

Connecting Smiles

Oral Health Standards-based Supplemental Curriculum



FOR 1ST-2ND AND 3RD-5TH GRADES

Division of Oral Health
South Carolina Department of Health and Environmental Control

About This Booklet

Background Information:

This resource guide contains lessons and activities designed for elementary students. The lessons are intended to engage children in hands-on, literacy-driven activities that teach them how to take care of their teeth and help them understand why it is important to do so. The booklet also reinforces the importance of choosing healthy foods and encourages students to keep their smiles safe and injury free.

Each lesson includes information on the purpose of the activity and the South Carolina Standard for Health and Safety Education, the South Carolina Literacy-based Inquiry Standard, or in some cases, South Carolina English Language Arts Standard. It also includes the time required to complete the activity, the supplies needed, step by step instructions, related resources, and suggestions for reinforcing the lesson. Each lesson also provides take-home information for the parents or guardians to strengthen the application and retention of the information.

How to Use the Booklet:

The booklet is divided into two sections that include appropriate material for Grades 1-2 and Grades 3-5. Begin by reviewing the activity, gathering the supplies needed, and in some cases, making copies of activities, templates, answer keys, and take-home information. Introduce the concepts featured in the lesson and continue reinforcing them. This can be as simple as asking children to complete a toothbrushing chart and providing an incentive for those who do so. According to research, simple messages that are consistently reinforced and restated make a significant impact on behavior. Each lesson also has an informational sheet to take home to parents that will help reinforce good oral health habits at home.

Books and Supplies:

- Open Wide: Tooth School Inside by Laurie Keller (Grades 1-5)
- Tooth Traditions Around the World by Ann Malaspina (Grades 3-5)
- Markers
- Scissors
- Glue
- Tooth by Tooth by Sara Levine (Grades 1-5)
- Chirpy Charlie's Teeth by Marta Zafrilla (Grades 3-5)
- Mini Marshmallows (enough for 20 per student)
- Yarn
- DANIEL TIGERS NEIGHBORHOOD: Daniel goes to the Dentist by Alexandra Cassel Schwartz (Grades 1-2)
- The Tooth Mouse by Susan Hood (Grades 1-2)
- Modeling Clay or Play-Doh®
- Pencils
- Anchor Chart Paper
- Stapler
- Vera Goes to the Dentist by Vera Rosenberry (Grades 3-5)
- White plain paper
- Construction paper
- Josie's Lost Tooth by Jennifer K. Mann (Grades 1-2)
- Sentence Strips
- Crayons

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Section

One:

Grades 1-2

LESSON 1

What do we know about teeth?

Purpose:

To generate the students' background knowledge about teeth, and to introduce them to a wide variety of information about teeth.

Essential Question:

What do you already know about teeth?

South Carolina Standard for Health and Safety Education Standard #1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

South Carolina Inquiry-based Literacy Standard 1:

Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Time Allotment:

30-45 minutes

Supplies Needed:

- Open Wide: Tooth School Inside by Laurie Keller
- Anchor Chart Paper
- Markers (to write on the anchor chart)



Steps:

1. Create a KWL Chart with the students.

K - What We Know **W** - What We Wonder **L** - What We Learned

Ask the students to raise their hands to tell you what they know about teeth. What they're used for, different types, what they're made of, etc. Be sure to give them some wait time to think about all the things they know. You will write down all the things they know in the first column. Next, ask them what they wonder about teeth. In the middle column, you will write down all of the questions the children have about teeth. You will save the final column to add things the students learn as the course goes on. Give the students the opportunity to add to this column at any time; it will make them excited about their new learning!

2. Read aloud Open Wide: Tooth School Inside by Laurie Keller. This book is about all of the different types of teeth and their function. As you read, be sure to stop to ask questions about what you are reading and allow the students to list things to add to the L column of your chart. This is VERY dense book with lots of information. Think of this as more of an exposure to information about teeth, and do not expect the students to absorb every detail. It would be a great book to revisit throughout the course.

Reinforcing the Ideas:

Review "Tooth Care Tool Kit" and "How to Brush Your Teeth!" handouts with students. Get creative in demonstrating proper ways to brush teeth. Bring in a stuffed animal, puppet, or use a tooth model and toothbrush to demonstrate brushing for 2 minutes for 2 times a day. A two minute timer can be used to reinforce the concept of two minutes. Online Resource: <https://7daysofplay.com/product/teeth-brushing-printable/>

If time permits, after reading Open Wide: Tooth School Inside by Laurie Keller, let the students pretend that they are the teeth that are in "Tooth School". Allow them to move around and configure themselves like the teeth inside of a mouth. Ask them what type of tooth would they want to be, and why would they want to be that tooth. This exercise will nicely lead into tomorrow's activity. Take time to discuss their favorite parts of the book and see if they have any information to add to the W or L columns of the KWL Chart.

Parent Information:

Inform parents and guardians you will be sending home a copy of a "Tooth Care Toolkit" and "How to Brush Your Teeth!" handouts on the following pages to review and implement with their child at home.

Tooth Care Tool Kit

Why is it important to keep your mouth and teeth clean?

- Helps you chew your food, talk clearly, and smile brightly
- Prevents holes in your teeth - cavities
- Prevents red or bleeding gums
- Prevents bad breath
- Prevents pain in your mouth

What do I need?

- Toothbrush
- Toothpaste with Fluoride
- Floss or an electric water tool for cleaning between the teeth

How do I keep my mouth and teeth clean?

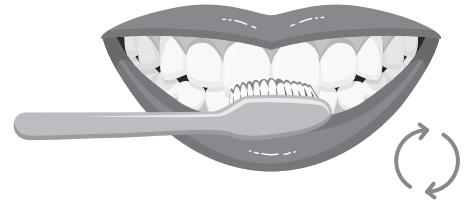
- Brush teeth with a pea sized amount of toothpaste with fluoride for two minutes at least two times a day
- Get help from a grown-up to make sure you're doing a good job!
- Floss or clean between teeth once a day.



How to Brush Your Teeth!

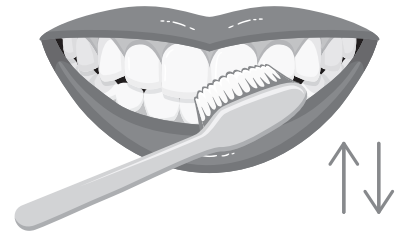
Step 1: Getting Ready

1. Put toothpaste with fluoride on brush - pea-sized amount
2. Point the toothbrush toward the gums
3. Use gentle circles and back and forth wiggles



Step 2: Top Teeth

1. Begin with the outside of the top teeth
2. Back, corner, front, corner, back
3. Chewing surfaces
4. Right and left



Step 3: Bottom Teeth

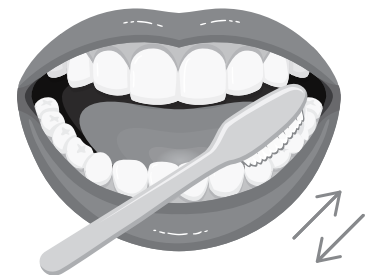
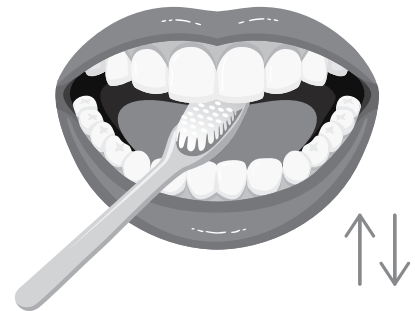
Brush in the same order as top teeth

Step 4: Rinse with Water

Keep a glass of water nearby for when you need it.

Step 5: Smile!

You're all done!



Reminder:

Be sure to brush in the morning and at night for at least two minutes.

Steps:

1. Review the material learned in Lesson 1. Refer to the KWL chart to jog the students' memories.
2. **Engagement Activity**—have the students say some words that start with “s”, “z”, and “p”. Call attention to the fact that in order to say these words you must use your tongue and teeth. Teeth help us talk. Discuss the other things that teeth can help us do like eat and smile. Discuss the importance of these activities. Ask students what having healthy teeth and a healthy mouth means to them. Write them down.
3. Create an anchor chart with three columns: Incisors, Molars, and Canines. Explain to the students that these are the three different types of teeth, and that today we are going to learn more about what they do and why we need them.
4. Give students a copy of the Student Information Sheet. This will give them a better understanding of where each type of tooth is located and what its function is. This will allow them to engage more with the text.
5. Read aloud the book *Tooth by Tooth* by Sara Levine. As you read, gather information about each type of tooth and record it on the anchor chart. (Sample anchor chart is provided)
6. Explain that today you will make a model of a mouth. Refer to instructions on the Mouth Model Hands on Fun! sheet.

Reinforcing the Ideas:

Students will learn 3 hand signals to show the teacher that they understand the differences three types of teeth. The hand signal for incisors is one index finger in the air to look like the letter “I”. The hand signal for canine is making the letter “C” by curving your left hand. It will look backwards to you, but it will look correct to the student, to reinforce their understanding of forming letters properly. For molars, they will put three fingers in the air and “flip” them over to look like the letter “M”. After you have gone through the hand signals, allow the students to stand up. Review the characteristics and animals listed in your anchor chart, and reviewed in the book, giving each student wait time to put up their hand signal that corresponds to the correct type of tooth. If there are any misconceptions, you will easily be able to identify the students that aren't quite understanding the function of each tooth. Use this opportunity to review the function of each tooth, and correct misconceptions.

Additional Resources:

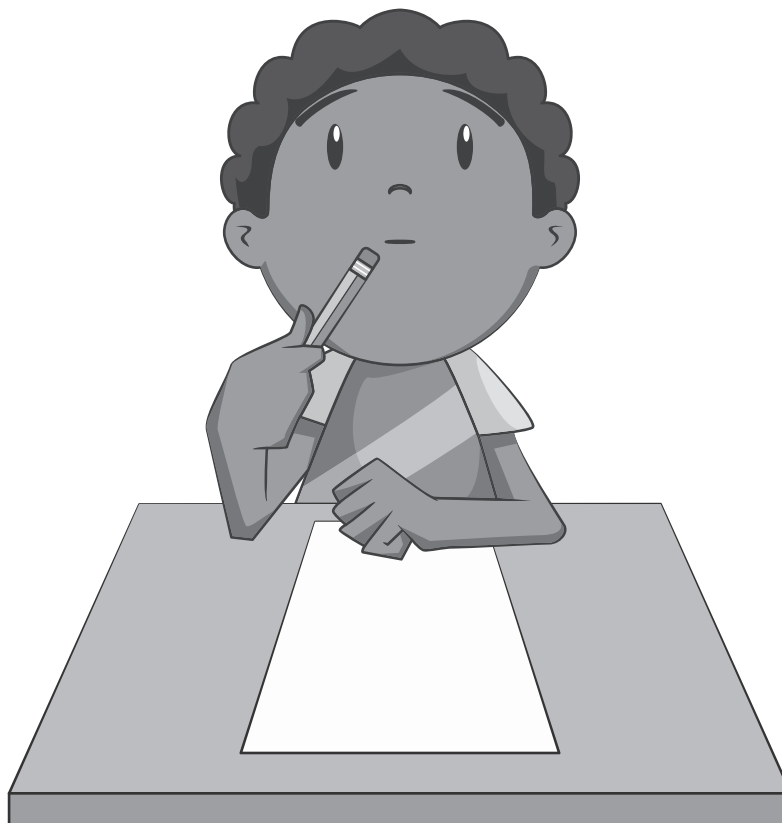
https://youtu.be/b5CPd1_r03s

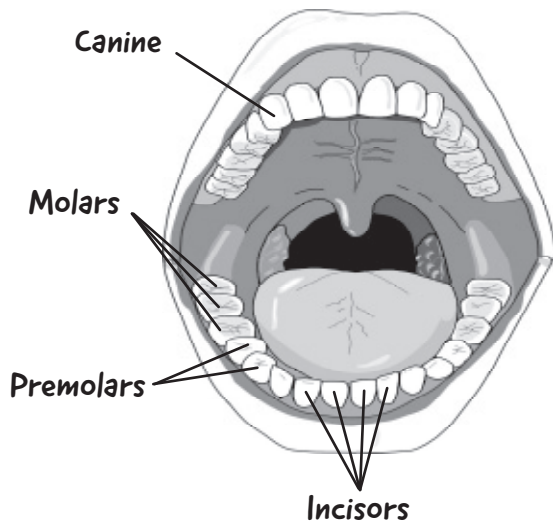
Parent Information:

“Sealing Out Decay: Why Parents Should Consider Dental Sealants”

Sample Anchor Chart

INCISORS	CANINES	MOLARS
<p>Great for biting and scraping – animals with really long incisors are PLANT EATERS.</p> <p>Beavers, squirrels, rabbits, mice, gerbils, hamsters, muskrats, woodchucks, hares, elephants</p>	<p>Animals with big canine teeth are usually MEAT EATERS.</p> <p>Some animals with canine teeth eat plants and animals.</p> <p>Seals, cats, dogs, bears, ferrets, wolves, raccoons, foxes, lions, tigers, walruses</p>	<p>Really tall molars are good for grinding up grass and leafy plants. Animals with tall molars are usually PLANT EATERS.</p> <p>Horses, cows, giraffes, sheep, goats, llamas, antelopes, deer, and zebras</p>



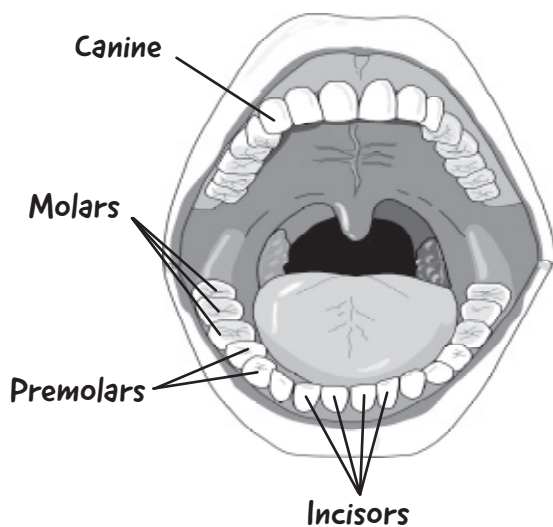


Types of Teeth

Canine teeth are sharp and used to cut up the food we eat.

Incisors are used to bite into our food, and make it into smaller pieces.

Molars are used to grind up our food so we can swallow it.



Types of Teeth

Canine teeth are sharp and used to cut up the food we eat.

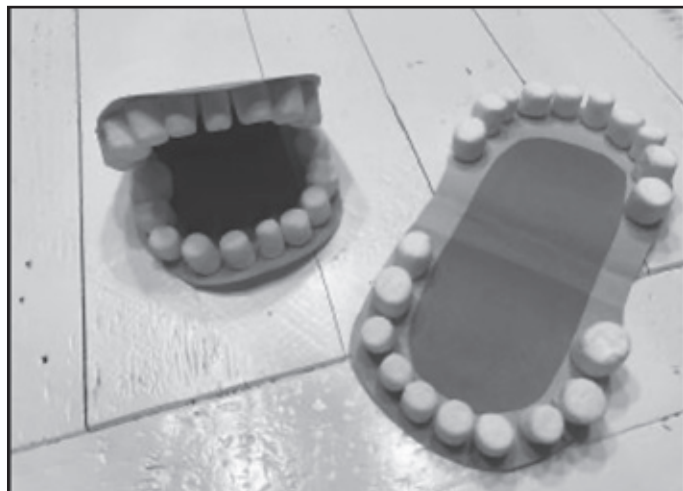
Incisors are used to bite into our food, and make it into smaller pieces.

Molars are used to grind up our food so we can swallow it.

Mouth Model Hands-on Fun!

Supplies needed:

- Large marshmallows (24)
- Scissors
- Toothpicks
- Construction paper OR paper plate
- Glue
- Yarn



Step 1:

Flatten 8 marshmallows to represent incisors

Step 2:

Flatten and clip the corners of 4 more marshmallows to represent canines

Step 3:

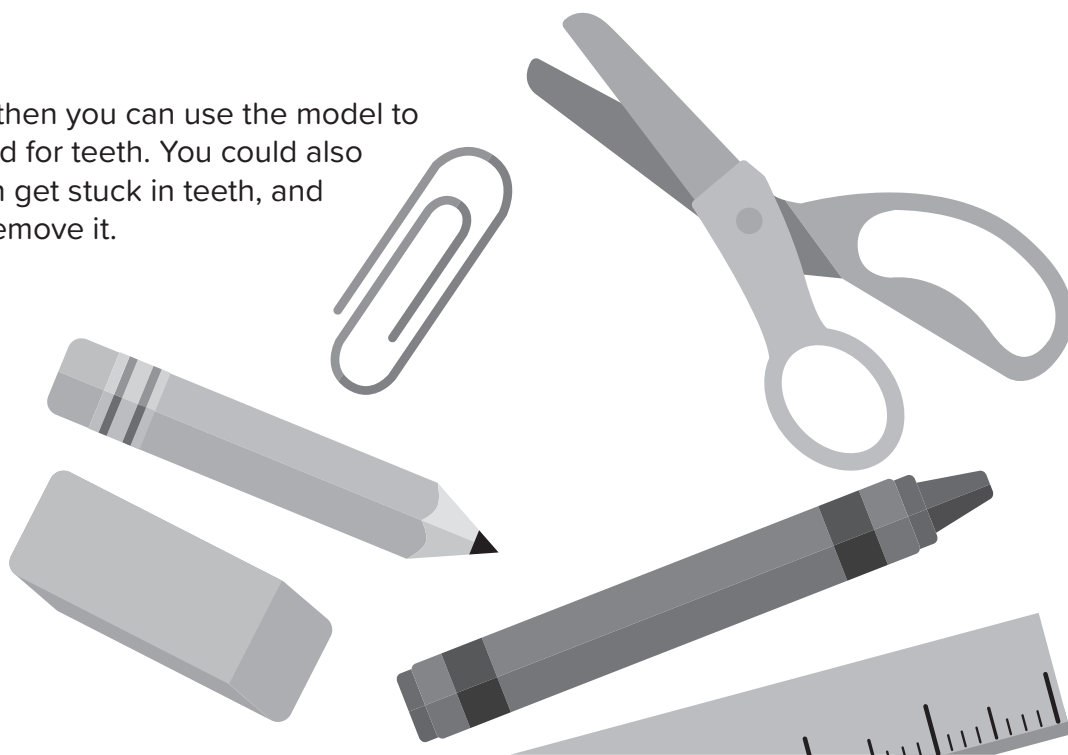
Using a toothpick, indent 8 marshmallows in the middle to represent molars

Step 4:

