UNIT 5: WE CAN KEEP OUR TEETH STRONG

GOAL: The GOAL of this Unit is to summarize the fundamentals of Oral Health Practices.

ORAL HEALTH CONCEPTS:
- Avoid sticky and sugary foods, eat healthy foods.
- Rest and Rebuild: give teeth time between eating to build up again (adults usually control how often children eat).
- Sweep the food away: how to brush and store toothbrush; use fluoride toothpaste.
- Break the Plaque Traps: brush two times a day (and floss, when you are older).
- Rinse the food away: when you can’t brush, Swish & Swallow.

VOCABULARY:
- Frequency—how often
- Consistency—how sticky
- Plaque—sticky invisible web that builds up on teeth and needs to be “disturbed” once a day
- Baby Bottle Tooth Decay—also called “Early Childhood Caries”—caused by prolonged contact of food/sweet liquids on young child’s teeth
- Rebuilding let the teeth form new, stronger enamel (remineralizing)

OBJECTIVE: Children will know what three specific things they can do to take care of their teeth: Choose healthy foods over weakening/sticky foods; Brush two times a day to remove food and plaque; Swish & Swallow when you cannot brush.

PARENT EMPHASIS
- Children still need help and monitoring with brushing techniques. Each family member needs his/her own toothbrush. Parents and children brush and floss together at least once a day.
- Brush two times a day with fluoride toothpaste.
  - why: fluoride helps prevent cavities; it takes 24 hours for plaque to develop
  - when: twice a day, morning and before bed
- Older children and adults should floss to reach where brush misses.
  - Parents should floss younger children—to about age eight.
- Review Swish & Swallow.
- Food frequency, consistency and the types of foods eaten are issues. The message is not: Stop eating sugar or carbohydrates.
- Teeth are “alive” and can be constantly rebuilding if the mouth is not “acidy” with constant food or drink.
- “Baby Bottle Tooth Decay” (Early Childhood Caries) can be prevented.
UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 1: EAT TOOTH-HEALTHY FOODS

TEACHER-DIRECTED GROUP ACTIVITY: Sorting Healthy vs. Tooth-Weakening Foods

Part 1:
Remember we learned about the germs that live in our mouths? (Review as much as you feel is needed.)
Germs eat the foods that stick to our teeth. Let's figure out what foods are the stickiest that make our teeth weak (look/act “weak”). And we'll figure out what foods are good for our teeth and help to make them strong (flex your muscles and look “strong”).
I will try the foods first and, don't worry, you can try them later.
Watch what this cookie does to my teeth. (Eat an Oreo/dark chocolate cookie—use your front teeth. Then smile to show your black teeth.) Yuck! See how it really sticks down by my gums... and on the flat places where I bite. Now watch what the apple does to my teeth. (Bite into apple with your front teeth—may need to do it twice. Then show how some black cookie has been cleaned away.) The cookie sticks to my teeth—so I won't eat cookies too often. The apple is good for my teeth so I can eat lots of apples. I want to clean my teeth even more when I'm done eating. Excuse me while I Swish & Swallow. (Swish & Swallow—vigorously on front teeth and show your teeth again.) Did I get it all off by my gums? On my flat biting places in back? (Show children so they can check. If it doesn't come off, swish again or use a toothbrush.) I always clean my teeth after I eat.

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<tr>
<td>Teacher demonstrates the effect of foods on teeth (be sure to use your front teeth). Children will want to do this themselves! Oreo sticks visibly—apples (and other crunchy foods) don’t stick and can help clean teeth.</td>
<td>4-Science 7-Initiative 8-Health Practices</td>
<td>Oreos and apple slices. Cup of water. Toothbrush—in case you need it. For non-sugar foods, use Rye Krisp and Peanut Butter.</td>
<td>• Send home food collage place mat. • Parent Note list of foods children identify as healthy.*</td>
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</table>

If teacher would rather not demonstrate, a child could volunteer—or children can each do it (provide mirrors) or can do it with a partner.

