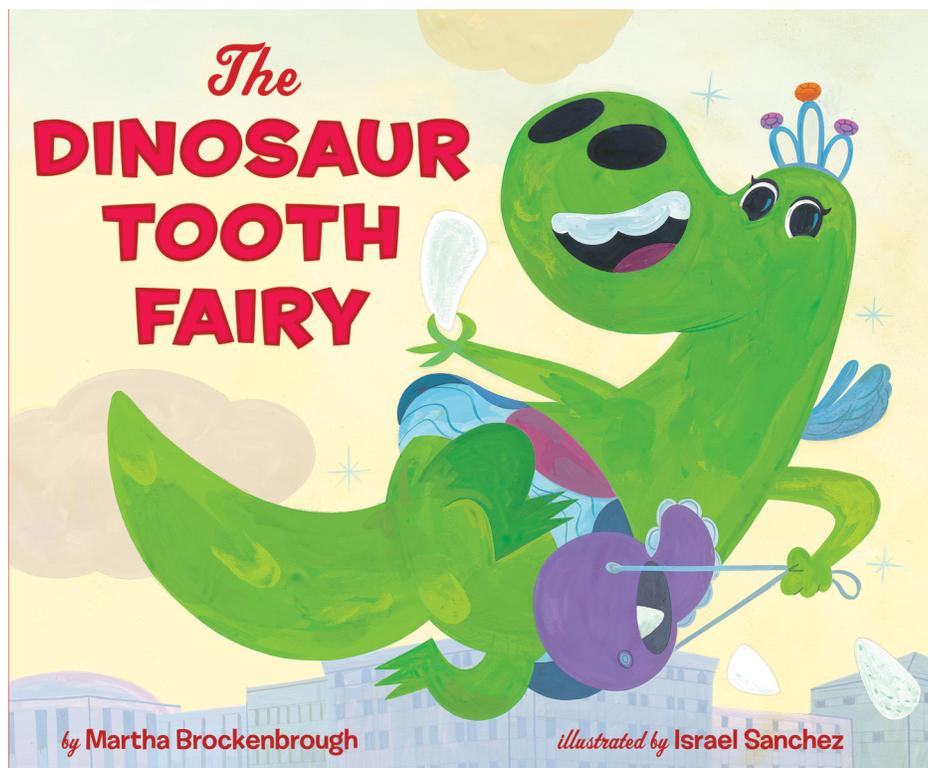


# The Dinosaur Tooth Fairy

A teacher's guide created by Marcie Colleen  
based on the picture book  
written by Martha Brockenbrough and illustrated by Israel Sanchez



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## How to Use This Guide

This classroom guide for *The Dinosaur Tooth Fairy* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *The Dinosaur Tooth Fairy* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

For more free downloads and information on events, visit [www.dinosaurtoothfairy.com](http://www.dinosaurtoothfairy.com).

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# English Language Arts

## **Reading Comprehension**

Before reading *The Dinosaur Tooth Fairy*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe what you see. Who do you think the character is? What is the character doing?
- Stand up and pretend to be the dinosaur in the illustration. Pay close attention to the facial expression and body shape of the character. How do you think this character feels? How does this pose make you feel?
- Do you see any other images on the front cover? Describe what you see. What might these other details tell you about the story?

The Title Pages~

- Describe what you see. Pay close attention to details.
- What can you say about the setting of *The Dinosaur Tooth Fairy* based on the title page illustrations?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- How does the Dinosaur Tooth Fairy spend her days in the museum?
- Describe the happier days of the Dinosaur Tooth Fairy. What is different now?
- Why does the Dinosaur Tooth Fairy want a new tooth? Where does she find the new tooth?
- Who follows the Dinosaur Tooth Fairy?
- Where does the Dinosaur Tooth Fairy look for the tooth?
- Why do you think the Dinosaur Tooth Fairy is worried that the sun is rising?
- How does the Dinosaur Tooth Fairy finally find the tooth? But who gets it first?
- What do the Dinosaur Tooth Fairy and the Tooth Fairy exchange? Why do you think the fang is the Tooth Fairy's tooth of her dreams?
- Everyone seems to win at the end. Describe how the little girl, the Dinosaur Tooth Fairy, and the Tooth Fairy all have happy endings.