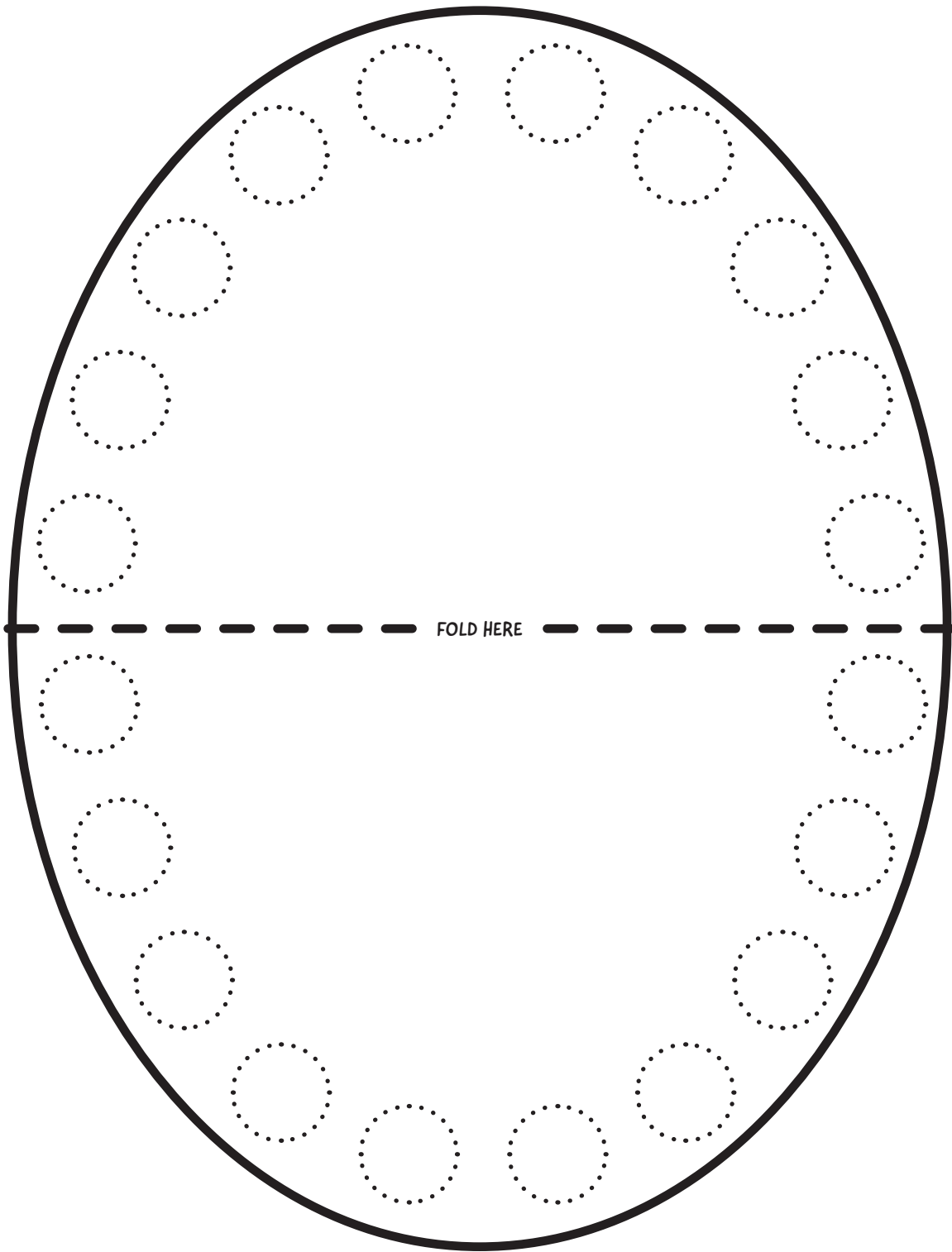
Glue the marshmallow “teeth” into a construction paper “mouth” or plate “mouth” according to the following: 2 molars in the back on each side (top and bottom), one canine on each side (top and bottom), and four incisors across the top and bottom.

Step 5:

Allow the glue to dry, and then you can use the model to discuss foods that are good for teeth. You could also demonstrate how food can get stuck in teeth, and how you can use yarn to remove it.



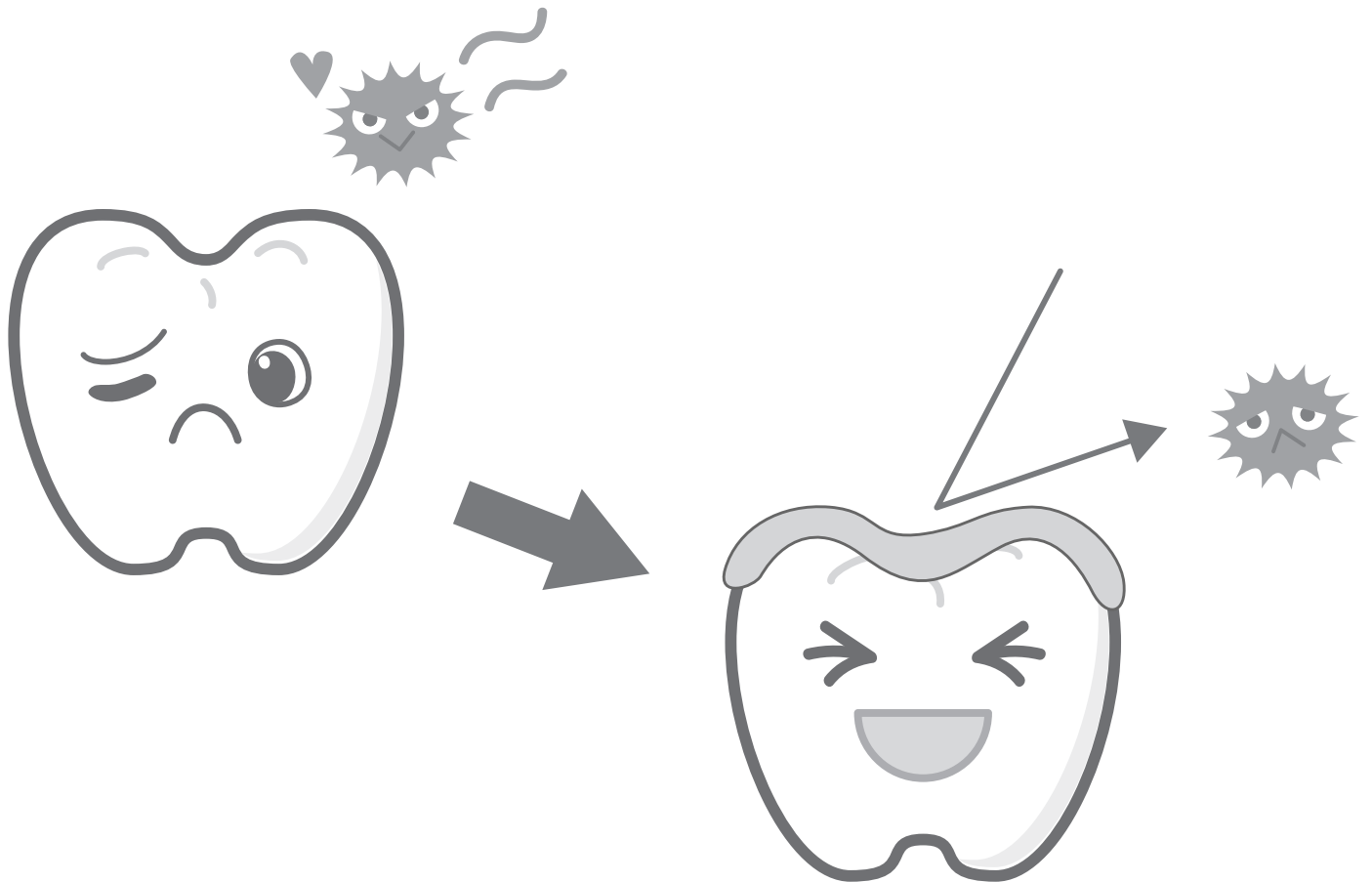
Mouth Model Template



Sealing Out Decay: Why Parents Should Consider Dental Sealants

- Between ages 6-12, your child will get four adult molars.
- These teeth are meant to last a lifetime and need to be protected.
- One way to protect these new adult teeth is to apply dental sealants.
- Dental sealants are clear or white plastic coatings painted on the chewing surfaces of back teeth to prevent cavities. Sealants keep out cavity causing germs and food.
- 80% of cavities that occur on the chewing surfaces of teeth can be prevented by applying dental sealants.

For more information on dental sealants, talk with your child's dentist, dental hygienist or visit the Connecting Smiles website, www.connectingsmilessc.org for more information on sealant programs offered through school-based dental prevention programs.



LESSON 3

Why is it important to floss every day?

Purpose:

To help students understand how flossing teeth works and why it is important to floss every day.

Essential Question:

Why is it important to floss every day?

South Carolina Standard for Health and Safety Education—Standard 6:

Students will demonstrate the ability to use goal-setting skills to enhance health

South Carolina Inquiry-Based Literacy Standards—Standard 3:

Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis

South Carolina English Language Arts Standards—Standard 6:

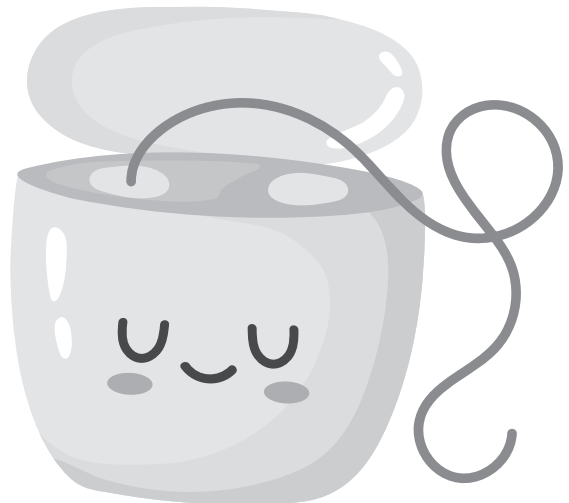
Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Time Allotment:

30-45 minutes

Supplies Needed:

- Foam egg cartons (one carton for every two students)
- Dental floss or yarn
- Transparent or masking tape



Steps:

1. Review the previous lesson and what kinds of foods are harmful to your teeth.
2. Discuss how brushing your teeth twice a day, eating healthy foods, and FLOSSING every day can help keep your mouth and teeth healthy. Explain how flossing cleans teeth in a way brushing cannot. It gets between teeth in to hard-to-reach places. Use “Flossing” take home handout to explain why it is important to floss.
3. Let the students stand up and do the “floss” for a few seconds!
4. Reinforce the importance of flossing while students learn and practice proper flossing technique. Enlist students’ help to collect foam egg cartons – one carton for every two students. Cut off the carton lids; then cut the bottom of each carton in half lengthwise to create two rows of six egg-carton “teeth.” Give each student a row of “teeth,” an 18-inch length of floss or yarn, and two pieces of tape to secure each end of his/her “teeth” to the desktop.
5. Demonstrate for the students the following steps:
 - Wrap the floss around the middle finger of each hand.
 - Hold the floss with the index fingers and thumbs.
 - Guide the floss gently between “teeth,” then pull the floss up, down and around to clean both sides of the teeth and the gum area.
 - If possible, send the egg-carton “teeth” home for continued practice and challenge students to practice on their real teeth, too! This activity can be done in small groups or as a class.

Online reference:

Crest and Oral B: Dental Education Program: <https://static1.squarespace.com/static/554bd5a0e4b06ed592559a39/t/57aa0732ebbd1a0a849d750f/1470760754565/Flossing+Activity.pdf>

Reinforcing the Idea:

Using the template provided and based on what we’ve learned during the unit so far, write how to take care of your teeth and why it is important. Teacher can refer back to the “Tooth Care Toolkit” on why its important to take care of your teeth.

Parent Information:

Flossing

Name: _____

How do we take care of our teeth?

Name: _____

How do we take care of our teeth?

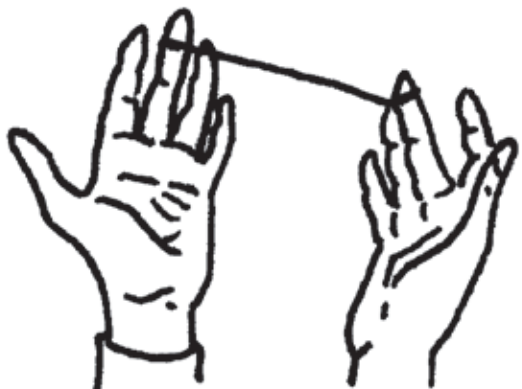
Flossing

The Facts:

- A toothbrush can't reach all the places between teeth.
- Dental floss does a good job of removing food and cavity germs between teeth.
- If food and germs are not removed, they can cause gum disease and cavities.
- Parents need to help children under the age of 10 with flossing.

How to Floss:

- Wind about 12-18 inches of floss around the middle fingers on both hands. Hold the floss tight between the thumbs and forefingers with about 1 inch of floss between them. Gently guide the floss between teeth using a sawing motion. Do not push it into the gums.



- Curve the floss into a C-shape against the side of the tooth at the gum line. Hold the floss against the tooth and move it up and down against one tooth.
- Pull the floss against the other tooth and repeat.
- Repeat this for all of the teeth.



LESSON 4

What can we expect when we go to the dentist?

Purpose:

To help ease the students' anxiety about visiting the dentist.

Essential Question:

What can we expect when we visit the dentist?

South Carolina Standard for Health and Safety Education—Standard 7:

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

South Carolina Inquiry-Based Literacy Standards—Standard 1:

Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

South Carolina English Language Arts Standards—Standard 6:

Summarize key details and ideas to support analysis of thematic development.

Time Allotment:

30-45 minutes

Supplies Needed:

- DANIEL TIGERS NEIGHBORHOOD:
Daniel goes to the Dentist
- Anchor Chart Paper
- White plain paper
- Crayons
- Markers



Egg and Soda Experiment Supplies needed:

- 1 egg
- 1 cup of soda (Coke, Pepsi, Dr. Pepper, or Mr.Pibb will do)
- 1 glass
- 1 toothbrush
- Toothpaste

Steps:

1. Review the previous lessons: what do we know about teeth and what are the jobs of the different types of teeth. This is especially useful if a great deal of time has passed between lessons.
2. **Engagement Activity** - Title an anchor chart “Why do we go to the dentist?”. Ask students why they think we go to the dentist and record their answers on the anchor chart.
3. Tell the students you will be doing the egg and soda experiment to demonstrate the importance of good oral health oral health behaviors and why we go to the dentist. Refer to **Egg and Soda Experiment**.

Reinforcing the Ideas:

Read DANIEL TIGERS NEIGHBORHOOD: Daniel goes to the Dentist or watch DANIEL TIGERS NEIGHBORHOOD: Daniel Gets His Teeth Cleaned which can be found here: youtu.be/zvhF2h915SM along with the DANIEL TIGERS NEIGHBORHOOD: Dentists are Here to Help Song here: youtu.be/DJAHsCnMc40

1. What kind of things does Daniel Tiger do at the dentist?
2. What was your favorite part of the book and why?
3. What is your favorite part about going to the dentist?

Additional Resources:

jr.brainpop.com/health/teeth/goingtothedentist

youtu.be/HEIZWBDaxCU

Parent Information:

How to Have a Good Dental Visit: Tips for Parents



Egg and Soda Experiment

Supplies needed:

- 1 egg
- 1 cup of dark-colored soda (like Coke, Pepsi, Dr. Pepper, or Mr.Pibb)
- 1 glass
- 1 toothbrush
- Toothpaste

Steps:

1. Pour one cup of soda into a glass
2. Put the egg gently into the glass
3. Leave the egg in the glass overnight
4. Take the egg out of the cup the next day and observe how it looks
5. Put toothpaste on the toothbrush
6. Brush the egg and observe what happens!

Talking Points:

How did the egg look before it was left in the soda?

What did it look like after?

How did the soda affect the way the tooth looked?

How is this similar to how soda can affect our teeth?

What might happen to our teeth if we don't brush them regularly?

How to Have a Good Dental Visit

- Prepare your child for a visit to the dentist by giving them an idea of what to expect during the visit.
- Talk to your child about why it is important to go to the dentist.
- Consider feeding your child before they go to the appointment.
- Be aware of how you communicate with your child about the dentist. Remain positive. Avoid using negative words like “pain” or “hurt”.
- Encourage your child to share their concerns about going to the dentist.
- Never use dental treatment as a threat to ensure your child practices good oral health behaviors.
- Play games or read books about going to the dentist. *Max Goes to the Dentist* is one example.

For more information:

- ADA Mouthhealthy
[mouthhealthy.org/en/babies-and-kids/healthy-habits](https://www.mouthhealthy.org/en/babies-and-kids/healthy-habits)
- Colgate
[colgate.com/en-us/oral-health/dental-visits/anxiety-over-a-dental-appointment-how-to-ease-your-childs-worries](https://www.colgate.com/en-us/oral-health/dental-visits/anxiety-over-a-dental-appointment-how-to-ease-your-childs-worries)
- Mayo Clinic
[mayoclinic.org/tests-procedures/dental-exam-for-children/about/pac20393745](https://www.mayoclinic.org/tests-procedures/dental-exam-for-children/about/pac20393745)
- Nemours, Kids Health
kidshealth.org/en/parents/dr-visits.html
- Stanford Children’s Health
stanfordchildrens.org/en/topic/default?id=a-childs-firstdental-visit-fact-sheet-1-1509



LESSON 5

What types of foods are good for our teeth?

Purpose:

To help students identify foods that are good and bad for their dental health.

Essential Question:

What types of foods are good for our teeth?

South Carolina Standard for Health and Safety Education—Standard 5:

Students will demonstrate the ability to use our decision-making skills to enhance health.

South Carolina Inquiry-Based Literacy Standards—Standard 4:

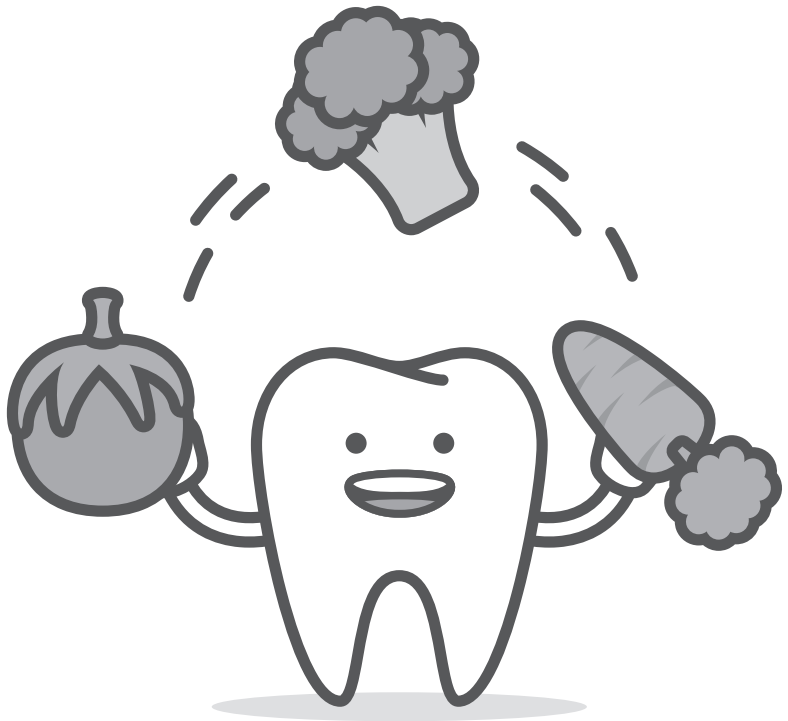
Synthesize integrated information to share learning and/or take action.

