

**GRADE 4**

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**DENTAL HEALTH**

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## DENTAL HEALTH

### GRADE 4

LESSON NO.	THEME	CONCEPT	OBJECTIVES
			Students will be able to:
1	STRUCTURE AND FUNCTION	The structure of a tooth is related to its function	i) label the structure of a tooth ii) state the functions of each part of a tooth iii) name the four tooth groups and their functions in a mixed set of teeth
2	ORAL HYGIENE	Regular practice of effective oral hygiene skills promotes dental health	i) illustrate how effective oral hygiene skills promote dental health ii) identify behaviours that promote healthy teeth for a lifetime
3	FACTORS AFFECTING DENTAL HEALTH	Positive behaviours around hazards can prevent dental injuries	i) identify dental health hazards at home, at school and in the community ii) explain safe behaviours that prevent dental injuries at home, at school and in the community
4	DENTAL DISEASE	Tooth decay is a dental disease that can be prevented	i) describe the process of tooth decay ii) describe the importance of fluoride
5	DENTAL SERVICES AND PRODUCTS	Dental health workers play an important role in dental health care	i) describe how dental health workers treat tooth decay and remove plaque

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**DENTAL HEALTH****GRADE: 4****LESSON: 1****THEME: STRUCTURE AND FUNCTION**

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**CONCEPT:** THE STRUCTURE OF A TOOTH IS RELATED TO ITS FUNCTION

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- PREPARATION:**
- 1 Prepare an overhead transparency or a poster size model of A Molar Tooth (Activity Sheet D28)
  - 2 Prepare word cards and sentence strips for Student Activities 2 and 3
  - 3 Prepare a class set of Parts and Functions Of A Molar Tooth (Activity Sheet D29)
  - 4 Hand mirrors to view teeth
  - 5 Prepare an overhead transparency of Types of Teeth (Activity Sheet D30), or obtain a large dentiform model
  - 6 Prepare a class set of My Mouth and Teeth (Activity Sheet D31 A, D31 B)
  - 7 Prepare a class set of Secret Message (Activity Sheet D32A - Teacher Answer Guide D32B)
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**VOCABULARY:** mixed set of teeth, incisor, premolar, cuspid, molar, crown, enamel, root, anchor, function

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) label the structure of a tooth	Students:  1. Name and locate the main parts of a tooth.	Background Information Page - D66 to D69, D72  Refer to Activity Sheet D28.  Use the overhead transparency to discuss the three main parts of a tooth - crown, enamel and root.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
ii) state the functions of each part of a tooth	2. Explain the functions of each part of a tooth.	Develop an experience chart, as shown. Prior to class write each word or sentence on a separate card or sentence strip. (These will be reused for Student Activity 3.)		
		<b>Part</b> Crown 	<b>Where is it?</b> It is the part of the tooth you can see.  It is above the gums.	<b>What does it do?</b> It helps you chew food.  It helps you say words properly.  It gives you a nice smile.  It spaces your teeth properly.
		Enamel 	It is the outside cover of the tooth.  It is hard and white.	It protects the inside of the tooth.
		Root 	It is the part of the tooth you can't see.  It is below the gums.	It anchors the tooth to the jawbone.
		" eg , words with "th", "s", "l"		

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES																
iii) name the four tooth groups and their functions in a mixed set of teeth	3. Match each tooth part with its location and function.	<p>Randomly distribute each word card or sentence strip from Student Activity 2, making sure each student can read his/her card/strip. Have students form themselves into three groups - "crown", "enamel" and "root", according to the card/strip each has. Each group reads its cards, while other students check to ensure proper groupings.</p> <p>Repeat the activity two or three times.</p>																
	4. Complete Parts and Functions Of A Molar Tooth worksheet.	Refer to Activity Sheet D29.																
	5. Observe their teeth and state that not all teeth are the same size and shape.	<p>A mixed set of teeth has some baby teeth and some permanent teeth. Have students work in pairs to observe their teeth in a hand mirror. They should be able to state that:</p> <ul style="list-style-type: none"> <li>- the front teeth are thin</li> <li>- the side teeth are more pointed</li> <li>- the back teeth are big and flat</li> </ul> <p>Explain that there are different types of teeth for different purposes.</p> <p>Refer to Activity Sheet D30.</p>																
	6. Name the four tooth groups and their functions.	Use the overhead transparency to discuss the tooth groups and their functions. Alternatively, use a large dentiform model, if available																
			<table border="1"> <thead> <tr> <th data-bbox="940 1224 1457 1256">Group</th> <th data-bbox="1457 1224 1738 1256">What they do</th> <th data-bbox="1738 1224 2016 1256">Where they are</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 1256 1457 1289">incisors</td> <td data-bbox="1457 1256 1738 1289">- cut</td> <td data-bbox="1738 1256 2016 1289">- front</td> </tr> <tr> <td data-bbox="940 1289 1457 1321">cuspids</td> <td data-bbox="1457 1289 1738 1321">- tear, grasp</td> <td data-bbox="1738 1289 2016 1321">- side</td> </tr> <tr> <td data-bbox="940 1321 1457 1354">premolar*</td> <td data-bbox="1457 1321 1738 1354">- crush, grind</td> <td data-bbox="1738 1321 2016 1354">- back</td> </tr> <tr> <td data-bbox="940 1354 1457 1386">molar</td> <td data-bbox="1457 1354 1738 1386">- grind</td> <td data-bbox="1738 1354 2016 1386">- back</td> </tr> </tbody> </table>	Group	What they do	Where they are	incisors	- cut	- front	cuspids	- tear, grasp	- side	premolar*	- crush, grind	- back	molar	- grind	- back
	Group	What they do	Where they are															
incisors	- cut	- front																
cuspids	- tear, grasp	- side																
premolar*	- crush, grind	- back																
molar	- grind	- back																
		* Premolars make up part of the permanent set of teeth. They erupt around age 10-12																

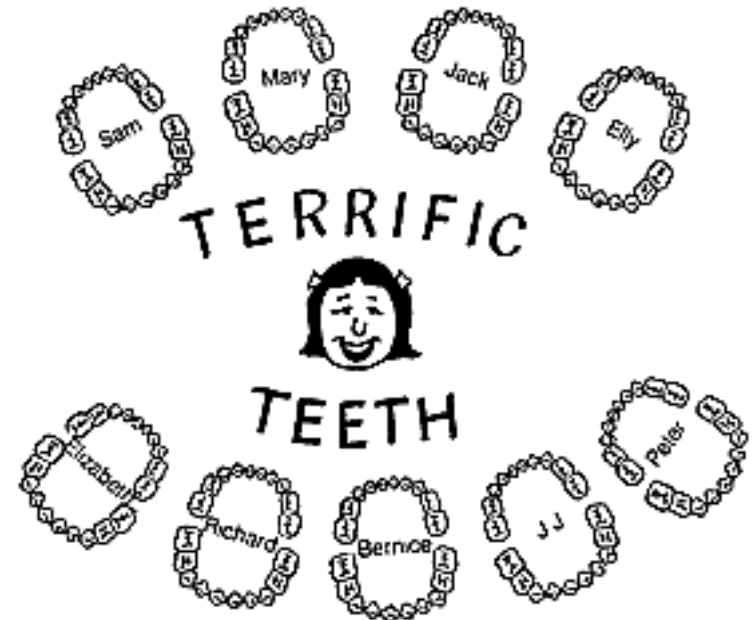
**OBJECTIVES****STUDENT ACTIVITIES****TEACHER NOTES**

7. Complete My Mouth and Teeth worksheet.

Refer to Activity Sheet D31 A and D31B.

