

# The Tooth Fairy Murders

## Teacher Resources, Week 3

### This pdf contains:

- **Text Questions:** In this section, you will find questions about the chapter. These can be used orally in guided or shared reading discussions, as an independent comprehension exercise, or as part of a written homework or reading club activity.
- **Making the Choice and Voting:** Before choosing how to vote, students could discuss, as a group or a class, the wider context of the story and the consequences for the characters of each voting option at the end of the chapter. Students should be encouraged to use a variety of resources in their research, including books and the Internet.
- **Writing Activity:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section.
- **Starter vocabulary list:** Students might find these lists useful for their writing exercises.
- **Templates:** This section provides printable templates for one, or some, of the exercises suggested in the 'Writing Activities' and/or 'Art and ICT Activities' section.
- **Art and ICT Activities:** This section provides examples of follow-up activities in the areas of art and ICT.
- **Worksheets:** This section provides printable worksheets for student use.
- **Picture Resources:** This section provides images to inspire student discussion. These images can be displayed on a whiteboard or printed.
- **Resources:** Here you will find a list of relevant websites that students might find useful.

## Text Questions

### Chapter 3 Into the Darkness

1. Did you enjoy the third chapter of *The Tooth Fairy Murders*? Did the author keep you interested and entertained all the way through the chapter?
2. What does Troy do to suggest he is pedalling the tandem?
3. Why doesn't Troy want to speak to the Will o' the Wisp? Why is this funny?
4. Why is Troy shocked when Connor says he doesn't believe in fairies? In what famous children's story are you told that if you say you don't believe in fairies, a fairy dies?
5. "*PFAMFDAPA,*" said Troy. He pronounced it as a single word, and Connor felt a damp spray on the back of his neck. Can you say the word PFAMFDAPA? Why does Connor feel the damp spray on the back of his neck?
6. What dramatic word does the author use to describe how the unicorn first appears from the undergrowth? Go back to the story to find out.
7. The author gives us lots of dramatic and interesting descriptions of the unicorn? Go back to the story and make a note of all the descriptive phrases that the author uses to describe how the unicorn looks and how he behaves. Can you find the description that is a simile?
8. What is a lasso? Why was it funny when Troy asked Connor for the lasso?
9. Does Connor trust Troy? Would you trust Troy?
10. How close does the unicorn get to Connor? Would you have found it possible to stand still, if some large creature was charging towards you?
11. Why does Connor let out a *small shriek of panic*?
12. Were you at all surprised that the unicorn could speak?

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13. Does the unicorn like having his chin tickled?
14. How does the unicorn help Troy and Connor get to the home of the Thumb Fairy?
15. Why is Connor *still in shock* when he reaches the home of the Thumb Fairy?
16. What does the sign on the Thumb Fairy's tree say? What does this tell us about the Thumb Fairy herself?
17. How did the branches in the forest look? Go back to the story and find the simile that the author uses to describe them.
18. What does the Thumb Fairy's chamber in the oak tree look like? Go back to the story to find out.
19. What noise do Troy and Connor hear when they arrive in the Thumb Fairy's chamber? The word sounds like the action of the scissors being sharpened. This is called onomatopoeia. Can you find another example of onomatopoeia in chapter 3?
20. Troy is quite a joker. Go back to the story and find some examples of his joking behaviour? Do his jokes get him into trouble?
21. What did you think of the Thumb Fairy? What did you expect her to be like? How would you describe her character?
22. Could Connor have brought the Tooth Fairy back to life? How does Connor describe why he couldn't bring the Tooth Fairy under his pillow back to life? What is a *standing ovation*?
23. What does the Thumb Fairy look like? How does she sound when she giggles? What expression does she have in her eyes? What simile does the author use to describe her face? Go back to the story and find out. Make a note of the descriptions the author uses.
24. How big were the scissors dangling from the ceiling?
25. Why can't Troy and Connor just run away?

## Making the choice and voting

### What should Troy and Connor choose?

#### 1. The 'obliging' ogre?

What does the Thumb Fairy tell us about the ogre who lives below? She says he is *obliging* and that he has *nice big hands*. We don't really know what he is like. Ogres sound awful, but there might be a chance that he has a softer side and won't want to hurt Troy and Connor. On the other hand, if he is very big, he isn't going to be easy to fight. Also we mustn't forget that Troy and Connor are still stuck to their chairs!

#### 2. Suzie, the razor-toothed banshee?

What does the Thumb Fairy tell us about Suzie the *banshee*, who lives next door? What is a banshee? Could she really use her teeth to cut off Troy's and Connor's heads? How big might she be? What powers might she have? If the Thumb Fairy has to go and fetch Suzie, could this give Troy and Connor time to think of a plan of escape?