This activity and the continuation below may be too much to do at one sitting for some children. You may decide to take two days. The same classroom activities can be offered.
Part 2:
Let’s think about other foods. We can make a chart that shows the food we eat. (Point to chart.) On this side, we will write the foods that stick to our teeth and are not good for teeth and on the other side we will write foods that are healthy for our teeth. (Label the chart with headings: Healthy and Not Healthy or Special Days and Every Day.)

How about a piece of cheese? Is it healthy or not healthy for our teeth? (Write cheese under Healthy category. Continue going through common foods and placing them on the chart, then summarize.) Some foods are bad for our teeth because they are sticky or sweet. We don’t want to eat them TOO often. (Emphasize these foods as for “special treats,” not something we eat every day.) Some foods are good for our teeth—these are: (List aloud from your chart. End the discussion on the “positive” information.)

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<tr>
<td>Graph: Tooth Healthy and Not Healthy food choices</td>
<td>1-Speaking 2-Print Awareness 3-Numbers 7-Reasoning</td>
<td>Butcher paper and marker for graph—two columns labeled. Tooth Healthy and Not Healthy or Special Days and Every Day.</td>
<td>• Send home Parent Note list of dentally healthy foods and foods to avoid*.</td>
</tr>
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</table>

NOTE: Be sure to include ethnic favorites that are familiar to the families. Be sure to include the common culprit: soda pop, juice, chips, candy and starchy foods.

**ALTERNATE**
Bring a pile of play food from the Home Center. Place in two separate piles rather than chart.

**EXTENSION**
Use cut out food pictures to place on chart rather than relying on printed words.

**ALTERNATE**
Use real food samples for them to try (or do this in a learning center).

**ALTERNATE**
Make two collages instead of chart.

**EXTENSION**
Leave the chart up. Children (or parents) can bring labels from favorite foods eaten at home—decide on which side of the chart they belong.

**EXTENSION**
Count/Number the foods on the list. Be sure there are more on the healthy side!

**EXTENSION**
When dismissing children from group activity, ask each child to bring the teacher a piece of pretend food/picture and say whether it is healthy or sticky. Teacher could have available a box decorated as a mouth!

NOTE: Write the foods children have decided are healthy for their teeth on “Parent Note re: Foods” and send home. Be sure the information is accurate for parents. Be sure to include ethnic favorites.
INTRODUCE CLASSROOM ACTIVITY CHOICES:
In our classroom today is more about foods healthy for our teeth.

SCIENCE: There are many kinds of food—pretend food and real food. You can decide which ones are too sticky and which ones are healthy for our teeth.

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<tr>
<td>Which foods are healthy and not healthy for teeth.</td>
<td>2-Print Awareness 3-Numbers 7-Reasoning</td>
<td>Children sort foods (either into 2 boxes or onto 2 columns of graph placed on floor). They can discuss with each other how to decide. Note: many foods do not clearly &quot;fit&quot; into one category!</td>
<td>Boxes (labeled with smiles and frowns) or Graph (same graph from group time or a new one), various real foods to sample and sort (Not Healthy: raisins, chips, cookies. Healthy: cheese, carrots, apples).</td>
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</table>

Use Oreos (or Rye Krisp and Peanut Butter) and apples for children to try the demonstration on their own. Provide mirrors.

Use only real or only pretend food. Real food will need adult supervision.

To use pretend food, use plastic "play food" or boxes/containers/labels from real food. (Sticky: can of juice or soda pop, candy wrapper, etc. Healthy: macaroni and cheese box or a can of vegetables, etc.). Include various ethnic favorites that children have had experience with.

Graph "what we had for dinner/breakfast."

The children who are ready or interested can write/copy names of food off labels onto graph. Teacher can write the word for the food on the graph as children decide.