Time Allotment:

30-45 minutes

Supplies Needed:

- Anchor Chart Paper
- "Brush, Brush, Brush Your Teeth" Song
- Fill Your Plate Activity
- Sample Chart Template
- Crayons
- Markers



Steps:

1. Activate prior knowledge by asking if the students know what the food groups are and if they can name them.
2. Create 5 columns or boxes on an anchor chart, and list the following: “Meats, Eggs, and Legumes”, “Fruits”, “Vegetables”, “Milk and Dairy”, and “Bread, Cereal, and Grains”. Give examples of each type of food. (Example template attached)
3. Ask the students what they notice about the foods that ARE NOT included in the list. Explain that the foods aren’t in the main food groups are NOT good for our teeth because they can cause cavities in our teeth. Explain that cavities are holes that form in our teeth that the dentist needs to fix.
4. Review in class and send home “Eating Away at Tooth Decay.”

Active Engagement:

Teach the students the “Brush, Brush, Brush Your Teeth” Song. Be sure to go over the **bolded** words. Decay – damage to a tooth’s surface. Plaque - a sticky, slimy substance made up mostly of the germs that cause tooth decay.

Reinforcing the Idea:

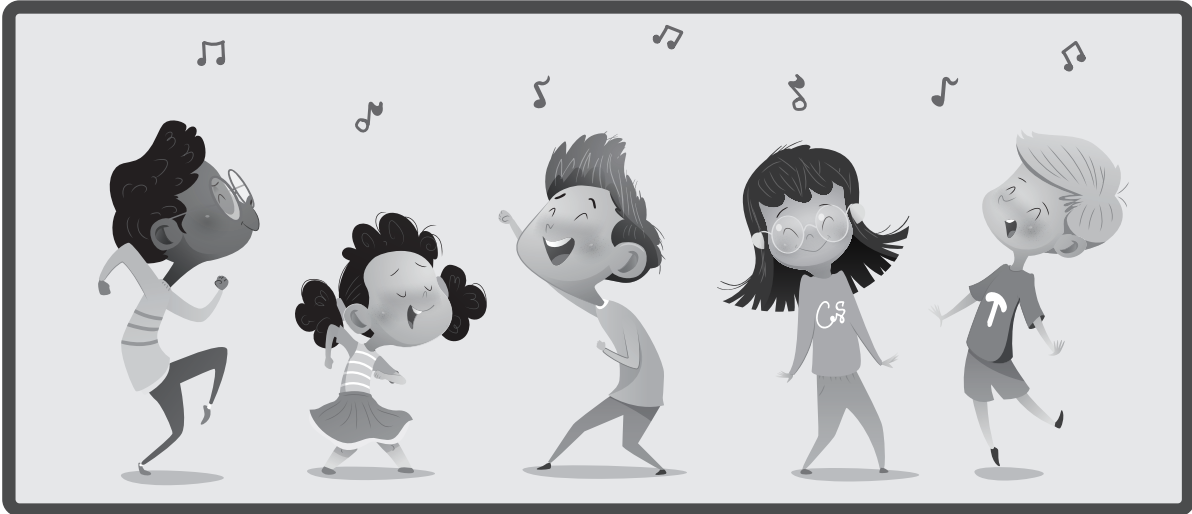
Fill Your Plate Activity (on the attached page). The students will have a placemat with a plate and space to draw food from each food group. The students will be able to select food from the appropriate food groups and put them on their “plates”.

Parent Information:

Eating Away at Tooth Decay

Supplemental Information

- Explain to students that some foods are better than others for their teeth. Tell them that foods high in sugar can cause cavities in their teeth.
- Explain to them that a cavity is a hole that forms in their teeth. Proper nutrition and good oral health are directly related. Share nutrition information below as needed.
- A balanced diet has foods from each of the five main food groups:
 - › Meats, eggs, and legumes;
 - › Fruits;
 - › Vegetables;
 - › Milk and dairy products; and
 - › Breads, cereals, and grain products.
 - › Other foods not included in these groups are sweets, fats, oils, chips and other processed snack foods, alcohol and other beverages, and condiments.
- Foods high in carbohydrates such as pasta and bread also contain high amounts of sugar so they should be eaten in limited amounts.
- Certain foods help teeth grow and maintain healthy gums. These include foods:
 - › Rich in calcium, phosphorus, and vitamin D (milk and dairy products);
 - › Rich in vitamin C (citrus fruits, broccoli, and strawberries);
 - › Rich in vitamin A (dark leafy vegetables, carrots, and yellow squash).



Brush, Brush, Brush Your Teeth

(Sung to the tune of "Row, Row, Row Your Boat")

Brush, brush, brush your teeth,
At least two times a day.
Cleaning, cleaning, cleaning, cleaning,
Fighting tooth **decay**.

Floss, floss, floss your teeth,
Every single day.
Gently, gently, gently, gently,
Whisking **plaque** away.

Rinse, rinse, rinse your teeth,
Every single day.
Swishing, swishing, swishing, swishing,
Fighting tooth **decay**.

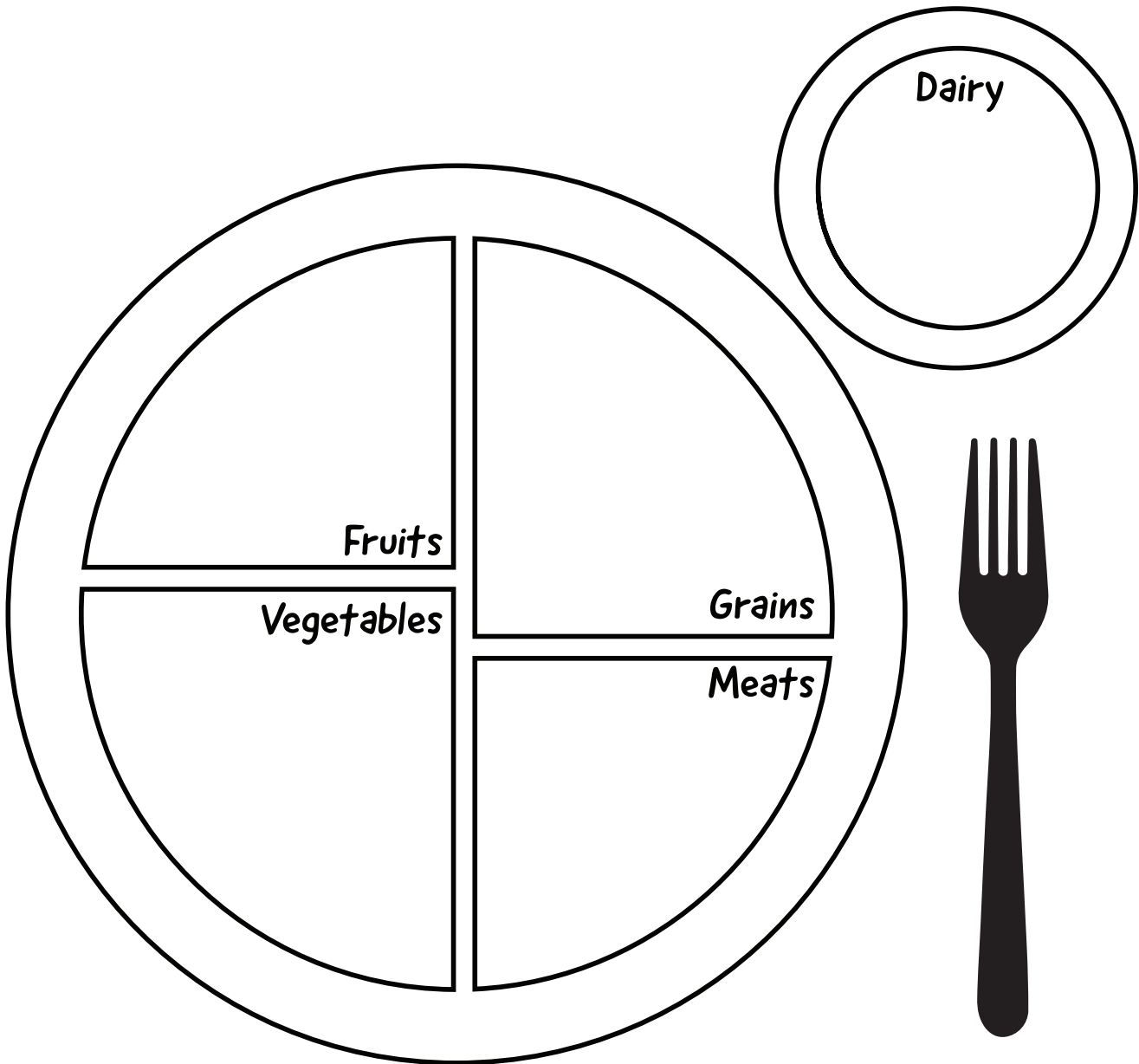
Sample Food Group Chart

Meats, Eggs, Legumes	Fruits	Vegetables	Milk and Dairy	Bread, Cereal, and Grains
seafood meat	apples	corn	milk	bread
poultry	pears	green peas	cheese	cereals
eggs	oranges	white potatoes	yogurt	rice
beans	mandarins	eggplant	puddings	pasta
peas	grapefruit	beets	frozen yogurt	noodles
lentils	apricots	cauliflower	ice cream	polenta
	cherries	Brussels sprouts		couscous
	peaches	celery		oats
	nectarines	artichokes		quinoa
	plums	green beans		barley
	bananas	onion		
	paw paw			
	mangoes			
	pineapple			
	melons			
	berries			

Name: _____

Fill Your Plate

Draw examples of food from each food group that you can eat to fill your plate in a teeth healthy way!



Eating Away at Tooth Decay

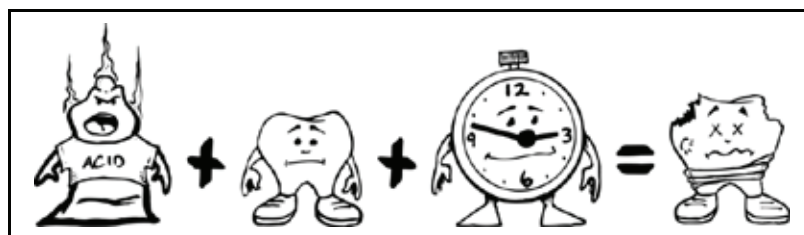
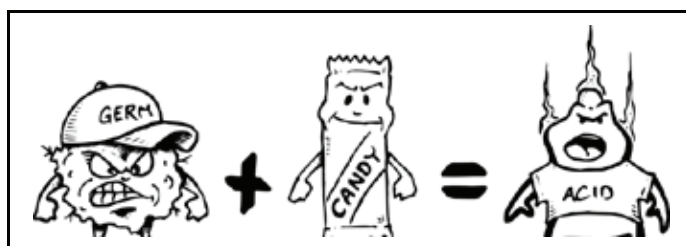
Eating healthy and smart is good for dental health. A good diet helps teeth grow properly and keeps gums healthy.

What, When and How Often...

What you eat is important for healthy teeth, but it's just as important to be careful about when and how often you eat.

How do cavities happen?

- Cavities can develop when sugary foods or starchy foods stay on the teeth for a long time.
- Cavity causing germs that live in the mouth eat these foods and make an acid that eats away at teeth.
- If you eat sugary or starchy foods all day, you are making acid all day long. That acid eats away at the tooth.



What can you do to eat away at decay?

- Eat breakfast, lunch and dinner every day.
- Eat no more than two to three snacks a day and try to make them good foods like fruits, vegetables and cheeses. If you can't brush, try to rinse your mouth with water.
- If you eat sugary or starchy foods, eat them as part of a meal rather than as a snack. Water, milk or juice will help wash away the food from your teeth.
- Avoid sticky foods unless you can brush right away. These foods get between teeth and are hard to remove from the grooves on the tooth surface.

LESSON 6

What should we expect when we lose teeth?

Purpose:

To stimulate student interest in dental health and help them understand the need to take care of their baby and permanent teeth.

Essential Question:

What should we expect when we lose teeth?

South Carolina Standard for Health and Safety Education—Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

South Carolina Inquiry-Based Literacy Standards—Standard 2:

Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

South Carolina English Language Arts Standards—Standard 8:

Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to:

- describe characters' actions and feelings;
- compare and contrast characters' experiences to those of the reader;
- describe setting;
- identify the plot including problem and solution; and
- describe cause and effect relationships.



Time Allotment:

30-45 minutes

Supplies Needed:

- Anchor Chart Paper
- Josie's Lost Tooth by Jennifer K. Mann
- Somebody, Wanted, But, So, Then.... Activity Sheet
- Parts of a Tooth Diagram

Steps:

1. Review the content from the previous lessons and discuss the many ways that we can take care of our teeth. Feel free to review student work from their writing assignment in Lesson #5.
2. Explain that today you are going to discuss what to expect when you begin to lose your baby teeth. Several of the students in the class may want to share stories about losing teeth, but some students may not have lost any teeth at this point. Be sure to avoid making students that have not yet had this experience self-conscious.
3. Read aloud Josie's Lost Tooth by Jennifer K. Mann. As you read today, you will be focusing on summarizing parts of the story using the "Somebody, Wanted, But , So, Then" Activity sheet. An answer key is provided. This is a method used to teach students how to summarize stories based on the characters, their problems, and how they were resolved. This is a method you can use for any fiction story. This can be a reinforcement of the strategy, or a way to teach the strategy for the first time. It is also the perfect story to demonstrate how students may feel when losing teeth. It is a great story to teach empathy as well.

Reinforcing the Idea:

After you have completed the story and the activity, hand out the "Parts of a Tooth" diagram and discuss what happens when you lose your baby teeth.

Parent Information:

Losing Baby Teeth...What a Parent Should Know

Name: _____

Josie's Lost Tooth by Jennifer K. Martin

Somebody: _____

Wanted: _____

But: _____

So: _____

Then: _____

Name: _____

Josie's Lost Tooth by Jennifer K. Martin

Somebody: _____

Wanted: _____

But: _____

So: _____

Then: _____

ANSWER KEY

Name: _____

Josie's Lost Tooth by Jennifer K. Martin

Somebody: Who is the main character? Josie

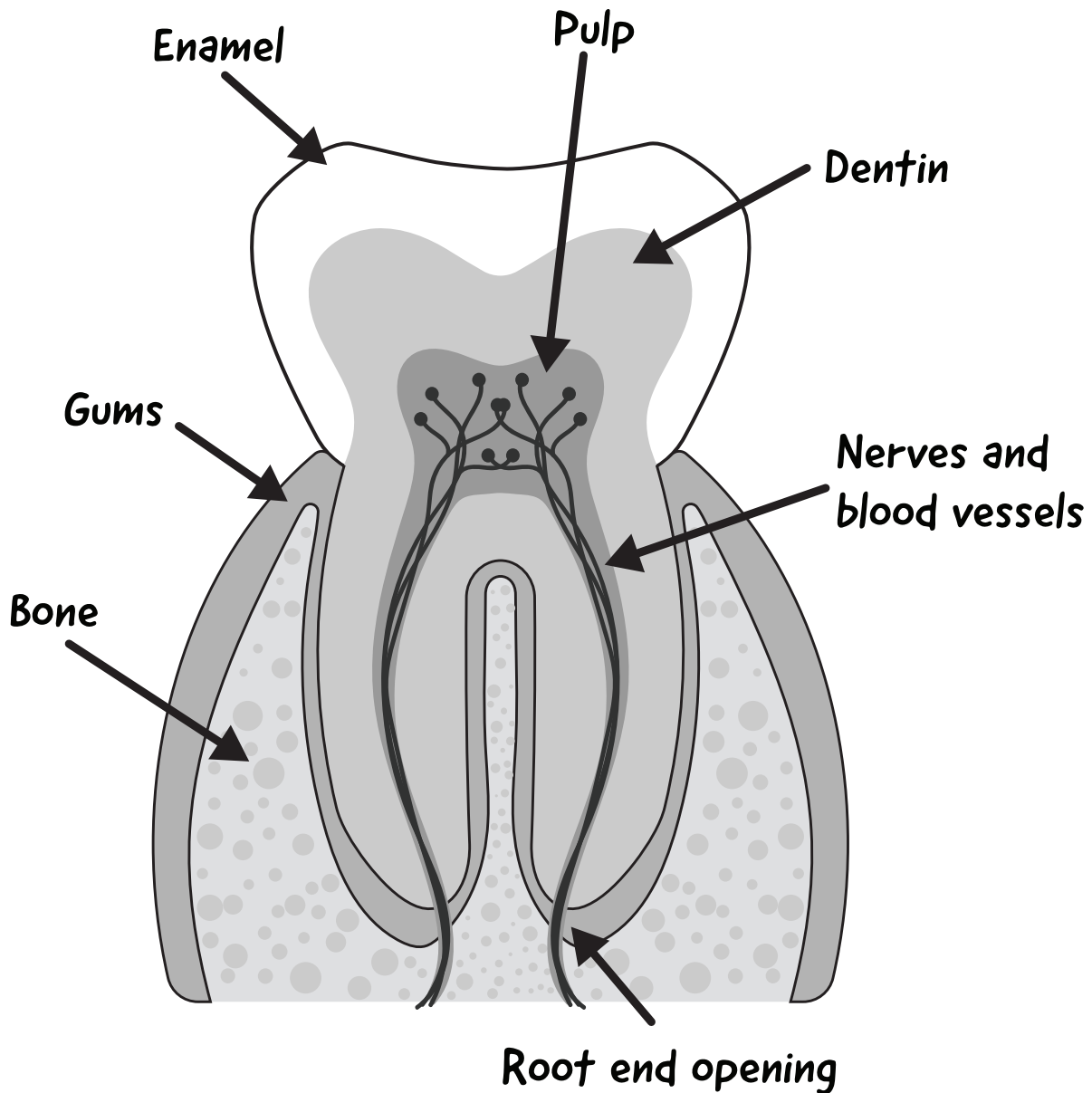
Wanted: What did the character want? To lose a tooth

But: What was the problem? She finally loses a tooth, but she cannot find it to leave under her pillow for the tooth fairy!

So: How did the character try and solve the problem? Richard lets her have the shark tooth that he found to leave under her pillow.

Then: What was the resolution to the story? The tooth fairy left shark tooth necklaces for Josie and Richard

Parts of a Tooth



What happens when you lose a tooth?

When adult teeth start to grow, they cause the roots of the baby teeth (which are hidden under the gum and hold the teeth to the jaw) to dissolve or slowly go away over time to make space for the adult teeth working their way up into the mouth. Soon the roots of the baby teeth disappear until they start to get wobbly. Soon it gets so wobbly it wiggles out when you eat something or brush your teeth! A new, permanent tooth will soon come through the gum and take the place of the gap your baby tooth left behind!

Losing Baby Teeth: What a Parent Should Know

The process of losing baby teeth and “growing” adult ones happens between the ages of 6 and 12 years. It is a normal process and part of development.

Order of loss:

- Typically, the first teeth to go are the bottom front two, between 5 and 6 years of age. Next are the top front two.
- After this it will be the bottom ones on either side of the middle two already lost.
- Generally, the time between losing a baby tooth and getting the new adult one is a few months, but sometimes they may even be in the mouth at the same time.

Grinding:

- Some children may grind their teeth at night when they are in the process of losing and gaining teeth.
- It is natural and usually nothing to be concerned about.

