teeth they were: Incisors—four front top and bottom; canine—to the left and right of incisors on top and bottom; molars—teeth in the back with crowns. Then do some research to find out the average age for losing various kinds of teeth. Did the results on your graph come fairly close to the scientific averages? Present your results to the whole group.
2. Research to find out how many and which countries have Tooth Fairy Traditions or what children in other countries or cultures do with their lost “baby” teeth.
3. Experiment: What Really Happens to a Poorly-brushed Tooth?

Note: A teacher or adult will need to start this. Ask a friend or two whose children are about to lose teeth if you can have the teeth. (The writer of this unit used to tell her kindergarten students that she “ran into” one of the Tooth Fairies at the grocery store and asked her for a couple of teeth. Over a twenty-three-year teaching career, she used almost all of her four daughters’ teeth.) How the adult beginning this experiment explains the teeth may vary with the age of the students involved.

Ask the students to hypothesize what will happen to teeth that are not well-brushed. Record their answers.

Put one tooth in a clear glass container filled with clean water. This represents teeth that are well-brushed. Put a second tooth in a clear glass container filled with regular—NOT diet—Coke, Pepsi, or Dr. Pepper. Use “dark” colored sugared drinks so the results will be more dramatic. This represents teeth that are not well-brushed. Observe the teeth for one week. Describe what you see.

Note: the tooth in the dark, sugary liquid will be GROSS—brown, pitted and partially decomposed from the acid and sugar in the drinks. You may even get some mold on the top of the liquid. (Throw away the cruddy tooth and save the “good” one for next time.) The author of this unit made a BIG impression on children and their choices every year she did this experiment during National Dental Health Week.

Name _____ Date _____ (Activity Sheet #1)

1. Batina's wings are shaped
 - a. Like a bee
 - b. Like a butterfly
 - c. Like a bird
 - d. Like a bat
2. The tooth collector fairies must have fairy dust because:
 - a. They must sprinkle dust on the teeth to be able to carry them.
 - b. They will not be able to find lost teeth without fairy dust.
 - c. They must have fairy dust to be able to fly.
 - d. There is a contest to see how much fairy dust they can collect.
3. Which of the following is NOT a reason Jolene teases the other fairies?
 - a. She thinks Batina and her friends are misfits.
 - b. She says Batina's wings are too big.
 - c. She is angry because she did not get to be a tooth collector.
 - d. She already won the "Best First Day Award".
4. What is Mr. Gizmo's job?
 - a. He gives the tooth collectors their assignments.
 - b. He grinds teeth into fairy dust.
 - c. He inspects the teeth to make sure they are well brushed.
 - d. He gives out awards.
5. The picture on page 16 shows that _____ found the toothpick in the conveyor belt.
 - a. Batina
 - b. Lulu
 - c. Mr. Gizmo
 - d. Lainey

Name _____ Date _____ (Activity Sheet #2)

Write T for True or F for False on the blank in front of each statement.

_____ 1. The Manufacturing Department makes fairy dust.

_____ 2. Dominic is in charge of making fairy dust.

_____ 3. The dust making machine is the size of an 18-wheeler.

_____ 4. Lulu checked to see if the machine was plugged in.

_____ 5. Batina knew that Jolene had sabotaged the conveyor belt.

_____ 6. Jolene was jealous of the other fairies.

_____ 7. It was Batina's idea to use a toothpick from Jolene's hair as an extension.

_____ 8. Crown Mistress Molar gave the Best First Day Award to all of the fairies.

_____ 9. This story is realistic fiction.

Name _____ Date _____ (Activity Sheet #3)

Draw a line from the word on the left to its meaning on the right.

Spectacular to do something that causes damage to someone or something

Calculate wind or air currents that make flying bumpy or dangerous

Ceremony something that is really amazing

Tradition someone who looks at something very closely

Jealous to use math and reasoning to solve a problem or make a guess

Mission a special assignment or quest

Inspector a special event where an award is given

Turbulence something people do or say in the same way from one generation to the next

Sabotage a strong feeling of wanting something someone else has

Name _____ Date _____ (Activity Sheet #4)

Use the words below to fill in the blanks in the sentences:

transformed concentrate sheepishly remarkable

anticipation obstacle mishap podium

1. The principal stepped up to the _____ to make an announcement.
2. Please, be quiet so I can _____.
3. She cleared the _____ by jumping over it.
4. The rock was _____ into a statue.
5. He jumped around in _____ of a surprise.
6. All the sights and sounds were truly _____.
7. The dog hid _____ in a corner after chewing on the man's shoe.
8. Falling off his bike was quite a _____.