NOTE: They will want to try the Oreo experiment on their own!
**TABLE TOYS/LITERACY:** You can play a “Tossing Game”. Each cup has a picture of a food inside. Try to toss a “Poker Chip” or ball, aiming for the healthy foods.

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<tr>
<td>Some foods build our teeth, some make them weak.</td>
<td>7-Engagement 8-Gross Motor</td>
<td>Toss game: Large muffin cups with picture of food inside (carrots, caramels, etc). Kids toss poker chips in, aiming for best food (hoping not to get unhealthy food!)</td>
<td>Large muffin cups—tape pictures of food inside (from magazines or labels), poker chips or small balls.</td>
</tr>
</tbody>
</table>

**ALTERNATE**

Use plastic food to toss into boxes labeled with smiles and frowns for healthy and weakening, respectively.

**EXTENSION**

Plan “menu” of healthy snacks for parent meeting. Children dictate ideas to teacher. If this snack could be served, arrange to do so—send a menu home* on meeting reminder note explaining that children chose the foods and why those foods were chosen.

**ART:** Make a place mat to mark your spot when you eat a snack. You can use it at school or take it home. You could even make one for your brother or sister.

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<tr>
<td>Healthy foods make our teeth strong.</td>
<td>5-Art 2-Early Writing 8-Health Practices</td>
<td>Make food collage place mat. Write own name (or family member).</td>
<td>Magazines to cut pictures of food, labels brought from home, construction paper sheets, clear contact paper to laminate. Use at school or take home or both!</td>
</tr>
</tbody>
</table>

**ALTERNATE**

Make books or posters with same materials.

**ALTERNATE**

Repeat Art Activity from Unit 3 Lesson 5: painting with cut fruits and vegetables.
DRAMATIC PLAY: There is a lot of food at the Grocery Store. Let's find the healthy food!

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<tbody>
<tr>
<td>Healthy foods make our teeth strong.</td>
<td>5-Dramatic Play 6-Communities 8-Health Practices</td>
<td>Grocery Store.</td>
<td>Play foods, grocery carts, cash registers, purses, etc.</td>
</tr>
</tbody>
</table>

**ALTENATE**

“Home kitchen” with play food, cooking utensils, etc.

**ALTENATE**

“Restaurant” with play food, “menus” (folded tagboard), notepads to write down orders, aprons for waiters, etc.

UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 2: SWEEP THE FOOD AWAY—BRUSH WITH FLUORIDE TOOTHPASTE

TEACHER-DIRECTED GROUP ACTIVITY: Review Toothbrushing

*(Come to circle with a broom and dramatically sweep “dirt” into pile.)*

Look how well the broom cleans the floor! I think I’ll clean my teeth, too. *(Raise broom up toward mouth.)*

Should I use the broom to sweep the food off of my teeth?? *(Allow for silly responses.)* No?? It won’t fit?? It’s already dirty?? Then what should I use to clean my teeth?? *(Allow for answer: Toothbrush!)* Yeah!

Let’s remember how we brush our teeth. *(Hold up your pointer finger.)* Get your pretend toothbrushes ready. I’ll show you on the giant mouth. Put on a little dab of fluoride toothpaste. Toothpaste is like special soap to clean our teeth. *(Pretend to put “toothpaste” on their finger-brushes.)* Let’s start on the side by your cheek. Round and round in little circles—let’s count together. One….five!

Try very hard to brush the gumline—remember where the food sticks. *(Remind them of Oreos sticking.)* *(Proceed through entire process.)*

NOTE: Preschoolers may not have the dexterity to make “circles” as they brush. Gentle “scrubs” are fine. The important concepts to teach are that they must brush every day and follow a pattern so all sides of all teeth are brushed and none are missed.

