

GRADE 2

DENTAL HEALTH

DENTAL HEALTH

GRADE: 2

LESSON: 1

THEME: STRUCTURE AND FUNCTION

CONCEPT: PRIMARY TEETH ARE REPLACED BY PERMANENT TEETH IN A SPECIFIC SEQUENCE

- PREPARATION:
1. Prepare a class set of the 'Wiggly Tooth' song (Activity Sheet D16)
 2. Prepare a class set of the 'My New Teeth' worksheet (Activity Sheet D17) .
 3. Several handmirrors
 4. A large diagram of primary teeth
 5. Prior to the lesson, ask a dental health worker for a primary and permanent tooth
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VOCABULARY: primary, permanent

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the sequence of teeth replacement	Students: 1 Sing the 'Wiggly Tooth' song. 2 Describe primary teeth falling out and new teeth coming in. 3. Complete the 'My New Teeth' worksheet.	Background Information: Page D45 to D52 Refer to Activity Sheet D16. Have students talk about a time they had a 'wiggly' tooth and what happened. Explain that children have 20 primary (or baby) teeth which start to fall out at 5 or 6 years of age and are eventually replaced by 32 permanent teeth. Refer to Activity Sheet D17. Have students work in pairs or give them mirrors so that they can complete the Activity Sheet. Have them draw in any permanent 6-year molars they may have on the upper or lower jaw.

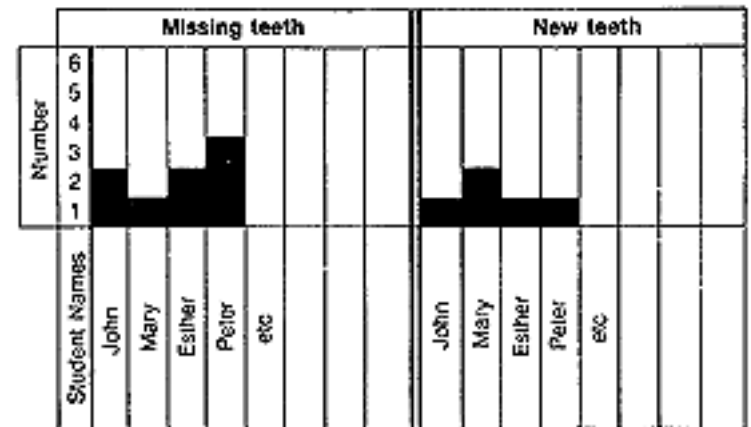
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

4. Record on a class bar graph the number of missing and new teeth.

Prepare a chart on missing and new teeth. Students record their findings on the chart. Discuss the findings with the class.



(All children should have some new teeth)

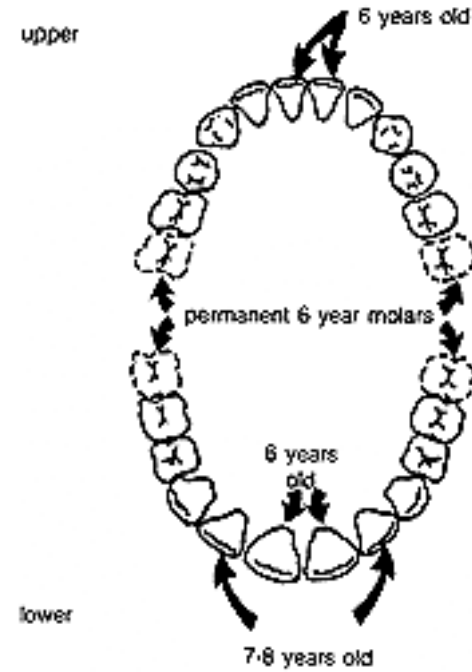
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

5. Describe the sequence of tooth replacement up to 8 years of age.

Draw a large diagram of an upper and lower jaw. Ask students to indicate where they have teeth missing or have new teeth.



OBJECTIVES

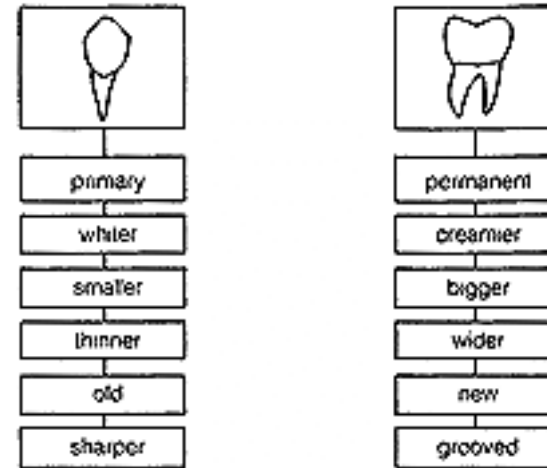
STUDENT ACTIVITIES

TEACHER NOTES

ii) compare the characteristics of a primary and a permanent tooth

6. Compare a primary tooth with a permanent tooth.

Prior to the class, ask the local dental health worker for a shed primary and permanent tooth. Have students compare the two teeth. Make a list of comparative adjectives.



