

KINDERGARTEN

DENTAL HEALTH

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LESSON: 1

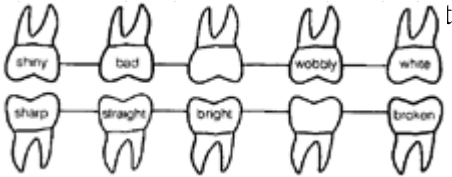
THEME: STRUCTURE AND FUNCTION

CONCEPT: PEOPLE DEVELOP TWO SETS OF TEETH IN THEIR LIFETIME

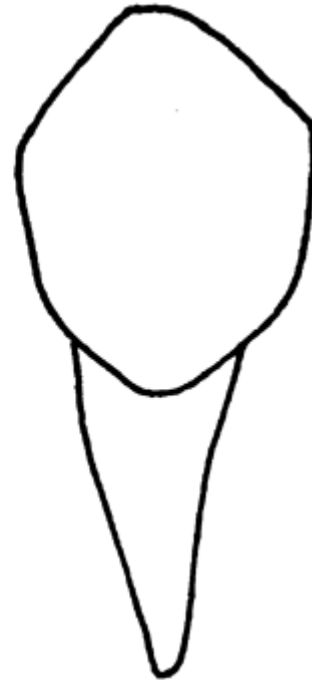
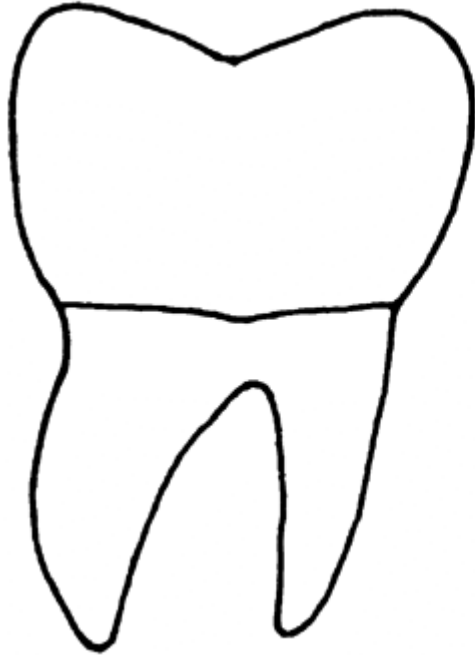
- PREPARATION:
1. Several hand mirrors or large mirror
 2. Pocket chart and sentence strips for Student Activity 3
 3. Prepare a class set of the 'My Tooth' worksheet (Activity Sheet D1)
 4. A copy of 'The New Tooth' song (Activity Sheet D2)
 5. Prepare a class set of the 'Johnny's New Tooth' worksheet (Activity Sheet D3)
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VOCABULARY: tooth, teeth, white, sharp, wobbly, crooked, missing, hard, fell out

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe primary and permanent teeth	Students: 1. Look at their own teeth in a small handmirror. 2. Look at a classmate's teeth. 3. Describe their teeth.	Background Information: Page D25 to D32 Have students look at their own teeth in the mirror. Divide students into pairs. Have students look at their partner's teeth. Have students respond using the sentence patterns: My tooth  is broken  . wobbly  My teeth  are white  . sharp 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain that primary teeth are replaced by permanent teeth</p>	<p>4. Make a set of teeth mobile.</p> <p>5. Look at an adult's teeth.</p> <p>6. Describe what happens to their first set of teeth.</p> <p>7. Look at a baby tooth which has fallen out and a new tooth.</p> <p>8. Sing 'The New Tooth Song'.</p> <p>9. Complete 'Johnny's New Tooth' worksheet.</p>	<p>Refer to Activity Sheet D1.</p> <p>Have students cut out a tooth describes their teeth.</p>  <p>String the teeth together to make a class mobile.</p> <p>Have students compare their teeth to an adult's teeth. Adults have more teeth than children do and are likely to have more fillings. An adult's teeth are also bigger.</p> <p>Ask students if any of them have ever had a tooth which has fallen out. Discuss.</p> <p>Explain that the first set of teeth are 'baby' teeth. They fall out and are replaced by new teeth.</p> <p>Prior to class, ask students if any of them still have a baby tooth. Ask them to bring it to class so that other students can look at it.</p> <p>Also, look for a student who has a new tooth growing in. Examine it too.</p> <p>Refer to Activity Sheet D2.</p> <p>Refer to Activity Sheet D3.</p> <p>Have students draw in a new tooth for Johnny.</p>

