

# Spider®

## THEME

In this issue of *Spider*, students will read about a well-known character, the Tooth Fairy. Use this Teacher Guide to explore a variety of genres centered around that well-known character.

## CONVERSATION QUESTION

Who is the Tooth Fairy?

## TEACHING OBJECTIVES

- Students will read an expository nonfiction article.
- Students will write informative/explanatory texts to convey information clearly.
- Students will explain cultural influences on the way people live.
- Students will read and analyze a first-person narrative.
- Students will identify a point of view.
- Students will describe how a speaker's or narrator's point of view influences how events are described.
- Students will read and analyze an interview.
- Students will write narratives to develop real or imagined experiences or events.
- Students will conduct an interview.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **All Kids Lose Teeth!**  
Expository Nonfiction
- **Dear Tooth Fairy**  
First-Person Narrative
- **Setting the Stage for the Tooth Fairy**  
Interview

# Spider® Teacher Guide: March 2024

## All Kids Lose Teeth!

pp. 10-11, Expository Nonfiction

This unique story tells about how different cultures in countries all over the world celebrate losing a tooth. It will help students understand expository nonfiction writing.



## RESOURCES

Newspaper Article

## OBJECTIVES

- Students will read an expository nonfiction article.
- Students will write informative/explanatory texts to convey information clearly.
- Students will explain cultural influences on the way people live.

## KEY VOCABULARY

- **Vietnam (p. 10)** country in Asia
- **Replaced (p.10)** to be used instead of something else
- **Reward (p.10)** money or another kind of payment that is given or received
- **Toss(es) (p.11)** to throw something with a quick, light motion

## ENGAGE

**Conversation Question:** Who is the Tooth Fairy?

Prompt the students by asking if they have ever lost a tooth. Discuss what they do with their tooth after the tooth falls out. Explain to the students that different countries have different customs when it comes to children losing their teeth. Tell them that they will read a nonfiction article about children in different countries and what happens when they lose a tooth.

## INTRODUCE VOCABULARY

Read and discuss the vocabulary words. Then, have students complete the sentences and write their own sentences using the vocabulary words.

1. My mom \_\_\_\_\_ the picture on the wall after I hit it with a ball.
2. A friend from school travels to \_\_\_\_\_ each summer to visit his family.
3. Our class had a party as a \_\_\_\_\_ for selling the most chocolate bars!
4. \_\_\_\_\_ the bag in the hole to win the prize.

## READ & DISCUSS

Tell students to read the story and answer the questions below. When finished, discuss the answers as a class. What do children do in Vietnam when they lose a tooth?

1. What drinks a glass of water that contains a child's tooth?
2. In France, what is left under the pillow by the little mouse that visits after a child has lost a tooth?
3. Why do children in Mongolia bury their teeth?
4. What happens in Mexico when a child loses a tooth?

## SKILL FOCUS: Informative/Expository Text

**INSTRUCT:** Explain that expository nonfiction informs the reader about a certain topic. It tells the reader what something is, who someone is, what something means, how something works, and why something is important. Tell students they will write an informative/explanatory text about the different customs and countries they just read about. Distribute the *Newspaper Article* worksheet. Explain to students they will use it to "report" on what children around the world do when they lose a tooth.

**ASSESS:** Have students complete the *Newspaper Article* worksheet. Circulate around the classroom and assist, if needed.

## EXTEND

**Social Studies:** Extend the newspaper writing activity by having the students research other countries and what their customs are when a child loses a tooth. Distribute additional copies of the *Newspaper Article*, if necessary. Display the students' writings on a "News Wall."

# NEWS TODAY

Latest news and bulletin updates

By:

Issue  
#1

## **Loose tooth, loose tooth! Read all about it!**

The latest updates on the missing teeth scandal! Read about what has happened to teeth lost from children around the world.

Country: United States

What happens to the tooth?

The tooth fairy takes it from under the pillow

Country:

What happens to the tooth?

Country:

What happens to the tooth?

Country:

What happens to the tooth?

Country:

What happens to the tooth?

Country:

What happens to the tooth?

Country:

What happens to the tooth?

Country:

What happens to the tooth?

# Spider® Teacher Guide: March 2024

## Dear Tooth Fairy

pp. 12–16, First-Person Narrative

Use this story about the tooth fairy to see what Dylan does. This article will help guide students analyze a character's point of view, thoughts, and feelings.



## RESOURCES

Point of View

## OBJECTIVES

- Students will read and analyze a first-person narrative.
- Students will identify a point of view.
- Students will describe how a speaker's or narrator's point of view influences how events are described.

## KEY VOCABULARY

- **cavities** (p. 15) holes formed in a tooth by decay
- **measly** (p. 15) very small or too small in size or amount
- **wiggling** (p. 16) moving up and down or from side to side with short quick motions

## ENGAGE

**Conversation Question:** Who is the Tooth Fairy?

Ask students if they have ever left a note for the Tooth Fairy. Did they ask for something specific? Ask students if they have ever tried to convince their parents or guardians to do something. Have students discuss what they would try to convince the Tooth Fairy to leave them if they could write a letter to the Tooth Fairy. Tell students they will read a story about a boy writing to the Tooth Fairy.

## INTRODUCE VOCABULARY

Display the sentences below and have students use the vocabulary words to complete them. Use the story for help.

1. My brother left me a \_\_\_\_\_ crumb of the brownie. I was so mad!
2. The worm was \_\_\_\_\_ on the sidewalk after the rainstorm.
3. Oh no! The dentist found three \_\_\_\_\_ during my checkup.