Let's talk about the people who made *The Dinosaur Tooth Fairy*:

- Who is the author? Who is the illustrator?

- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Israel Sanchez includes the Tooth Fairy in the beginning few illustrations, spying on the Dinosaur Tooth Fairy. Can you find the Tooth Fairy? Look closely.
- Why do you think the Tooth Fairy is spying on the Dinosaur Tooth Fairy?
- In a picture book, the text often says one thing, while the illustrations show something else. Refer to the illustrations to figure out what the text is describing as:
  - A giant, roaring monster that swallows the little girl
  - Swoopy lashes
  - The one-eyed doorknobosaurus
  - A beast who has splendid fangs and a great deal of drool
  - Some teeth are attached, and some are not
  - The shirt cave
  - The small, furry mammal

### **Writing Activities**

#### **Who is the Dinosaur Tooth Fairy? ~ Character Study**

What a character does can tell us a lot about who they are.

Read *The Dinosaur Tooth Fairy* paying close attention to the character of the Dinosaur Tooth Fairy. Scene by scene, record your thoughts, as in the chart below.

<b>What the Dinosaur Tooth Fairy does</b>	<b>How would you describe the Dinosaur Tooth Fairy?</b>
<i>Example: polishes her collection of fangs.</i>	<i>Proud of her teeth from the past, lots of memories of the dinosaurs from long ago, remembers each story of each tooth</i>

After gathering information regarding the Dinosaur Tooth Fairy’s character, write a new scene for *The Dinosaur Tooth Fairy*. What would the Dinosaur Tooth Fairy do and what would she say in one of the following situations?

- She shows the Tooth Fairy her collection of fangs.
- One night she goes with the Tooth Fairy while she collects teeth from under pillows.
- The sun comes up while the Dinosaur Tooth Fairy is still at the little girl’s house.
- The Dinosaur Tooth Fairy discovers a dentist’s office.

**What Happened? ~ *The Dinosaur Tooth Fairy’s Plot***

*The Dinosaur Tooth Fairy* has a simple plotline with one central conflict or problem—the Dinosaur Tooth Fairy is lonely and longs for a new tooth to make her feel better. Help students define the plot arc within *The Dinosaur Tooth Fairy*.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
Enter problem:	First  Then  Next  After that  Finally	They lived happily ever after.

**BONUS:** Using the basic plot structure above, create an original story about a tooth fairy. Students can work individually or as a class.

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

### **“That is ALL There is to Say” ~ Narrative and Dialogue**

*The Dinosaur Tooth Fairy* is a book told in traditional narrative without any dialogue. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative is an account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Dialogue is the written conversational exchange between two or more characters.

Advanced classes will be able to fully re-write *The Dinosaur Tooth Fairy* with added dialogue. However, if the class is less advanced, simply have them create captions and thought and/or speech bubbles for each spread.

*Additional Challenge:* Introduce the idea of 1<sup>st</sup> person point-of-view and re-write *The Dinosaur Tooth Fairy* from one character’s point-of-view. First person point-of-view narrative should include the word “I”.

### ***The Dinosaur Tooth Fairy: the sequel***

At the end of *The Dinosaur Tooth Fairy*, the two tooth fairies become friends. What do you think happens after the story? What are some of the things that the two tooth fairies do together? Is the Dinosaur Tooth Fairy lonely anymore? Why or why not? Be creative and create a sequel to *The Dinosaur Tooth Fairy*.

### **Once Upon Your Tooth tale**

- If they have already lost teeth, students can share their own tooth stories with the class. If a student has yet to lose a tooth, they should interview a student who has and report back to the class.
  - When did they lose their first tooth?
  - What did it feel like? How did it finally come out?
  - What did they do with the tooth?

- What was it like to not have all of their teeth? What could they eat? What couldn't they eat?
- Then, in a circle of sharing, each student will have a turn to say the following phrase: "Next time I lose a tooth, I..." and fill in the blank with something from the generated list or from their shared stories.
- The activity can be completed as a writing assignment and/or by drawing a picture.