7. Write a story about 'A Wiggly, Wobbly Tooth'.

Have students write their own story about a time they had a 'wiggly' tooth. Have them describe the 'baby' tooth. Then have them write about the new tooth which grew in its place and what it looked like.

They can put their stories in a book in the shape of a tooth.



THE WIGGLY TOOTH

I have a wiggly tooth,
I have a wiggly tooth,
Wiggle, waggle, wiggle, waggle
I have a wiggly tooth.

I can wiggle it with my tongue
I can wiggle it with my tongue
Wiggle, waggle, wiggle, waggle,
I can wiggle it with my tongue.

I can wiggle it to the left,

I can wiggle it to the right; ...

My wiggly tooth fell out, ...

(Tune: The Farmer's In The Dell)

Helen Balanoff

A new tooth's growing there
A new tooth's growing there
Bigger, bigger, bigger, bigger
A new tooth's growing there.



MY NEW TEETH

Colour your baby teeth blue.

Put an X if your tooth fell out.

Colour your new teeth red.

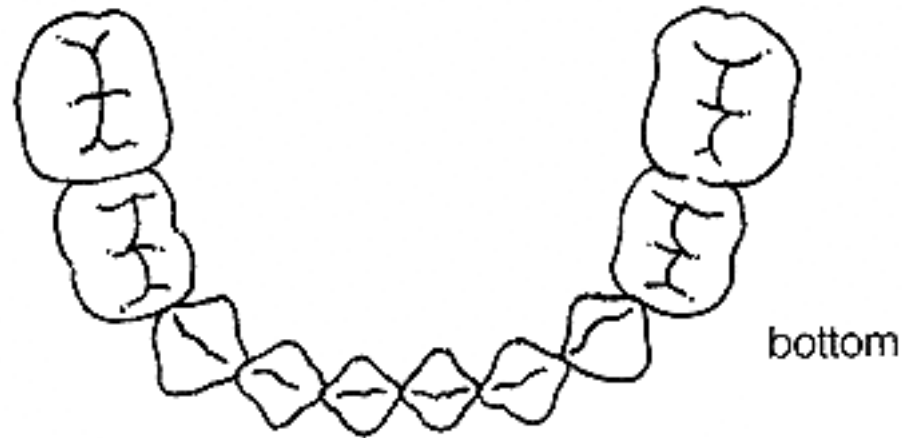
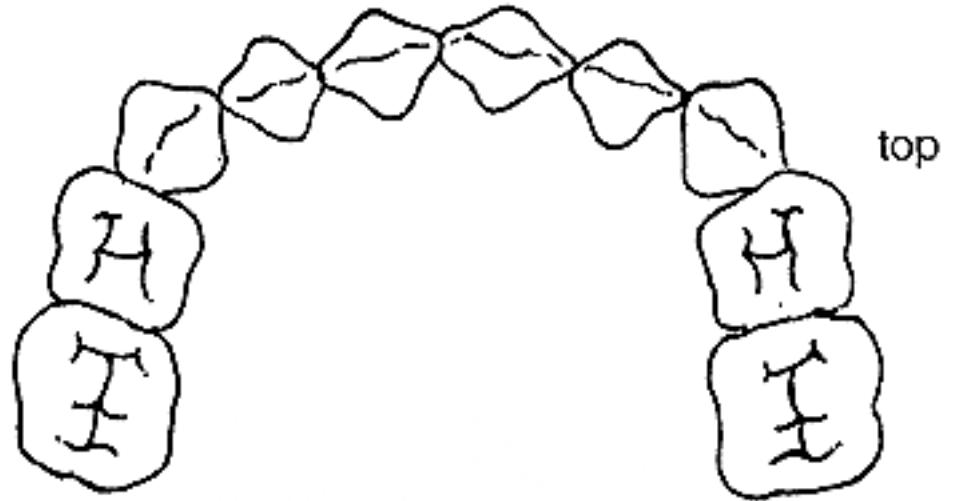
If you have new teeth at the back, draw them in.