Have students work in pairs with a mirror to code the different types of teeth in their mouths.

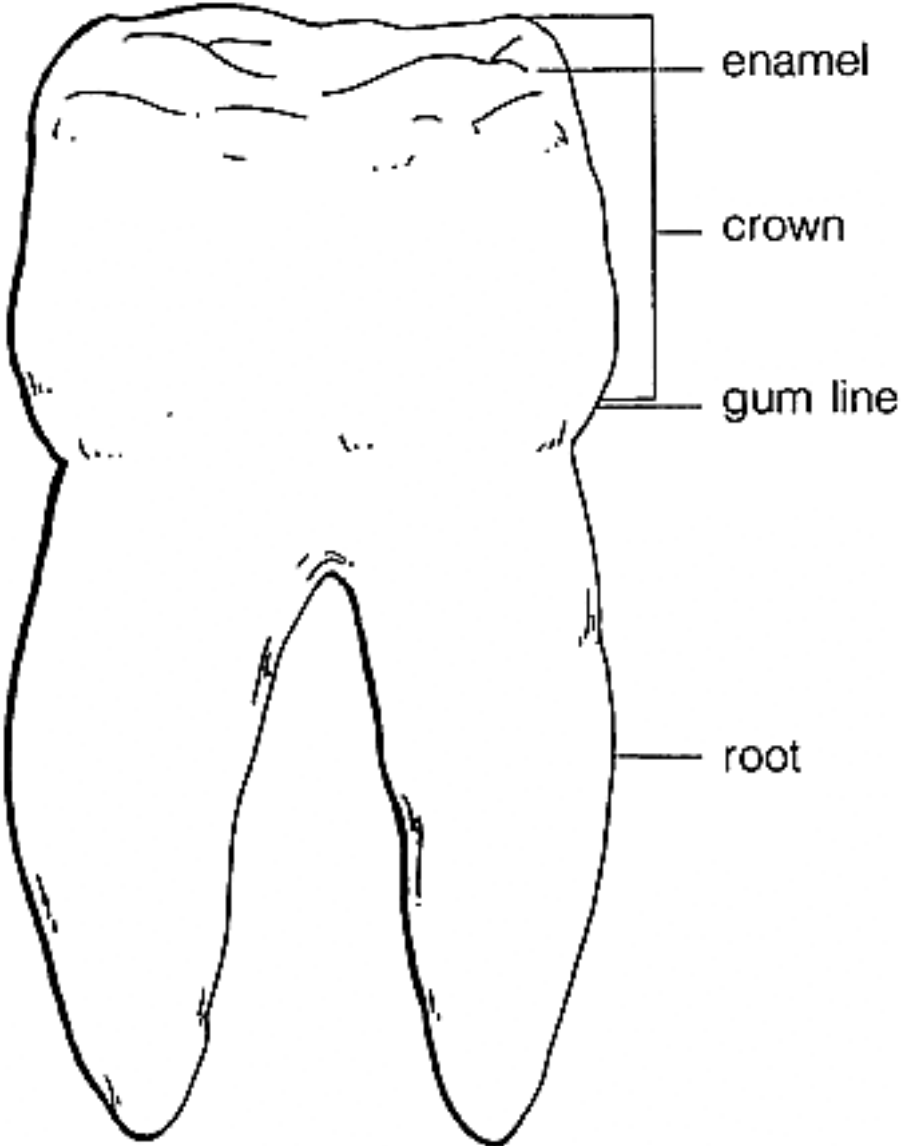
Display student teeth charts on a bulletin board around a smiling face with the heading Terrific Teeth.



8. Complete Secret Message work sheet.

Refer to Activity Sheet D32A and answer guide D32B.

# A MOLAR TOOTH



# PARTS AND FUNCTIONS OF A MOLAR TOOTH

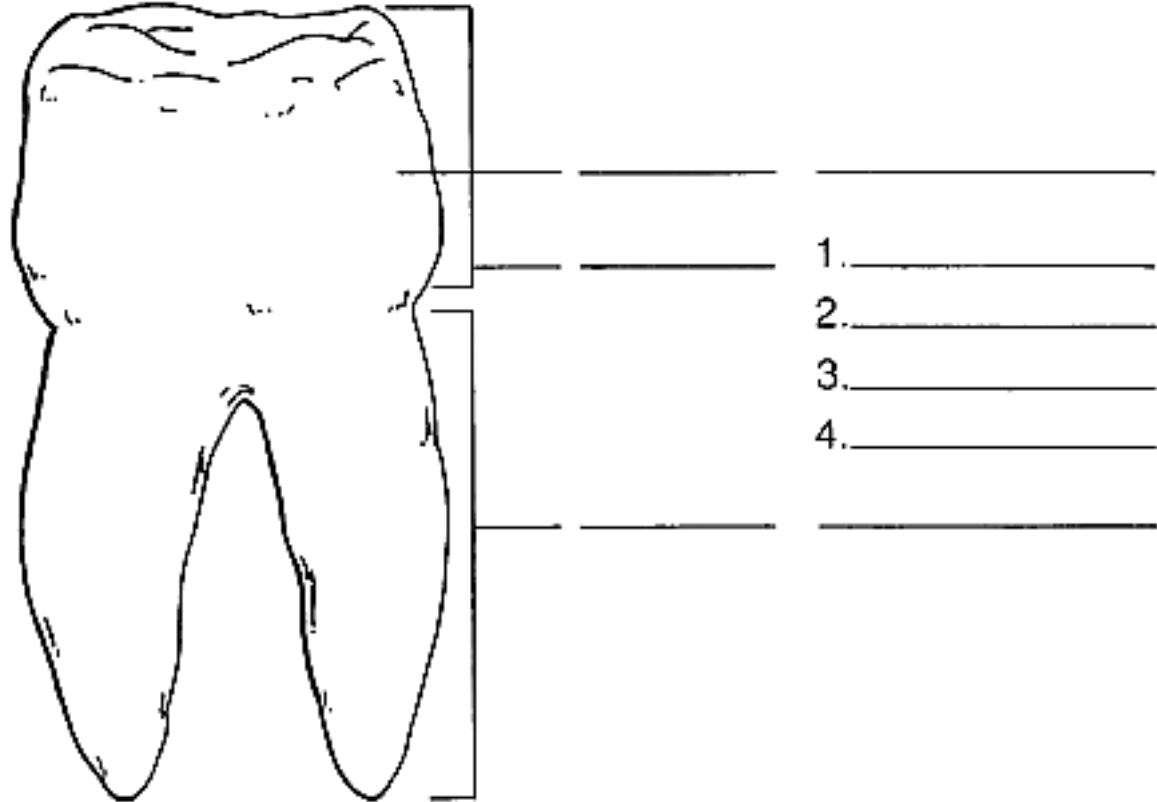
Instructions:

1. Label the three parts of this tooth.

name

function

2. Tell what each part does.



# TYPES OF TEETH



Incisors = I



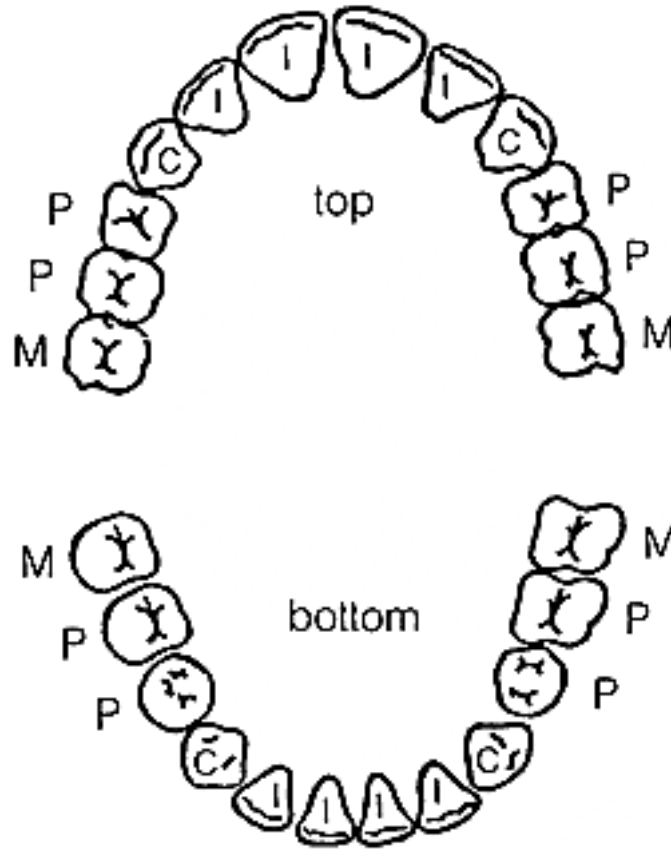
Cuspids = C



Molars = M



Premolars = P



name:

incisor

cuspid

premolar

molar

function:

cut

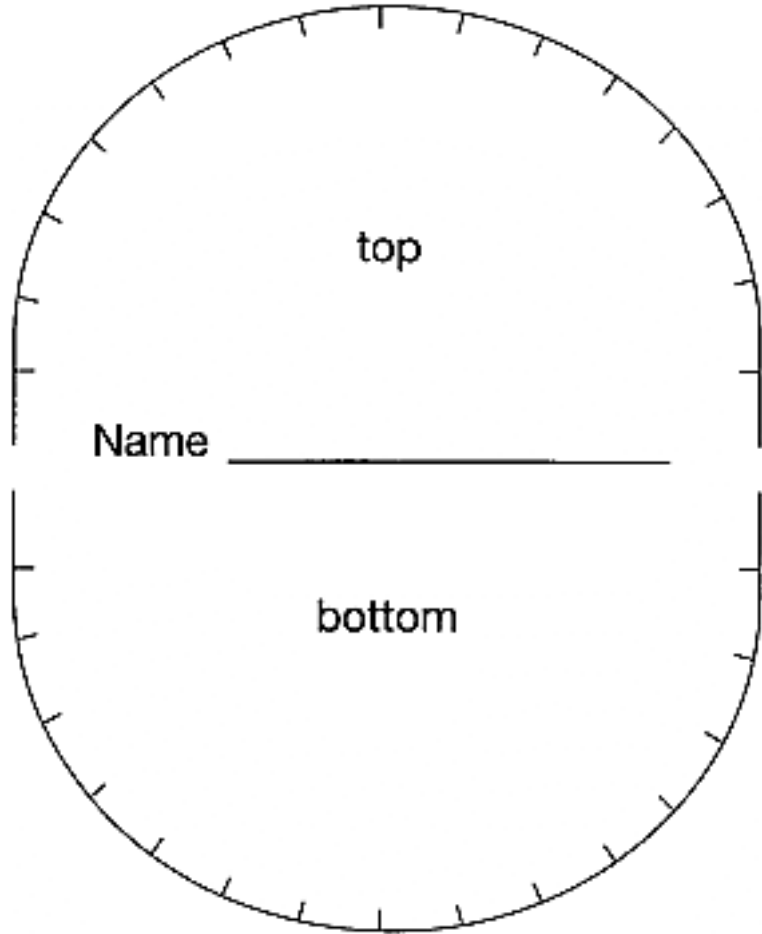
tear  
grasp

crush  
grind

grind

# MY MOUTH AND TEETH

Use this outline to record the different types of teeth in your mouth.



I have \_\_\_\_\_ incisors.  
I have \_\_\_\_\_ cuspids.  
I have \_\_\_\_\_ premolars.  
I have \_\_\_\_\_ molars.  
\_\_\_\_\_ teeth are missing.

# MY MOUTH AND TEETH cont'd

## Directions

- 1) Cut out the number of each tooth type in your mouth and glue each one onto the mouth outline.
- 2) Leave blank spaces if teeth are missing.
- 3) Colour teeth using these colours -  
incisor - red  
cuspid - blue  
premolar - yellow  
molar - green

