

GRADE ONE

DENTAL HEALTH

DENTAL HEALTH

GRADE: 1

LESSON: 1

THEME: STRUCTURE AND FUNCTION

CONCEPT: PEOPLE DEVELOP TWO SETS OF TEETH IN THEIR LIFETIME

- PREPARATION:
1. Pocket chart and sentence strips
 2. A list of words to describe baby and permanent teeth
 3. Prepare a class set of the 'My Teeth' worksheet (Activity Sheet D6)
 4. Several hand mirrors
 5. Prepare a class set of 'My Wobbly Tooth' (Activity Sheet D7)
-

VOCABULARY: permanent, spaces, wobbly

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify primary and permanent teeth	Students: 1. Look at a classmate's teeth.	Background Information Page D35 to D42 Divide students into pairs Have students look at their partner's teeth Have them: - count how many teeth are on the bottom - count how many teeth are on the top - look for any spaces where teeth are missing - look for any new teeth

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

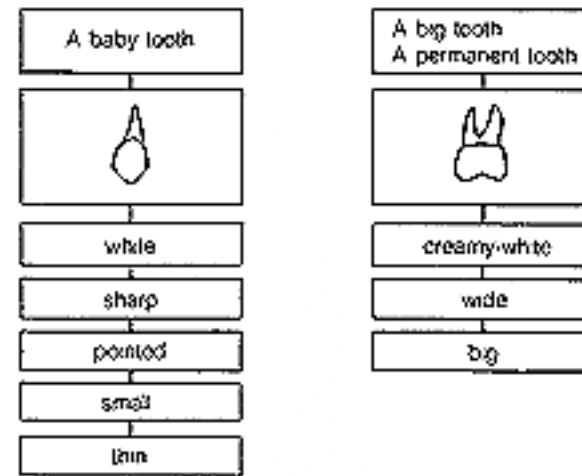
2. Compare a permanent tooth with a baby tooth.

Have students respond to the questions using the sentence patterns :

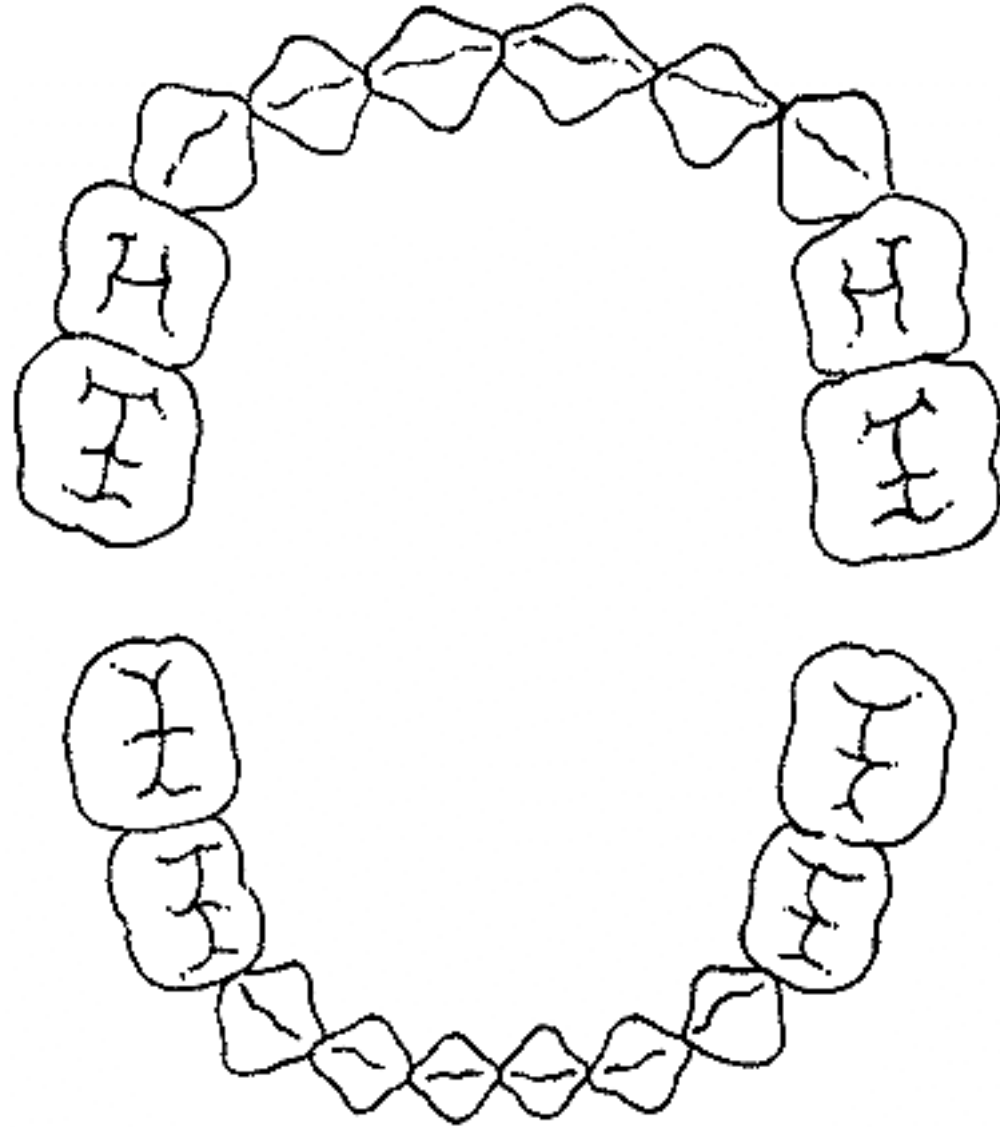
I have	10	teeth	on the bottom
John has	9	teeth	on the top
I have	no		spaces
John has	1		new tooth

Explain that when a baby tooth falls out, it is replaced by a permanent tooth (At this age, a child's permanent teeth are likely to be the lower centre front teeth and the four six-year molars at the back of the upper and lower jaw)

Have students compare a baby tooth and a permanent tooth
Make a list of the differences