Count your teeth

Baby teeth _____

New teeth _____

Spaces _____



DENTAL HEALTH

GRADE: 2

LESSON: 2

THEME: ORAL HYGIENE

CONCEPT: REGULAR USE OF ORAL HYGIENE SKILLS PROMOTES DENTAL HEALTH

- PREPARATION:
1. Enough dental floss for all students
 2. Prior to the lesson, invite a dental therapist, if available, to demonstrate effective flossing skills
 3. A large dentiform model
 4. Pocket chart and sentence strips
 5. Prepare a class set of the 'Checking My Teeth' worksheets (Activity Sheets D18A and D18B)
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VOCABULARY: floss, flossing, between

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) demonstrate effective flossing skills	Students: 1. Review effective toothbrushing skills 2. Explain why people floss their teeth	Background Information Page D35 to D42 Dental flossing requires a certain degree of manual dexterity Not all students can manipulate the floss as required Misuse of the floss can result in injuries to the gums This is a review of Kindergarten and Grade 1. Teachers should ensure that students demonstrate effective toothbrushing skills before teaching flossing. Show students some dental floss Ask them if they know what it is used for. Dental floss is used to clean in between teeth, where the toothbrush cannot reach.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) explain when to floss and brush the teeth	<ol style="list-style-type: none"> 3. Observe a demonstration of effective flossing skills. 4. Demonstrate effective flossing skills. 5. Explain when to floss and brush their teeth. 	<p>Prior to the lesson, invite a dental therapist, if one is available in the community, to demonstrate effective flossing. (If there is no dental therapist available, demonstrate yourself. A large dentiform model is useful.)</p> <p>Have students take turns demonstrating effective flossing skills.</p> <p>Teeth need to be flossed and brushed thoroughly once a day. Floss before brushing to remove food debris from between the teeth so it can be brushed away. Many people floss and brush after eating and before bedtime. If a person cannot floss and/or brush after eating, rinse the mouth with water. Flossing and brushing programs at school support the home in promoting positive dental health behaviours. Toothbrushes can be stored in classrooms on wooden racks or hooks which students make in the industrial arts 'shop'. Have students respond to the questions.</p> <div style="text-align: center;"> <pre> graph TD Q1[When do you floss your teeth?] Q2[When do you brush your teeth?] A1[before I brush my teeth] A2[three times a day] A3[after eating] A4[very well once a day] A5[before I go to bed] I1[I floss my teeth] I2[I brush my teeth] I1 --- A1 I1 --- A2 I1 --- A3 I1 --- A4 I1 --- A5 I2 --- A1 I2 --- A2 I2 --- A3 I2 --- A4 I2 --- A5 </pre> </div>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) explain the importance of brushing and flossing daily</p> <p>iv) practise effective toothbrushing and flossing skills</p>	<p>6. Explain why it is important to brush and floss daily.</p> <p>7. Keep a record of their toothbrushing and flossing behaviours.</p> <p>8. Practise daily brushing and flossing skills at school.</p>	<p>Brushing and flossing are dental skills that remove food and sticky material, from teeth so the teeth do not become diseased.</p> <p>Emphasize the importance of daily care of teeth so they last a lifetime.</p> <p>Refer to Activity Sheets D18A and 18B.</p> <p>Have students keep a record of their toothbrushing and flossing behaviours at home. Have them cut out a toothbrush, floss container and glass of water for every time they brushed or flossed their teeth or rinsed their mouth. Glue these on the record which should be kept for a minimum of one week.</p> <p>Teachers are encouraged to have a flossing and brushing program at school throughout the year. Teachers can use weekly/monthly dental charts to record student dental behaviours.</p>