Incisors



Cuspids



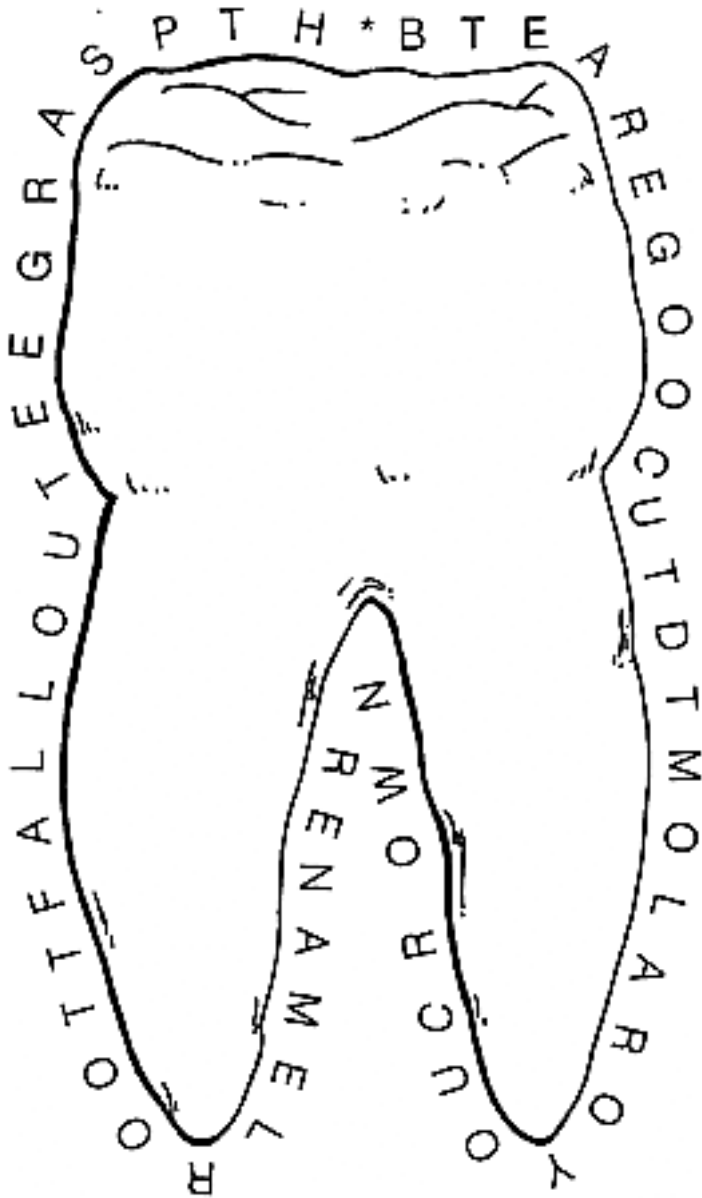
Premolars



Molars



# SECRET MESSAGE



## Directions

1. Find the secret message by answering the following questions.
2. Circle answers around the tooth.
3. The remaining uncircled letters fit into the blanks
4. Start at the star and go clockwise.

\_\_\_\_\_

\_\_\_\_\_

## Questions

1. These teeth are flat and wide so they can grind.
2. Anchors the tooth.
3. Protects the tooth.
4. Gum disease can make teeth loosen and \_\_\_\_.
5. Cuspids do two things to our food.
6. The part of the tooth above the gum.
7. Incisors do this when we bite.



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**DENTAL HEALTH****GRADE: 4****LESSON: 2****THEME: ORAL HYGIENE**

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**CONCEPT:** REGULAR PRACTICE OF EFFECTIVE ORAL HYGIENE SKILLS PROMOTES DENTAL HEALTH

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- PREPARATION:**
1. Chocolate cookies, carrot sticks, toothbrushes, toothpaste, dental floss, water in cups, disclosing tablets
  2. Props and pictures for Student Activity 3
  3. Puppet props for Saved By The Brush (Activity Sheet D33)
  4. Prepare several copies of Saved By The Brush (Activity Sheet D33)
- 

**VOCABULARY:** disclosing tablets, oral hygiene, plaque, control group, food debris, flossing, observations, effectiveness

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) illustrate how effective oral hygiene skills promote dental health	Students:  1. Participate in an experiment to determine the most effective method of removing food debris from the teeth.	Background Information: Page - D70 to D71  Divide the students into six groups.  Groups:  1. brushing with toothpaste 2. flossing 3. rinsing with water 4. eating carrot sticks 5. brushing with toothpaste and flossing 6. control group (does nothing)  Have students eat a chocolate cookie. Students then perform the assigned method for 2 minutes.

**OBJECTIVES**

**STUDENT ACTIVITIES**

**TEACHER NOTES**

2. Practise proper toothbrushing and flossing skills.

Have students use a disclosing tablet to stain food debris red.

Spit out remaining dye in a sink.


Record student observations on an experience chart as illustrated.

<b>Method</b>	<b>observations</b>	<b>effectiveness</b>
brushing with toothpaste		
flossing		
rinsing with water		
etc.		

Review the observations and draw conclusions. Number the methods in order of effectiveness.

Note: The best method of removing food debris may not be observed as the best, due to individual improper brushing and flossing techniques or because some students may have brushed and flossed thoroughly prior to class.

Review proper brushing and flossing techniques. It is recommended that daily brushing and flossing occur at school to support the home in promoting positive dental health behaviours.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES	
ii) identify behaviours that promote healthy teeth for a lifetime	3. List behaviours that promote healthy teeth for a lifetime.	Brainstorm healthy dental behaviours using props and pictures to stimulate student responses. Record on an experience chart as shown.	
		Prop or Picture	Ways To Keep Your Teeth Healthy
		Picture of dentist	Visit a dentist or dental health worker if you injure your teeth or mouth
		Calendar	Visit a dentist or dental health worker twice a year for check-ups
		Toothbrush/Floss	Floss and brush teeth really well every day
		Toothpaste (bearing CDA seal)	Use products which have the Canadian Dental Association seal on them. 
		Food Samples	Eat foods that are low in sugar and don't stick to the teeth. Don't eat sweet, sticky foods
		Worn out toothbrush Picture of hockey goalie with mask	Watch your step and look where you're going Don't push or trip other people  Get a new toothbrush when your old one is worn out  Wear proper equipment when playing sports

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ol style="list-style-type: none"> <li>4. Prepare a class mural illustrating behaviours that promote healthy teeth for a lifetime.</li> <li>5. Learn and perform Saved By The Brush puppet play.</li> </ol>	<p>Have each student draw a behaviour that promotes healthy teeth for a lifetime. Make them into a class collage.</p> <p>Refer to Activity Sheet D33.</p> <p>Divide the class into two groups (or work with the class as a whole). Have students practise the play and set the props and stage. Perform for children in earlier grades.</p> <p>Have students write out the verses of the chorus on chart paper to teach to the audience. The audience can also learn the actions being performed by the puppets.</p>

# **PUPPET PLAY "SAVED BY THE BRUSH"**

The characters in the play are:

HERBIE HYGIENE: A boy with clean teeth (YEAH!)

BETH BRUSHIN'FLOSS: A girl with clean teeth (YEAH!)

and

PETER PLAQUE: A boy who never brushed his teeth (BOO!)

CHORUS

The scene is Herbie Hygiene and Beth Brushin'Floss cleaning and flossing their teeth.

CHORUS:

Brush, brush, brush we must

Brush our teeth without a fuss.

Brush, floss, make them shine.

Then my teeth will stay all mine!

HERBIE:

Oh, hi there! We were just brushing our teeth. Did you brush your teeth today? I love brushing mine. I was at the dental therapist's the other day and she taught me how to brush and floss properly. It was fun! My teeth are so clean and shiny now.

(Puppet sniffs air)

HERBIE:

What's that? I smell something funny!

BETH: (Giggling)

Oh, I know what that is, that's my friend Peter Plaque. Pssst! H\_ a has the worst breath in town. I don't think he ever brushes his teeth.

(Beth looking around)

BETH:

Peter, is that you Peter?