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *The Dinosaur Tooth Fairy* to life in your classroom and also have fun with speaking and listening skills!

### **Choral Reading**

- Using the text of *The Dinosaur Tooth Fairy*, read the book aloud together. Emphasize memorization, as well as good vocal expression.
- Turn *The Dinosaur Tooth Fairy* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Some of the students can be the Dinosaur Tooth Fairy and some the students can be the little girl and/or tooth fairy. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

### **Drama**

- Brainstorm a list of things associated with teeth. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess what they are acting out.  
OR  
Without making noise, students act out their favorite scene from *The Dinosaur Tooth Fairy*. Ask the rest of the class to guess which scene they are acting out.
- Create a TV commercial to encourage people to read *The Dinosaur Tooth Fairy*.

## **Language Activities**

### **Prefix Rex and Suffix-saurus**

There are many different ways to create a dinosaur name. Sometimes the dinosaur is given a name that describes something unusual about its body, head, or feet. Some are named after the place they are found, others are named for their behavior or size, and some are named to honor a person.

Often, a name for a dinosaur is chosen by combining Greek and Latin prefixes, roots and suffixes. Research these prefixes, roots and suffixes.

See <http://www.enchantedlearning.com/subjects/dinosaurs/allabout/Nameroots.shtml> for a detailed chart of prefixes, roots and suffixes.

Using the dinosaurs mentioned in *The Dinosaur Tooth Fairy*, determine the meaning of their names. For example, Hadrosaur=large lizard. Spinosaurus=thorn or backbone lizard.

### **Create Your Own Dinosaur**

Use the research from the activity above, have students create their own dinosaur by combining prefixes, roots and the suffixes. Then draw a picture of their dinosaur based on its name and characteristics, and write a paragraph about the new dinosaur. Don't forget to write about its teeth!

Students can then make a poster of their dinosaur, with their descriptive paragraph at the bottom, to display around the classroom or in hallway.

## **Math**

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on The Dinosaur Tooth Fairy or any other book of study.*

- 1) The Dinosaur Tooth Fairy has 5 prized fangs from a spinosaurus. But oh no! 1 went missing! How many prized fangs from a spinosaurus does the Dinosaur Tooth Fairy now have?  
( $5 - 1 = ?$ )
- 2) The Dinosaur Tooth Fairy gives a loose tooth 4 tugs, but it doesn't come out. She then gives it 3 more tugs. How many tugs does the Dinosaur Tooth Fairy give the loose tooth? ( $4 + 3 = ?$ )

- 3) The Dinosaur Tooth Fairy has 6 bones in her bag. She gives 5 bones to the drooling dog. How many bones does she have left in her bag? ( $6 - 5 = ?$ )
- 4) The parrot squawks, "Tooth pirate!" 2 times. He then squawks, "Tooth pirate!" 1 more time. How many times does the parrot squawk "Tooth pirate!"? ( $2 + 1 = ?$ )
- 5) There are 9 shirt caves in the little girl's house. The Dinosaur Tooth Fairy searches through 7 shirt caves looking for the tooth. How many shirt caves does the Dinosaur Tooth Fairy have left to search? ( $9 - 7 = ?$ )

### **I Need That Tooth!**

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag or object to represent the tooth
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place "tooth" in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop. (ie.  $2 + 4 = 6$ , hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the "tooth," they have their treasure! If they overshoot or fall short they must start all over again.

5. Play continues until the “tooth” is reached by everyone.

*For an extra challenge, change the location of the “tooth” each turn.*

### **The Tooth Fairy’s Hunt**

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of different shaped teeth (leaf shaped, molars, fangs, tusks, etc). Number each different shape set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain shape of the teeth.
- Ask students to find tooth #1, tooth #2, etc. until they have a set of 5. If a student sees a number they already have collected or a shape that is not what they are collecting, he/she must leave it for another student to find.
- The first student to find their shaped teeth in 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

### **Cha-ching!: Teeth = Money**

Spend some time helping students identify money coins (penny, nickel, dime and quarter) and dollar bills. Some more advanced classes can even discuss the values of the money.