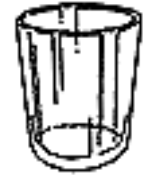
CLEANING MY TEETH



Brushing

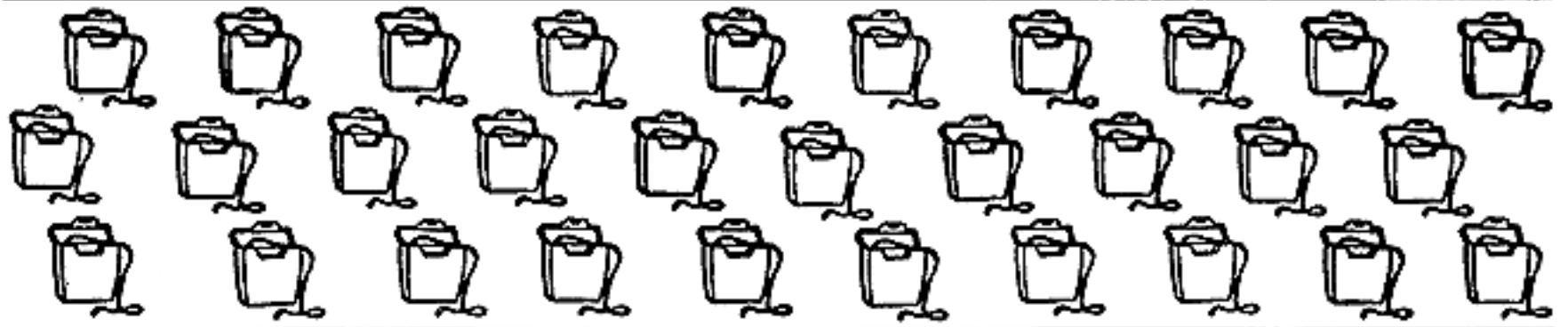
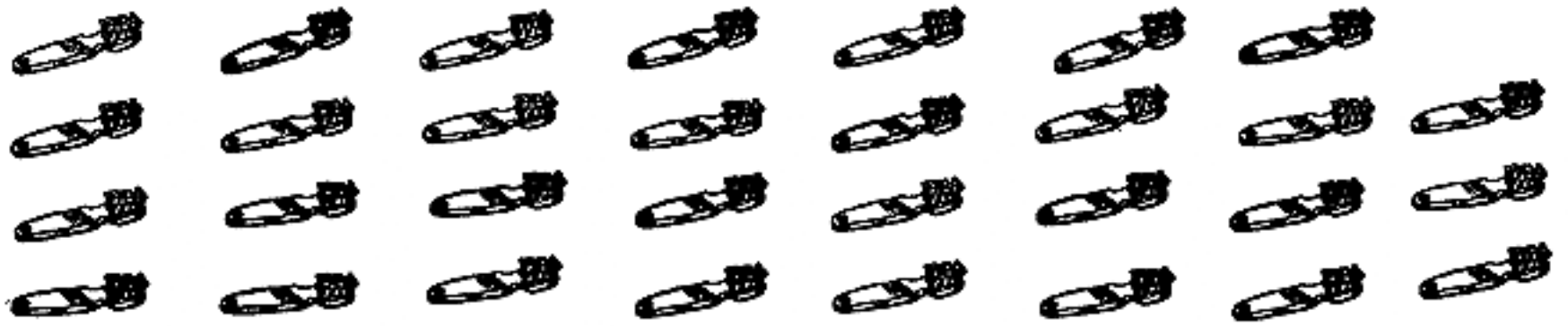


Flossing



Rinsing

	Brushing	Flossing	Rinsing
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



DENTAL HEALTH

GRADE: 2

LESSON: 3

THEME: FACTORS AFFECTING
DENTAL HEALTH

CONCEPT: THE FOOD WHICH PEOPLE EAT AFFECTS THEIR DENTAL HEALTH

- PREPARATION:
1. A dentally safe snack for all students
 2. Prepare a class set of 'Happy and Sad Teeth' Outlines (Activity Sheets D19A and 19B)
 3. Popsicle sticks for each Happy and Sad Tooth
 4. Samples of dentally safe and dentally unsafe snacks
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VOCABULARY: dentally safe, dentally unsafe

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) distinguish between dentally safe and dentally unsafe snacks	Students: 1. Eat a dentally safe snack	Background Information Page D35 to D42 Provide students with a dentally safe snack to eat. Dentally safe snacks include - fresh fruit - unsweetened juice - raw vegetables - cheese - crackers - nuts or seeds - dried meat or fish Ask students to identify if this was a dentally safe or dentally unsafe snack