As you teach children or their parents to brush, use the words, “small circles or gentle scrubbing.” Heavy-handed scrubbing can injure gum tissue or tooth structure.
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<tr>
<td>Brushing our teeth is like sweeping the floor—to clean it. Teacher reviews correct method of brushing as children practice. Children volunteer to demonstrate.</td>
<td>1-Listening 7-Engagement 8-Health Practices</td>
<td>Broom, clumps of dirt (or substitute paper scraps, etc.) on floor, giant tooth model, toothbrush.</td>
<td>• Send home another copy of poster with brushing steps.* (See Master in Unit 1.) * Send home parent note about fluoride</td>
</tr>
</tbody>
</table>

**EXTENSION**

Read aloud and discuss *Let's Find Out About Toothpaste* book by Kathy Barabas

tell Diente Tooth flannel story.
Sing tooth brushing song.

**UNIT 5 LESSON 2**

**INTRODUCE CLASSROOM ACTIVITY CHOICES:**
In our classroom today are toothbrushes and toothpaste.

**SCIENCE:** Toothpaste is like special "soap" to clean our teeth. On the Science table are ingredients to mix up some pretend toothpaste. There is one very special ingredient called "Fluoride." It helps make your teeth strong. You can use your homemade toothpaste to scrub the sensory table.

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<tbody>
<tr>
<td>Toothpaste is like &quot;soap&quot; to clean teeth.</td>
<td>3-Math asurement 4-Science Knowledge 8-Health Practices</td>
<td>Make toothpaste. Scrub the sensory table.</td>
<td>Containers of baking soda, water, different flavor extracts, water with dropper as pretend &quot;fluoride.&quot; Mix directly in sensory table. Recipe.*</td>
</tr>
</tbody>
</table>

**ALTERNATE**

Use recipe or mix free form.

Toothpaste can be used to scrub other things, such as laminated pictures of smiles, white plastic cups, teeth shapes cut from Styrofoam trays or cups.

**ALTERNATE**

**EXTENSION**

**TABLE TOYS/LITERACY:** We each have a toothbrush we use for our teeth. Today we have extra toothbrushes out to play some games.  (Remind children NOT to put these brushes into their mouths!)

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<tr>
<td>Build comfort with toothbrushes by using</td>
<td>3-Numbers</td>
<td>1. Sort toothbrushes by size, color, etc.</td>
<td>1. Variety of real toothbrushes or pictures or toothbrush shapes cut from</td>
</tr>
<tr>
<td>them in different ways.</td>
<td>7-Reasoning</td>
<td>2. One to one correspondence: match real toothbrush to shapes outlined on</td>
<td>tagboard. 2. Variety of real toothbrushes, outline of those brushes on</td>
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<tr>
<td></td>
<td>8-Fine</td>
<td>cardboard.</td>
<td>cardboard with black marker.</td>
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<td>Motor</td>
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**ART:** The paint today looks like toothpaste. I wonder if it smells like toothpaste?

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<tbody>
<tr>
<td>Brushing cleans our</td>
<td>5-Art</td>
<td>Paint with toothbrushes and “toothpaste” on</td>
<td>Giant white tooth shape paper on easel, firm toothbrushes for brushes,</td>
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<tr>
<td>teeth.</td>
<td></td>
<td>teeth.</td>
<td>white tempera scented with mint extract and tinted light green.</td>
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**DRAMATIC PLAY:** We sweep our floors to clean them just like we brush our teeth to clean them. You will find a dirty house to clean today.

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<tr>
<td>Brushing our teeth cleans them like</td>
<td>5-Dramatic</td>
<td>Home Center play</td>
<td>Home with brooms, dustpans, cloths, etc. Be sure to set it up &quot;messy&quot; with</td>
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<td>sweeping the floor cleans it.</td>
<td>Play</td>
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<td>things out of place, scraps of paper on the floor, waste cans nearby.</td>
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<td>6-Families</td>
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<td>8-Health</td>
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<td>Practices</td>
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UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 3: BRUSH THE FOOD AWAY WITH FLUORIDE TOOTHPASTE

