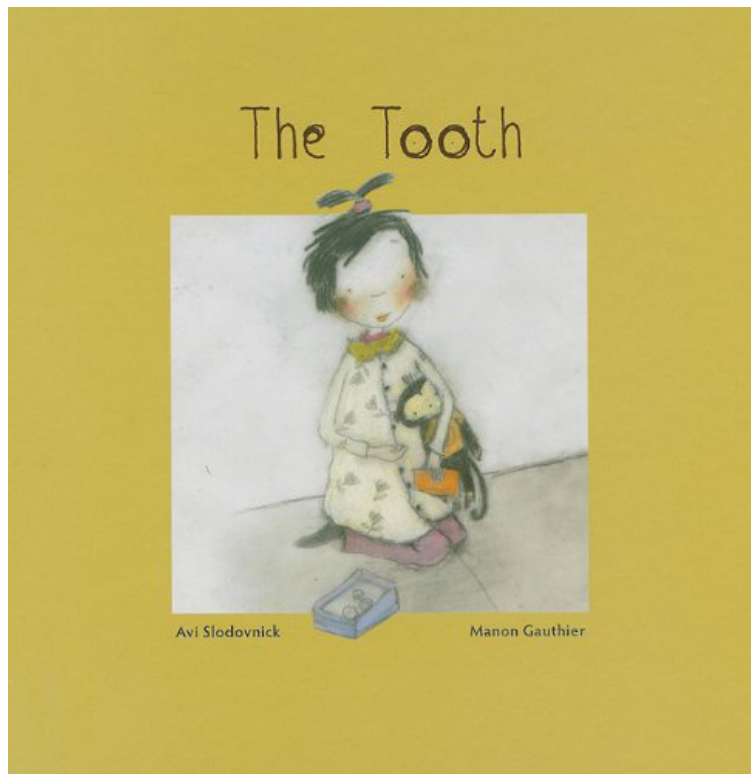




# A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>



# THE TOOTH

WRITTEN BY AVI SLODOVNICK  
ILLUSTRATED BY MANON GAUTHIER

Watch the video of actor  
**Annette Bening**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

An ordinary visit to the dentist turns into something extraordinary when Marissa and her mom walk through the tall gray buildings downtown and encounter someone special. Marissa's love of candy caught up with her. That morning, she woke up with a toothache and, instead of bringing her to school, her mother took her to the dentist. So starts Marissa's day. A day where she will discover the joys of giving and sharing.

## THEMES IN THE STORY

Empathy, Homelessness, Compassion

# READING AND WRITING

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1<sup>st</sup> and 2<sup>nd</sup> grades but can be adapted to kindergarten standards.*

## BEFORE VIEWING

**Standards:** CCSS.SL.1.1, CCSS.SL.2.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- Going to the dentist
- Homelessness
- Caring for those in need

Introduce the story and ask students to predict what might happen in the story.

## DURING VIEWING

**Focus:** Make a Connection: Text to Self

**Standards:** CCSS.SL.1.2, CCSS.RL.1.3, CCSS.SL.2.2, CCSS.RL.2.3

**Objective:** Students will make a connection between themselves and the main character in the story.

**Procedure:** Tell students that as they listen to the story, they should focus on the main character and her actions. Ask them to make a connection to the main character. Pause during the story to ask the students questions about the character's actions and what that tells us about her.

- What does this action tell us about Marissa?
- Does this remind us of anything you have done? How did you feel?

## AFTER VIEWING - CHARACTER TRAITS

**Standards:** CCSS.RL.1.3, CCSS.RL.2.3

**Objective:** Students will identify character traits of the main character and make a connection between the main character and their own personal character traits.

**Materials:** Chart paper or whiteboard  
White paper

**Procedure:**

- Step 1:** After reading the story, ask students to think of character trait words that describe the main character. What action made them describe the character this way?
- Step 2:** Make a Character Web on chart paper or whiteboard recording student responses. Make sure to include the character trait word with the action that supports it.
- Step 3:** Have your students pair up and decide if any of the listed character trait words describe themselves.
- Step 4:** Ask them to come up with examples of things they do or say that support that. For example, the main character in the story was caring, a student could say that she is also caring because she takes care of her pet.

**Step 5:** Distribute white paper to students. Have them fold it in half “hamburger style.” Label the top half, Marissa; label the bottom half with the student’s name. Instruct the students to draw a representation on paper of one of the character traits they talked about. For example, if a student chose caring, the top half picture should represent what Marissa did in the story that demonstrated she was caring; the picture on the bottom half should represent an action the student did to demonstrate caring.

**Step 6:** Have students write a few sentences telling about each picture.

## READING RESPONSE

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1

**Objective:** Students will answer the prompt using at least two details from text to support the response.

**Reading Prompt:** Why did the little girl give the man her tooth?

## WRITING - SHORT STORY

**Standards:** CCSS.W.1.3, CCSS.W.2.3

**Objective:** Students will choose a character trait and craft a character based on the trait chosen. Students will write a short story demonstrating this trait by the character’s actions in the story.