OBJECTIVES

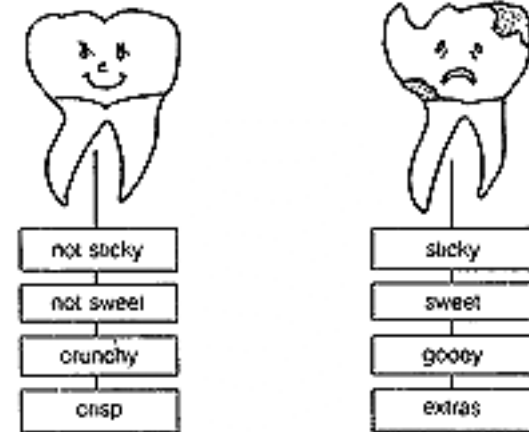
STUDENT ACTIVITIES

TEACHER NOTES

2. List words to describe dentally safe and dentally unsafe snacks.

3. Identify dentally safe and dentally unsafe snacks.

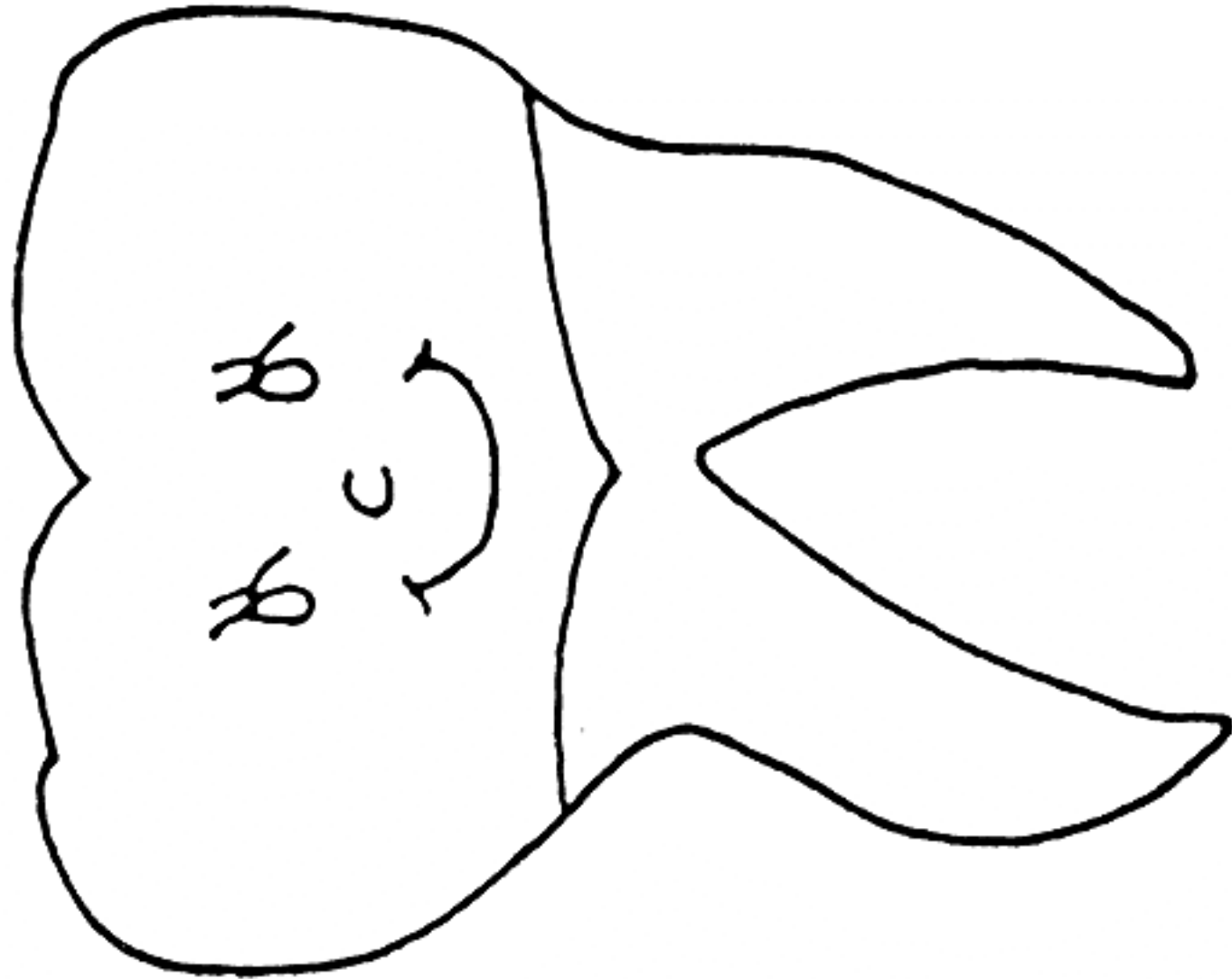
Brainstorm with students words to describe dentally safe and dentally unsafe snacks.