(Peter taps on Herbie's shoulder)

PETER:

Boo!

(Herbie jumps)

HERBIE:

Gosh, you scared me!

PETER:

Sorry, Herbie. Say, could you guys help me?

BETH:

Why Peter, what's the problem?

PETER:

Oh, I don't know. It's just, just that everytime I talk to people, they turn and face away. Tommy Goodteeth won't even speak to me anymore.

BETH:

Well, Peter, I don't know how to say this, but I think I know the problem.

(Psssst. Whisper, whisper in Peter's ear.)

PETER:

I don't have bad breath, do I? Some friend you are, telling me I have bad breath! Oh no, what am I going to do?

HERBIE:

Well, you can start by brushing and flossing your teeth at least once a day, after you eat sticky foods, and especially before bed.

PETER:

Brush and floss my teeth once a day, after I eat sticky foods, and especially before bed?

HERBIE:

Yes, then you'll remove all those smelly germs from your teeth.

PETER:

But how? I've never brushed or flossed my teeth before.

HERBIE:

It's easy. Listen I'll tell you:.

CHORUS:

Jiggle and jiggle and brush we go  
So your teeth will really glow.  
Do the front and do the back  
Look at you, you've got the knack.

Jiggle and brush all over the place  
Then you'll wear a happy face  
On your gums, tongue and cheek  
This is what we wish to seek.

Clean teeth give a smile that's wide  
And make you feel so full of pride  
So smile and say, "My teeth are clean!  
This will be my only dream."

PETER:

Oh, I like that. Just a minute and I'll go get my toothbrush.

BETH:

Boy, I sure hope he knows what you're talking about. Brushing and flossing your teeth is so important. Here he comes.

(Peter trips and uses the toothbrush to stop from falling.)

BETH:

Whoops! Are you all right?

PETER:

Yep, lucky I had my brush; otherwise, I could have fallen and knocked out my teeth or something.

Would you brush my teeth for me?

HERBIE:

Sure.

(Herbie starts to brush Peter's teeth.)

PETER:

Oh, that feels really nice. Oh, I like that. - It tickles, hee hee! That smell, those marks, they are gone! Hurray! Thank you Herbie Hygiene. You sure are nice.

HERBIE:

You're quite welcome.

BETH:

Thank you Peter Plaque for brushing your teeth. I don't know how much longer my nose could stand it. Ha! Ha!


HERBIE, BETH & PETER:

Brush, brush, brush we must  
Brush our teeth without a fuss.  
Brush, floss, make them shine.  
Then my teeth will stay all mine!

Bye boys and girls. Bye-Bye.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES										
<p>ii) explain safe behaviours that prevent dental injuries at home, at school and in the community</p>	<p>2. Discuss potential dental hazards identified and safe behaviours that prevent dental injuries around these hazards.</p>	<p>Divide students into small groups and assign each group one location in which to dental hazard hunt. Include homes, stores, offices, public buildings.</p> <p>Have each group list the hazards and report back to other students.</p> <p>Based on dental hazards reported in Student Activity 1 develop a list of behaviours to prevent dental injuries. Record student responses on an experience chart as shown</p> <p style="text-align: center;"><b>Ways To Prevent Dental Injuries</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%; border: 1px solid black; padding: 5px;"><b>DO (✓)</b></td> <td style="text-align: center; width: 50%; border: 1px solid black; padding: 5px;"><b>DON'T (X)</b></td> </tr> <tr> <td style="padding: 5px;">Put toys and books away</td> <td style="padding: 5px;">Push and play rough.</td> </tr> <tr> <td style="padding: 5px;">Be sure steps and doorways are well lighted</td> <td style="padding: 5px;">Play with firearms, ammunition or fireworks</td> </tr> <tr> <td style="padding: 5px;">Clear snow and other obstacles from steps and doorways.</td> <td style="padding: 5px;">Throw stones at people</td> </tr> <tr> <td style="padding: 5px;">Etc</td> <td style="padding: 5px;">etc.</td> </tr> </table> <p>Next day, cover key words on the experience chart – eg., Put _____ and boots _____. Students try to recall the covered words – put toys and boots away.</p> <p>Prepare a second copy of the experience chart above. Divide students into two teams Give each team a felt marker. Read one item from the experience chart – eg., Don't throw stones at people .One member from each team runs to cross out that item on his/her team's chart.</p>	<b>DO (✓)</b>	<b>DON'T (X)</b>	Put toys and books away	Push and play rough.	Be sure steps and doorways are well lighted	Play with firearms, ammunition or fireworks	Clear snow and other obstacles from steps and doorways.	Throw stones at people	Etc	etc.
<b>DO (✓)</b>	<b>DON'T (X)</b>											
Put toys and books away	Push and play rough.											
Be sure steps and doorways are well lighted	Play with firearms, ammunition or fireworks											
Clear snow and other obstacles from steps and doorways.	Throw stones at people											
Etc	etc.											

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Prepare big books explaining ways to prevent dental injuries.</p>	<p>Depending upon how many responses were recorded on the experience chart in Student Activity 2, divide class into 1, 2 or 3 groups, and have each group develop a big book to be placed at the nursing station. Each student prepares one page for the booklet, using a response from the experience chart and illustrating it accordingly.</p> <p>Make the books large and tooth shaped.</p> <p>Have different groups write their books in languages appropriate to the community.</p> 

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

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**CONCEPT:** TOOTH DECAY IS A DENTAL DISEASE THAT CAN BE PREVENTED

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- PREPARATION:**
1. Prepare an overhead transparency of Tooth Decay Process (Activity Sheet D34)
  2. Index cards, felt pens and clues for Student Activity 2
  3. Prepare a class set of the Food Code worksheet (Activity Sheet D35A - Answer Sheet D35B)
  4. A variety of products which contain fluoride
  5. Prior to class invite a dental health worker to discuss fluoride and fluoride products
  6. Prepare a class set of Wolf Word Puzzle Activity Sheet D36A - Teacher Answer Guide D36B)
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**VOCABULARY:** fluoride, calcium, tooth decay