MY TEETH

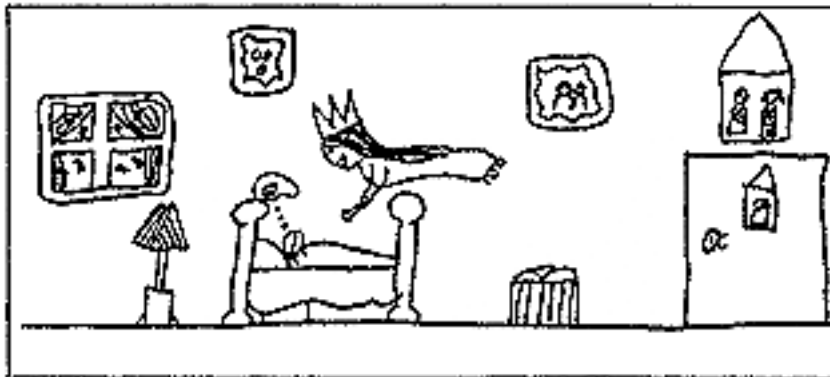
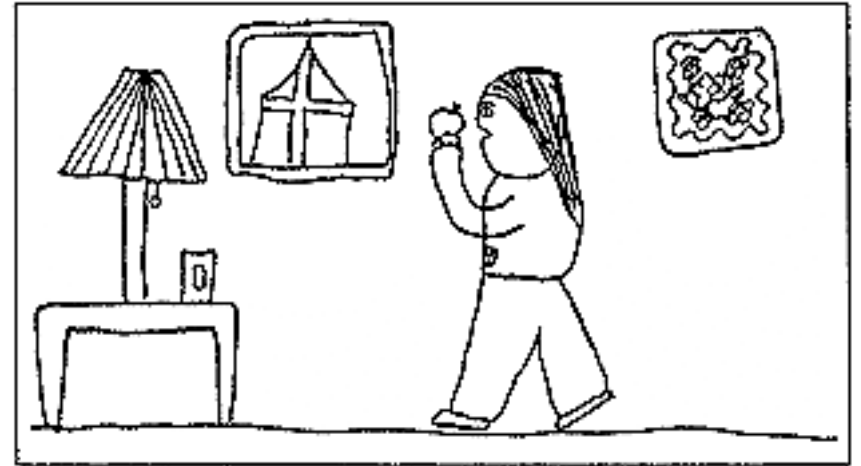


MY WOBBLY TOOTH

I bit my apple
 And what do you think?
 My wobbly tooth
 Came out in a wink.

If I put it under my pillow tonight
 Will the tooth fairy come
 When I turn out the light?

(Grade 2-3 class, Maani Ulujuk School, Rankin Inlet (1985))



DENTAL HEALTH

GRADE: 1

LESSON: 2

THEME: STRUCTURE AND FUNCTION

CONCEPT: TEETH HAVE MANY FUNCTIONS

- PREPARATION:
1. A crunchy snack food for the class e g , apples, carrots, celery
 2. Prepare a class set of the 'Three of My Teeth' cards (Activity Sheet D8)
 3. Collect animal teeth of different shapes and sizes
 4. Prepare a class set of the 'I Like To Bite' poem (Activity Sheet D9)
 5. Materials for salt beads (salt, flour, wool, nails, waxpaper, food colouring)
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VOCABULARY: cut, bite, tear, crush, chop



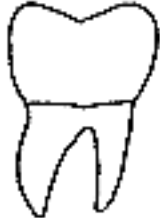
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the functions of the teeth	Students: 1. Eat a crunchy snack food. 2. Describe the functions of the different teeth in preparing food for digestion.	Background Information Page D53 to D60 Have students eat a crunchy snack slowly . Ask them to think about what their different teeth are doing when they eat food. Refer to Activity Sheet D8.

OBJECTIVES

STUDENT ACTIVITIES

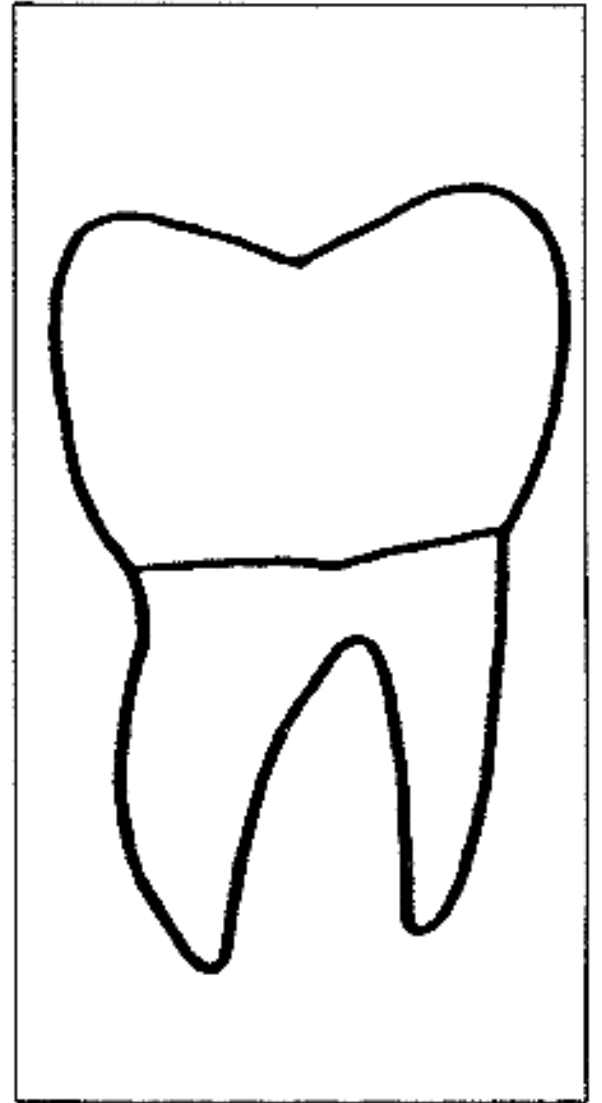
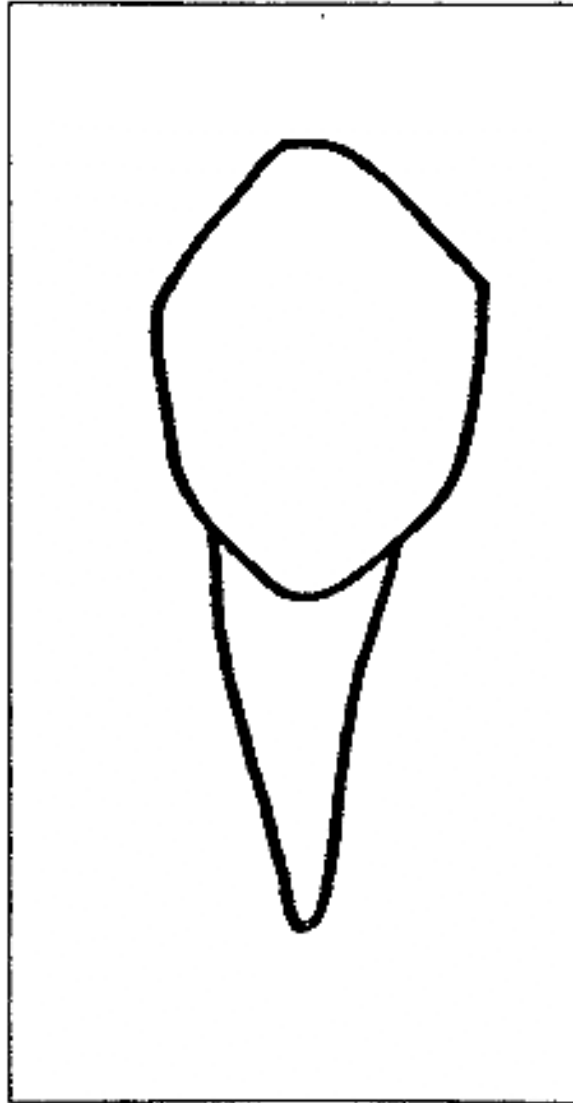
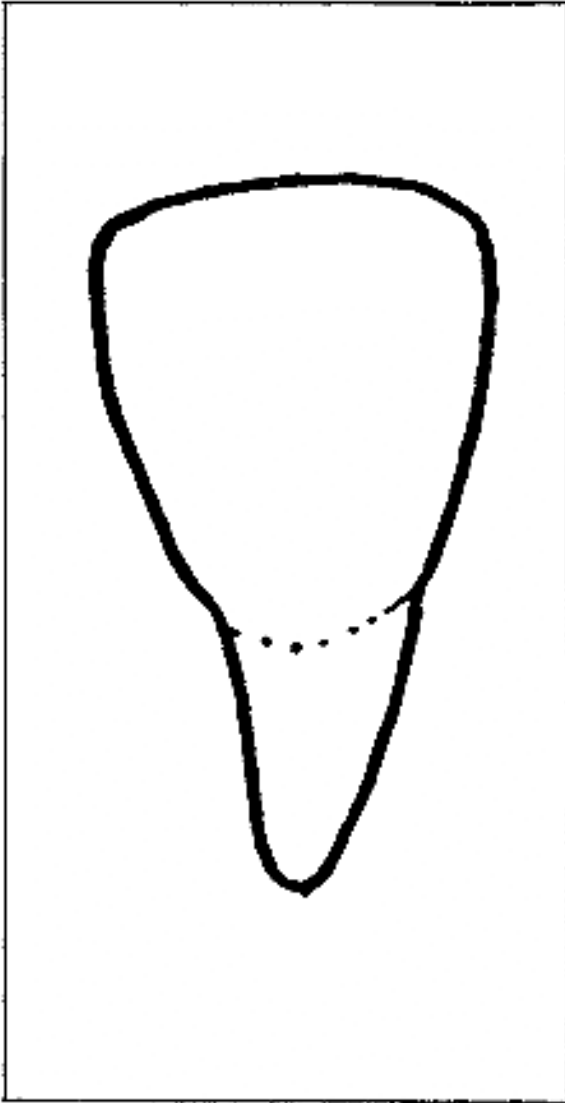
TEACHER NOTES