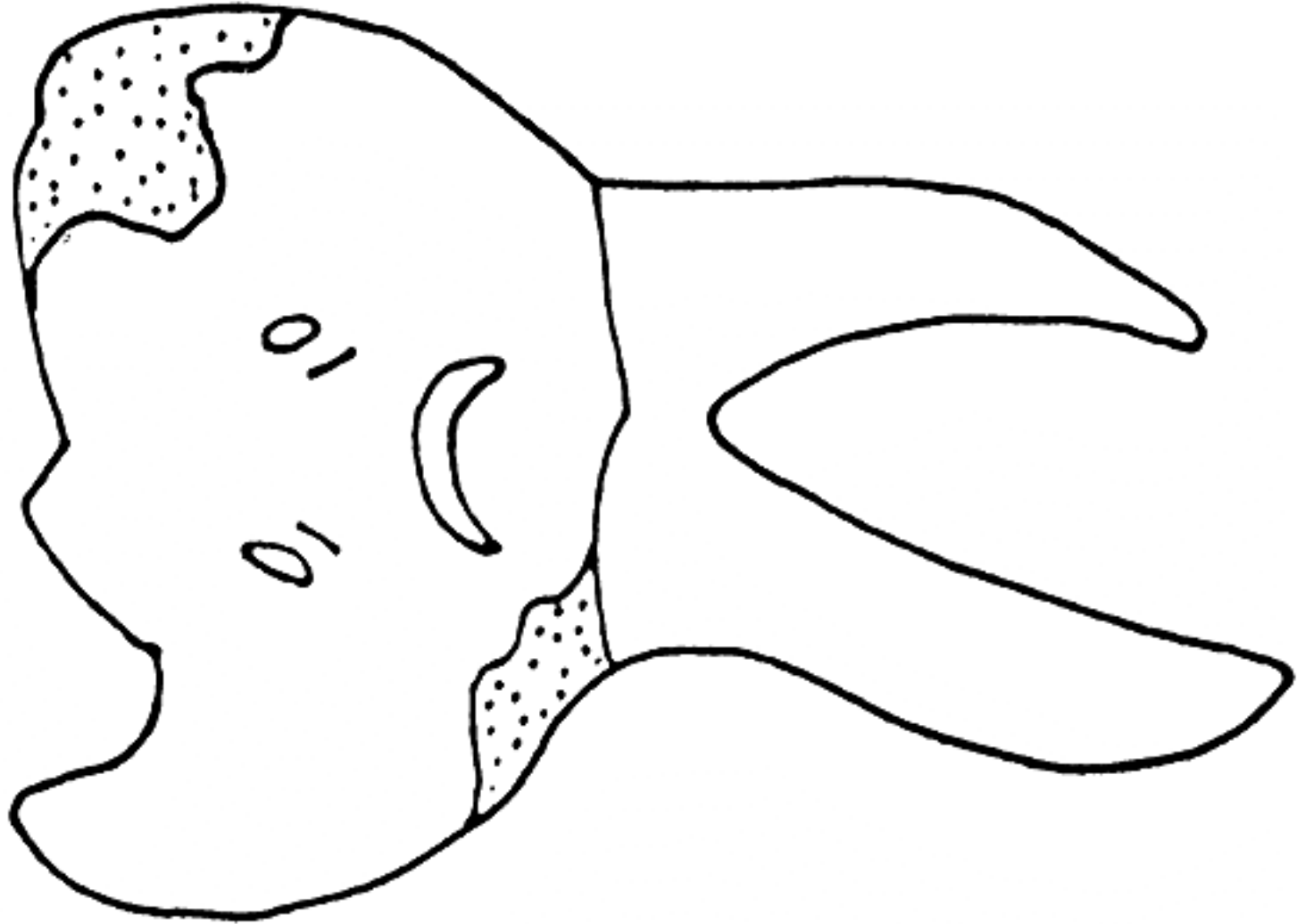
Refer to Activity Sheet:, D19A and 19B.

Have students cut out the happy and sad teeth and stick each one on a popsicle stick. Show students samples of dentally safe and dentally unsafe snacks, one at a time. Students identify each food as dentally safe or unsafe by holding up the correct tooth.

HAPPY AND SAD TEETH



HAPPY AND SAD TEETH



DENTAL HEALTH**GRADE: 2****LESSON: 4****THEME: DENTAL DISEASE**

CONCEPT: MANY FACTORS CONTRIBUTE TO DENTAL DISEASE

- PREPARATION:**
1. Enough floss for all the students in the class
 2. Enough disclosing tablets for all the students in the class (available from Dental Clinics)
 3. Several mirrors
 4. Prepare a class set of the Plaque On My Teeth worksheet (Activity Sheet D20A)
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VOCABULARY: plaque, gums, between