Discomfort:

- This is a common problem. Your child may be more irritable and may not want to eat.
- A baby tooth that is wobbly, is pink in color or bleeding slightly around the sides - is a tooth that is about to pop out!
- If a tooth is hanging on by a thread of gum, you should be able to dislodge it with your fingertips. Even an apple may do the trick!

Make losing teeth fun!

Have your child try to smile, talk or pretend to eat without showing any teeth. Ask them to brainstorm foods they can still eat with many teeth missing. Have your child create and illustrate their own “Toothless Menu.”

Read books together with your child about losing teeth such as “Andrew’s Loose Tooth” by Robert Munsch and “My Tooth is Loose!” by Martin Silverman.



Anytime you have concerns or questions about the changes in your child’s mouth, contact your dentist.

LESSON 7

What can we do to protect our teeth?

Purpose:

To help students understand how wearing safety equipment protects their teeth and mouth and why that is important.

Essential Question:

What can we do to protect our teeth?

South Carolina Standard for Health and Safety Education—Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and or avoid or reduce health risks

South Carolina Inquiry-Based Literacy Standards—Standard 3:

Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Time Allotment:

30-45 minutes

Supplies Needed:

- Sentence Strips
- Stapler
- Picture of Safety Equipment
- A set of “Heads Up for Healthy Teeth” Game Cards (attached) for each group
- Playing it Safe with Safety Equipment Advertisement Activity

Steps:

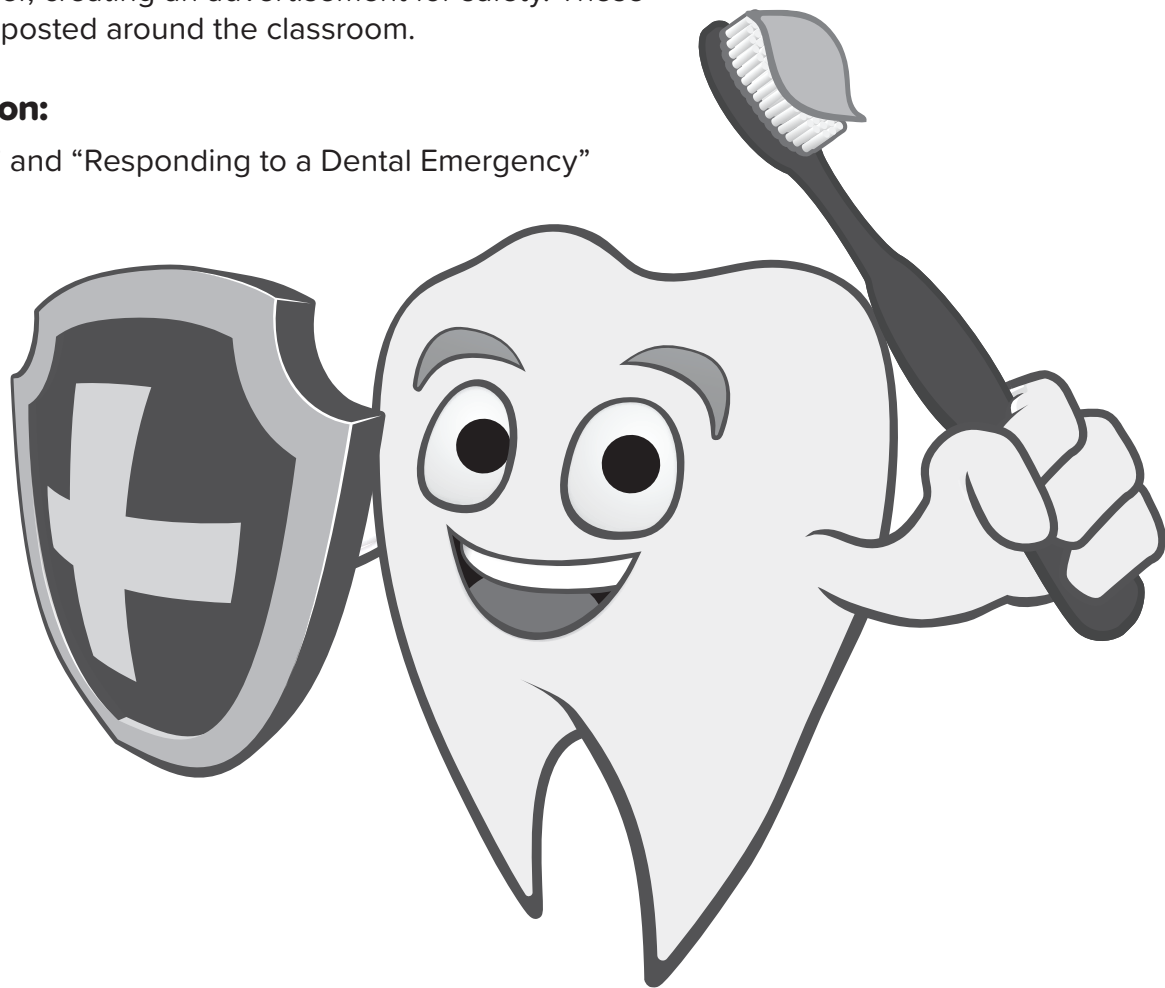
1. Begin by asking the students if they have ever been hurt while playing. Allow time to share. Follow up with questions, such as: Could you have done something differently to prevent the accident? Is there safety equipment you could have worn to protect yourself?
2. Next, show the pictures of the safety equipment. Describe what each one is, and the function of each one.
3. Then, you will split the students into groups of 4 and teach them how to play “Heads Up for Healthy Teeth”. The teacher will need to make the “hats” for the game by taking a sentence strip and stapling it to fit the head of a child. Then each group will use the pics from the “Heads Up for Safety Game” cards to place on the hats. The object of the game is for the student wearing the headband to guess what is on his card with the clues that his group gives him. They CANNOT use rhyming words or spell the words for their classmate. Each round should last 1-2 minutes, and they can compete by comparing how many objects they were able to guess. The younger students may need help identifying the parts of the tooth or the types of teeth but allow them to refer back to what you learned in the previous lessons.

Reinforcing the Idea:

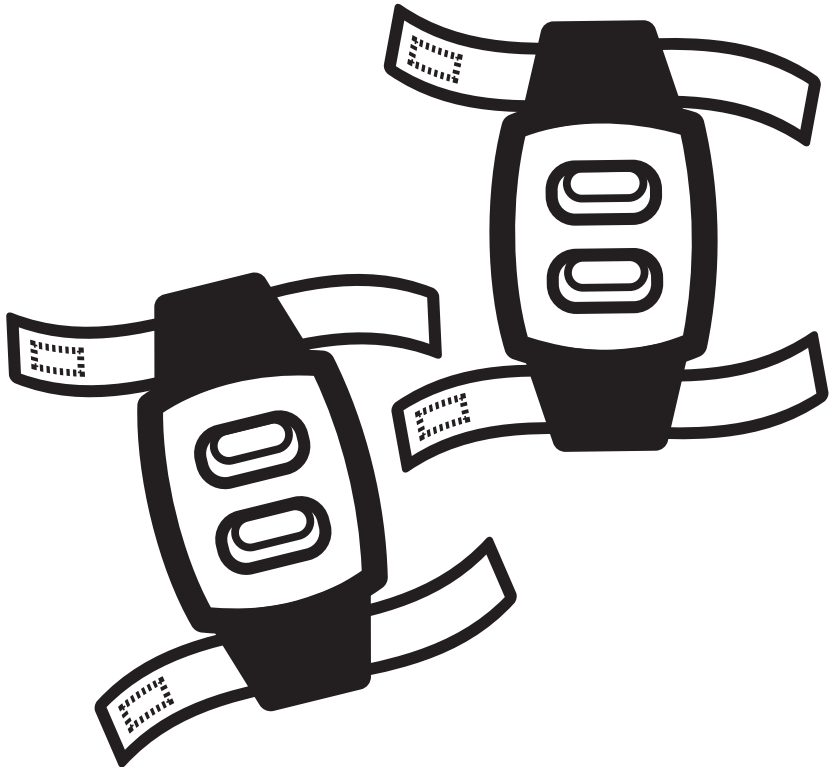
Have students cut out and color the pictures of the safety equipment. They could glue their pictures onto a piece of paper, creating an advertisement for safety. These could be shared or posted around the classroom.

Parent Information:

“Be Smart-Be Safe” and “Responding to a Dental Emergency”

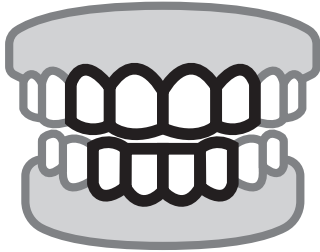


Playing it Safe with Safety Equipment!

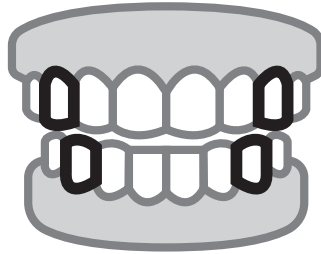


Heads Up for Safety Game Cards

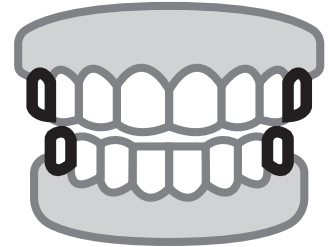
Incisors



Canines



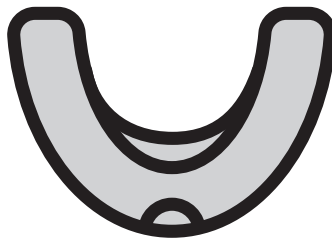
Molars



Floss



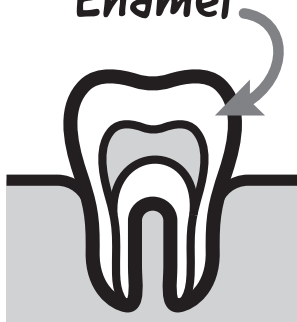
Mouthguard



Cavity



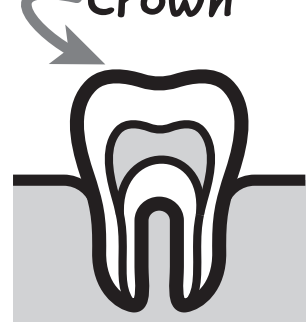
Enamel



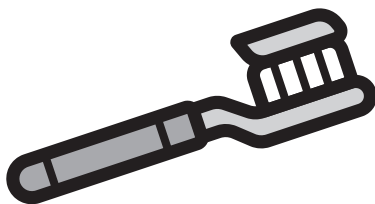
Root



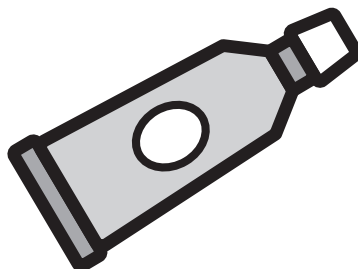
Crown



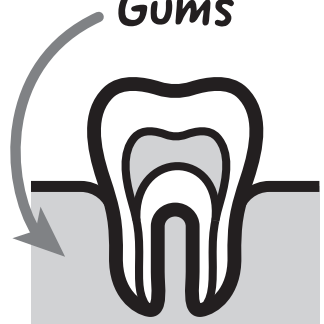
Toothbrush



Toothpaste



Gums



Playing it Safe with Safety Equipment Advertisement

Using what you know about staying safe while playing, cut out and color the pictures of the safety equipment and create a picture that shows people the importance of playing it safe!

Be Smart—Be Safe

Here are some ways you can be safe and have fun!

Seatbelts:

Use your seatbelt when riding in a car, and sit in the back seat.

Helmets:

Wear a helmet when riding bicycles, ATVs, motorbikes and when playing contact sports such as football. For baseball, always wear your batting helmet.

Mouthguards:

A mouthguard is a plastic tray that fits over your teeth to protect them from injury. If you do any of the following sports or activities, you should wear a mouthguard:

- basketball
- softball
- wrestling
- soccer
- martial arts
- skateboarding

Regular Dental Check-ups:

Ask your dentist about making you a mouthguard and to check your teeth for any signs of tooth or gum injury.





Responding to a Dental Emergency

Do your best to prevent dental injuries. However, if they happen, there are some things you can do.

If a permanent tooth is knocked out...

- Find the tooth.
- Hold it by the crown (top white part), not the root.
- Rinse it under cold water gently, but do not scrub.
- Reinsert the tooth into the socket quickly. Make sure the front of the tooth is facing you.
- If you are unable to reinsert the tooth, place the tooth in a container of cold milk or in a wet cloth.
- Go to the dentist immediately.

If a baby tooth is knocked out....

- Never attempt to reinsert a baby tooth. It could damage the permanent tooth underneath.
- If a tooth is fractured or chipped, rinse your mouth with water.
- Apply a cold compress to the cheek.
- Contact your dentist and describe the injury.

Always keep contact information for your child's dentist in your purse or in the car. Provide the school with the emergency phone number of your child's dentist.

LESSON 8

What can we do every day to keep our teeth healthy?

Purpose:

To help children understand and use strategies to improve or maintain their dental health and develop and implement a personal dental health plan with specific goals.

Essential Question:

What can we do every day to keep our teeth healthy?

South Carolina Standard for Health and Safety Education—Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

South Carolina Inquiry-Based Literacy Standards—Standard 5:

Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

South Carolina English Language Arts Standards—Standard 8:

Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to: a. describe characters' actions and feelings; b. compare and contrast characters' experiences to those of the reader

Time Allotment:

30-45 minutes

Supplies Needed:

- The Tooth Mouse by Susan Hood
- Anchor Chart Paper
- Characterization Chart
- My Dental Health Plan
- Dental Health Graduate Certificate

Steps:

SECTION I

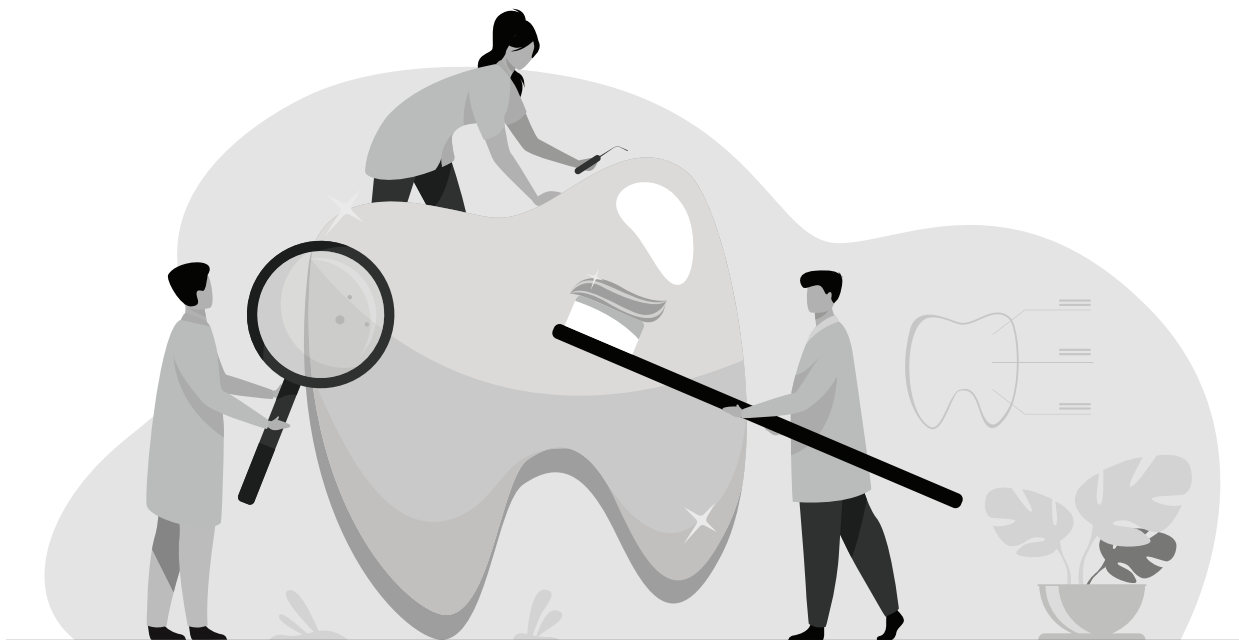
1. Explain that today you will read a story about a new character named Chirpy Charlie. Chirpy Charlie is a bird, and as you read today, you are going to learn more about him. We will learn how readers learn more about the characters in a story. They learn through what the characters say and what the characters do.
2. Hand out the "Characterization Chart" to the students to fill out as you read.
3. Recreate the chart on the anchor chart paper
4. As you read each page, describe what Chirpy Charlie says, and what he does and record the information on the chart.
5. When you finish reading, review the information you have gathered, and decide how you would describe Chirpy Charlie based on what he says and what he does.
6. This is a great way to introduce the concept of characterization to young students, and also a great way to reinforce the concept if it has already been introduced.

Reinforcing the Idea:

As the culmination of the unit, students will complete a "Dental Health Plan" to pledge to take care of their teeth and use the information they have learned during the unit to keep their teeth and mouths healthy.

Parent Information:

Dental Health Education Certificate This certificate can be sent home with the students at the completion of the unit.



Name: _____

The Tooth Mouse

Characterization Chart

What does Sophie say?	What does Sophie do?

What is Sophie like? How would you describe her to a friend?

My Dental Health Plan

I, _____, will try and brush my teeth _____ times a day
(Your name) *Number*
and will floss my teeth _____ times a week.
Number

There are some things I can do to help me be successful in my plan:

- Brush my teeth before I go to school for 2 minutes every day.
- Ask an adult to remind me to brush my teeth
- Buy a new toothbrush, some dental floss, and use toothpaste with fluoride.
- Brush my teeth before I go to bed for 2 minutes every day.
- Visit the dentist regularly.
- Eat foods that are good for my teeth.

(Sign your name)

(Date)



CONGRATULATIONS!

Dental Health Education Certificate


Connecting
Smiles



CONGRATULATIONS!

Dental Health Education Certificate

Connecting
Smiles

A black and white illustration featuring a man and a young girl. The man, in the background, is smiling and holding a large toothbrush. The girl, in the foreground, is also smiling, wearing overalls, and holding a tube of toothpaste. They are positioned around a large, stylized tooth that serves as a backdrop for the text.

**Section
Two:
Grades 3-5**

LESSON 1

What do we know about teeth?

Purpose:

To generate the students' background knowledge about teeth, and to introduce them to a wide variety of information about teeth.

Essential Question:

What do you already know about teeth?

South Carolina Standard for Health and Safety Education Standard #1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

South Carolina Inquiry-based Literacy Standard 1:

Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Time Allotment:

30-45 minutes

Supplies Needed:

- [Open Wide: Tooth School Inside](#) by Laurie Keller
- Anchor Chart Paper
- Markers (to write on the anchor chart)



Steps:

1. Create a KWL Chart with the students.

K - What We Know **W** - What We Wonder **L** - What We Learned

Ask the students to raise their hands to tell you what they know about teeth. What they're used for, different types, what they're made of, etc. Be sure to give them some wait time to think about all the things they know. You will write down all the things they know in the first column. Next, ask them what they wonder about teeth. In the middle column, you will write down all of the questions the children have about teeth. You will save the final column to add things the students learn as the course goes on. Give the students the opportunity to add to this column at any time; it will make them excited about their new learning!