Record student responses using an experience chart as illustrated:

tooth?	where?	what?
	<p>2 front teeth</p>	<p>cut</p> <p>bite</p> <p>tear</p>
	<p>side</p>	<p>tear</p>
	<p>back</p>	<p>crush</p> <p>chop up</p> <p>chew</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Identify what each kind of tooth does.</p> <p>4. Look at animal teeth and infer the functions of the different teeth.</p> <p>5. Make a model tooth that illustrates a specific tooth.</p> <p>6. Learn and say the poem 'I Like To Bite'</p>	<p>Refer to Activity Sheet D8.</p> <p>Give each student 3 cards - each with a different kind of tooth The teacher names the function and students have to hold up the card with the tooth which performs that function.</p> <p>Try to collect different shapes and sizes of animal teeth.</p> <p>Have students look at them and determine what function they perform.</p> <p>Use salt bead recipe to make a model tooth that can be used as a necklace.</p> <p>Materials Required:</p> <ul style="list-style-type: none"> - 2 parts table salt - 1 part flour - cord or coloured wool 36-40 cm in length; nails, wax paper, food colouring or poster paint <p>Method:</p> <ul style="list-style-type: none"> - Have students decide the shape and specific function of the tooth they wish to make - Mix salt, flour and water to a dough consistency. Colouring may be added - Break off small pieces of modeling dough and form a specific tooth shape Model tooth can be 5-10 cm - Pierce a hole near the top of the model tooth with a nail - Place model tooth on wax paper to dry overnight - Turn the model tooth over the next day to allow the other side to dry - Thread the cord or wool through the hole and knot Paint if desired <p>Refer to Activity Sheet D9</p>

THREE OF MY TEETH



I LIKE TO BITE...

I want to have strong teeth like a beaver.