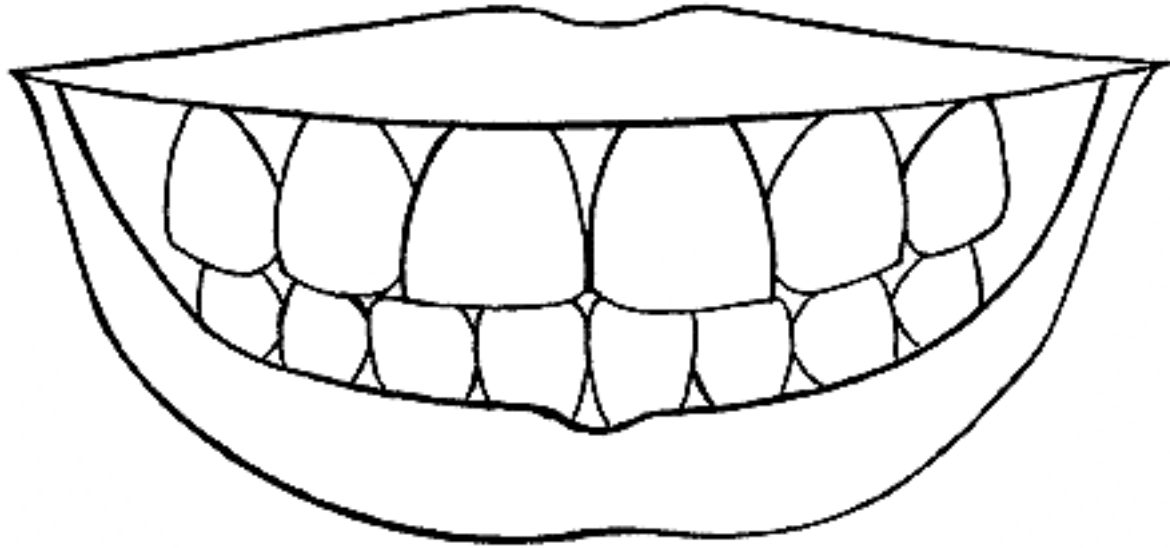
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain what dental plaque is ii) describe where dental plaque is commonly found	Students: 1. Floss between the front teeth and observe the floss. 2. Chew a disclosing tablet and observe where the plaque is located.	Background Information Page D35 to D42 Give each student a piece of floss Have them floss between their front teeth. Have them look at what is on the floss. Explain that it is called 'plaque'. Distribute red disclosing tablets to students. Have students chew and swish and spit. Then students look in mirrors for pink colouration that indicates plaque. Plaque is a sticky white substance that contains germs and sticks to the teeth, between the teeth and on the gum line.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) explain why it is important to remove plaque daily</p>	<p>3. Explain why it is important to brush and floss thoroughly every day.</p> <p>4. Complete the 'Plaque On My Teeth' worksheet.</p>	<p>Have students respond to the question</p> <p><u>Where do you find plaque?</u></p> <p>using the sentence pattern</p> <p><u>You find plaque</u> <u>on your teeth</u></p> <p><u>between your teeth</u></p> <p><u>near your gums</u></p> <p>Brushing and flossing the teeth thoroughly each day helps to remove plaque that forms continuously on the teeth, between the teeth and on the gum line. Plaque is a leading factor in tooth decay.</p> <p>Refer to Activity Sheet D20A.</p> <p>Refer to Activity Sheet D208 for answers.</p> <p>Have students look in the mirror and colour red on the worksheet teeth where they can see plaque. Have them draw and write about three things they can do to prevent plaque build-up.</p>

PLAQUE ON MY TEETH

Look in the mirror.

Colour red where you have plaque.



Draw and write about 3 things you can do to stop plaque.