Begin a class discussion about the purpose of money (to buy food, toys, clothes, give to charity, etc). Play with the idea of what costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

#### Fairy Money

Have students create their own play money. Be sure to include the “value” of the money on the money itself.

Create cut outs of and assign prices to various kinds of teeth (both animal and human).

How much would a baby tooth cost? Or a large molar? Or a walrus tusk? Using their own “fairy money,” students need to determine which teeth (and/or combination of teeth) they can afford.

*Further Activity:* Provide incentives for students to “earn” fairy money by completing certain tasks throughout the school day. Students can then determine whether or not they want to save their fairy money for large prize offerings or spend it as quickly as they get it.

## Science

### **Dinosaur research project**

Take a trip to the school library. With the help of the librarian, students should research a dinosaur of their choice. They may choose a dinosaur mentioned in *The Dinosaur Tooth Fairy* if they wish.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- Physical traits (including teeth!)
- Food
- Habitat
- Babies
- Predators/Survival
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

How do the dinosaurs in *The Dinosaur Tooth Fairy* compare to the dinosaurs in the natural world? What are the similarities? What are the differences?

*Optional activity:* Students can rewrite *The Dinosaur Tooth Fairy* using facts from their research.

Or students can illustrate one of the “10 T-Riffic Dinosaur Tooth Facts” on the next page, to present to and display in the classroom.



## *Ten T-Riffic Dinosaur Tooth Facts!*

Dinosaurs grew new teeth to replace ones they lost or broke.

Teeth are harder than bones and more likely to become fossils.

Some dinosaurs had no teeth. Some, like T-Rex, had 50 or 60. Hadrosaurs had as many as 960 ... in their cheeks.

Also, hadrosaurus teeth could sharpen themselves.

Ankylosaurus teeth were shaped like hands with the fingers held together.

Stegosaurus teeth were shaped like leaves.

Heterodontosaurus had three kinds of teeth: sharp upper teeth for biting, cheek teeth for grinding, and two pairs of long canines.

Theropods such as T-Rex, Gigantosaurus and Spinosaurus had fangs they used to tear flesh and crush bones. The evidence for this has been found in fossilized poop!

Sauropod teeth were shaped like pegs or spoons. They used them to strip leaves but not for chewing.

A fossilized T-Rex tooth might weigh a whole pound. (But they were lighter in a T-Rex's mouth.)

*From your pal,  
The Dinosaur Tooth Fairy*

[dinosaurtoothfairy.com](http://dinosaurtoothfairy.com)

## Animal Teeth Library Scavenger Hunt

Visit the library for this scavenger hunt.

Provide each student, or small group of students a piece of paper each with a different animal written at the top.

beaver	great white shark	narwhal	elephant
rattlesnake	naked mole rat	vampire bat	giraffe
hippopotamus	bengal tiger	crocodile	camel
snail	sheephead fish	lion	dolphin

Once they have been assigned an animal, students will have twenty minutes to research in the library via the bookshelves and computers to find out every fact they can about the teeth of this animal (being sure to note the sources of each piece of information). After twenty minutes, the hunt ends, and it is time to share their research with the class.

### Ask Dr. Teeth

Invite a local dentist or dental hygienist to your class or ask them to visit via Skype to teach about teeth and caring for our teeth.

Have students draft questions that they have about their teeth and provide them to the dentist/dental hygienist ahead of time.

During the visit with the dentist, students should practice taking notes and creating follow up questions.

After the visit, students should draft up a written report and present what they learned.

*For something fun and extra watch this YouTube video on how to properly care for your teeth. <https://www.youtube.com/watch?v=hDZXSMU2IAk>*

### Make Your Own Toothpaste

There are so many different kinds of toothpaste. Some toothpastes are striped, some have interesting tastes, some contain fluoride, and some come in a pump, not a tube! In this activity, you'll make your own toothpaste, try it, and then work on improving the recipe.