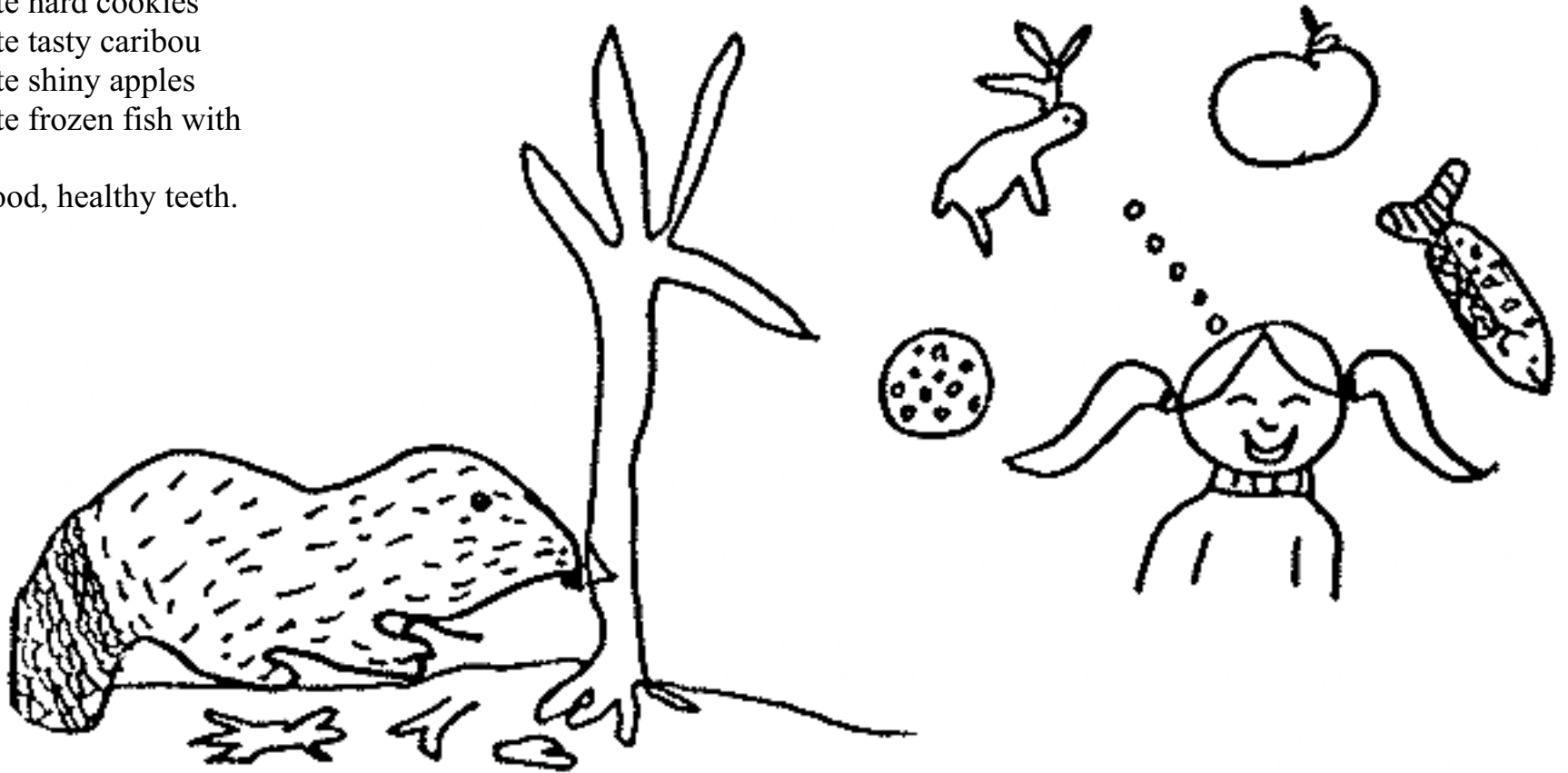
I like to bite hard cookies

I like to bite tasty caribou

I like to bite shiny apples

I like to bite frozen fish with

my good, healthy teeth.



DENTAL HEALTH

GRADE: 1

LESSON: 3

THEME: ORAL HYGIENE

CONCEPT REGULAR USE OF ORAL HYGIENE SKILLS PROMOTES DENTAL HEALTH

- PREPARATION:**
1. Prior to the lesson, invite a dental therapist, if your community has one, to demonstrate effective toothbrushing
 2. A large dentiform model and toothbrush
 3. Pocket chart and sentence strips
 4. Prepare a class set of the 'This is the Way We Brush Our Teeth' song (Activity Sheet D10)
 5. Enough toothbrushes and toothpaste for each student
 6. Prepare a class set of large toothbrush pages for one week (5 copies for each student) (Activity Sheet D11)
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VOCABULARY: important, care for

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) demonstrate effective tooth brushing skills	Students: 1. Observe a demonstration on effective toothbrushing 2. Illustrate effective toothbrushing skills 3. Explain when they should brush their teeth	Background Information Page D53 to D60 Prior to the lesson, invite a dental therapist, if there is one in your community, to visit the class to demonstrate effective toothbrushing. (If there is no dental therapist available, demonstrate yourself. A large dentiform model and toothbrush are helpful) Have students take turns demonstrating effective toothbrushing skills. Teeth must be brushed thoroughly once a day. They should also be brushed, whenever possible, after eating and before going to bed. If a person cannot brush after eating, s/he should rinse his/her mouth out with water.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) practise effective toothbrushing skills</p>	<p>4. Sing the song 'This is the Way We Brush Our Teeth'.</p> <p>5. Practise daily toothbrushing skills at school.</p>	<p>Ask students when they should brush their teeth. Have them respond using the sentence pattern:</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">I must brush my teeth</div> <div style="border: 1px solid black; padding: 2px 10px;">in the morning</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">before I go to bed</div> <div style="border: 1px solid black; padding: 2px 10px;">after I eat</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">three times a day</div> </div> <p>Review the responses given by students by making deliberate errors Students correct errors.</p> <p style="padding-left: 40px;">e g., Teacher I must brush my teeth in the mirror.</p> <p style="padding-left: 80px;">Students I must brush my teeth in the morning.</p> <p>Refer to Activity Sheet D10.</p> <p>Students learned the first four verses in Kindergarten.</p> <p>Teachers are encouraged to have a brushing program at school throughout the year. Teachers can use weekly/monthly dental charts to record students' brushing behaviours.</p> <p>Brushing programs at school support the home in promoting positive dental health behaviours. Children's toothbrushes can be stored individually in racks made by the children or by older children in the industrial arts shop.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) explain the importance of caring properly for the teeth</p>	<p>6. Explain why it is important to have healthy teeth</p> <p>7. Explain why caring properly for teeth is important</p> <p>8. Keep a record of their toothbrushing behaviours</p>	<p>Make a series of statements beginning with</p> <p>Healthy teeth help us to _____.</p> <p>Provide both true and false endings e.g.,</p> <ul style="list-style-type: none"> - write - bite an apple - watch T V - talk - chew meat - drive a ski-doo - sleep - smile <p>Students stand up if the statement is true and sit down if the statement is not true. The endings can be recorded on an experience chart</p> <p>Brainstorm with students what might happen if they didn't care properly for their teeth. Consequences might include</p> <ul style="list-style-type: none"> - toothache - cavities - teeth having to be removed <p>Since we have only two sets of teeth in a lifetime, it is important to have the teeth last for a lifetime.</p> <p>Refer to Activity Sheet D11.</p> <p>Have students make a book of their toothbrushing behaviours. This should be kept for a minimum of one week. Students should have one page for each day of the week. They should put a checkmark for each time they brush their teeth or rinse their mouth with water.</p>

THIS IS THE WAY WE BRUSH OUR TEETH

This is the way we brush our teeth
Every single day.

We gently brush them up and down
Every single day.

We gently brush them round and round
Every single day.

We count to ten and brush each tooth
Every single day.

We brush them morning, lunch and night
Every single day.

We brush them when we eat some food
Every single day.

(Tune: Here We Go Round The Mulberry Bush)

Helen Balanoff




CARING FOR MY TEETH

Today is _____

I brushed my teeth.

I rinsed my mouth with water.



DENTAL HEALTH**GRADE:** 1 **LESSON:** 4**THEME:** FACTORS AFFECTING
DENTAL HEALTH

CONCEPT: THE FOOD WHICH PEOPLE EAT AFFECT THEIR DENTAL HEALTH

PREPARATION: 1. Samples of sticky and non-sticky food and several knives
2. Materials (pictures, labels, wrappers) for the big books (Student Activity 4)

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) give examples of dentally safe and dentally unsafe food	Students: 1. Describe what happens when they cut up various foods	Background Information Page D53 to D60 Divide students into groups. Give each group a variety of different foods to cut up. Food samples might include: - peanut butter - chocolate bar - apple - carrot - celery - cracker (pilot biscuit) - marshmallow - sticky cookie - honey Students should examine the knife after they cut each food to see what happens to the knife







OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Explain what is meant by dentally safe and dentally unsafe foods

Students have to classify each food as sticky or not sticky Record student responses on an experience chart as illustrated

Sticky	Not sticky
peanut butter 	apple 
marshmallow 	carrot 
candy 	peel biscuit 

Discuss.

Food that sticks to the knife also sticks to people's teeth.



