

## Objectives (Letter People & Common Core)

*Students will be able to...*

- Develop imagination and creativity through self-expression. (LP: A/M/D, FA)
- Understand that writing communicates thoughts. (LP: W)
- Dictate words, phrases, sentences. (LP: W)
- Attend to/participate in modeled/shared writing. (LP: W)
- Write letters on request; apply print directionality. (LP: W)
- Recognize the left-to-right/top-to-bottom directionality of print; follow print as it is read. (LP: R, CAP&B)
- Show increasing control of pencil grip. (LP: PD, SM)
- ❖ Follow words from left-to-right, top-to-bottom, and page-by-page. {CC.CLL.1PC.a}
- ❖ With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. {CC.CLL.TT&P.1}
- ❖ With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed. {CC.CLL.P&DW.5}

## Materials

- ✓ Book: *Gus Loses A Tooth* by Frank Remkiewicz (*see your director*)
  - Teachers can use any book of their choosing about the tooth fairy, dental health, or teeth.
- ✓ Markers / Crayons
- ✓ If I Were The Tooth Fairy – Writing Page (*materials are below*)
- ✓ Picture Prompts (for modifications) (*materials are below*)
- ✓ Tooth Fairy Pictures (*materials are below*)

## Anticipatory Set

1. Having read any book about a tooth fairy, dental health, or teeth at story time, discuss what the book was about. Questions to ask:
  - a. **What is the title of the book?**
  - b. **Who is the author? What does the author do?**
  - c. **Who is the illustrator? What does the illustrator do?**
  - d. Discuss the characters and events of the story.
    - i. **What were the names of the characters in the story? Was the story about people or animals or both?**
    - ii. **What was the story about? What happened in the story?**
    - iii. **What kinds of things did the tooth fairy do? What did the tooth fairy leave under the pillow when she took the tooth?**
2. Encourage students to tell a personal story that relates to something that happened in the story. If students are unsure how to relate their lives to the story, provide a personal example and ask scaffolding and open-ended questions to prompt discussion. For example: **“When I lost a tooth, the tooth fairy gave me money.” “When my brother lost a tooth, the tooth fairy gave him a small toy car.”**
  - a. Ask students if they have ever lost a tooth (or teeth) and to share what the tooth fairy left them under their pillows.

## Activity

1. Explain to the students that they are going to pretend that they are the tooth fairy! They get to decide what kind of present they would leave under children's pillows after they have lost a tooth. Explain that they will be writing and drawing pictures showing what they would look like as a tooth fairy and what present they would leave under children's pillows.
2. Provide students with a writing worksheet.
  - a. Have students help you read the sentence at the top of the writing page: **"If I were the tooth fairy..."** Track the words as you read the sentence. Encourage students to track the words with the fingers as you read.
3. Ask students to point to the first rectangle. The teacher will read the sentence stem next to the box: **"I would look like this..."**
  - a. Ask students to draw a picture of what they would look like if they were a tooth fairy.
    - i. Ask questions to prompt them and give ideas for their drawings. Some questions may include: *Would you have wings to help you fly? Would you wear a cape? Would you have a magical wand?*
  - b. Show students the pictures of the tooth fairy provided or from the story you read at story time to help them as they draw their picture.
4. Next, ask students to point to the picture of the sleeping child. Read the sentence aloud: **"I would leave \_\_\_\_\_ under the pillows."**
  - a. Provide students with an example of something you would leave under children's pillows if you were the tooth fairy.
5. Ask students to imagine that they are a tooth fairy and to share their ideas about what present they would leave under children's pillows after they took the tooth.
  - a. Use picture prompts or pictures from the story to help give some students ideas/suggestions (if necessary).
  - b. As students share their responses, the teacher will write each student's response on their worksheet for them to trace (**lower students**) or on a separate paper/whiteboard for them to copy (**higher students**).
    - i. Have students write/trace the word(s) to complete the sentence (see differentiation/modifications).
  - c. Once students have completed the sentence, help them to reread the sentence.
  - d. Then, have students draw a picture to accompany their writing.
6. As the students are working, ask/discuss:
  - a. **What are you drawing?**
  - b. **What do you look like as a tooth fairy? What clothes are you wearing?**
  - c. **Can you fly? Do you have wings to help you fly? Do you ride on something (like a broom, rocket, airplane) to get from house-to-house?**
  - d. **Why would you leave \_\_\_\_\_ under the pillow?**
  - e. **What colors are you using to draw your picture?**
  - f. **Etc...**
7. When students finish, they can share their writing page with the group.

## Differentiation

- Higher:
  - Students will write the word(s) to complete their sentences. Teachers may need to provide a model for the students to copy or spell each word one letter at a time for the students to write
- Lower:
  - Students will trace the word(s) to complete their sentence.

## Possible Modifications

- ❖ Provide as much assistance as students need for those that are younger or if writing is a challenge (monitor closely so students don't become challenged by the writing aspect). Hand-over-hand assistance will be provided as students write.
- ❖ Provide a highlighted outline of the words for the students to trace over.
- ❖ Allow students to scribble write the words. Have students identify what they have "written." Teachers may write what the students have dictated underneath their scribble attempts.
- ❖ The teacher will provide some students with picture prompts to help them (if necessary) identify what present they would leave under children's pillows if they were the tooth fairy.

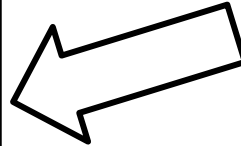
## Assessment

- Informal observation of where each student is at in their development of all writing & pre-reading skills in the objectives (will vary greatly from student to student). Record notes of abilities and how much assistance was needed to complete the page or part of the page.
- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' ability to hold a marker/pencil using proper grasp.
- Informal observation of students' understanding that writing communicates thoughts.
- Informal observation of students' ability to be creative and use their imaginations in their writing.
- Informal observation of students' ability to draw pictures that corresponds to their writing.
- Informal observation of students' ability to identify what present they would leave under children's pillows if they were the tooth fairy.

If I were the tooth fairy...



I would look  
like this.



I would leave \_\_\_\_\_

under the pillows.



## Picture prompts for modifications.

# MONEY



# CANDY



# TOOTHBRUSHES



# TOYS



# BOOKS



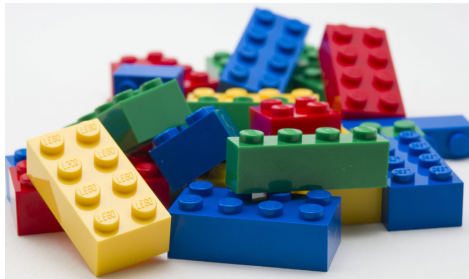
# GAMES



# DOLLS



# LEGOS



# TOOTH FAIRY