## READ & DISCUSS

After students read the story, use these questions to prompt a class discussion:

1. What did Dylan want to do with his tooth before he lost it?
2. What did Dylan want to buy with his money?
3. What does the African tooth fairy trade for a tooth?
4. What did Dylan say the tooth fairy could do with the chicken to get it to his room?
5. What happens in Spain when a child loses a tooth?
6. Dylan suggests accepting a "giant three-foot-long chocolate bar." Does the tooth fairy agree with this idea? Explain.
7. What does Dylan end up with, finally, from the Tooth Fairy?

## SKILL FOCUS: Analyze Point of View

**INSTRUCT:** Explain to students that stories are sometimes told from a first-person point of view, by a character in the story. Explain first-person points of view, if necessary. Tell students that first-person narration won't always say exactly what is being thought or what is motivating the narrator to feel a certain way. Read aloud the first paragraph on page 13. Have students ask a partner what Dylan is feeling or what his motivations might be. Distribute the *Point of View* worksheet. Have students work in pairs or small groups to complete the worksheet.

**ASSESS:** Collect and assess the worksheets.

## EXTEND

**Writing:** Have students write a letter to the Tooth Fairy, in first-person point of view. Have them try to convince the Tooth Fairy to bring them something. Ask students to volunteer to read their letter.

**Point of View:** Read excerpts from the story. Underline details that help you understand how Dylan thinks or feels. Write these thoughts and feelings next to the details. Discuss with your partner. Repeat these steps with the additional story excerpt.

## Story Excerpt 1

“You probably know that I’m about to lose my first tooth. It’s a good tooth with no cavities. I’m sure it is worth a lot. I read in a book that goblins don’t have any teeth of their own, so you could probably sell my tooth to a goblin for \$10,000,000. Lucky for you, I’m asking for much less. Surely such a fine tooth is worth a football. Do we have a deal?”

## Story Excerpt 2

“Nice try, but since you’re so tiny, you could ride on the chicken’s back up the stairs to my room. And don’t worry about my parents, either—it’s MY tooth! Such a fine tooth is surely worth a chicken. I won’t accept anything less. Do we have a deal?”



# Spider® Teacher Guide: March 2024

# Setting the Stage for the Tooth Fairy

**pp. 18–21, Interview**

This interview shows students how an interview is conducted and what it takes to set the stage.



## RESOURCES

- Vocabulary Word Map
- My Buddy Interview

## OBJECTIVES

- Students will read and analyze an interview.
- Students will write narratives to develop real or imagined experiences or events.
- Students will conduct an interview.

## KEY VOCABULARY

- **designer (p. 18)** a person who plans how something new will look and be made
- **3D software (p. 18)** a type of computer program that can help you make something in a way that causes the image to be three-dimensional.
- **miniature (p. 19)** very small form of something
- **choreographer (p. 19)** someone who decides how a dancer or group of dancers will move during a performance
- **foamcore (p. 19)** a foam board that is lightweight and easily cut

## ENGAGE

**Conversation Question:** Who is the Tooth Fairy?

Ask students if they have watched an interview before. What is an interview? Point out that an interview is usually between two people. One person asks the other person questions. Ask students to think about what questions they would ask someone if they were to interview another person. Have them share their thoughts. Tell students they will read an interview of a set designer. The designer created a set used in a play about the Tooth Fairy.

## INTRODUCE VOCABULARY

Write the vocabulary words on the board. Distribute the *Vocabulary Word Map* worksheet to students. You will need to distribute two copies or when you copy, copy front to back for the students. If you cannot provide copies, you can display the worksheet on a document camera or write on the board. Have students complete the worksheet or copy the work in their notebooks or journals.

## READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. What does the set designer do first when designing a set?
2. Why do set designers make models?
3. What is the play about?
4. How did they make the Tooth Fairy look tiny?
5. Why did the set have to be simple?

## SKILL FOCUS: Analyze an Interview

**INSTRUCT:** Explain that an interview is a conversation between two or more people. One person asks the other person(s) questions to learn about that person or to learn about something. Guide students to notice that in the interview they read, one person was asked questions. The words they read were written, but they were spoken, originally. Distribute the *My Buddy Interview* worksheet.

**ASSESS:** Have students work in pairs to interview each other using the *My Buddy Interview* worksheet. Once the students are finished answering the questions, instruct them to write a final draft as a narrative like “Setting the Stage for the Tooth Fairy.”

## EXTEND

**Social Emotional Learning:** Have students come up with questions to ask a parent or guardian. Ask them about their childhood, what they wanted to be when they grew up, and their favorite memories. Have the students create an Interview Booklet with real-life pictures. Display these for others to read.

Dictionary Definition:

### Vocabulary Word Map

Vocabulary word

Illustration or example

Dictionary definition:

Your own sentence:

Vocabulary word

Illustration or example

Dictionary definition:

Your own sentence:

**My Buddy Interview:** Work with a partner and interview each other. Answer the following questions about your partner. When finished, write your interview as a narrative like in “Setting the Stage for the Tooth Fairy.”

My Buddy’s Name \_\_\_\_\_

My Buddy is \_\_\_\_\_ years old.

My Buddy’s favorite thing to do is: \_\_\_\_\_.

My Buddy has \_\_\_\_\_ sibling(s).

My Buddy has \_\_\_\_\_ pet(s).

My Buddy’s favorite food is: \_\_\_\_\_

My Buddy’s favorite thing to do for fun is:

\_\_\_\_\_

My Buddy’s favorite movie is: \_\_\_\_\_

My Buddy’s favorite place to go is: \_\_\_\_\_

My Buddy wants to be a \_\_\_\_\_ when he/she is an adult.

Interesting information about my Buddy:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_