MY TOOTH



THE NEW TOOTH SONG

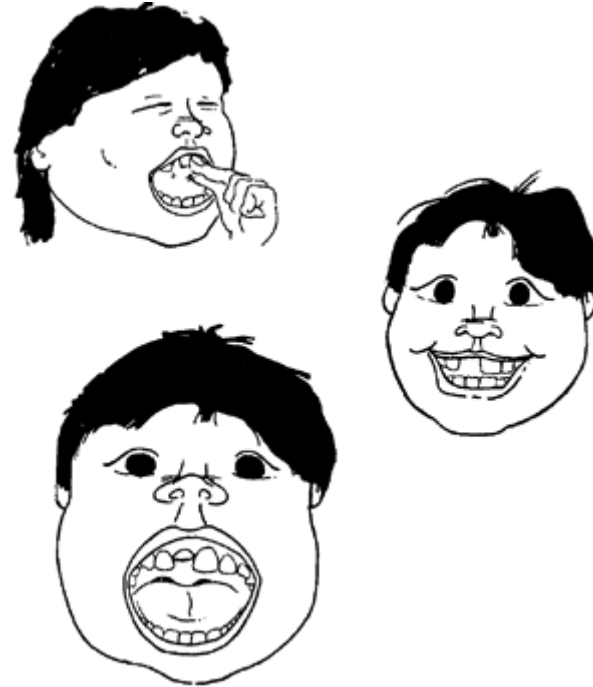
Once I had a wobbly tooth
Wobbly tooth
Wobbly tooth
Once I had a wobbly tooth
Growing in my mouth.

Then one day my tooth fell out
Tooth fell out
Tooth fell out
Then one day my tooth fell out
Out of my mouth.

Now I have a small new tooth
Small new tooth
Small new tooth
Now I have a small new tooth
Growing in my mouth.

(Tune: London Bridge Is Falling Down)

Helen Balanoff



JOHNNY'S NEW TOOTH

Give Johnny a new tooth.



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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. A pocket chart and sentence strips
 3. Pictures or objects which have the sounds "th", "t", or "l" in their names
 4. Materials for a big zigzag book

VOCABULARY: bite, chew, eat, talk, smile

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) describe the functions of the teeth</p>	<p>Students:</p> <ol style="list-style-type: none">1. Eat a crunchy snack food.2. Describe how teeth help them to eat the apple.	<p>Background Information: Page D25 to D32</p> <p>Give students a crunchy snack to eat e.g., carrot, apple, celery.</p> <p>Ask them to describe how their teeth helped them to eat the apple etc,</p> <p>Have students respond using the sentence pattern:</p> <div data-bbox="1192 1175 1959 1409"></div>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Say words which can only be said properly by using the teeth.</p> <p>4. Describe how teeth help them to say certain sounds.</p> <p>5. Smile at each other.</p> <p>6. Describe how teeth help their appearance.</p>	<p>Have students say words which require use of the teeth for proper pronunciation. (Words with the sound 't', 'th', or 'l'.)</p> <ul style="list-style-type: none"> - teeth - thumb - lucky - class - talk <p>Feel their tongue touching their teeth.</p> <p>Provide students with some pictures or objects which have the sounds 'l', 'th', or 't' in their names.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">My teeth help me to say</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">polar bear</div> </div> <p>Other students repeat the sentence:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">Her/his teeth help her/him to say</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">polar bear</div> </div>  <p>Have students choose an object, then sit in a circle with their object or picture. They have to take turns completing the following sentence pattern:</p> <p>Divide students into pairs.</p> <p>Have students smile at their partner.</p> <p>Ask them how their teeth help the way they look. Have students respond using the same sentence pattern</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">My teeth help me to</div>  <div style="border: 1px solid black; padding: 2px; margin: 5px;">smile</div>  </div> <p>The concept, which is being simplified here, is that teeth and gums help form the structure and shape of a person's face. When teeth are missing, the structure and shape are altered.</p>

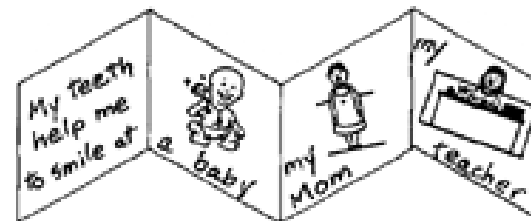
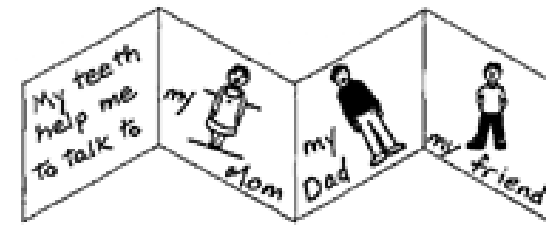
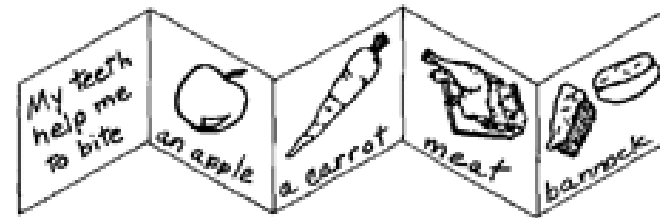
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

7. Make the 'My Teeth Help Me' book.

Divide the students into three groups. Each group has to make a big zigzag book showing one function of the teeth e.g.,



Read the books to the whole class.