Safe foods for teeth are:

- low in sugar
- not sticky

Unsafe foods for teeth are:

- high in sugar
- sticky

Teeth must be brushed after eating sticky food.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Give examples of dentally safe and dentally unsafe foods.</p>	<p>Have students brainstorm dentally safe and dentally unsafe foods. Record student responses as illustrated.</p> <p>Dentally safe foods include:</p>  <ul style="list-style-type: none"> - unsweetened juice - raw vegetables - fruit - nuts, seeds - cheese - milk - plain yogurt - whole wheat bread - crackers - plain popcorn - meat - fish <p>Dentally unsafe foods include:</p>  <ul style="list-style-type: none"> - sweet drunjs (popm fruit drinks) - jam, jello - dried fruit - puddings - cake - candy - chocolate bar - cookies - gum - ice cream

OBJECTIVES

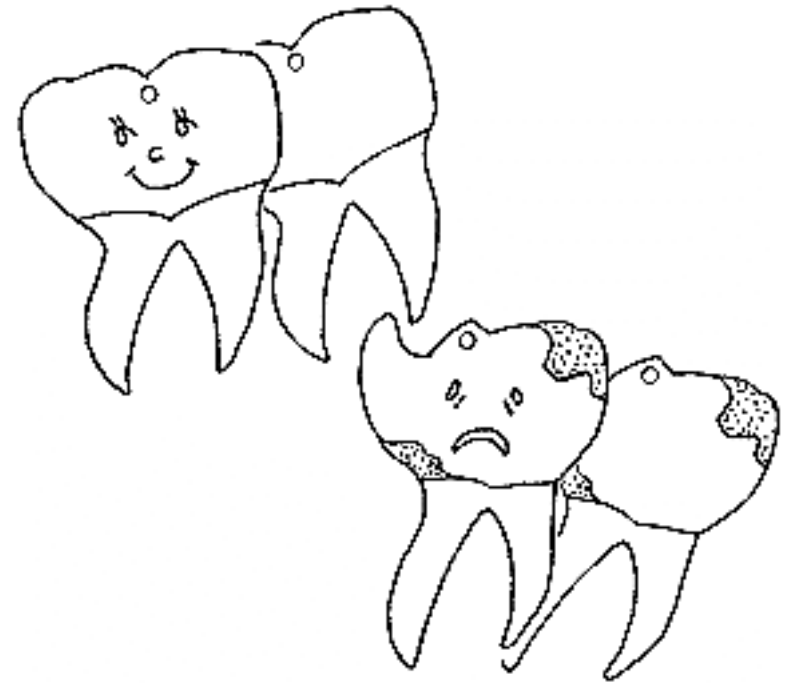
STUDENT ACTIVITIES

TEACHER NOTES

- 4. Make two class big books of 'My Teeth Like ' and 'My Teeth Don't Like...'

Divide the class into two groups

Have one group make a big book called 'Happy Teeth' (of dentally safe foods) and the other make a big book called 'Sad Teeth' (of dentally unsafe foods)
Students can cut out pictures, use food wrappers or labels for their books












Read the books together as a class

DENTAL HEALTH**GRADE: 1** **LESSON: 5****THEME: FACTORS AFFECTING
DENTAL HEALTH**

CONCEPT: POSITIVE BEHAVIOURS NEAR HAZARDS CAN PREVENT DENTAL INJURIES

PREPARATION: 1. A copy of 'Peter's Tooth' story (Activity Sheets D12A, 12B, 12C, 12D)
2. Prepare a number of Dental Warning Signs (Activity Sheet D13)

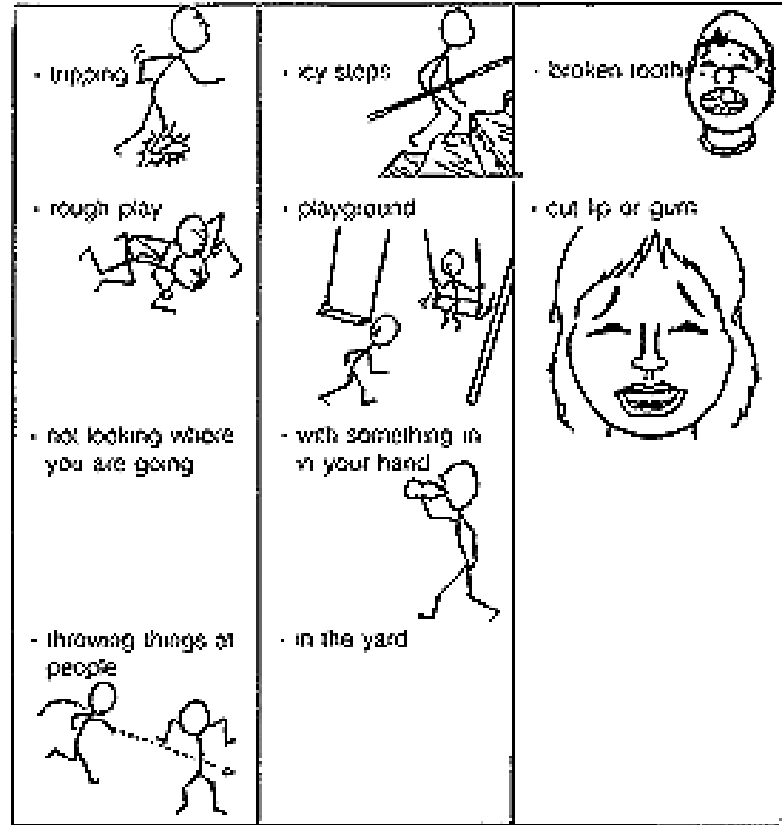
VOCABULARY: behaviour, safe, unsafe

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
Students will be able to: i) identify dentally safe and dentally unsafe behaviours near hazards	Students: 1. Listen to the story 'Peter's Tooth'. 2. Brainstorm other ways dental injuries may occur	Background Information Page D53 to D60 Refer to Activity Sheets D12A, 12B, 12C and 12D. Discuss how Peter's tooth got broken. Have students think of other ways they can hurt their teeth Record student responses in the first column of an experience chart as illustrated: <table border="1" data-bbox="1276 1198 1997 1398"><thead><tr><th data-bbox="1276 1198 1507 1247">How?</th><th data-bbox="1507 1198 1738 1247">Where?</th><th data-bbox="1738 1198 1997 1247">What?</th></tr></thead><tbody><tr><td data-bbox="1276 1247 1507 1398">- pushing </td><td data-bbox="1507 1247 1738 1398">- drinking fountain </td><td data-bbox="1738 1247 1997 1398">- loose tooth </td></tr></tbody></table>	How?	Where?	What?	- pushing 	- drinking fountain 	- loose tooth 
How?	Where?	What?						
- pushing 	- drinking fountain 	- loose tooth 						

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES



3. Identify some hazards where dental injuries may occur

4. Describe some of the dental injuries which may occur

Have students think about places where dentally unsafe behaviours are a particular problem. Record student responses on the next column of the experience chart.

