



## **Sweet Tooth**

3<sup>rd</sup>-4<sup>th</sup> grades

Language Arts/Drama

Lesson written by Linda Gold

### **Core Curriculum: Language Arts**

#### **Reading: Literature Standard 3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

#### **Drama, Standard 3-4.T.CR.5:**

Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

#### **Standard 3-4.T.P.9:**

Share dramatic play and guided drama experiences within the classroom or with invited guests.

#### **Standard 3-4.T.R.1:**

Demonstrate audience skills of observing attentively and responding appropriately.

#### **Standard 3-4.T.CO.1:**

Identify similarities between story elements and personal experiences in dramatic play

**Objective:** This lesson incorporates process drama techniques in order to delve more deeply into the characters of the book "Sweet Tooth." In this way, the story can be understood from several points of view. Character connections can be made to real life situations.

#### **Materials:**

You will need a copy of the book "Sweet Tooth", written by Margie Palatini and Jack E. Davis.  
A class set of personality cards (personality traits written on separate cards). See attached list.  
Hand drum  
Large, cut out silhouettes of Stewart and the Sweet Tooth  
Sticky Notes  
Pencils

**Warm-up:** Character Walk (focus on personality traits). Give each student a personality card. Ask them to keep their card a secret. Have them stand and spread out in the room. Have them think for a moment about a person who would have the personality trait that is written on their card. How would this person walk? When you hit the drum, they are to walk around the room as though they have this personality trait. When the drum stops, they are to turn to the person closest to them and say one sentence. They cannot say their personality trait in this sentence but the sentence must convey their personality. Ask them another question about their character, such as: How old is your character? Hit the drum again and have them add this new dimension to their character. Continue the activity, as long as interest is high, asking a new question each time the drum stops. Sample questions: Is this person likable? Where do they live? What types of clothes do they wear?

Discussion: Ask the students if there was anyone they spoke with that did a good job of conveying their personality trait. Ask them what they think the personality was and why they think that was their personality trait.

**Process Drama:** Choose the activities in this section that best support your objectives. (Do not use all of them!)

Role on the Wall: Pass out pencils and 2 sticky notes to each child. Tell them to listen as you read the beginning of the story. On the sticky notes, write down one character trait for each of the two main characters. Use one note for Stewart and one note for the Sweet Tooth.

Narration: Read the first two pages, stopping with the words, "...and lets everybody know it."

Role on the Wall: Put up the two silhouettes, one of Stewart and one of the Sweet Tooth. Ask the children to put their sticky notes on the two silhouettes. If you choose to, you can call on one child at a time and have other children with the same word put up their notes. Take a moment to discuss the differences in the two characters.

Narration: Read the next two pages, stopping with the words, "It was not a pretty picture."

Still Image/Thought Tracking: Using half the class, recreate the wedding scene in a still image. Assign some of the essential parts like the bride and groom, Stewart and parents. Have the others fill in as wedding guests. The other half of the class will be the audience. Ask the audience to look at the facial expressions of the participants. Invite some of the audience to thought track the people whose facial expressions genuinely represent what is happening in the picture.

Narration: Read the next page, ending with the words, "It's the tooth!"

Teacher in Role/Collective Role-play: Pair the students up. One person in each partnership will play the part of Stewart while the other person plays the part of the Sweet Tooth. The teacher will play the part of the teacher. Reenact the page that you just read. Before beginning, go over the answers that the Sweet Tooth will give. Encourage the students who are playing Stewart to show increased anxiety in their facial expressions with each answer. Help them understand the principle of building a scene. The students playing the Sweet Tooth will also build the scene as they increase in volume.

Collective Role-Play/Thought Tracking: All of the students will play the part of Stewart who is sitting in detention. Ask him how he is feeling about his sweet tooth and what he thinks he should do about it. Thought-track a few of the students by tapping them on the shoulder and allowing them to speak. Instruct those who were not tapped to turn to someone close by and tell him or her what they would have said if they had been tapped

Narration: Read the next two pages, again ending with the words, "It's the tooth!"

Telephone Conversations: Pair up the students. Instruct the pairs to sit on the floor, back to back. They will pretend that they were at the movie theater and will talk about Stewart's behavior. If you choose to, you can have one pair of students speak at a time. As you walk around the room, the pair you stand next to begins the conversation. Walk to another pair. The first

pair stops talking and the second pair builds on what the first pair said. Continue walking and stopping by different pairs until you feel the conversation has run its course.

**Narration:** Read the next page, ending with the words, "It was the tooth."

**Eye-Witness:** Select some students to be the candy in the Easter baskets. Have them decide on a specific candy to act out. Allow them to describe the terrifying ordeal.