#### 3. The slowly descending scissors?

There seems to be no escape from the slowly descending scissors, unless Troy has some magic way of getting them both unstuck from their chairs. We don't know exactly what the scissors are made from. Maybe they are not as dangerous as they look? Troy and Connor don't have much time to choose.

## Writing Activity

Connor was clearly in a daze after his ride with the unicorn. It would be a magical and unforgettable experience. Imagine that you are riding on the back of a unicorn. Write about your journey. How does it feel? How does the unicorn move? Can it fly? Where do you go? You could do a piece of descriptive writing or you could write a poem about your journey. Don't forget to go back to chapter 3 and re-read the descriptions of the unicorn.

## Starter Vocabulary List

twisted, spiral, mane, hooves, pale, strong, gentle, wild, graceful, mount, prance, prancing, pounding, clattering, whirling, galloping, cantering, fly, flew, silently, cool, windswept, moonlight, misty, shimmering, clinging, clung, safe, woodland, dark, forest, trees, meadows, flowers, sprinkled, shadows, speeding, pounding, exhilarating, blissful, enchanted, happy

## Art and ICT Activities

Create an exciting picture of a unicorn. Using the Internet, find pictures of unicorns, so that you can see what they are like. Don't forget they are magical and mythical creatures, so you need to create a magical atmosphere in your picture. Make sure you add a caption to your picture.

Make a cartoon strip of chapter 3. You need to include all the main action events and use speech bubbles and captions to explain what is going on. Your comic strip could go like this – 1. Troy and Connor on the tandem 2. Meeting the unicorn. 3. The journey through the forest on the unicorn's back. 4. Troy and Connor descending the stairs in the Thumb Fairy's oak tree. 5 Meeting the Thumb Fairy and getting stuck on the chairs.

**(Template provided on page 8)**

Draw a portrait of the Thumb Fairy. She is an important character in chapter 3. Go back to the story to check on how she looks. Try to capture her expression, the *madness blazing* in her eyes. Then imagine you are the Thumb Fairy. You want to explain how you feel. Why you are so angry that you want to punish Troy and Connor. Do a short piece of writing to go with your portrait, but write it as though YOU are the Thumb Fairy!

**(Picture frame templates are provided in TR1 on pages 8, 9 and 10.)**

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Using the Internet, find out all you can about unicorns. See if you can answer the following questions. Write your answers in sentences.

For example, 'The unicorn was first mentioned by the .....

1. Which ancient people first mention unicorns?
2. What do unicorns look like?
3. Where did people believe unicorns lived?
4. In which important religious book is the unicorn mentioned?
5. What real animals have horns a bit like a unicorn's?
6. What was the unicorn's horn believed to be made from?
7. What special powers did people believe the unicorn's horn had?
8. The unicorn is the animal symbol of which country in the United Kingdom?

**(Answers are provided for teachers on the next page)**

Using the Internet, find out about **coats of arms**. Find at least two coats of arms that feature unicorns. Design a coat of arms of your own that has a unicorn on it.

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## Answers to ICT Activity questions

1. Ancient Greeks
3. Forests
4. The Bible
5. Rhinoceros, narwhal, the oryx antelope, the South African eland
6. Alicorn
7. Medicinal powers
8. Scotland



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## Worksheet (1 of 5)

### 1. Put the correct word in the gaps below.

**shrivelled, exploded, trickle, trampled, hatred, bead, gleaming, snorting, leapt.**

The unicorn \_\_\_\_\_ from the undergrowth.

...steam \_\_\_\_\_ from its wide nostrils.

Connor and Troy \_\_\_\_\_ from the bike just as the unicorn

\_\_\_\_\_ across it.

The unicorn was already turning, its dark eyes \_\_\_\_\_ with

pure \_\_\_\_\_

Connor felt a \_\_\_\_\_ of sweat \_\_\_\_\_

down his face.

Her face was \_\_\_\_\_ like a prune.

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## Worksheet (2 of 5)

### 2. Antonyms

Here is a list of words from chapter 3. Write down the antonym (opposite) for each of these words. (Note: there might be more than one antonym for some words.)

pale \_\_\_\_\_

true \_\_\_\_\_

stop \_\_\_\_\_

sharp \_\_\_\_\_

close \_\_\_\_\_

beginning \_\_\_\_\_

questions \_\_\_\_\_

narrow \_\_\_\_\_

## Worksheet (3 of 5)

### 3. Onomatopoeia

Some words sound like the things they describe. This is called Onomatopoeia. Some onomatopoeic words, like *bang* and *crash*, can be found in the dictionary. Some, like *shnink*, are made up. Put the following onomatopoeic words into the sentences below.