2. Read aloud *Open Wide: Tooth School Inside* by Laurie Keller. This book is about all of the different types of teeth and their function. As you read, be sure to stop to ask questions about what you are reading and allow the students to list things to add to the L column of your chart. This is VERY dense book with lots of information. Think of this as more of an exposure to information about teeth, and do not expect the students to absorb every detail. It would be a great book to revisit throughout the course.

Reinforcing the Ideas:

After reading *Open Wide: Tooth School Inside* by Laurie Keller, let the students pretend that they are the teeth that are in "Tooth School". Allow them to move around and configure themselves like the teeth inside of a mouth. Ask them what type of tooth would they want to be, and why would they want to be that tooth. This exercise will nicely lead into tomorrow's activity. Take time to discuss their favorite parts of the book and see if they have any information to add to the W or L columns of the KWL Chart.

Parent Information:

Inform parents and guardians you will be sending home a copy of a "Tooth Care Toolkit" and "How to Brush Your Teeth!" handouts on the following pages to review and implement with their child at home.

Tooth Care Tool Kit

Why is it important to keep your mouth and teeth clean?

- Helps you chew your food, talk clearly, and smile brightly
- Prevents holes in your teeth - cavities
- Prevents red or bleeding gums
- Prevents bad breath
- Prevents pain in your mouth

What do I need?

- Toothbrush
- Toothpaste with Fluoride
- Floss or an electric water tool for cleaning between the teeth

How do I keep my mouth and teeth clean?

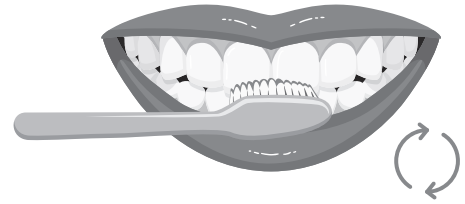
- Brush teeth with a pea sized amount of toothpaste with fluoride for two minutes at least **two times a day**
- Get help from a grown-up to make sure you're doing a good job!
- Floss or clean between teeth **once a day.**



How to Brush Your Teeth!

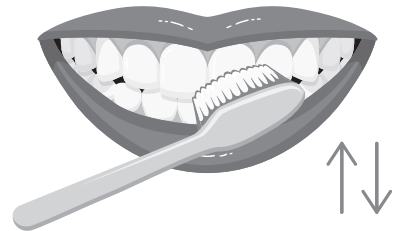
Step 1: Getting Ready

1. Put toothpaste with fluoride on brush - pea-sized amount
2. Point the toothbrush toward the gums
3. Use gentle circles and back and forth wiggles



Step 2: Top Teeth

1. Begin with the outside of the top teeth
2. Back, corner, front, corner, back
3. Chewing surfaces
4. Right and left



Step 3: Bottom Teeth

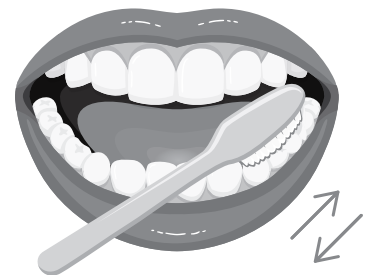
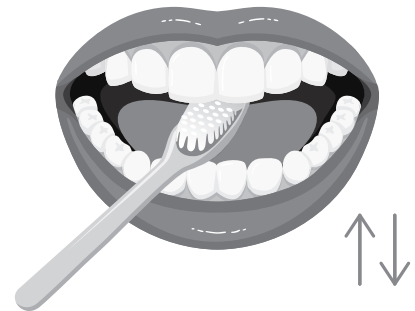
Brush in the same order as top teeth

Step 4: Rinse with Water

Keep a glass of water nearby for when you need it.

Step 5: Smile!

You're all done!



Reminder:

Be sure to brush in the morning and at night for at least two minutes.

LESSON 2

What are the different types of teeth and what do they do?

Purpose:

To learn about the different types of teeth.

Essential Question:

What are the different types of teeth and what are they used for?

South Carolina Standard for Health and Safety Education—Standard #1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

South Carolina Standard for Health and Safety Education—Standard #3:

Students will demonstrate the ability to access valid information, products, and services to enhance health.

South Carolina Inquiry-Based Literacy Standards - 2.1

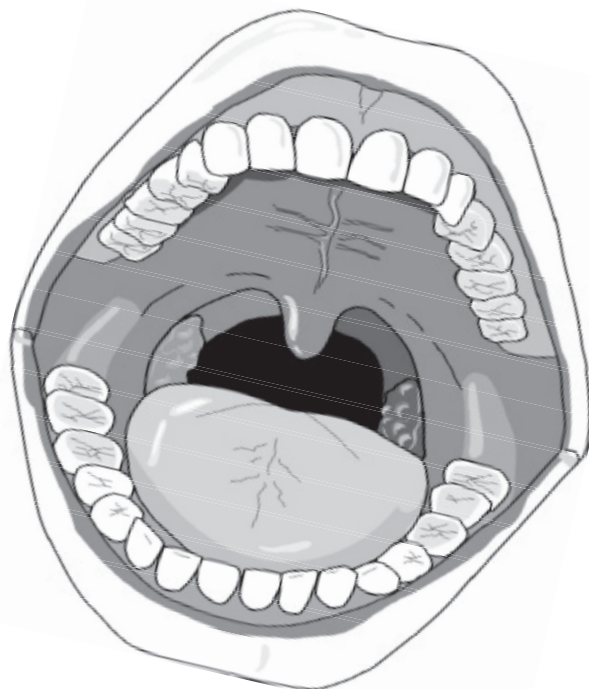
With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Time Allotment:

30-45 minutes

Supplies Needed:

- Tooth by Tooth by Sara Levine
- Anchor Chart Paper
- Markers



Steps:

1. Review the material learned in Lesson 1. Refer to the KWL chart to jog the students' memories.
2. Engagement Activity - have the students say some words that start with "s", "z", and "p". Call attention to the fact that in order to say these words you must use your tongue and teeth. Teeth help us talk. Discuss the other things that teeth can help us do other things like eat and smile. Discuss the importance of these activities.
3. Create an anchor chart with three columns: Incisors, Molars, and Canines. Explain to the students that these are the three different types of teeth, and that today we are going to learn more about what they do and why we need them.
4. Read aloud the book *Tooth by Tooth* by Sara Levine. As you read, gather information about each type of tooth and record it on the anchor chart.

Reinforcing the Ideas:

The teacher will put the students into 3 groups - incisors, canines, and molars. The students will be instructed to come up with a short skit to illustrate their understanding of the different types of teeth. Tell them to be creative! They can be animals eating food, dinosaurs on the hunt, at the dentist's office, a child losing a tooth, and more! The only requirement is that they teach the audience the differences between incisors, canines, and molars. Give the students approximately 10 to 15 minutes to create their short skit, and then act it out for the class!

Additional Resources:

https://www.youtube.com/watch?v=b5CPd1_r03s

(A video on the 3 types of teeth and their functions)

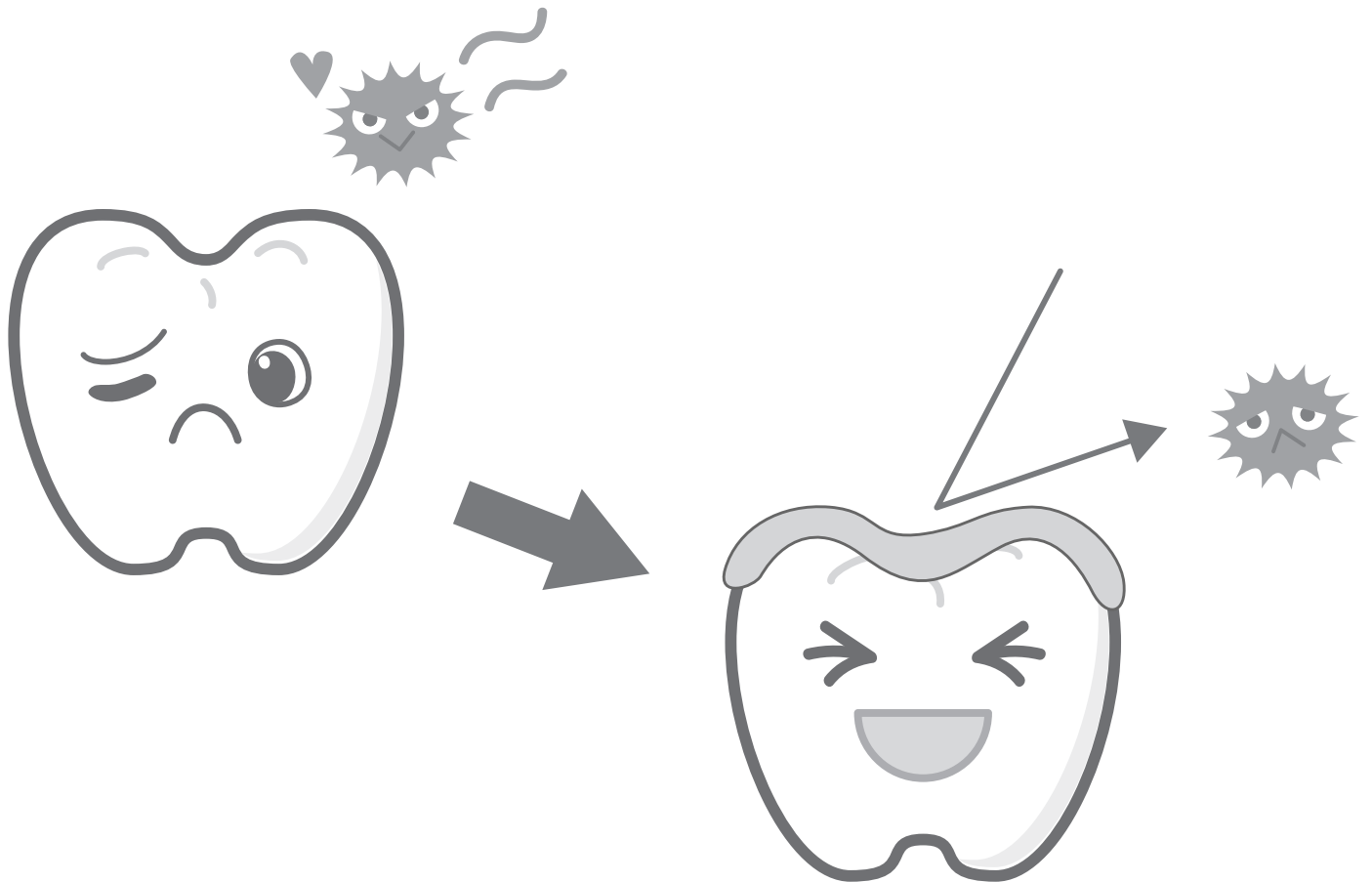
Parent Information:

Sealing Out Decay: Why Parents Should Consider Dental Sealants

Sealing Out Decay: Why Parents Should Consider Dental Sealants

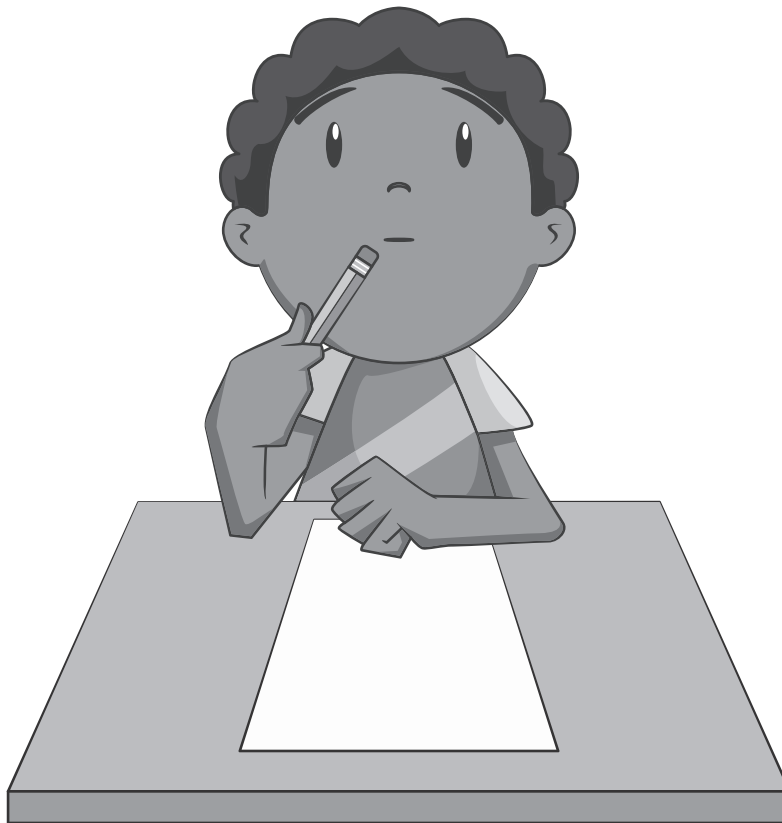
- Between ages 6-12, your child will get four adult molars.
- These teeth are meant to last a lifetime and need to be protected.
- One way to protect these new adult teeth is to apply dental sealants.
- Dental sealants are clear or white plastic coatings painted on the chewing surfaces of back teeth to prevent cavities. Sealants keep out cavity causing germs and food.
- 80% of cavities that occur on the chewing surfaces of teeth can be prevented by applying dental sealants.

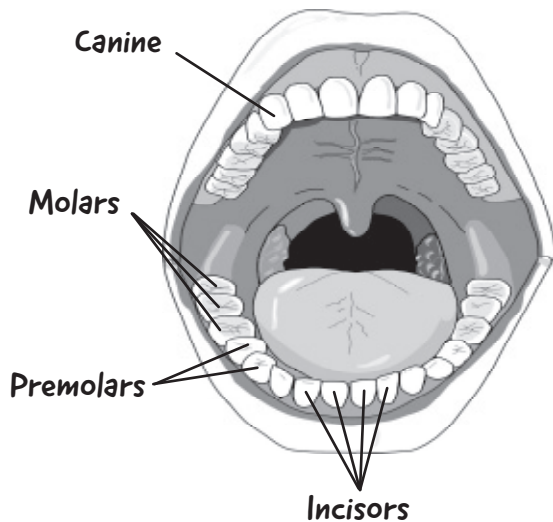
For more information on dental sealants, talk with your child's dentist, dental hygienist or visit the Connecting Smiles website, www.connectingsmilessc.org for more information on sealant programs offered through school-based dental prevention programs.



Sample Anchor Chart

INCISORS	CANINES	MOLARS
<p>Great for biting and scraping – animals with really long incisors are PLANT EATERS.</p> <p>Beavers, squirrels, rabbits, mice, gerbils, hamsters, muskrats, woodchucks, hares, elephants</p>	<p>Animals with big canine teeth are usually MEAT EATERS.</p> <p>Some animals with canine teeth eat plants and animals.</p> <p>Seals, cats, dogs, bears, ferrets, wolves, raccoons, foxes, lions, tigers, walruses</p>	<p>Really tall molars are good for grinding up grass and leafy plants. Animals with tall molars are usually PLANT EATERS.</p> <p>Horses, cows, giraffes, sheep, goats, llamas, antelopes, deer, and zebras</p>



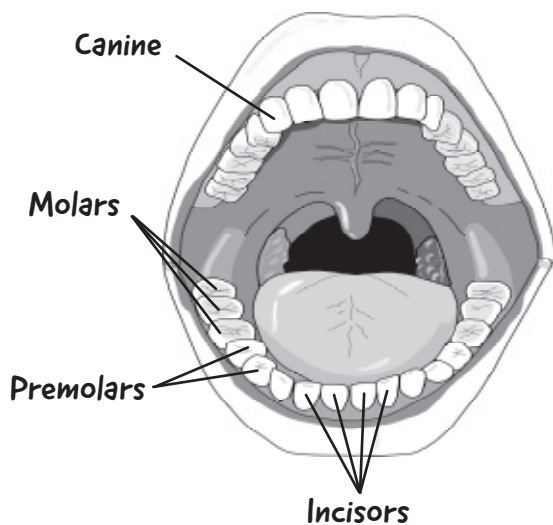


Types of Teeth

Canine teeth are sharp and used to cut up the food we eat.

Incisors are used to bite into our food, and make it into smaller pieces.

Molars are used to grind up our food so we can swallow it.



Types of Teeth

Canine teeth are sharp and used to cut up the food we eat.

Incisors are used to bite into our food, and make it into smaller pieces.

Molars are used to grind up our food so we can swallow it.

LESSON 3

Why is it important to floss every day?

Purpose:

To help students understand how flossing teeth works and why it is important to floss every day.

Essential Question:

Why is it important to floss every day?

South Carolina Standard for Health and Safety Education—Standard 6:

Students will demonstrate the ability to use goal-setting skills to enhance health.

South Carolina Inquiry-Based Literacy Standards—Standard 3:

Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

South Carolina English Language Arts Standards—Standard 6:

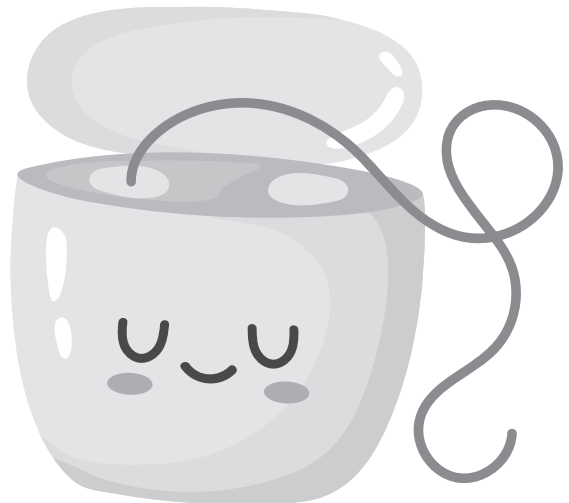
Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Time Allotment:

30-45 minutes

Supplies Needed:

- Foam egg cartons (one carton for every two students)
- Dental floss or yarn
- Transparent or masking tape



Steps:

1. Review the previous lesson and what kinds of foods are harmful to your teeth.
2. Discuss how brushing your teeth twice a day, eating healthy foods, and FLOSSING every day can help keep your mouth and teeth healthy. Explain how flossing cleans teeth in a way brushing cannot. It gets between teeth in to hard-to-reach places. Use “Flossing” take home handout to explain why it is important to floss.
3. Let the students stand up and do the “floss” for a few seconds!
4. Reinforce the importance of flossing while students learn and practice proper flossing technique. Enlist students’ help to collect foam egg cartons – one carton for every two students. Cut off the carton lids; then cut the bottom of each carton in half lengthwise to create two rows of six egg-carton “teeth.” Give each student a row of “teeth,” an 18-inch length of floss or yarn, and two pieces of tape to secure each end of his/her “teeth” to the desktop.
5. Demonstrate for the students the following steps:
 - Wrap the floss around the middle finger of each hand.
 - Hold the floss with the index fingers and thumbs.
 - Guide the floss gently between “teeth,” then pull the floss up, down and around to clean both sides of the teeth and the gum area.
 - Send the egg-carton “teeth” home for continued practice and challenge students to practice on their real teeth, too! This activity can be done in small groups or as a class.