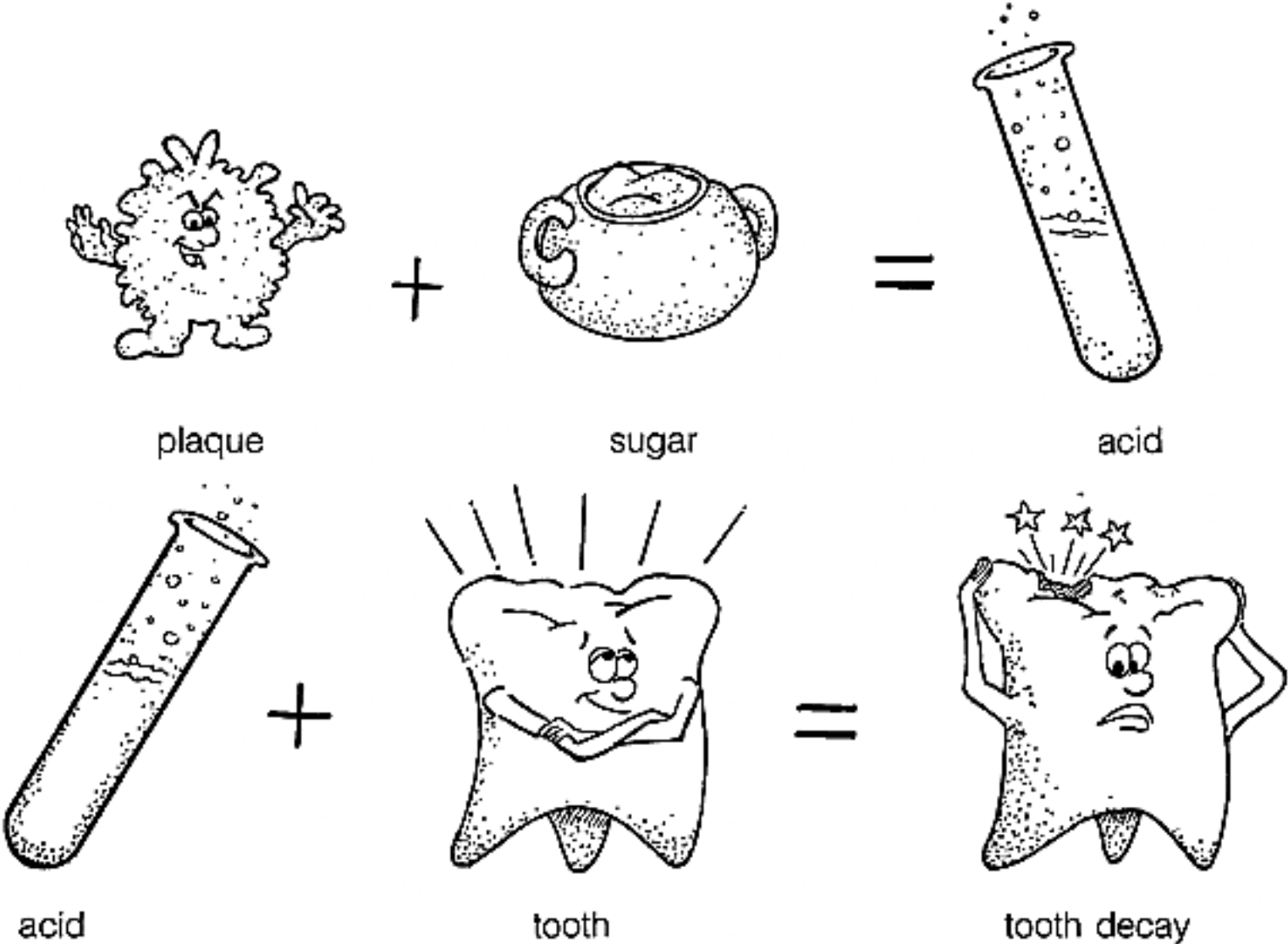
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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>						
Students will be able to:  i) describe the process of tooth decay	Students:  1. Discuss the process of tooth decay.  2. Make sentences using the key words in the tooth decay process	Background Information Page --- D65, D69, D73 to D76  Refer to Activity Sheet D34.  Use the overhead transparency to discuss the process of tooth decay.  Divide students into two groups. Give each group a set of clues (below), a felt marker, and index cards numbered 1 through 10. Give each group 3 minutes to decide on the answer to each clue and write it on the corresponding index card. All answers are words from the tooth decay "equation"  <table data-bbox="997 1339 1753 1453"><tr><td><b>Who Am I?</b></td><td><b>Answers</b></td></tr><tr><td>1. I am in candy</td><td>sugar</td></tr><tr><td>2. I come from plaque and sugar</td><td>acid</td></tr></table>	<b>Who Am I?</b>	<b>Answers</b>	1. I am in candy	sugar	2. I come from plaque and sugar	acid
<b>Who Am I?</b>	<b>Answers</b>							
1. I am in candy	sugar							
2. I come from plaque and sugar	acid							

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe the importance of fluoride	<ol style="list-style-type: none"> <li>3. Identify dentally safe and dentally unsafe foods</li> <li>4. Discuss the importance of fluoride.</li> </ol>	<ol style="list-style-type: none"> <li>3. I am white and stick to teeth. plaque</li> <li>4. I can be removed by brushing and flossing. plaque</li> <li>5. I am rotten. tooth decay</li> <li>6. I am growing in your mouth. tooth</li> <li>7. I am very sweet. sugar</li> <li>8. I help chew your food. tooth</li> <li>9. I can make your teeth decay. acid</li> <li>10. I need a dentist to help me. tooth decay</li> </ol> <p>Randomly select students to read each clue while group reporters show their group's answers.</p> <p>After ensuring that each group has all cards correct, give each group 10 additional cards.</p> <p style="text-align: right;">2 - acid cards 4 - + cards 4 - = cards</p> <p>The task is to use all of the cards to make four sentences - each sentence (or equation) from the tooth decay process, twice</p> <p>e.g. <span style="border: 1px solid black; padding: 2px;">plaque</span> <span style="border: 1px solid black; padding: 2px;">+</span> <span style="border: 1px solid black; padding: 2px;">sugar</span> <span style="border: 1px solid black; padding: 2px;">=</span> <span style="border: 1px solid black; padding: 2px;">acid</span></p> <p>Refer to Activity Sheet D35A.</p> <p>Refer to Activity Sheet D35B for answers</p> <p>Prior to class invite the dental health worker to discuss how fluoride protects and strengthens tooth enamel.</p> <p>Display products that contain fluoride.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. List behaviours that remove plaque and reduce sugar intake to prevent the tooth decay process.</p> <p>6. Complete Wolf Word Puzzle worksheet.</p>	<p>Behaviours that remove plaque and eliminate acid attacks on teeth include:</p> <ul style="list-style-type: none"> <li>- proper daily brushing and flossing</li> <li>- avoiding sticky foods with sugar</li> <li>- eating a nutritious diet</li> <li>- using fluoride products approved by the Canadian Dental Association (ie., those bearing the Canadian Dental Association seal)</li> <li>- having regular dental check-ups</li> </ul> <p>Refer to Activity Sheet D36A.</p> <p>Refer to Activity Sheet D36B for answers.</p>

# TOOTH DECAY PROCESS



# FOOD CODE

Directions: Using the code below find out which foods are safe for your teeth and which ones are unsafe for your teeth.