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LESSON: 3

THEME: ORAL HYGIENE

CONCEPT: REGULAR USE OF ORAL HYGIENE SKILLS PROMOTES DENTAL HEALTH

- PREPARATION:
1. Collect a number of samples of toothbrushes and toothpastes
 2. A pocket chart and sentence strips
 3. Prior to the lesson, invite a dental therapist, if available, to demonstrate effective toothbrushing
 4. A large dentiform model and toothbrush
 5. Enough toothbrushes and toothpaste for each student
 6. A copy of the 'This Is The Way We Brush Our Teeth' song (Activity Sheet D4)
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VOCABULARY: toothbrush, toothpaste, brush, clean

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) demonstrate proper tooth brushing skills</p>	<p>Students:</p> <ol style="list-style-type: none">1. Explain what a toothbrush and toothpaste are used for.	<p>Background Information: Page D25 to D32</p> <p>Proper daily toothbrushing is one of the best preventive measures a person can take to maintain oral health.</p> <p>Show students a number of samples of toothbrushes and toothpastes, Ask students what these are used for. Have them respond using the sentence pattern:</p> <div data-bbox="1150 1144 1999 1242"></div> <p>We use a toothbrush to clean our _____ We use a toothbrush to clean _____ We use a toothbrush to _____ We use a toothbrush _____ etc.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ol style="list-style-type: none"> <li data-bbox="604 375 1024 444">2. Observe a demonstration on proper toothbrushing. <li data-bbox="604 558 1031 591">3. Practise brushing their teeth. <li data-bbox="604 776 1045 846">4. Sing the 'This Is The Way We Brush Our Teeth' song. 	<p data-bbox="1131 228 1457 261">Repeat using 'toothpaste'.</p> <p data-bbox="1131 302 1656 334">Repeat using 'toothbrush and toothpaste'.</p> <p data-bbox="1131 375 2003 516">Prior to the lesson, invite a dental therapist, if there is one in your community, to visit the class to demonstrate proper toothbrushing. (If there is no dental therapist available, demonstrate yourself. A large dentiform model and toothbrush are helpful.)</p> <p data-bbox="1131 557 2003 626">Distribute a toothbrush to each student and have him/her practise proper toothbrushing.</p> <p data-bbox="1131 667 2003 737">Encourage students to have their parents help them daily with their dental practices at home.</p> <p data-bbox="1131 777 1482 810">Refer to Activity Sheet D4.</p> <p data-bbox="1131 850 1871 883">Have students perform appropriate actions for each verse.</p>

THIS IS THE WAY WE BRUSH OUR TEETH

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

We gently brush them up and down
Up and down
Up and down
We gently brush them up and down
Every single day.

We gently brush them round and round
Round and round
Round and round
We gently brush them round and round
Every single day.

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

(Tune: Here We Go Round The Mulberry Bush)



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LESSON: 4

THEME: FACTORS AFFECTING
DENTAL HEALTH

CONCEPT: THE FOOD WHICH PEOPLE EAT AFFECTS THEIR DENTAL HEALTH

- PREPARATION:
1. Collect a number of different food items, labels or pictures - some dentally safe; some dentally unsafe
 2. A happy and a sad tooth
 3. Prepare a class set of the Finger Puppets (Activity Sheet D5)
 4. Magazines, glue, etc. for class collage
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VOCABULARY: like, don't like

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify dentally safe and dentally unsafe food	Students: 1. Classify foods into 2 groups -those which are dentally safe and those which are dentally unsafe.	Background Information: Page D25 to D32 Arrange a number of different food items or labels or pictures on a table. Have students classify them into two groups - those which are good for their teeth (dentally safe) and those which are not (dentally unsafe). Dentally safe foods can be identified by a 'happy tooth'; dentally unsafe foods by a 'sad tooth'. 

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Identify dentally safe and dentally unsafe food.

Dentally safe foods are:

- low in sugar
- not sticky

e. g., apple
carrots
meat

Dentally unsafe foods are:

- high in sugar
- sticky

e.g., candy
cakes
donuts

Refer to Activity Sheet D5.

Have students make two finger puppets - one happy and one sad. The teacher should hold up a food item or label or picture. Students have to hold up the appropriate finger puppet for each food item.

Use the sentence pattern:



Emphasize that dentally unsafe food should only be eaten in moderation and students should brush their teeth afterwards.

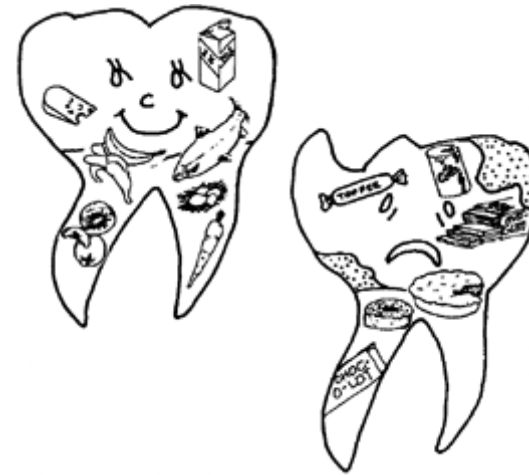
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Make a class collage of dentally safe and dentally unsafe foods.

Make two huge teeth - one happy and one sad. Have students cut out pictures from magazines or find food labels. Have them stick them on the appropriate tooth.



Display.