**Active Storytelling:** Divide the class into pairs. One of them is Stewart and the other one is the Sweet Tooth. As you read the next page, the students will act out what is happening. Encourage dialogue.

**Narration:** Read the next two pages, ending with the words, "But Stewart stayed strong."

**Eavesdropping:** Choose students to play the following roles: the cat, table, salt and pepper shakers, cookies and chairs. They just overheard Stewart declare to eat healthy. Ask them what they heard and what they think the outcome will be.

**Guided Visualization:** Close your eyes and picture a plate of healthy food. If you are tapped on the shoulder, tell us what you see, smell or taste. Be specific. Encourage the students to try to make the food sound delicious by using descriptive words.

**Ritual:** As a class, create a pact to eat healthy foods. Have the students sign the pact.

**Narration:** Read the next two pages, ending with the sentence, "'No way,' said Stewart. Very strong."

**Decision Alley:** Have the students form an alley by standing in one of two lines that are facing each other. There should be enough room for someone to walk down the alley. One side of the alley (one line) will try to convince Stewart to give in to the Sweet Tooth. The other side will try to convince him to not give in. Select a student to play the part of Stewart. Have the student walk slowly down the alley. As he passes the other students, they will try to convince him to either give in or not give in, depending on the side they are standing on. Encourage the students to give reasons why Stewart should give in or not. Do not allow the alley to become a shouting match. Students can only talk to Stewart when he is close to them. They are not allowed to touch him.

**Narration:** Read the next page, up to the sentence, "Very quiet. Almost too quiet."

**Mantle of the Expert:** Choose a few students to play the role of dentists. Allow the other students to question them regarding Stewart's sweet tooth. Have the students switch places. The experts are now the other teeth in Stewart's mouth. Let the "dentists" question the other teeth.

**Narration:** Finish the page you are on and read the next page, up to the line, "'I'll get you goodies,' mumbled Stewart, dropping the bat."

**Still Image/Thought Tracking:** Using the students who did not get to participate in the last still image, set up the baseball scene. Include some of the players on Stewart's team along with some spectators at the game. The other half of the class will be the audience. Ask the audience to look at the facial expressions of the participants. Invite some of the audience to

thought track the people whose facial expressions genuinely represent what is happening in the picture.

**Narration:** Read the next three pages, up to the line, "That's the tooth fairy's problem now."

**Collective Role-Play:** Put the students into groups of three. One person in each partnership will play the part of Stewart, one will be his sister, Allison, while the other person plays the part of the Sweet Tooth. Reenact the pages you just read, encouraging dialogue, facial expressions, emotions, and reactions to what is happening in the story. **Optional:** If you notice a group that does an amazing job, you may want to have them perform for the entire class.

**Narration:** Read the last page.

**Hot Seating:** Put the different types of teeth on the hot seat and allow the audience to question them. You may choose to have more than one student play each type of tooth; sweet tooth, canine, baby tooth, wisdom tooth, incisors, molars. Have them choose at least one personality trait to incorporate into their character. They are all living with the Tooth Fairy now. Allow the other students to ask questions of them. The responses should reflect the personality trait they have chosen to use with their character. Try to make sure that everyone gets to answer at least one question. You may wish to switch places with actors and audience and do it again.

**Discussion:** Discuss the different personality traits that were revealed in the last activity. Compare and contrast them with the personality traits of the characters in the story.

**Assessment (Writing in role):** Have the students write a letter to the Tooth Fairy. This is a letter that will accompany a tooth that they just lost. Describe the personality traits of the tooth to the Tooth Fairy, letting her know how to deal with this tooth. Perhaps the letter will be a warning to her. Perhaps it will tell her how wonderful the tooth was and how you will miss it. Be sure to let her know what the tooth likes to eat.

**Extensions:** On another day, you may wish to use a Performance Carousel. Divide the story into scenes. You may choose to have it already divided or you may choose to divide it together as a class. Divide the class into enough groups to cover all of the scenes. Some may need to play inanimate objects. Give them time to rehearse. Have the students sit in groups with their scene partners, around in a circle. The students will act out their scenes in the center of the circle, in sequential order. You may wish to sit them that way or you may want to see if they remember which part comes first, second, etc.

Personality Cards:

bossy

helpful

selfish

charming

tough

careful

forgetful

indecisive

thoughtful

spoiled

stubborn

jittery

rude

cheerful

caring

polite

cool

snobby

competitive

hotheaded

obedient

generous

peaceful

sensitive

chatty

honest

clumsy

friendly

nice

tidy

lazy

serious

curious

suspicious

shy

enthusiastic