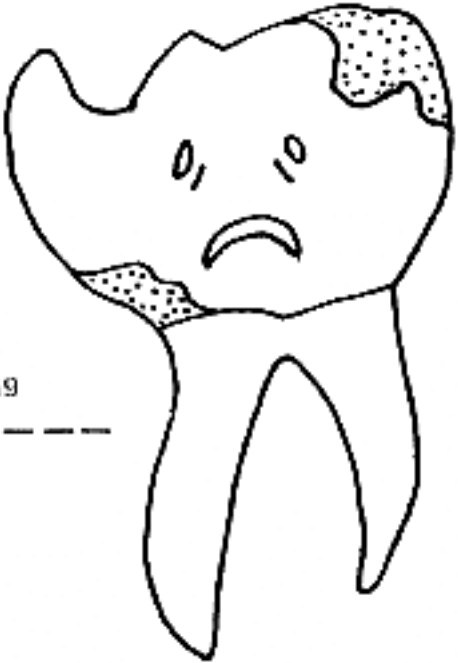
SAFE

4 6 18 18 20 18  
 -----  
 2 25 21 20  
 -----  
 18 1 1 20  
 -----  
 10 16 17 26  
 -----  
 4 11 19 16 22 5 25  
 -----  
 9 16 20 6  
 -----  
 4 11 19 19 5 21 20  
 -----



UNSAFE

4 11 2 14 8  
 -----  
 4 5 5 26 16 18 20  
 -----  
 4 11 26 18  
 -----  
 4 6 5 4 5 17 11 21 18 22 11 19  
 -----  
 13 5 13  
 -----  
 21 11 2 1  
 -----  
 22 25 22 22 17 18 1 25 10  
 -----



Code:

1 G	2 N	3 V	4 C	5 O	6 H	7 O	8 Y
9 F	10 M	11 A	12 J	13 P	14 D	15 X	16 I
17 L	18 E	19 R	20 S	21 T	22 B	23 W	24 Z
25 U	26 K						

Make up your own! See if your neighbour can crack-the code!

## FOOD CODE (Answer Sheet)

Directions: Using the code below find out which foods are safe for your teeth and which ones are unsafe for your teeth.

SAFE



UNSAFE



4.6.18.18.20.18. (cheese)

2.25.21.20. (nuts)

18.1.1.20. (eggs)

10.16.17.26. (milk)

4.11.19.16.22.5.25. (caribou)

9.16.20.6. (fish)

4.11.19.19.5.21.20. (carrots)

4.11.2.14.8. (candy)

4.5.5.26.16.18.20. (cookies)

4.11.26.18. (cake)

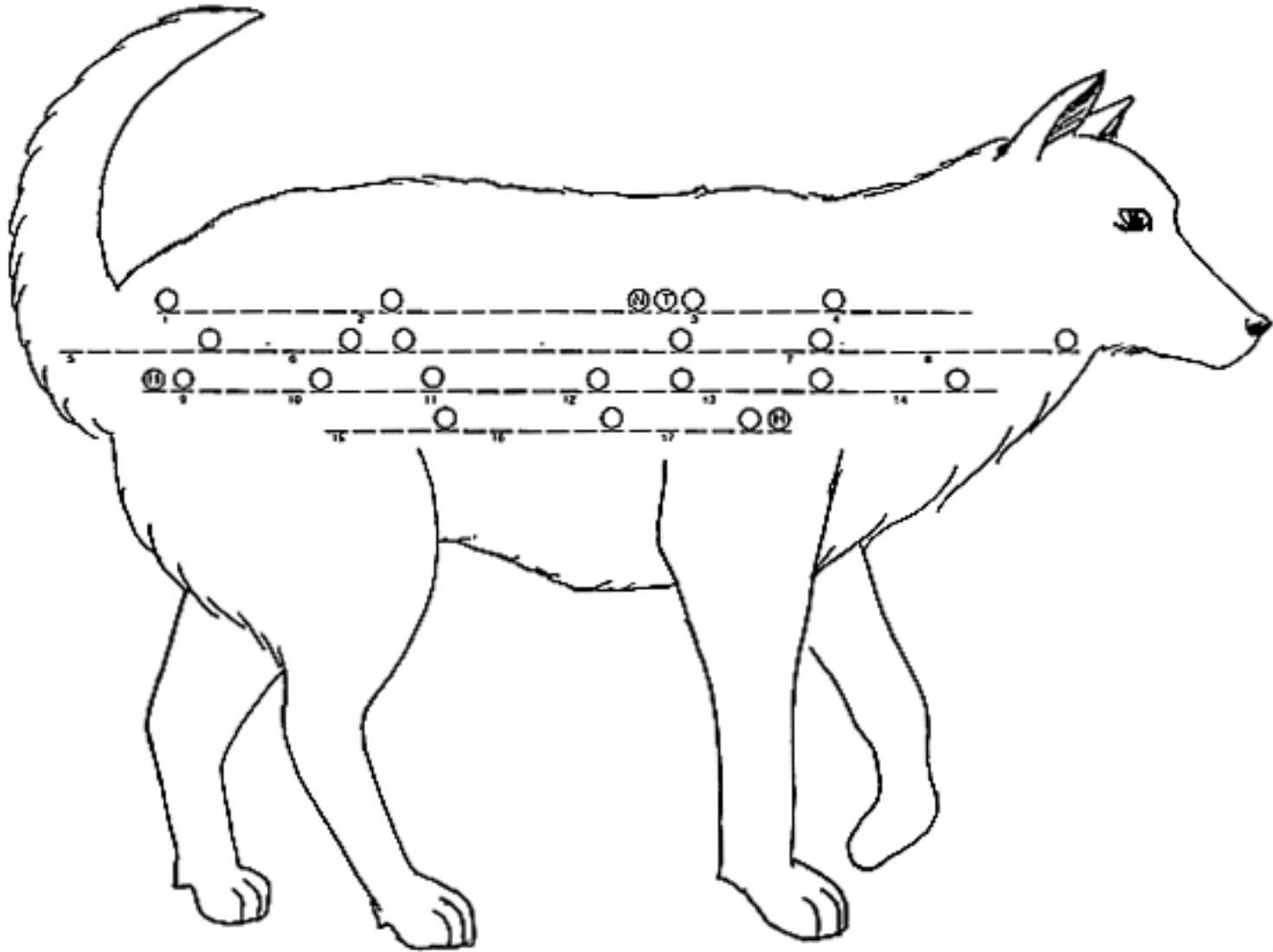
4.6.5.4.5.17.11.21.18. 22.11.19. (chocolate bar)

13.5.13. (pop)

21.11.2.1. (tang)

22.25.22.22.17.18. 1.25.10. (bubble gum)

# WOLF WORD PUZZLE



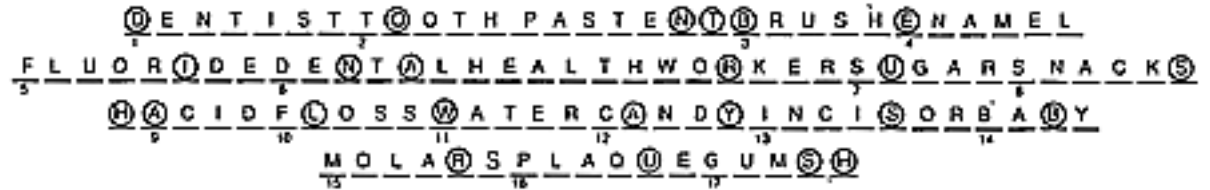
Directions:

1. Answer the questions below.
2. Put answers in blanks in wolf.
3. Use circled letters to write the message in the blanks below the wolf.