Ingredients:

- Package of unflavored Tums antacid tablets

- Small box of baking soda
- Assorted liquid food flavors (for example, vanilla and orange)
- Plastic spoon
- Measuring spoons
- Two sandwich bags
- Clean dish towel
- Two clean, clear, plastic cups
- Rolling pin
- Access to water

To make:

Grind up some Tums to form a fine powder. Put two or three in the sandwich bag, and then seal it tightly. Break up the Tums by tapping on them through the bag.

When they're in pieces, put the towel over the bag and then move the rolling pin back and forth over it, crushing the Tums into a fine powder.

Keep adding, breaking, and crushing Tums like this until you've made about 1/2 teaspoon of powder.

Put the powder into a plastic cup, and add 1/4 teaspoon of baking soda.

Then mix in two or three drops of water to make a paste.

### **Be a Bedtime Scientist**

Scientists are always experimenting. They do not expect to get something perfect the first time.

Now that you have made your own toothpaste, write down your observations. What does it taste like? What does it smell like? What is its texture like?

Study the original recipe and your observations to get ideas for improving the recipe. Think about using different amounts of substances, adding a flavor, and changing the color.

Make a new batch, test it, and write down your observations.

In a short paragraph, compare the original with your own improved brand. How are they similar and different?

Keep up this process until you have a recipe you like.

# Social Studies

## **Toothy Teamwork**

The Dinosaur Tooth Fairy feels lonely but learns that if she only cooperates and shares with the other tooth fairy, instead of working against her, she doesn't feel so alone.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

### Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

If any child is not in a hoop when the music stops, they must sit out. On each rotation, remove a ring so that the kids have to share hula hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

### Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

### Mosasaur

The game of Mosasaur is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the floor.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them.

When the music is playing, the team leader must guide the others to "swim" in the middle of the square.

When it stops, he must get them outside the square to a marked "island" to escape the "mosasaur," a swimming dinosaur from the Cretaceous period.

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must get the team quickly back into the "water" when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

### Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

### **Museums**

Discuss museums with the class.

- What is a museum?
- Describe a museum in the illustrations of *The Dinosaur Tooth Fairy*. What kind of museum do you think it is? What is it a collection of? Do you think it is loud or quiet inside? How are things displayed (glass cases, on walls, etc.)?

- Have you ever been to a museum? If so, what kind of museum? Describe a museum you have been to.
- Visit a few of these wacky museums on the Internet:
  - The Trash Museum in Hartford, CT
  - The Giant Shoe Museum in Seattle, WA
  - The Lunch Box Museum in Columbus, GA
  - The Museum of Bad Art in Boston, MA
  - The International Banana Museum in North Shore, CA
  - The Burlingame Museum of Pez Memorabilia in Burlingame, CA
  - The Bigfoot Discovery Museum in Felton, CA
  - The Bunny Museum in Pasadena, CA
- If you could go to any kind of museum where would you like to go?

BONUS: A museum can be a collection of *anything!* As a class, design (with interesting displays and printed information) your own museum! Be as creative and wacky as you want! Invite other classes to visit your museum.

DOUBLE BONUS: Learn more about dinosaur museums at the following sites: <http://www.usatoday.com/story/travel/destinations/2013/08/11/10-best-places-to-see-dinosaurs/2637807/> and <http://travel.cnn.com/worlds-best-dino-museums-658206>

### **The Tooth Fairy's Friends Around the World**

Many different cultures have their own traditions in regard to the Tooth Fairy.

With a world globe or map nearby, explore the following customs as a class.

- In many European countries, Elves or Brownies collect teeth under pillows.
- In Costa Rica or Chile, kids give their baby teeth to their mothers to make jewelry.
- In the Philippines, a Tooth Rat collects teeth from windowsills.
- In Columbia and South Africa, lost baby teeth are placed in a warm slipper for a mouse to retrieve.
- In Argentina and Sweden, kids leave their baby teeth in a bedside glass of water for a magical mouse to pick up.

Explore more by following these links: <http://mentalfloss.com/article/58503/7-tooth-fairy-traditions-around-world> and <http://www.rdhmag.com/articles/print/volume-26/issue-6/feature/legends-of-the-tooth-fairy.html>