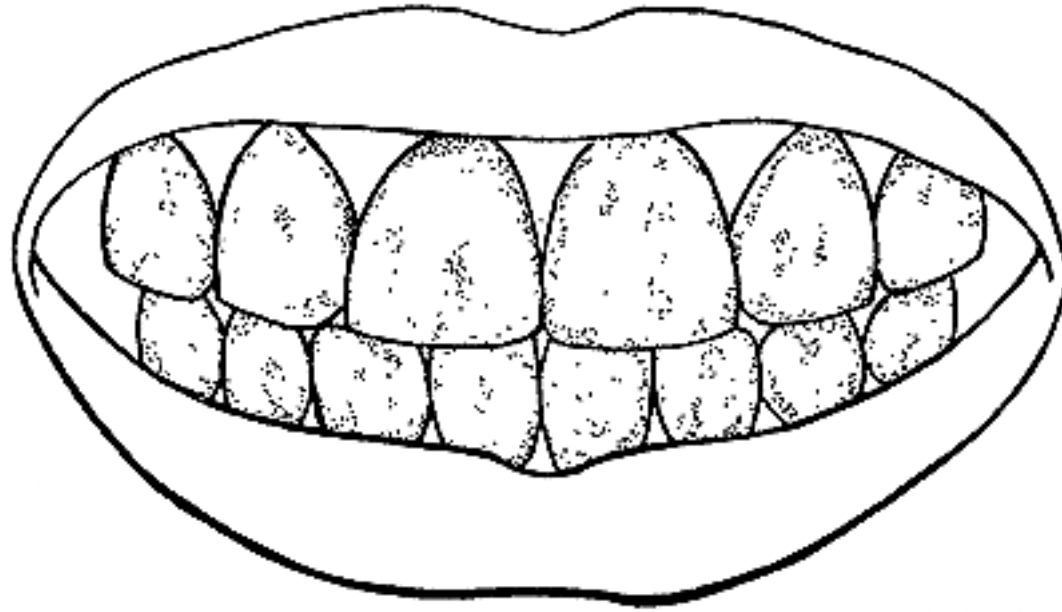
1. I can _____

2. I can _____

3. I can _____

PLAQUE ON MY TEETH

(Teacher Answer Guide)



This is where plaque is often found.


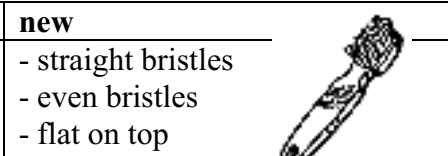
1. I can brush my teeth.
2. I can floss my teeth.
3. I can rinse my mouth with water.







DENTAL HEALTH**GRADE: 2****LESSON: 5****THEME: DENTAL SERVICES AND PRODUCTS**

CONCEPT: APPROVED DENTAL HEALTH PRODUCTS PROMOTE DENTAL HEALTH

- PREPARATION:**
1. An old and a new toothbrush
 2. Prior to the lesson, contact a local dental health worker for a class set of toothbrushes
 3. Dental health products, labels, wrappers, advertisements for a class collage
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VOCABULARY: bristles, bent, straight, even, uneven

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES	
Students will be able to: i) identify some common dental health products that Promote dental health	Students: 1. Compare the characteristics of an old and a new toothbrush.	Background Information Page D35 to D42 Show students an old toothbrush and a new toothbrush Have them talk about some of the differences Record student responses on an experience chart as illustrated	
		old - bent bristles - uneven bristles - missing bristles - dirty 	new - straight bristles - even bristles - flat on top - clean 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
2. Identify the characteristics of a good toothbrush.		<p>Have students respond using the sentence pattern:</p> <p>A good toothbrush has a straight handle</p> <p>has even bristles</p> <p>has flat bristles</p> <p>is clean</p> <p>is soft</p>		
3. Write poems about old and new toothbrushes.		<p>Show students a hard toothbrush.</p> <p>Discuss why soft toothbrushes are better Soft bristles don't erode enamel.</p> <p>Have students write poems about their toothbrushes using the characteristics of each.</p> <table border="0" data-bbox="926 902 1818 1146"> <tr> <td data-bbox="926 902 1262 1146"> <p>toothbrush </p> <p>old toothbrush old, bent toothbrush old, bent, dirty toothbrush old, bent, dirty, no-good toothbrush</p> </td> <td data-bbox="1461 902 1818 1146"> <p>toothbrush </p> <p>new toothbrush new, straight toothbrush new, straight, clean toothbrush new, straight, clean, good toothbrush</p> </td> </tr> </table>	<p>toothbrush </p> <p>old toothbrush old, bent toothbrush old, bent, dirty toothbrush old, bent, dirty, no-good toothbrush</p>	<p>toothbrush </p> <p>new toothbrush new, straight toothbrush new, straight, clean toothbrush new, straight, clean, good toothbrush</p>
<p>toothbrush </p> <p>old toothbrush old, bent toothbrush old, bent, dirty toothbrush old, bent, dirty, no-good toothbrush</p>	<p>toothbrush </p> <p>new toothbrush new, straight toothbrush new, straight, clean toothbrush new, straight, clean, good toothbrush</p>			
4. Participate in a toothbrush swap.		<p>Read them to the rest of the class.</p> <p>Prior to the lesson, you are encouraged to contact the local dental health worker to obtain a class set of toothbrushes.</p> <p>Students can then bring their old toothbrushes to school to trade for a new toothbrush.</p>		

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 5. Make a class collage of dental health products.

Have students collect some new toothbrushes, labels, wrappers, advertisements and actual dental health products to make a collage.



Happy Teeth Are Clean Teeth