Brainstorm some dental injuries. Record responses on the last column of the experience chart.

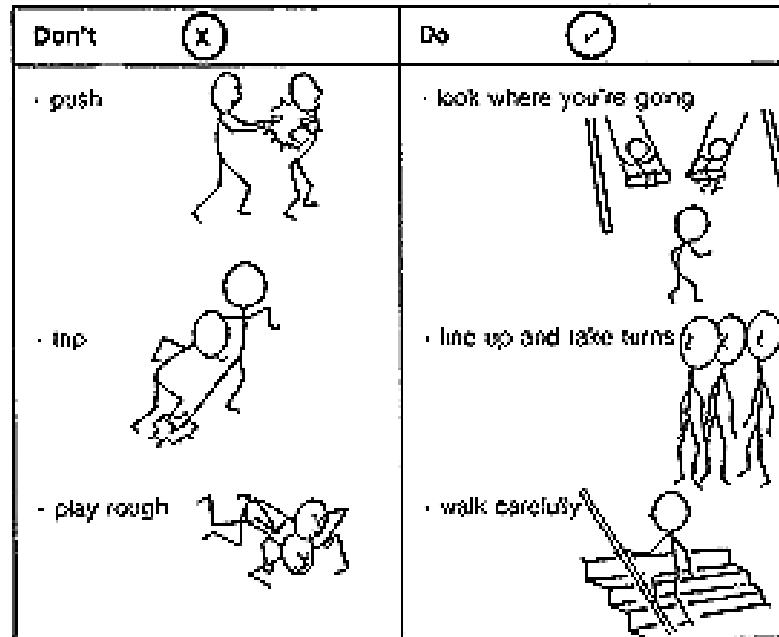
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

5. List ways to prevent dental injuries around the hazards.

This can be added as another two columns to the experience chart.



6. Participate in a dental hazard hunt.

Refer to Activity Sheet D13.

Have students cut out the Dental Warning Signs Take students on a tour of the school. Identify particular dental hazards e.g., drinking fountains, playground equipment, gym equipment, stairs. Have students stick a dental warning sign on each

Discuss positive behaviours related to these hazards which will help prevent dental injuries.

PETER'S TOOTH

Peter was a little boy with nice white teeth.



Peter looked after his teeth. He brushed them every day.



One day, Peter was playing with his friends when he got a bump.



'Ouch' said one of Peter's teeth. 'Help me. I've been hurt!'



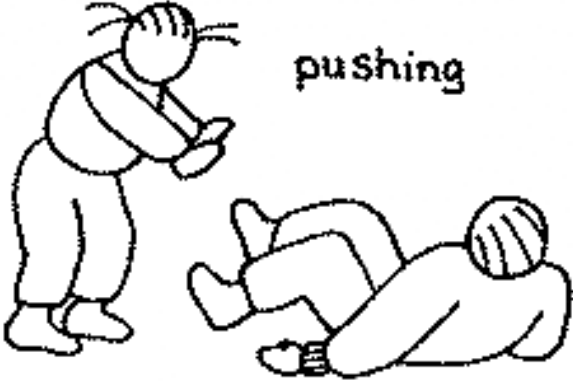
Peter looked in the mirror and saw his broken tooth.



His mother took him to the dentist.



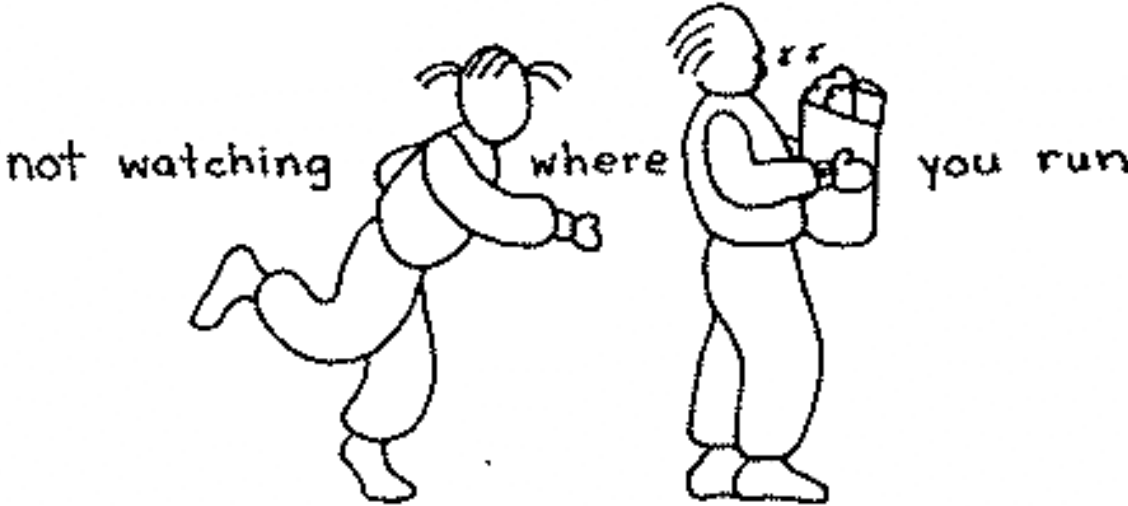
The dentist said to Peter, "Boys and girls have to play safely. Rough play, like pushing, tripping, not looking where you are going may cause an accident to your teeth."