Online reference:

Crest and Oral B: Dental Education Program from: <https://static1.squarespace.com/static/554bd5a0e4b06ed592559a39/t/57aa0732ebbd1a0a849d750f/1470760754565/Flossing+Activity.pdf>

Reinforcing the Idea:

Using the template provided and based on what we’ve learned during the unit so far, write how to take care of your teeth and why it is important. Teacher can refer back to the “Tooth Care Toolkit” on why its important to take care of your teeth.

Parent Information:

Flossing

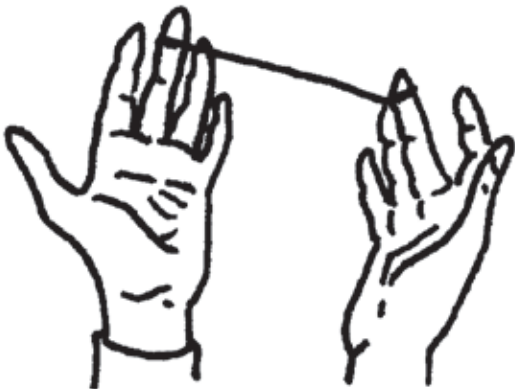
Flossing

The Facts:

- A toothbrush can't reach all the places between teeth.
- Dental floss does a good job of removing food and cavity germs between teeth.
- If food and germs are not removed, they can cause gum disease and cavities.
- Parents need to help children under the age of 10 with flossing.

How to Floss:

- Wind about 12-18 inches of floss around the middle fingers on both hands. Hold the floss tight between the thumbs and forefingers with about 1 inch of floss between them. Gently guide the floss between teeth using a sawing motion. Do not push it into the gums.



- Curve the floss into a C-shape against the side of the tooth at the gum line. Hold the floss against the tooth and move it up and down against one tooth.
- Pull the floss against the other tooth and repeat.
- Repeat this for all of the teeth.



LESSON 4

What can we expect when we go to the dentist?

Purpose:

To help ease the students' anxiety about visiting the dentist.

Essential Question:

What can we expect when we visit the dentist?

South Carolina Standard for Health and Safety Education Standard—Standard 7:

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

South Carolina Inquiry-Based Literacy Standards—Standard 1:

Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

South Carolina English Language Arts Standards—Standard 5:

Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

Time Allotment:

30-45 minutes

Supplies Needed:

- Vera Goes to the Dentist by Vera Rosenberry
- Anchor Chart Paper



Egg and Soda Experiment Supplies needed:

- 1 egg
- 1 cup of soda (Coke, Pepsi, Dr. Pepper, or Mr.Pibb will do)
- 1 glass
- 1 toothbrush
- Toothpaste

Steps:

1. Review the previous lessons: what do we know about teeth and what are the jobs of the different types of teeth. This is especially useful if a great deal of time has passed between lessons.
2. Engagement Activity - Title an anchor chart “Why do we go to the dentist?”. Ask students why they think we go to the dentist and record their answers on the anchor chart.
3. Tell the students you will be doing the egg and soda experiment to demonstrate the importance of good oral health oral health behaviors and why we go to the dentist.

Reinforcing the Ideas:

Most of the students in your class have some experience with going to the dentist. If you feel this is not the case, I would move ahead to the additional resources below. This will give them a better idea of what to expect if they have never been to a dentist’s office. If most of your students have gone to the dentist, move forward with reading [Vera Goes to the Dentist](#). Introduce the story to the students - it is a story about a girl going to the dentist and all of the emotions she feels when sitting in the waiting room. Ask the students to make predictions about what she will feel and why she will feel this way. Explain that we are able to make predictions about what will happen in a text because of our background knowledge and the contexts clues given from the cover of the book. After the students have given several predictions, begin reading. As you read, continue to prompt students asking them what they think will happen next. After you finish reading the story ask the following questions:

1. How do readers make predictions?
2. Would it be difficult to make predictions if we had never been to the dentist before?
3. What do you think about the character of Vera? Describe her.
4. What do you think the author is trying to teach us about going to the dentist?
5. Why is it important to go to the dentist?

Additional Resources:

- <https://jr.brainpop.com/health/teeth/goingtothedentist/>
- <https://youtu.be/HEIZWBDaxCU>

Parent Information:

How to Have a Good Dental Visit: Tips for Parents



Egg and Soda Experiment

Supplies needed:

- 1 egg
- 1 cup of dark-colored soda (like Coke, Pepsi, Dr. Pepper, or Mr.Pibb)
- 1 glass
- 1 toothbrush
- Toothpaste

Steps:

1. Pour one cup of soda into a glass
2. Put the egg gently into the glass
3. Leave the egg in the glass overnight
4. Take the egg out of the cup the next day and observe how it looks
5. Put toothpaste on the toothbrush
6. Brush the egg and observe what happens!

Talking Points:

How did the egg look before it was left in the soda?

What did it look like after?

How did the soda affect the way the tooth looked?

How is this similar to how soda can affect our teeth?

What might happen to our teeth if we don't brush them regularly?

How to Have a Good Dental Visit

- Prepare your child for a visit to the dentist by giving them an idea of what to expect during the visit.
- Talk to your child about why it is important to go to the dentist.
- Consider feeding your child before they go to the appointment.
- Be aware of how you communicate with your child about the dentist. Remain positive. Avoid using negative words like “pain” or “hurt”.
- Encourage your child to share their concerns about going to the dentist.
- Never use dental treatment as a threat to ensure your child practices good oral health behaviors
- Play games or read books about going to the dentist. “*Max Goes to the Dentist*” is one example.

For more information:

- ADA Mouthhealthy
[mouthhealthy.org/en/babies-and-kids/healthy-habits](https://www.mouthhealthy.org/en/babies-and-kids/healthy-habits)
- Colgate
[colgate.com/en-us/oral-health/dental-visits/anxiety-over-a-dental-appointment-how-to-ease-your-childs-worries](https://www.colgate.com/en-us/oral-health/dental-visits/anxiety-over-a-dental-appointment-how-to-ease-your-childs-worries)
- Mayo Clinic
[mayoclinic.org/tests-procedures/dental-exam-for-children/about/pac20393745](https://www.mayoclinic.org/tests-procedures/dental-exam-for-children/about/pac20393745)
- Nemours, Kids Health
kidshealth.org/en/parents/dr-visits.html
- Stanford Children’s Health
stanfordchildrens.org/en/topic/default?id=a-childs-firstdental-visit-fact-sheet-1-1509



LESSON 5

What types of foods are good for our teeth?

Purpose:

To help students identify foods that are good and bad for their dental health.

Essential Question:

What types of foods are good for our teeth?

South Carolina Standard for Health and Safety Education—Standard 5

Students will demonstrate the ability to use our decision-making skills to enhance health.

South Carolina Inquiry-Based Literacy Standards—Standard 6

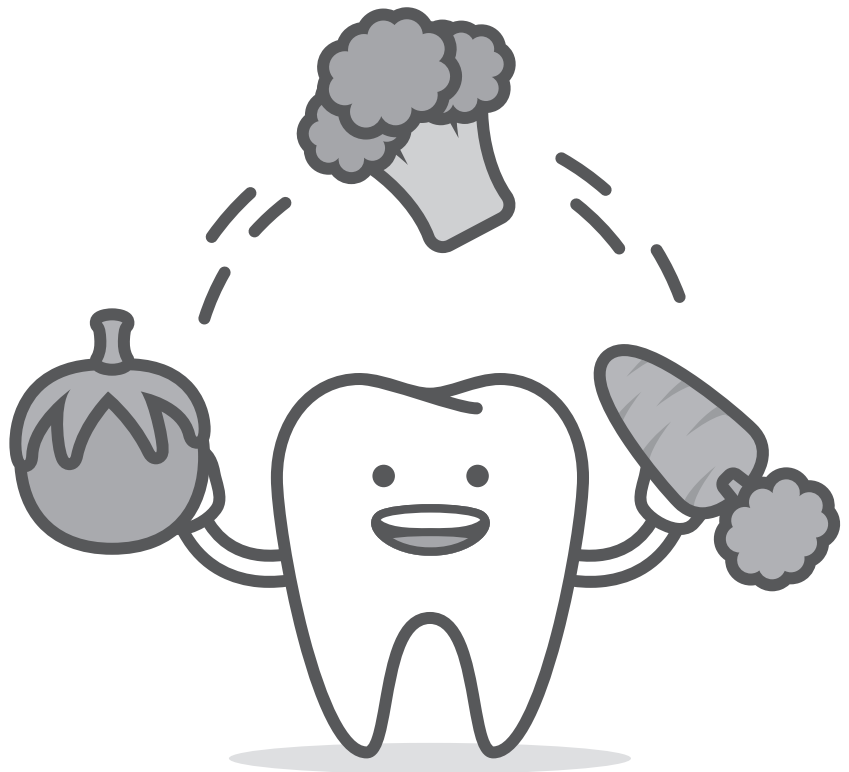
Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

Time

Allotment: 30-45 minutes

Supplies Needed:

- Anchor Chart Paper
- Comic Strip Template
- Fill Your Plate Activity
- Sample Chart Template
- Crayons
- Markers



Steps:

1. Activate prior knowledge by asking if the students know what the food groups are and if they can name them.
2. Create 5 columns or boxes on an anchor chart, and list the following: “Meats, Eggs, and Legumes” “Fruits”, “Vegetables”, “Milk and Dairy”, and “Bread, Cereal, and Grains”. Give examples of each type of food. (Example template attached)
3. Ask the students what they notice about the foods that ARE NOT included in the list. Explain that the foods aren’t in the main food groups are NOT good for our teeth because they can cause cavities in our teeth. Explain that cavities are holes that form in our teeth that the dentist needs to fix.

Active Engagement:

Comic Strip Activity. The students will create a comic based on what they have learned about the food groups and foods that you should NOT eat. They could create a variety of stories, but you can suggest a superhero story, a dentist and a patient, a cookie and a kid, the possibilities are endless! However, the must include what they have learned about the foods that are harmful to teeth.

Reinforcing the Idea:

Fill Your Plate Activity (on the attached page). The students will have a placemat with a plate and space to draw food from each food group. The students will be able to select food from the appropriate food groups and put them on their “plates”.

Parent Information:

How Can You Snack Smart? Be Choosy!

Sample Food Group Chart

Meats, Eggs, Legumes	Fruits	Vegetables	Milk and Dairy	Bread, Cereal, and Grains
seafood meat	apples	corn	milk	bread
poultry	pears	green peas	cheese	cereals
eggs	oranges	white potatoes	yogurt	rice
beans	mandarins	eggplant	puddings	pasta
peas	grapefruit	beets	ice milk	noodles
lentils	apricots	cauliflower	frozen yogurt	polenta
	cherries	Brussels sprouts	ice cream	couscous
	peaches	celery		oats
	nectarines	artichokes		quinoa
	plums	green beans		barley
	bananas	onion		
	paw paw			
	mangoes			
	pineapple			
	melons			
	berries			

Comic Strip

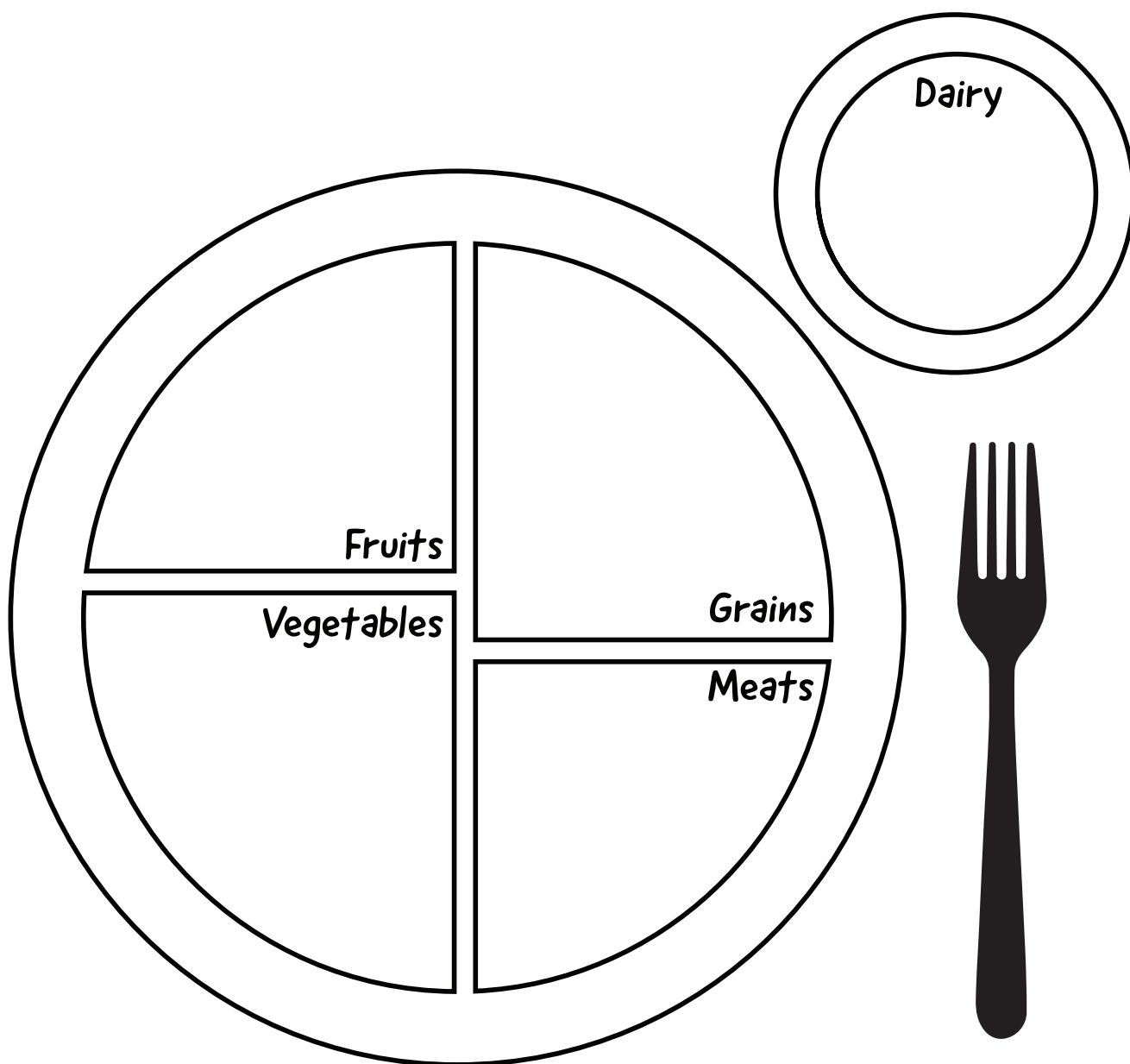
Create a comic strip about fighting cavities! It can be with superheroes, dentists, and more!
Think of how we fight cavities every day by brushing our teeth and avoiding sugary foods!

The comic strip template consists of seven empty rectangular panels arranged in three rows. The top row has two panels of equal width. The middle row has three panels: a tall panel on the left and two shorter panels of equal width on the right. The bottom row has two panels: a tall panel on the left and a wide panel on the right that spans the width of the two panels above it. All panels are empty and intended for the student to draw and write their own story about fighting cavities.

Name: _____

Fill Your Plate

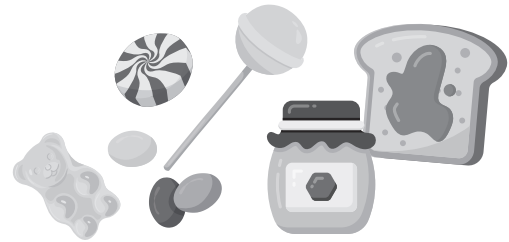
Draw examples of food from each food group that you can eat to fill your plate in a teeth healthy way!



How Can You Snack Smart? Be Choosy!

There are lots of tasty, filling snacks that are less harmful to your teeth -- and the rest of your body -- than foods loaded with sugars and starch.

Eating the right foods can help protect you from tooth decay and other diseases. Next time you reach for a snack, pick a food from the list below.



Snack Smart Food List:

- **Raw vegetables:**
 - › Celery
 - › Carrots
 - › Cucumbers
 - › Tomatoes
- **Fresh fruits**
 - › Bananas
 - › Strawberries
 - › Blueberries
 - › Cantaloupe
 - › Watermelon
 - › Cut grapes
 - › Melons
 - › Pears
- **Dairy Products**
 - › Cottage Cheese
 - › Yogurt
 - › Cheese Slices

Snacks to Stay Away From When Possible:

- Sticky, chewy gooey foods:
 - › Fruit Snacks
 - › Gummies/Gummy Bears/Gummy Worms
 - › Caramel
 - › Molasses
 - › Syrup
 - › Jelly Beans
- Lollipops
- Hard Candy
- Potato Chips
- Cough Drops
- Bubble Gum
- Sugary Soft Drinks
- Flavored Water
- Sports Drinks
- Fruit Juices



Healthful Reminder:

Choose sugary and starchy snacks less often. Brush your teeth with fluoride toothpaste after snacks and meals.

LESSON 6

What should we expect when we lose teeth?

Purpose:

To stimulate student interest in dental health and help them understand the need to take of their baby and permanent teeth.

Essential Question:

What should we expect when we lose teeth?

South Carolina Standard for Health and Safety Education—Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

South Carolina Inquiry-Based Literacy Standards—Standard 2:

Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

South Carolina English Language Arts Standards—Standard 6:

Summarize key details and ideas to support analysis of central ideas. 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.

Time Allotment:

30-45 minutes



Supplies Needed:

- Anchor Chart Paper
- Tooth Traditions Around the World by Ann Malaspina
- Boxes and Bullets Diagram
- Parts of a Tooth Diagram

Steps:

1. Review the content from the previous lessons and discuss all of the ways we can take care of our teeth. Feel free to review student work from their writing assignment in Lesson #5.
2. Explain that today you are going to discuss tooth traditions around the world and learn a new strategy for summarizing nonfiction texts with the “boxes and bullets strategy. The boxes are for the main ideas of the text, and the bullets are for the supporting details.
3. Read aloud Tooth Traditions Around the World by Ann Malaspina. As you read today, you will be focusing on summarizing parts of the story using the “Boxes and Bullets” Activity sheet. An answer key is provided. This is a method used to teach students how to summarize nonfiction texts based on the main ideas and supporting details. This is a method you can use for any fiction story. This can be a reinforcement of the strategy, or a way to teach the strategy for the first time.

Reinforcing the Idea:

After you have completed the story and the activity, hand out the “Parts of a Tooth” diagram and discuss what happens when you lose your baby teeth.

Parent Information:

Losing Baby Teeth...What a Parent Should Know!

Name: _____

Tooth Traditions Around the World

by Jennifer K. Martin

Main Idea:

Supporting Details:

Tooth Fairy:

El Raton' Perez:

The Beaver:

White Tooth of the Gazelle:

Up on the Roof:

Magpie Song:

Good Little Mouse:

Wear a Tooth:

Guardian Dog:

Summary:

ANSWER KEY

Tooth Traditions Around the World

by Jennifer K. Martin

Main Idea:

Around the world, people celebrate losing baby teeth differently.

Supporting Details:

Tooth Fairy: A fairy takes your tooth and leaves money!