**Materials:** Writing Tools  
Story Organizer (see page 5)  
*Teacher Prep:* Make and copy story organizer (1 per student)

### Procedure:

**Step 1:** Distribute story organizer to each student.

**Step 2:** Partner or group students for prewriting discussion.

**Step 3:** **PREWRITE:** Explain to students that they are going to work together to plan a character for their short story. For each part of the organizer, allow time for group discussion before filling in the appropriate section on the story organizer.

- **CHARACTER:** Start by asking students to think of who the character in their story will be – animal, person, make-believe? Does the character have a name?
- **CHARACTER TRAIT:** Ask students to decide what their character should be like. Have them choose a trait from the reading lesson or come up with their own.
- **PROBLEM:** Have students discuss and come up with a problem in the story.
- **ACTIONS:** Ask students to think of some actions that the character might do to demonstrate this trait as he/she works to solve the problem. List on the organizer.
- **ENDING:** Last, have students come up with an ending for the story.

**Step 4:** **WRITE:** Students continue the Writing Process using the story organizer as a guide.

Name: \_\_\_\_\_

# WRITING - SHORT STORY

<b>Character Name:</b>	
<b>Character Trait:</b>	
<b>Problem in story:</b>	
<b>Actions the character might use to solve the problem:</b>	
<b>How does the story end?:</b>	

# ACROSS THE CURRICULUM ACTIVITIES

## SCIENCE/HEALTH

### OBJECTIVE —

This experiment demonstrates the effects of plaque on teeth. Students will observe how plaque forms on teeth and understand the importance of brushing teeth.

### MATERIALS —

Hard boiled eggs (1 per student or student group)  
Cola  
Clear cups (1 for each egg)  
Toothbrush (1 per student or student group)  
Fluoride toothpaste  
Science Journal or Recording Sheet  
*Teacher Prep:* Hard boil the eggs

### PROCEDURE —

- Step 1:** Discuss caring for teeth and the consequences of failing to brush regularly. Explain that they will be performing an experiment to see what happens to teeth when we don't brush.
- Step 2:** Fill the containers with cola. Have students carefully place an egg in each container. Ask them what they think will happen to the egg. Record hypothesis.
- Step 3:** Let the egg sit in the container overnight.
- Step 4:** The next day, have students remove the egg and record observations. Ask students to explain what just happened. Make sure students understand that the brownish yellow stain represents plaque that forms on teeth.
- Step 5:** Put toothpaste on the toothbrushes. Ask students to make a prediction about what will happen when they brush the egg with the toothpaste. Let students brush the "plaque" off the egg.
- Step 6:** Record observations after brushing.
- Step 7:** Check hypothesis and write a conclusion. (Students should draw the conclusion that it is important to brush each night to keep teeth clean and white.)

## SOCIAL STUDIES — IDENTIFYING BASIC NEEDS

### MATERIALS —

Chart paper or whiteboard

### PROCEDURE —

- Step 1:** Discuss Marissa's actions in the story – What did she do to show her care for the homeless man? Why did she give the homeless man her tooth?
- Step 2:** Tell students that there are certain things that all humans NEED to survive. These things are called basic needs. Ask students to tell you what they believe are basic needs. List responses on chart paper.
- Step 3:** Discuss responses. Lead the students to understand that needs are only those things necessary for survival. The basic needs are food, shelter, and clothing. Things that are for fun or pleasure are called "wants."
- Step 4:** Review the student generated list, crossing out items that would not be considered basic needs.
- Step 5:** Ask students why Marissa gave the homeless man her tooth (he could get money for food).
- Step 6:** Discuss ideas for a class project to help people whose needs aren't being met. For example, students can bring in food for a food drive or collect used clothing to give to a shelter.
- Step 7:** Decide on a project and help students organize a school wide drive.

## ART — ILLUSTRATION TECHNIQUE

### ELA COMMON CORE STANDARDS —

CCSS.RL.1.7, CCSS.RL.2.7

### OBJECTIVE —

Students examine the illustrations in the story and create a picture using the same technique.

### MATERIALS —

Landscape coloring page (1 per student)

Pencils: shades of gray and black

Crayons

*Teacher Prep:* Choose and print a coloring page (  [Google It!](#): Free coloring pages for kids landscape)

### PROCEDURE —

- Step 1:** Tell students that the story, *The Tooth*, was illustrated by Manon Gauthier. The illustrations are colored a little differently than other stories. Replay the video without the audio. Have students pay attention to the illustrations in the story.
- Step 2:** Ask students what they noticed about the illustrations. Students should notice that the illustrations are mostly gray, black, and white with a splash of color.
- Step 3:** Discuss why the illustrator may have done this. How do the illustrations help tell the story?
- Step 4:** Distribute the coloring pages to students. Explain to them that they are going to color the page using the technique that the illustrator used in the book. Have students choose one focal point in their picture to use color. The rest of the picture should be colored with pencils using different shades of gray and black.

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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