pushing



rough play

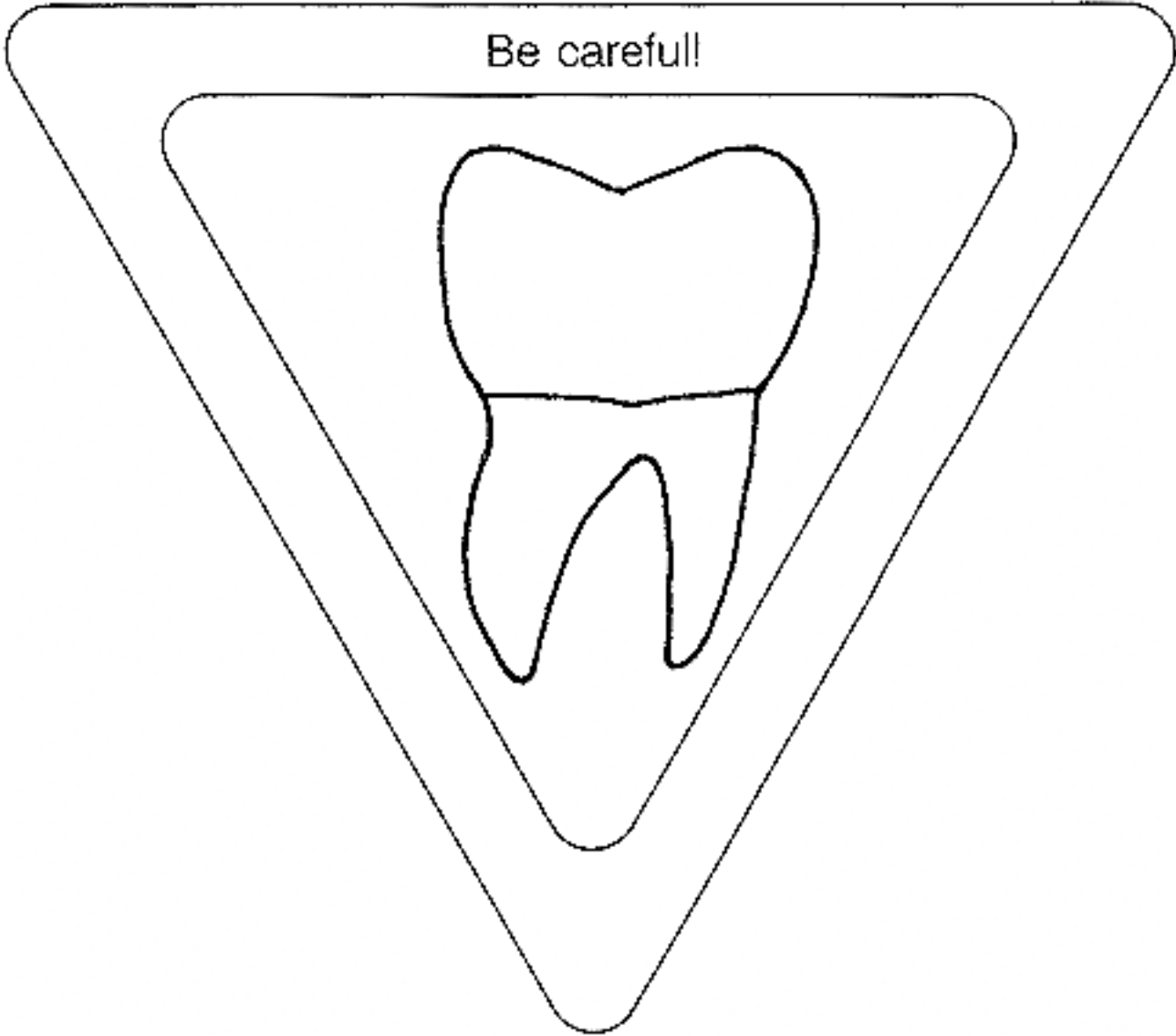


not watching

where

you run

DENTAL WARNING SIGN












DENTAL HEALTH**GRADE:** 1**LESSON:** 6**THEME:** DENTAL DISEASE

CONCEPT: MANY FACTORS CONTRIBUTE TO DENTAL DISEASE

- PREPARATION:**
1. One apple and a nail for each group of students
 2. Prior to the lesson, have students do the first part of the experiment
 3. Props to represent factors that contribute to tooth decay
 4. Prepare a class set of the 'Healthy Teeth' song (Activity Sheet D14)
 5. Prepare a class set of the 'Keeping My Teeth Healthy' worksheet (Activity Sheet D15)
-

VOCABULARY: brown, rotten, hole, bad, ugly

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES								
<p>Students will be able to:</p> <p>i) explain that a tooth can decay</p>	<p>Students:</p> <p>1. Conduct an experiment that shows how tooth decay occurs.</p>	<p>Background Information Page D53 to D60</p> <p>Divide students into groups.</p> <p>A few days before the lesson give each group a clean, firm apple. Have them make observations about the apple. Have them poke a hole in the apple with a nail. Have students make daily observations about the apple</p> <table border="1" data-bbox="1276 1214 2005 1458"><thead><tr><th>day</th><th>apple</th></tr></thead><tbody><tr><td>Monday</td><td>- clean - red </td></tr><tr><td>Tuesday</td><td>- little brown hole </td></tr><tr><td>Wednesday</td><td>- bigger brown hole </td></tr></tbody></table>	day	apple	Monday	- clean - red 	Tuesday	- little brown hole 	Wednesday	- bigger brown hole 
day	apple									
Monday	- clean - red 									
Tuesday	- little brown hole 									
Wednesday	- bigger brown hole 									

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) identify preventive behaviours related to tooth decay</p>	<p>4. Roleplay positive behaviours which help prevent tooth decay.</p> <p>5. Learn and sing 'The Healthy Teeth' song.</p> <p>6. Complete the 'Keeping My Teeth Healthy' worksheet.</p>	<p>Have students roleplay positive behaviours which help prevent tooth decay</p> <p>Positive behaviours include:</p> <ul style="list-style-type: none"> - refusing candy, choosing fruit/vegetable instead - brushing properly three times a day - visiting the dentist for regular check-ups - practising dentally safe behaviours <p>Have other students guess which positive behaviour the student is practising.</p> <p>Refer to Activity Sheet D14.</p> <p>Refer to Activity Sheet D15.</p> <p>Have students circle the happy tooth if the activity helps to keep their teeth healthy, the sad tooth if it contributes to tooth decay.</p>

HEALTHY TEETH

Keeping my teeth white and strong, white and strong, white and strong
What can I do?

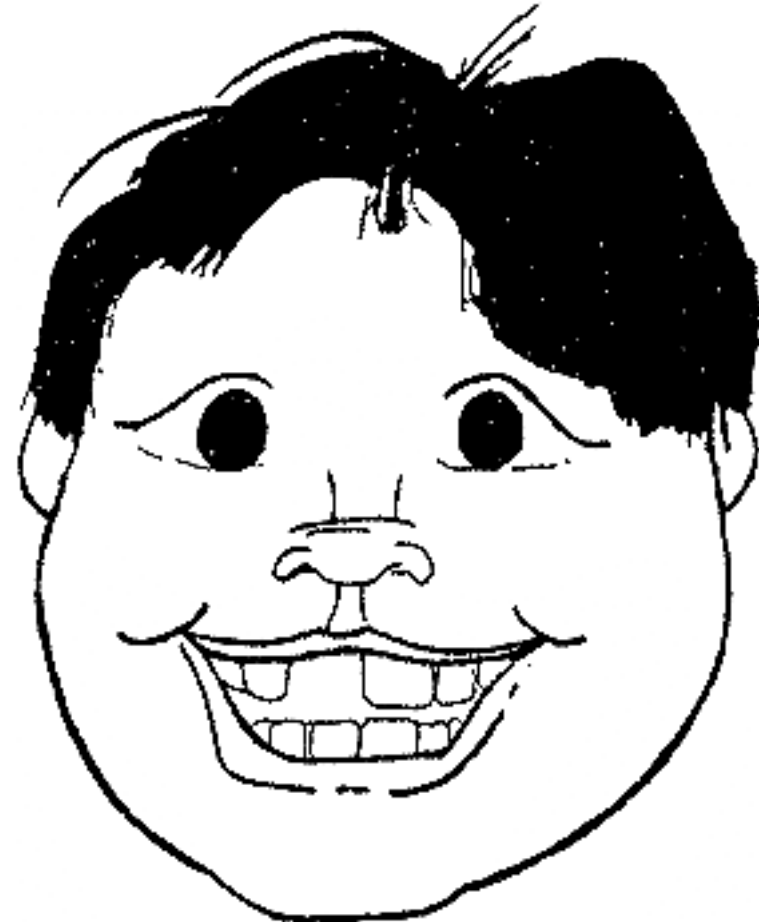
Choosing apples not candy
That's what I'll do.