Questions

1. You visit this person twice a year.
2. You put this on your toothbrush.
3. Always do this after eating sticky foods.
4. The hard layer of the tooth.
5. Helps to protect teeth from acid.
6. Person who teaches about teeth.
7. Foods with \_\_\_\_\_ should be avoided.
8. Foods eaten between meals.
9. It attacks tooth enamel.
10. Kind of string used to remove plaque.
11. Rinse with \_\_\_\_\_ if it's not possible to brush.
12. Something very sweet.
13. Tooth that cuts.
14. The teeth that fall out when you are a child are called \_\_\_\_\_ teeth.
15. The teeth used for grinding.
16. Forms on the teeth.
17. Surrounds the roots of teeth.

# WOLF WORD PUZZLE (Teacher Answer Guide)



## Questions

1. You visit this person twice a year. (dentist)
2. You put this on your toothbrush. (toothpaste)
3. Always do this after eating sticky foods. (brush)
4. The hard layer of the tooth. (enamel)
5. Helps to protect teeth from acid. (fluoride)
6. Person who teaches about teeth. (dental health worker)
7. Foods with \_\_\_\_\_ should be avoided. (sugar)
8. Foods eaten between meals. (snacks)
9. It attacks tooth enamel. (acid)
10. Kind of string used to remove plaque. (floss)
11. Rinse with \_\_\_\_\_ if it's not possible to brush. (water)
12. Something very sweet. (candy)
13. Tooth that cuts. (incisor)
14. The teeth that fallout when you are a child are called \_\_\_\_\_ teeth. (baby)
15. The teeth used for grinding. (molars)
16. Forms on the teeth. (plaque)
17. Surrounds the roots-of teeth. (gums)

D O N ' T   B E   I N   A   R U S H   A L W A Y S   B R U S H

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**DENTAL HEALTH****GRADE: 4****LESSON: 5****THEME: DENTAL SERVICE AND  
PRODUCTS**

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**CONCEPT:** DENTAL HEALTH WORKERS PLAY AN IMPORTANT ROLE IN DENTAL HEALTH CARE

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**PREPARATION:** 1. Prepare overhead transparencies of the illustrations from Flossie The Tooth (Activity Sheet D37)  
2. Sentence strips for several groups for Student Activity 2  
3. Schedule hygiene appointments for Student Activity 3

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**VOCABULARY:** sobbing, horrified, sighed with relief, whirring, matured, sympathize, unpleasant

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) describe how dental health workers treat tooth decay and remove plaque	Students:  1. Listen to the story "Flossie The Tooth" Discuss the story questions.	Background Information Page - D77 to D78  Refer to Activity Sheet D37.  Read the story to the class showing overhead transparencies of the illustrations as you read.  Sequentially review the key story elements by making a series of statements. If the statement is true (ie., part of the story) students signal "thumbs up". If the statement is not true they signal "thumbs down", and offer a correct statement.  e.g., 1. Flossie's enamel got chipped when she bit a hard candy. - Thumbs down

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Describe how the dentist treated tooth decay in the story "Flossie The Tooth".</p> <p>3. Write a story about a dental health worker removing plaque from teeth.</p>	<p>Possible correct statement Flossie/had a cavity which got bigger and bigger</p> <p>2. Flossie was in a lot of pain so she chewed as little as possible - Thumbs up</p> <p>Write a simple paragraph describing the steps the dentist used to treat Flossie's cavity. Write each sentence on a strip of paper. (For a more difficult task, add a sentence which does not belong.)</p> <p>Randomly distribute strips to small groups of students who have to organize the sentences into a paragraph (and eliminate the extra sentence).</p> <p>For example:</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">The dentist looked at Flossie with a little mirror.</p> <p style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">He gave her a needle so he would not hurt her.</p> <p style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">He drilled the cavity to get rid of the decay.</p> <p style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">He put a filling in the hole.</p> <p style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">Flossie felt better with her new filling.</p> <p>extra sentence     <span style="border: 1px solid black; padding: 2px; display: inline-block;">Flossie felt awful afterwards.</span></p> <p>If students have never had their teeth cleaned by a dental health worker try to schedule appointments accordingly.</p> <p>In pairs, have students write a story, from a tooth's point of view, describing how dental health workers remove plaque from teeth.</p>

## FLOSSIE THE TOOTH

Once upon a time there was a beautiful tooth named Flossie. She was a good tooth that always took her job of chewing and biting seriously.

But the time came when something sad happened. One day she noticed a dark spot in her enamel. As the weeks went by it got bigger and uglier. It went deeper and deeper until one day when Flossie was squishing a candy...

WHAMMO! The sugar touched a raw nerve. She hurt for days and days. It was enough to make Flossie forget all about her friends, the other teeth next to her. She began to feel over-sensitive, and terribly sorry for herself. She quit chewing whenever she could.

It was a very lonely feeling. And it made her really crabby. It got so that whenever someone offered to help, she brushed them off and hid under her enamel.

But there was a good side to Flossie's problem. It gave her time to think. She began to ask some pretty hard questions. Why had she ever grown up in the first place? Why did she have to have



that weak spot in her enamel? Why had she chewed all that candy when she was younger? And why hadn't she cleaned up after, like she was supposed to? But it was too late now. The damage was done. If only she could be fixed up again.

One day a wise old molar heard her sobbing. "Hey, little tooth," he said. "I've noticed your cavity. You must be hurting a lot. Why don't you go to a dentist? He'll fix you up." At first Flossie resented the idea. She was afraid of what might happen to her at the dentist. But the pain was becoming so great that finally she broke down and went to see a dentist.

"Oh, oh," he said softly as, he looked at her from all directions with his little mirror. Then he reached for a needle. It hurt just a bit. Then he pulled down a drill, and began to poke away, at Flossie. She was horrified! As if the cavity wasn't big enough already, he was making it even bigger.

He stopped for a while; then he drilled some more. Finally the whirring came to a stop, and Flossie sighed with relief.



The dentist put something with a funny taste into the hole. He packed in something hard and pushed it into the farthest corners. Flossie thought her sides would split from the pressure. She was starting to feel better, though. And then it struck her.

She was going to be a complete tooth again. The pain was gone. Maybe, just maybe, she'd end up being thankful for this experience after all.

And so it was. Because of what she went through, Flossie matured. She found it easier to ask others for help. She found it easier to sympathize with others and... she even decided to take better care of herself. Even though the experience was unpleasant for a while, it all worked out, for the good in the end.



**Adapted from:** Dental Health Services, Department of Health Services, Department of Health, Province of Manitoba.