El Raton' Perez: In Spanish speaking countries, children write notes to him and he finds your teeth under your pillow and leaves a coin or a gift

The Beaver: Cherokee Indians believe that the beaver "puts" a new tooth in your mouth

White Tooth of the Gazelle: a tradition in northern Africa, children hold their teeth to the sky and ask for the "white teeth of a gazelle"

Up on the Roof: In China, Greece, and many other countries, they throw their teeth off the roof and believe it is good luck.

Magpie Song: In South Korea, they throw their teeth on the roof for the magpie bird and sing a song:

Good Little Mouse – In France, a mouse comes as well, but she uses the teeth to build her castle

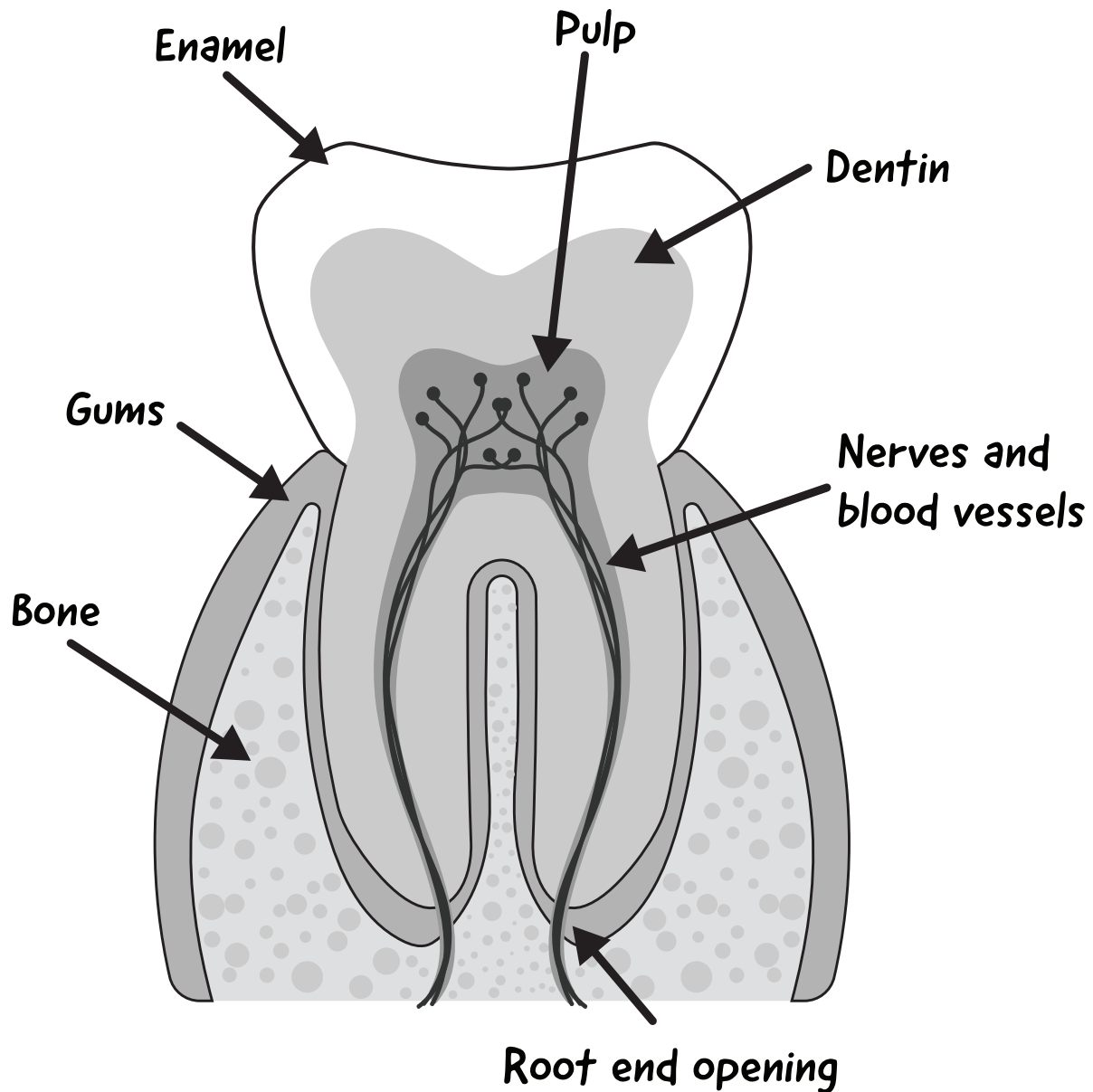
Wear a Tooth: In South America, children wear their baby teeth on a necklace for good luck!

Guardian Dog: In Mongolia, they feed lost teeth to the family dog!

Summary:

There are many different traditions around the world when children lose their teeth. Some countries wear teeth on a necklace, throw them off the roof, or even feed them to the family dog! In other places, a mouse or a fairy takes the teeth and leaves money or gifts. In some places, animals are a part of the celebration.

Parts of a Tooth



What happens when you lose a tooth?

When adult teeth start to grow, they cause the roots of the baby teeth (which are hidden under the gum and hold the teeth to the jaw) to dissolve or slowly go away over time to make space for the adult teeth working their way up into the mouth. Soon the roots of the baby teeth disappear until they start to get wobbly. Soon it gets so wobbly it wiggles out when you eat something or brush your teeth! A new, permanent tooth will soon come through the gum and take the place of the gap your baby tooth left behind!

Losing Baby Teeth: What a Parent Should Know

The process of losing baby teeth and “growing” adult ones happens between the ages of 6 and 12 years. It is a normal process and part of development.

Order of loss:

- The first teeth to go are the bottom front two, between 5 and 6 years of age. Next are the top front two.
- After this it will be the bottom ones on either side of the middle two already lost.
- Generally, the time between losing a baby tooth and getting the new adult one is a few months, but sometimes they may even be in the mouth at the same time.

Grinding:

- Some children may grind their teeth at night when they are in the process of losing and gaining teeth.
- It is natural and usually nothing to be concerned about.

Discomfort:

- A common problem. Your child may be more irritable and may not want to eat.
- A baby tooth that is wobbly, is pink in color or bleeding slightly around the sides - is a tooth that is about to pop out!
- If a tooth is hanging on by a thread of gum, you should be able to dislodge it with your fingertips. Even an apple may do the trick!

Make losing teeth fun!

Have your child try to smile, talk or pretend to eat without showing any teeth. Ask them to brainstorm foods they can still eat with many teeth missing. Have your child create and illustrate their own “Toothless Menu.”

Read books together with your child about losing teeth such as “Andrew’s Loose Tooth” by Robert Munsch and “My Tooth is Loose!” by Martin Silverman.



Anytime you have concerns or questions about the changes in your child’s mouth, contact your dentist.

LESSON 7

What can we do to protect our teeth?

Purpose:

To help students understand how wearing safety equipment protects their teeth and mouth and why that is important.

Essential Question:

What can we do to protect our teeth?

South Carolina Standard for Health and Safety Education—Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and or avoid or reduce health risks

South Carolina Inquiry-Based Literacy Standards—Standard 3:

Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Time Allotment:

30-45 minutes

Supplies Needed:

- Sentence Strips
- Stapler
- Picture of Safety Equipment
- “Heads Up for Healthy Teeth” Game Cards (attached) (A set of cards for each group)
- Playing it Safe with Safety Equipment Advertisement Activity

Steps:

1. Begin by asking the students if they have ever been hurt while playing. Allow time to share. Follow up with questions, such as: Could you have done something differently to prevent the accident? Is there safety equipment you could have worn to protect yourself?
2. Next, show the pictures of the safety equipment. Describe what each one is, and the function of each one.
3. Then, you will split the students into groups of 4 and teach them how to play “Heads Up for Healthy Teeth”. The teacher will need to make the “hats” for the game by taking a sentence strip and stapling it to fit the head of a child. Then each group will use the pics from the “Heads Up for Safety Game” cards to place on the hats. The object of the game is for the student wearing the headband to guess what is on his card with the clues that his group gives him. They CANNOT use rhyming words or spell the words for their classmate. Each round should last 1-2 minutes, and they can compete by comparing how many objects they were able to guess. The younger students may need help identifying the parts of the tooth or the types of teeth but allow them to refer back to what you learned in the previous lessons.

Reinforcing the Idea:

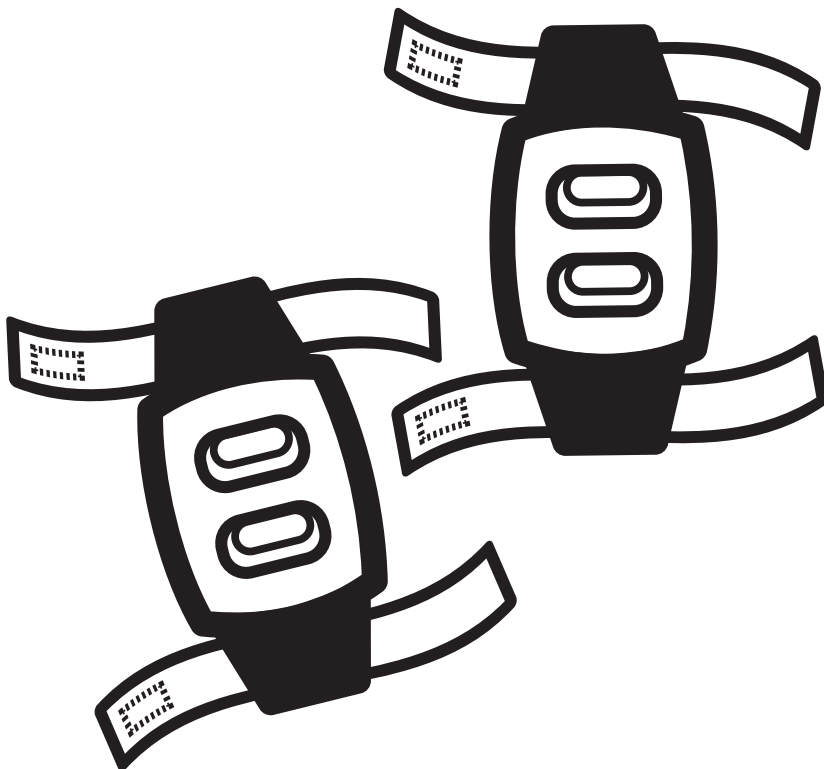
Have students work individually or in groups to design an advertisement for safety. Students can cut out and color the pictures of the safety equipment and include appropriate text that promotes safety. These could be shared in the classroom or school-wide or posted around the classroom. Older students could create short safety video messages.

Parent Information:

“Be Smart-Be Safe” and “Responding to a Dental Emergency”

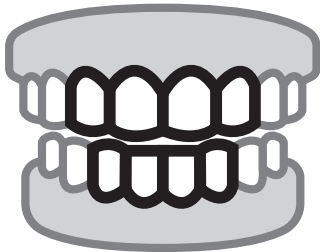


Playing it Safe with Safety Equipment!

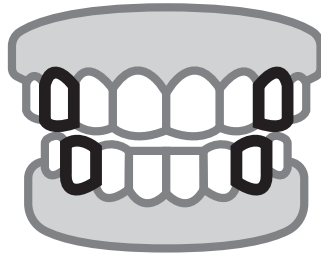


Heads Up for Safety Game Cards

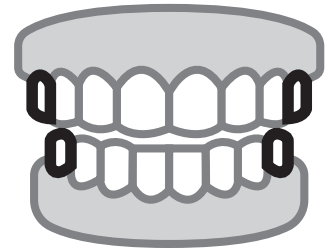
Incisors



Canines



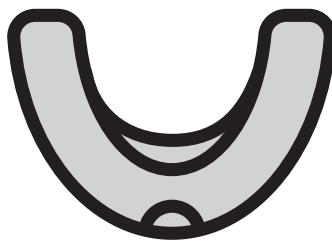
Molars



Floss



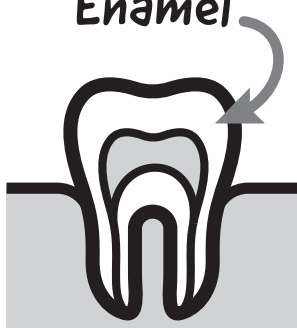
Mouthguard



Cavity



Enamel



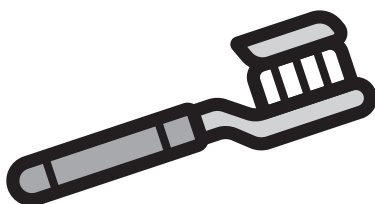
Root



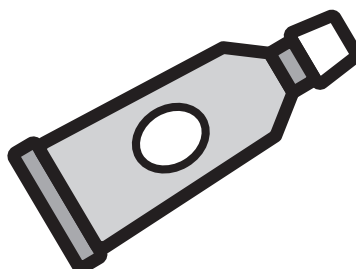
Crown



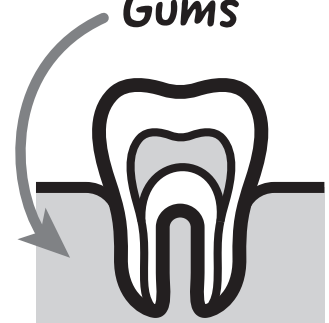
Toothbrush



Toothpaste



Gums



Be Smart—Be Safe

Here are some ways you can be safe and have fun!

Seatbelts:

Use your seatbelt when riding in a car, and sit in the back seat.

Helmets:

Wear a helmet when riding bicycles, ATVs, motorbikes and when playing contact sports such as football. For baseball, always wear your batting helmet.

Mouthguards:

A mouthguard is a plastic tray that fits over your teeth to protect them from injury. If you do any of the following sports or activities, you should wear a mouthguard:

- basketball
- softball
- wrestling
- soccer
- martial arts
- skateboarding

Regular Dental Check-ups:

Ask your dentist about making you a mouthguard and to check your teeth for any signs of tooth or gum injury.





Responding to a Dental Emergency

Do your best to prevent dental injuries. However, if they happen, there are some things you can do.

If a permanent tooth is knocked out...

- Find the tooth.
- Hold it by the crown (top white part), not the root.
- Rinse it under cold water gently, but do not scrub.
- Reinsert the tooth into the socket quickly. Make sure the front of the tooth is facing you.
- If you are unable to reinsert the tooth, place the tooth in a container of cold milk or in a wet cloth.
- Go to the dentist immediately.

If a baby tooth is knocked out....

- Never attempt to reinsert a baby tooth. It could damage the permanent tooth underneath.
- If a tooth is fractured or chipped, rinse your mouth with water.
- Apply a cold compress to the cheek.
- Contact your dentist and describe the injury.

Always keep contact information for your child's dentist in your purse or in the car. Provide the school with the emergency phone number of your child's dentist.

LESSON 8

What can we do every day to keep our teeth healthy?

Purpose:

To help children understand and use strategies to improve or maintain their dental health and develop and implement a personal dental health plan with specific goals.

Essential Question:

What can we do every day to keep our teeth healthy?

South Carolina Standard for Health and Safety Education—Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

South Carolina Inquiry-Based Literacy Standards—Standard 5:

Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

South Carolina English Language Arts Standards—Standard 8:

Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Read or listen closely to: a. describe characters' actions and feelings; b. compare and contrast characters' experiences to those of the reader

Time Allotment:

30-45 minutes

Supplies Needed:

- Chirpy Charlie's Teeth by Marta Zafrilla
- Anchor Chart Paper
- Characterization Chart
- My Dental Health Plan
- Dental Health Graduate Certificate

Steps:

1. Explain that today you will read a story about a new character named Sophie, and as you read today, you are going to learn more about her. This lesson will build on the lesson where students learned about tooth traditions around the world. We will learn how readers learn more about the characters in a story. They learn through what the characters say and what the characters do.
2. Hand out the "Characterization Chart" to the students to fill out as you read.
3. Recreate the chart on the anchor chart paper
4. As you read each page, describe what Sophie says, and what she does and record the information on the chart.
5. When you finish reading, review the information you have gathered, and decide how you would describe Sophie based on what she says and what she does.
6. This is a great way to introduce the concept of characterization to young students, and also a great way to reinforce the concept if it has already been introduced.

Reinforcing the Idea:

As the culmination of the unit, students will complete a "Dental Health Plan" to pledge to take care of their teeth and use the information they have learned during the unit to keep their teeth and mouths healthy.

Parent Information:

Dental Health Education Certificate: This certificate can be sent home with the students at the completion of the unit.



Name: _____

Chirpy Charlie's Teeth Characterization Chart

<i>What does Chirpy say?</i>	<i>What does Chirpy do?</i>

What is Chirpy like? How would you describe him to a friend?

My Dental Health Plan

I, _____, will try and brush my teeth _____ times a day
(Your name) *Number*
 and will floss my teeth _____ times a week.
Number

There are some things I can do to help me be successful in my plan:

- Brush my teeth before I go to school for 2 minutes every day.
- Ask an adult to remind me to brush my teeth
- Buy a new toothbrush, some dental floss, and use toothpaste with fluoride.
- Brush my teeth before I go to bed for 2 minutes every day.
- Visit the dentist regularly.
- Eat foods that are good for my teeth.

(Sign your name)

(Date)



CONGRATULATIONS!

Dental Health Education Certificate

Connecting
Smiles



CONGRATULATIONS!