Cleaning teeth three times a day
That's what I'll do.

Playing safely in the yard
That's what I'll do.

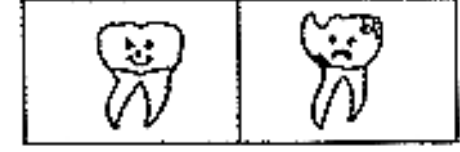
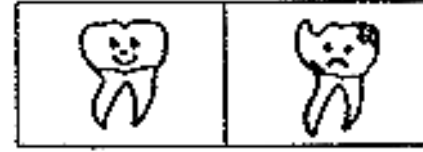
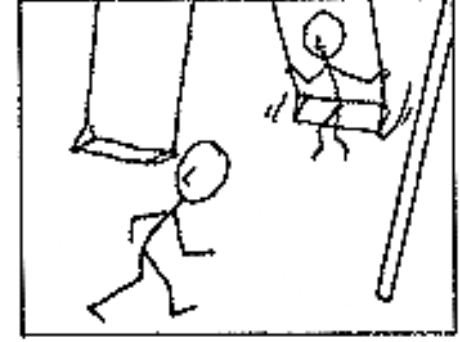
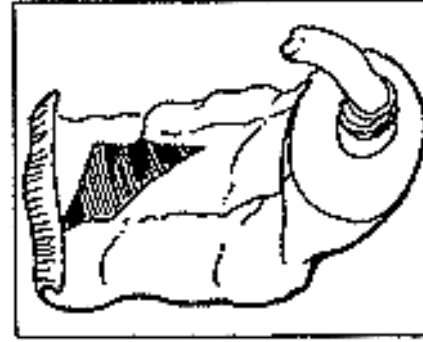
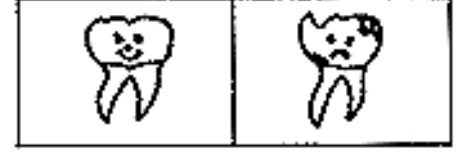
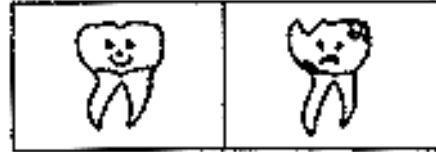
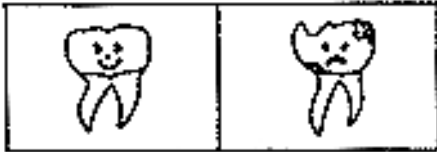
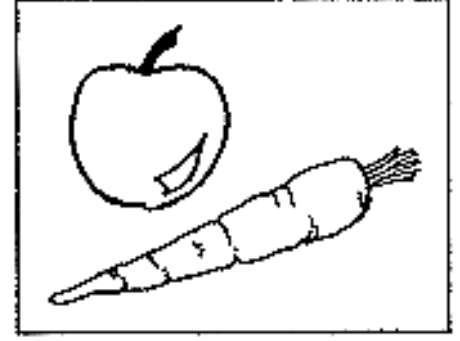
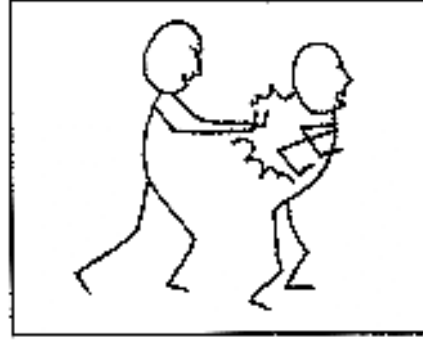
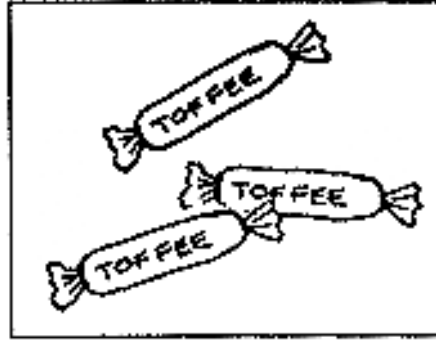
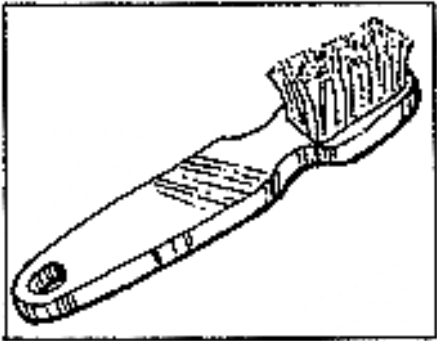
Seeing the dentist twice a year
That's what I'll do

Keeping my teeth white and strong
All my life!



(Tune: London Bridge is Falling Down)

KEEPING MY TEETH HEALTHY



DENTAL HEALTH**GRADE:** 1 **LESSON:** 7**THEME:** DENTAL SERVICES
AND PRODUCTS

CONCEPT: DENTAL HEALTH WORKERS ARE IMPORTANT IN DENTAL HEALTH CARE

PREPARATION: 1. Prior to the lesson, arrange for students to visit the dental office to learn about dental services
2. A camera and film to photograph the visit
3. Materials for a frieze

VOCABULARY: dentist, dental therapist, dental health worker

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify local dental health workers	Students: 1. Name local dental health workers.	Background Information Page D53 to D60. If the community has no permanent dental health workers, teachers should teach this lesson to coincide with a visit by the dental health worker. Ask students who they would go to see about their teeth. Dental health workers include: <ul style="list-style-type: none">- dentists- dental therapists If the dental health worker travels from another community, identify which community s/he comes from.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Visit the local dental office.</p> <p>3. Make a class frieze of 'Gong To The Dentist'.</p>	<p>Prior to the lesson, arrange to take the students on a visit to the dental office. Ask the dentist or dental therapist to describe what they do. Ask them to let children sit in the chair and explain what s/he (the dental worker) is doing, as s/he describes the services.</p> <p>Take photographs of the visit.</p> <p>Divide the students into pairs. Have each pair make a long frieze about the dental health worker(s).</p> <div data-bbox="995 683 1948 997" data-label="Image"> </div> <p>Attach the photographs around the frieze.</p>