**screached, crashed, splat, beeping, sizzled, slurping, squelching, hiss**

Dad was always \_\_\_\_\_ his tea.

As we ran through the mud our boots made a \_\_\_\_\_ noise.

The car kept \_\_\_\_\_ its horn.

The two cars \_\_\_\_\_ into each other.

The snake went \_\_\_\_\_ as it reared up its head.

The egg went \_\_\_\_\_ as it broke all over the kitchen floor.

“Get out of my way” \_\_\_\_\_ the Thumb Fairy.

The bacon \_\_\_\_\_ in the frying pan.

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## Worksheet (4 of 5)

### 4. Who said what?

Answer the following questions by putting the name of the speaking person in the spaces.

“You’ve got lovely thumbs, you have.” \_\_\_\_\_

“Never say you don’t believe in fairies.” \_\_\_\_\_

“You have brought a lasso, right?” \_\_\_\_\_

“What do you think I am? A horse?” \_\_\_\_\_

“I didn’t think I’d ever get to ride a unicorn.” \_\_\_\_\_

“Well I have been eating more chocolate than I probably should have.”

\_\_\_\_\_

## Worksheet (5 of 5)

### 5. Synonyms

Here is a list of words from chapter 3. Using a thesaurus, find another word, that means the same thing (synonym) for each of the words in the list below. (Note: there might be more than one synonym for some of the words.)

small \_\_\_\_\_

naughty \_\_\_\_\_

grin \_\_\_\_\_

screamed \_\_\_\_\_

slender \_\_\_\_\_

peering \_\_\_\_\_

eerie \_\_\_\_\_

sound \_\_\_\_\_

## Worksheet Answers (for teachers only)

### 1. Put the correct word in the gaps below.

The unicorn **exploded** from the undergrowth.

...steam **snorting** from its wide nostrils.

Connor and Troy **leapt** from the bike just as the unicorn **trampled** across it. The unicorn was already turning, its dark eyes **gleaming** with pure **hatred** Connor felt a **bead** of sweat **trickle** down his face.

Her face was **shrivelled** like a prune.

### 3. Onomatopoeia

Dad was always **slurping** his tea.

As we ran through the mud our boots made a **squelching** noise.

The car kept **beeping** its horn.

The two cars **crashed** into each other.

The snake went **hiss** as it reared up its head.

The egg went **splat** as it broke all over the kitchen floor.

“Get out of my way” **screached** the Thumb Fairy.

The bacon **sizzled** in the frying pan.

### 4. Who said what?

“You’ve got lovely thumbs, you have.” **The Thumb Fairy**

“Never say you don’t believe in fairies.” **Troy Thunder**

“You have brought a lasso, right?” **Troy Thunder** “What do you think I am? A horse?” **The unicorn**

“I didn’t think I’d ever get to ride a unicorn.” **Connor Goodwin**

“Well I have been eating more chocolate than I probably should have.” **Troy Thunder**

## Picture Resources

This picture shows a unicorn in a forest.



1. It looks like a photograph, but how do you know that it isn't real?
2. Why has the photographer made the unicorn seem to glow?
3. Does the forest look real?
4. Is this what you imagined the unicorn in the story might look like?

## Picture Resources

This is a picture of an ogre.



1. What does he seem to have clipped to his belt and his arm bands?
2. He has long bottom teeth. Can you think of a real prehistoric creature that had teeth like this?
3. In which famous films does a friendly ogre star?



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## Picture Resources

These are two artists' ideas of what a banshee might look like.



1. Which one do you think is the one most like Suzie the banshee in the story?
2. Which one would you least like to meet?
3. What is similar about the two banshees? What is different?

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## Resources

### Websites:

Animal Planet – Top 10 Mythical Creatures

<http://animal.discovery.com/tv/a-list/creature-countdowns/mythical/mythical.html>

Mythical creature teacher ideas from The Crafty Classroom

<http://www.thecraftyclassroom.com/CraftHistoryMythCreature.html>

TES Resources for Greek myths and monsters

<http://www.tes.co.uk/teaching-resource/Ancient-Greece-Myths-monsters-and-heroes-6087870/>

(note you need to be a TES subscriber to access resources)

### Books:

*Drawing Legendary Monsters* series by Steve Beaumont, Franklin Watts, 2011

*Monsters* by Annabel Savery, Franklin Watts, 2011

Note to teachers: Every effort has been made by the Publishers to ensure that these websites are suitable for children, that they are of the highest educational value, and that they contain no inappropriate or offensive material. However, because of the nature of the Internet, it is impossible to guarantee that the content of these sites will not be altered. We strongly advise that Internet access is supervised by a responsible adult.