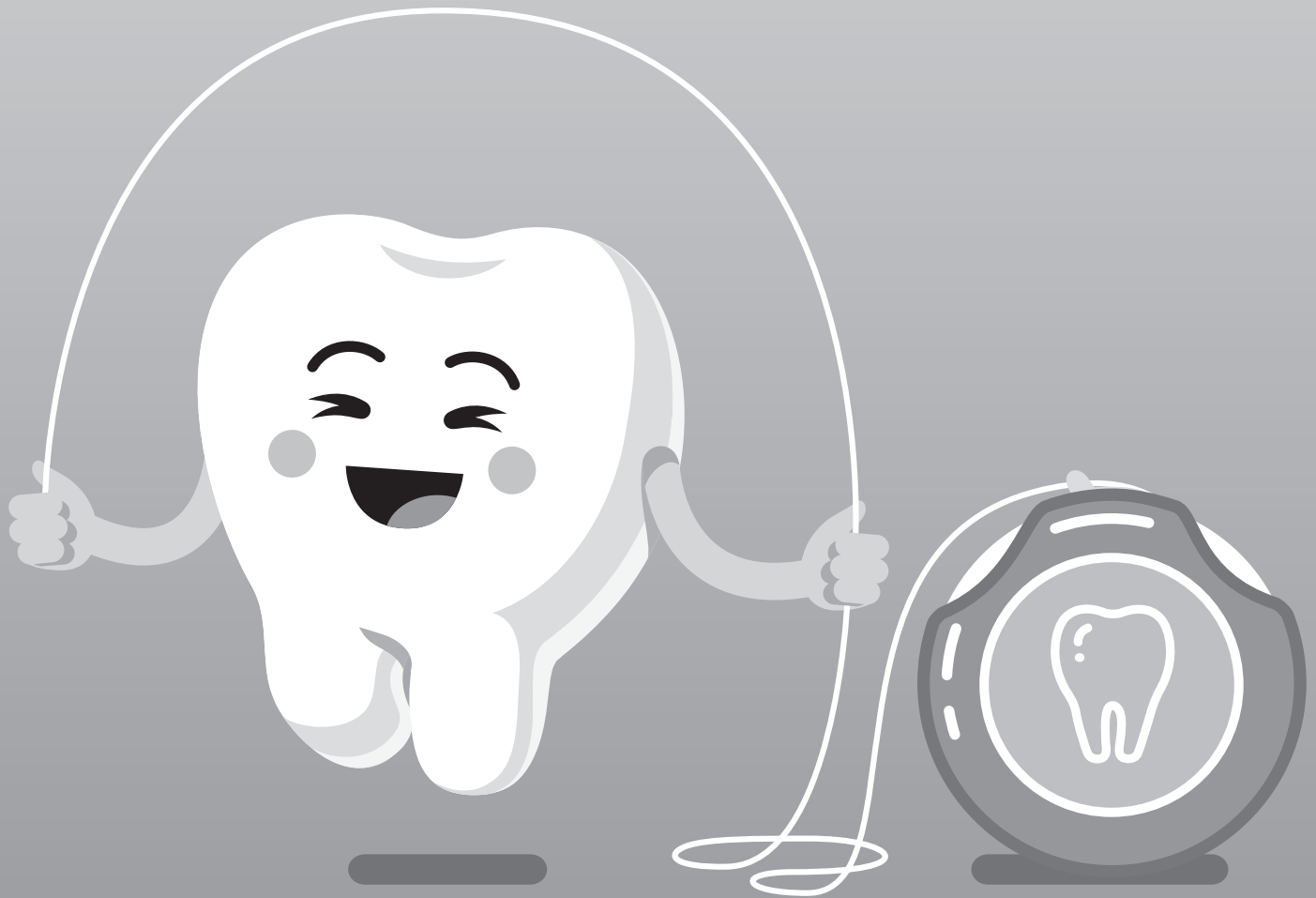
Dental Health Education Certificate

Connecting
Smiles

Supplemental

Activities:

**Puzzles, Word Finds,
and Games**



Oral Health Word Search



Word List:

Canines

Decay

Floss

Molars

Toothpaste

Cavity

Dentist

Gums

Root

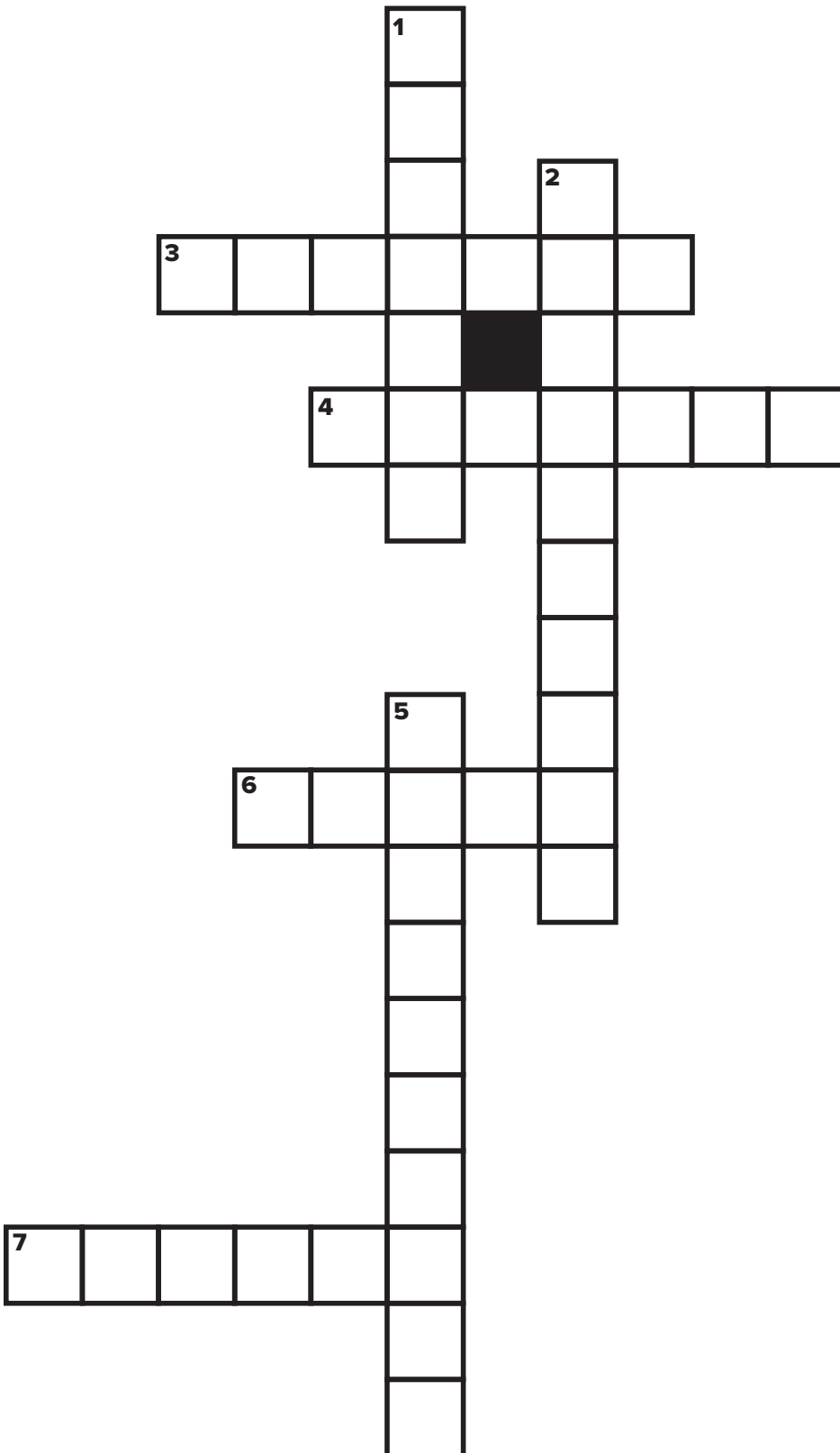
Crown

Enamel

Incisors

Toothbrush

Crossword Puzzle



Across

3. The flat teeth that are in the front of your mouth
4. The person who helps you take care of your teeth
6. The tool you use to get into hard-to-reach places in your mouth
7. The teeth in the back of your mouth that help you grind your food

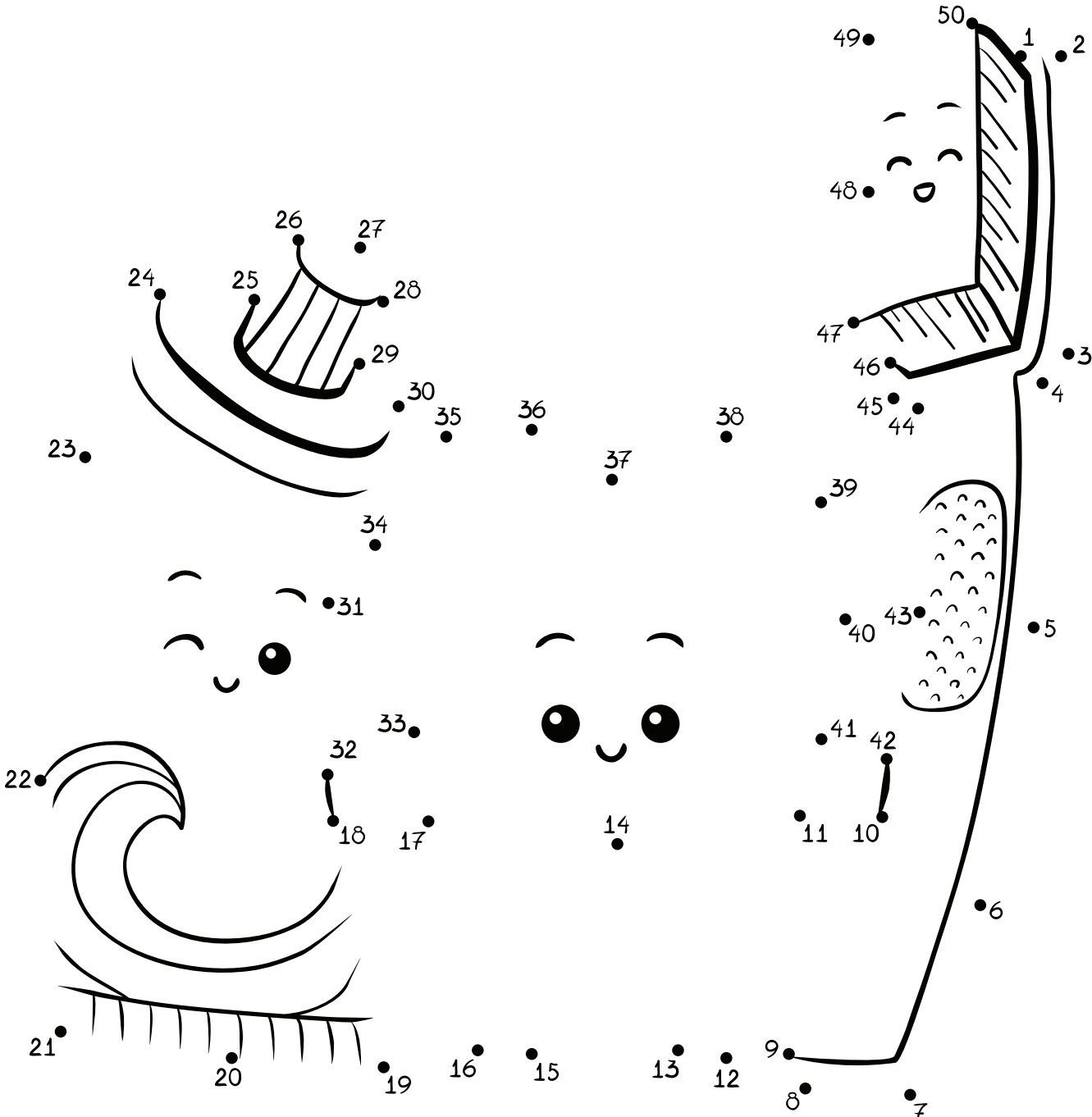
Down

1. The pointed teeth that help you chew your food
2. The tool you use to clean your teeth twice a day
5. Used with a toothbrush to clean your teeth

Tooth Maze



Dot to Dot



Rhyming Sort

- | | |
|-----------------|-----------|
| 1. _____ brush | A. swerve |
| 2. _____ floss | B. rush |
| 3. _____ gum | C. shack |
| 4. _____ jaw | D. boot |
| 5. _____ nerve | E. moss |
| 6. _____ root | F. saw |
| 7. _____ smile | G. sum |
| 8. _____ snack | H. booth |
| 9. _____ tooth | I. file |
| 10. _____ rinse | J. sense |

Cavity Tag

Supplies Needed:

- Cones or some other means of establishing “out-of-bounds”
- Soft toothbrush (foam or soft rubber)

Directions:

1. Choose one child to be the “cavity germ (CG)”, or “it”. The remaining players are the teeth.
2. The CG chases the “teeth” and tries to give the “teeth” cavities.
3. The “teeth” get cavities when they are tagged. They then join hands with the CG.
4. They must stay attached in order to spread cavities. If they break, they cannot make more cavities.

Key Message:

The teeth do have a special weapon, the toothbrush. If a tooth/player has the toothbrush, then that tooth is less likely to get a cavity. However, a tooth cannot have the toothbrush for more than three seconds and they have to get it to another tooth. The CG tries to see how many cavities she can create in a given time limit, ie. five minutes. If a tooth goes out-of-bounds, he or she become a cavity.

Cavity Swat

Supplies Needed:

- Hoola Hoop or rope (center circle)
- Bag of candy
- Apple slices (optional)

Directions:

1. Choose one child to be the “cavity germ” (CG), or “it”.
2. Have everyone else line up in a large circle about an arm’s-length apart. They represent “teeth.”
3. Have the CG go to the center of the circle with the bag of candy.
4. Once the game starts, the CG walks around the inside of the circle of “teeth”.
5. He drops the bag of candy behind one of the teeth. Once the CG drops the bag of candy, he has to run around the circle and get back to the tooth’s old position in the circle as fast as possible without getting caught by the newly infected tooth and the bag of candy.
6. If the newly infected tooth does not tag the CG before the CG gets into the tooth’s position in the circle, then the newly infected tooth becomes the CG and the cavity germ that reached the outside circle before being tagged becomes a healthy tooth.

Key Message:

Avoid unhealthy sugary snacks like sticky candy. Be sure to brush frequently and catch cavities before they have time to ruin your teeth.

Tooth Walk

Supplies Needed:

- 10 large, numbered tooth-shaped cutouts (or more if needed) Refer to enclosed template.
- 10 numbered squares (or more if needed)
- tape
- music
- dental health goody bags (toothbrushes, dental floss coloring sheets etc.)

Directions:

1. Mark off the walk area with the numbered teeth by taping them to the ground and have corresponding numbered tickets.
2. The children start out standing on a numbered tooth, one child per tooth. Start playing music, and when it stops, each child should end up on a numbered tooth.
3. Once everyone has a number to stand on, pull out a numbered ticket. The player standing on the corresponding number wins a dental health goody bag.
4. If no one is standing on one of the numbers pulled, pull out another number until someone wins. Continue the game until everyone has a chance to win a healthy goody bag.

Key Message:

Tell the children that you are giving them the tools they need to keep their teeth healthy!

Toothbrush Relay

Supplies Needed:

- Two large oversized toothbrushes
- Several packing peanuts

Directions:

1. Divide the children into teams of two.
2. Hand the first member of each team an oversized toothbrush and a packing peanut.
3. Tell the children that the packing peanut represents a “pea-sized” amount of toothpaste.

Key Message:

This is the amount that they should be using when they brush their teeth at least twice a day. The object of the relay is for the children to carefully hold the toothbrush and race quickly from one end to the other without dropping the packing peanut that has been placed on the end of their toothbrush. If the packing peanut does fall off the team member has to start again. Once the team member has successfully traveled from one end to the other, he/she tags the next team member, passes along the toothbrush, and the race begins again. The team that finishes first wins!

Online Resources

- sdcdec.gov/health/oral-health/child-and-teen-oral-health
- jr.brainpop.com/health/bewell/goingtothedentist/
- cdc.gov/oralhealth/basics/childrens-oral-health/index.html
- healthychildren.org/English/healthy-living/oral-health/Pages/default.aspx
- kidshealth.org/en/parents/healthy.html
- familydoctor.org/dental-hygiene-how-to-care-for-your-childs-teeth/
- colgate.com/en-us/oral-health/kids-oral-care/national-childrens-dental-health-month
- dentalcare.com/en-us/patient-education/patient-materials/dental-care-for-children
- 7daysofplay.com/teeth-brushing-activity/
- kidshealth.org/en/kids/teeth.html
- dreamstime.com/step-scheme-instructions-how-to-brush-your-teeth-properly-infographics-toothbrush-toothpaste-oral-hygiene-clean-healthy-image148130729
- colgate.com/en-us/oral-health/brushing-and-flossing/a-guide-to-brushing-and-flossing
- westervillefamilydentist.com/whats-a-tooth-crown/
- theconversation.com/curious-kids-my-tooth-fell-out-why-is-it-so-spiky-on-the-bottom-78192
- helmeet.blogspot.com/2019/11/bike-helmet-clipart-png.html
- dreamstime.com/royalty-free-stock-photo-safety-goggles-vector-illustration-image8490175
- clipartix.com/floss-clipart/
- istockphoto.com/search/2/image?mediatype=illustration&phrase=dental+cavity
- pngkey.com/detail/u2q8u2t4u2r5e6y3_19-toothpaste-tube-stock-huge-freebie-download-for/
- pngkit.com/view/u2q8o0a9y3w7q8a9_clip-art-transparent-teeth-free-download-best-x/
- museprintables.com/download/maze/tooth/

Oral Health Related Books

An Amazing Journey Inside My Mouth by Maura Kempa

Take a journey with Josh to his first trip to the dentist. Find out what happens step by step at his first dental appointment.

The Tooth Book by Dr. Seuss

Lighthearted book that teaches kids all the things that teeth can do and how to take care of them so they last for a lifetime.

Brush Your Teeth Please by Leslie Mcguire

An interactive, pop-up book that teaches your child the importance of brushing and flossing two times daily.

The Tooth Who Took Himself for Granted by E. Rosa Perez, RDH

An insightful story about a tooth who neglected himself. He thought that he was so strong and nothing bad would happen to him, until he had to rush himself to the dentist. There he learns the importance to brush, floss, and see the dentist every 6 months.

Sugarbug Doug: All About Cavities, Plaque, and Teeth by Dr. Ben Magleby

Written by a dentist to help children learn what causes tooth decay and how to prevent dental cavities from forming.

The Tooth Book: Guide to Healthy Teeth & Gums by Edward Miller

A fun, animated, fact filled book about teeth. Learn why taking care of teeth is important in maintaining overall health, what to expect when you go to the dentist, as well as some bitesized bits of history and lore.

The Night Before the Tooth Fairy by Natasha Wing

A tale of a little boy's stubborn tooth that just won't come out! He hopes it will fall out soon, because he can't wait to meet the tooth fairy.

Smile by Raina Telgemeier

A great book about a 6th grader who falls and injures her two front teeth. Follow along her roller coaster journey to restore her smile amidst a major earthquake, boy confusion and a friend who turns out to not be so friendly.

The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain

Dental office classic book about a family of bears visit to the dentist to have their teeth checked and cleaned.

Throw Your Tooth on the Roof by Selby Beeler

Take a trip around the world to learn about what children do around the world when they lose a tooth. Not everyone places their tooth under their pillow for the tooth fairy.

Fancy Nancy and the Too-Loose Tooth by Jane O'Connor

Nancy really wants to get a special tooth-holder necklace from the school nurse. Follow along as Nancy does everything she can to think of to make sure she loses her tooth at school instead of home.

Curious George Visits the Dentist by Margret & H. A. Rey's

An engaging story that will teach kids that there is nothing scary about going to the dentist or a loose tooth.

Loose Tooth by Lola Schaefer

Story about a young boy who awakes and discovers he has a loose tooth. No matter how much he wiggles it, pushes it, or pulls it, it just won't come out.

Dentist Trip by Scholastic

Peppa and George have dentist appointments. George is a bit nervous. Peppa show George how fun and easy going to the dentist really is.

The Tooth Fairy by Scholastic

Peppa pig just lost her first tooth! She tucks it under her pillow and wonders if the tooth fairy will pay her a special visit.

Doctor De Soto by William Steig

Doctor De Soto is a mouse. Him and his assistant Mrs. De Soto provides dental treatment to big and small animals except for animals that eat mice. One day a fox shows up and begs for relief from a painful tooth. Will Doctor De Soto help the fox?

Cedric the Shark Gets a Toothache! by Kay Carter

Cedric, a little boy shark who loves candy, lollipops, and toffees. What happens when Cedric eats too much candy? Will he get a toothache?

What does the tooth fairy do with our teeth? by Denise Barry

Take a peek inside the tooth fairy's world and explore all the possibilities of what the tooth fairy might do with lost teeth.

Open Wide: Tooth School Inside by Laurie Keller

Dr. Flossman, a teacher, is excited to meet his incoming class of 32—eight incisors, eight premolar, twelve molars, and four canines. Filled with interesting facts about teeth and the importance of brushing, flossing, etc. He has so much to teach his class.

Source: dentistryfortheentirefamily.com/top-25-childrens-dental-books

Acknowledgements

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