Curriculum Guide Objective:
The student will develop basic knowledge of routine dental checkups and oral hygiene.

1) Guiding Question

“What is a dentist?”
“How do we keep our teeth healthy?”

a) Concepts: Becoming familiar with routine checkups and understanding basic dental hygiene practices to maintain a healthy mouth.

b) Vocabulary: dentist, waiting room, toothbrush, toothpaste, floss, healthy vs. unhealthy eating choices, plaque and tarter

2) Motivation

a) Relate to Previous Learning

“Can anyone tell me what a dentist is?”
“Why do you think we need healthy teeth?”
“What do we use our mouths for?” (eating, drinking, talking, whistling, funny faces, smiling, etc.)

b) Relate to Student Experience

Share dental visit stories. If children are reluctant to share or have never been, take this opportunity to share one of your own positive dental visits.

c) Type of Student Participation

Song, Audio/Visual, Puppetry, Group Discussion, Individual Creativity

3) Strategies/Activities/Distributed Practice/Intervention

1. Ask: “Who can tell me what a doctor is?” Accept various responses and then explain that a dentist is a doctor for your teeth just like a hospital doctor is for your body when you are sick or hurt.

2. Continue by asking, “Has anyone been to a doctor’s office?” Link any bridges to associate the two concepts as one in the same. Ex: waiting room, guardians writing on paper, sights/sounds/smells, other people seen besides the doctor (nurse/dental hygienist), special chairs (for patient and parents), etc.

3. Introduce who a dental hygienist is through puppetry. Tell the students that you are going to take a trip to the dentist office. Ask for a volunteer to be the pretend patient. Role-play a dental visit, using materials provided and distribute to students. You may decide to have the students mirror your actions as you reenact the scene or allow them to work in together in teams, and distribute to students. You may decide to have the students mirror your actions as you reenact the scene or allow them to work in together in teams.
Three points to share:
• Complete cleaning by dental hygienist, who will remove plaque and tarter (the sticky and rough stuff you can feel on your teeth), while also polishing and flossing teeth.
• X-rays may be taken to see hidden areas.
• The doctor will come in to examine all areas of the mouth.

To close, hand the volunteer their new toothbrush, toothpaste, and floss and say that you will see them back in six months for their next checkup.

4. “Now that we are back home, what can we do to keep our mouths happy and healthy?”
   “What did the dentist give us when we left?”

   • Toothbrush – tool used for cleaning teeth
   • Toothpaste – helps us to have strong healthy teeth
   • Floss – finds the food our toothbrush misses

5. Introduce Song: Brushing (Sing to the tune of, “Twinkle, Twinkle Little Star”)

   “Here’s my toothpaste
    Here’s my brush
    I won’t hurry, I won’t rush
    Working hard to keep teeth clean
    Front and back and in between
    When I brush for quite a while
    I will have a happy smile”

6. “So now we have taken a trip to the dental office and learned about what we can do at home, but what about when we are eating? Do you think eating is an important part of healthy teeth? Let’s start with our bodies. What are some foods/drinks that are unhealthy for our bodies?” Accept answers, explain why and then discuss alternative healthy choices.

7. “Just as choosing an apple over chips is good for our body, making that same healthy choice is good for our teeth as well. Let’s take a look at some foods and I would like to see how many you can find that are healthy for our teeth.” Use material provided to show pictures and discuss pros/cons of eating that particular food.
4) Assessment

- Students are actively listening and responding to questions throughout lesson.
- During role-play, walk around classroom observing conversations. Take note of new vocabulary or past experiences the students may be recreating.
- Matching/grouping game for healthy vs. unhealthy foods for dental health.
- Option: Use Visit the Dentist with Marty (Resource Section) to ask review questions and revisit familiar concepts.

5) Closure

“We have gone on quite an adventure today! Can you remember all of the places we visited and who we met along the way? Next time you visit the grocery store, what kinds of foods are you going to ask your guardian to buy for helping you build a strong, healthy, and happy smile.

Can you turn to a friend and share with them one Kool fact you learned today about either the dentist or how to keep a happy, healthy mouth?”

6) Extend and Refine Knowledge

Small Groups: Allow children to create their own mouth with Play-Doh and use dry white beans for the teeth. Use this opportunity to teach about flossing. Provide each child with play-doh, beans, and yarn (floss). Children can find small food particles, such as small wads of paper, large sequins, pipe cleaner bits, etc., to “floss” out of their teeth.

3.2.1. Rule: Eat 3 healthy meals, brush 2 times a day, floss 1 time a day.

7) Assessment/Student Products and Performances/Technology

After playing with their teeth creation, allow students to take home and share what they have learned with their family. Take note of participation during activity and follow up with any misconceptions or questions.
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8) Homework
Send home Kool Facts Sheet.

9) Materials
a) Popsicle sticks
b) Glue
c) Play-Doh
d) White Beans
e) Yarn
f) Printables:
   i) Kool Smiles Dental Characters
   ii) Kool Smiles Healthy Vs. Unhealthy Foods with Facts

10) Resources
National Education Standards
• NPH-H.K-4.1 HEALTH PROMOTION AND DISEASE PREVENTION
• NPH-H.K-4.3 REDUCING HEALTH RISKS
• NPH-H.K-4.4 INFLUENCES ON HEALTH
• NPH-H.K-4.5 USING COMMUNICATION SKILLS TO PROMOTE HEALTH
• NA-M.K-4.1 SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC
• NA-T.K-4.1 SCRIPT WRITING BY PLANNING AND RECORDING IMPROVISATIONS BASED ON PERSONAL EXPERIENCE AND HERITAGE, IMAGINATION, LITERATURE, AND HISTORY
• NA-T.K-4.2 ACTING BY ASSUMING ROLES AND INTERACTING IN IMPROVISATIONS
• NA-T.K-4.8 UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILE, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
• NA-VA.K-4.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS
• NA-VA.K-4.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Resources:
Kool Smiles Dental Education
http://www.ada.org/379.aspx - Visit the Dentist with Marty
http://www.canteach.ca/elementary/songpoems38.html - Brushing Song