

READY, FREDDY! TOOTH TROUBLE

Ready, Freddy! Tooth Trouble

by Abby Klein

Ages 5-7

Running Time: 46 mins.

Lexile® Level: 560 Guided Reading Level: L

Summary

Freddy is the only one in his class who hasn't lost a tooth yet. When his best friend Robbie loses his first tooth, Freddy decides to take matters into his own hands. Freddy is ready to take big risks, even getting punched in the face at recess, to get a visit from the Tooth Fairy. But Freddy's plan doesn't quite work out, and it seems like no matter what he does, his teeth aren't budging. His family takes him to the ice cream shop to cheer him up, and that's when he finds a mysterious "nut" in his ice cream. When he swallows his tooth by mistake, Freddy has to figure out what to leave for the Tooth Fairy instead.

Learning Objectives

- Students will practice the reading strategy of analyzing characters.
- Students will develop their vocabulary through listening, reading, writing, drawing, and movement.
- Students will practice the comprehension strategy of sequencing events.

Before Listening/Viewing Activities

1. Preview these important vocabulary words. Provide a word list for students. Have the students read each word aloud, assisting with pronunciation. Then, as the students listen to the story, have them highlight the word when they hear it. Students will revisit this word list after listening to the story for further vocabulary development.

mumble
demand
strut
chuckle
exasperated
gulp

2. Introduce or review the reading strategy of analyzing characters to the students. Explain to students that good readers can learn about characters by what they do, what they say, and what others say about them. Create a table with each one of these categories across the top and the names of characters from the program along the side. Leave one character space blank at the bottom for students to include a different character of their choice. Example:

- What he/she does...
- What he/she says...
- What others say about him/her...
- Freddy
- Robbie

Tell students to listen/watch for details about each character to include in each category. As an alternative, the teacher can assign groups of students to focus on one character. Groups can share their observations after listening to the production.

After Listening Activities

1. Practice the comprehension strategy of sequencing with children. Write the following sentences on sentence strips. Mix the sentence strips up, read them aloud with the students, then have them rearrange the sentences in the correct order.
 1. Robbie lost his tooth.
 2. Freddy tried to pull out his own tooth using a piece of string.
 3. Freddy got in a fight with Max in hopes that Max would knock his tooth out.
 4. Freddy's tooth fell out in his ice cream and he swallowed it.
 5. Freddy signed his name on the big tooth.As an extension, give students a worksheet with these same sentences. After doing the group activity, the students can cut out the sentences, paste them in the correct order, and draw pictures to match.
2. Return to the vocabulary list. Give each student seven 3x5 index cards, one for each word. Have the students write the words in large letters on one side of the card.

On the other side of the card, have students draw an X to divide the card into four equal sections. In the top section, students should write the definition of the word (provided by the teacher or from the dictionary). In the right section, students should write 2 or more synonyms for the word (provided by the teacher or from a thesaurus). In the bottom section, students should draw a picture that represents the word's meaning. In the left section, students should write a sentence that contains the word. All of the students' vocabulary cards can be hole punched and kept on a "vocabulary ring" (a metal binder ring) or kept in a plastic bag.

3. Ask students the following comprehension questions: (can be administered as an assessment)
 - What did the students in Mrs. Wushy's class get to do when they lost a tooth?
 - How was Freddy different than the other students in his class?
 - Why didn't Freddy's plan work to get his tooth knocked out?
 - Where was Freddy when his tooth finally came out?
 - How did Freddy's sister help him after he swallowed his tooth?
 - What did Freddy receive from the Tooth Fairy?
4. Revisit the **Before Listening/Viewing Activity** of analyzing characters. First, have students or groups share out observations that they made for each category about each character. Use an overhead projector and a transparency of the chart (or write on poster paper) to record students' answers. Students should follow along and add details to their personal charts as well. Next, give students a "Character Line-Up," that looks like a police line-up with a blank box for each character. Students should draw pictures of each character that they analyzed in each box. Below the box, have students fill out basic information about the character. Examples: name, age, favorite activity, connection to the case. Display these character line-ups in the classroom.

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