TEACHER-DIRECTED GROUP ACTIVITY: Review Reasons for Toothbrushing

What do you think happens when we DON'T brush our teeth and we leave the food on our teeth? (Wait for all answers.) Let's do an experiment to see. (Hold up empty baggie.) This plastic bag is like our mouth. Today we ate some...(list different foods as you chop them or break them into small pieces into the baggie). We chewed it all really well. We drank some milk (add some milk to baggie). Close our mouth (zip the bag—allowing some air to stay in it) and go to sleep without brushing. (Put the milk aside for now.) What do you think will happen to the food? (Write down all guesses on butcher paper.) We will put this away and check it again tomorrow and after a few days. (Let them decide/or know where you will put it.)

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</table>
| Experiment: What happens when food stays on our teeth? | 1-Listening 4-Science 6-Self Control 7-Reasoning | Ziploc® bag (draw simple mouth shape on outside with permanent marker), food leftover from snack (or favorite unhealthy foods to dramatize the lesson), milk (to aid the smell!). | • Take home individual bag experiment with Parent Note.*  
• Send new copy of tooth-brushing poster* as replacement and reminder  
• Art projects. |

**EXTENSION**
Tell Diente Tooth Flannel story.

NOTE: **Check each day**—be sure to smell it!!!! Talk about the food rotting in our mouths—sticks to our teeth and also gives us bad breath!
UNIT 5 LESSON 3

INTRODUCE CLASSROOM ACTIVITY CHOICES:
In our classroom today are toothbrushes and toothpaste.

SCIENCE: There are more bags and food to make your own experiments to watch. Be sure to write your name on it.

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<tbody>
<tr>
<td>It is important to clean food off our teeth by brushing and Swish &amp; Swallow.</td>
<td>1-Listening 4-Science 6-Self Control 7-Reasoning</td>
<td>What happens when food stays on our teeth? Break up food, place into Ziploc® baggie, and add a little milk. Put away until next day and see what happens. Check again after several days (!)</td>
<td>Ziploc® bag (you or child can draw simple mouth shape on outside with permanent marker— and write child’s name), food pieces, milk.</td>
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TABLE TOYS/LITERACY: We want to use just the right amount of toothpaste. You can try to discover how much is too much, how much is too little, how much is just the right amount.

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<td>We only use a “dab” of toothpaste.</td>
<td>3-Spatial Sense 7-Reasoning 8-Fine Motor</td>
<td>Try to match correct amount of toothpaste to sample (concepts: more, less).</td>
<td>Real toothpaste—sample of correct “pea-sized dab” on plate, craft stick, or extra toothbrush. Either real toothpaste or playdough, etc. for child to make blob that matches the correct amount.</td>
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EXTENSION
Show samples of too much and too little. Encourage comparisons.

EXTENSION
Playdough for free creating.
ART: Our teeth will get stains if we don’t clean them. There are paper and stains at the art area.

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<tr>
<td>Food left on our teeth can hurt them.</td>
<td>5-Art 7-Reasoning 8-Health Practices</td>
<td>Paint on paper tooth to see it stain.</td>
<td>Large white tooth-shaped papers, choice of colors of paint.</td>
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Use food coloring (diluted with a little water in bowls) instead of paint. Soft paper, such as watercolor paper or paper towels, works better.

Make “chunky” paint by mixing into the paint: sugar, rock salt, even small, cut up/torn pieces of paper.

Some children have not made (or would like another) poster that shows steps to tooth brushing from Unit One.

DRAMATIC PLAY: There is a messy house to clean in the Home Center.

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<tr>
<td>Brushing our teeth cleans them like sweeping the floor cleans it.</td>
<td>5-Dramatic Play 6-Families 8-Health Practices</td>
<td>Home Center play.</td>
<td>Home with brooms, dustpans, cloths, etc. Be sure to set it up “messy” with things out of place, scraps of paper on the floor, waste cans nearby.</td>
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UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 4: BRUSH AWAY THE PLAQUE TRAPS

TEACHER-DIRECTED GROUP ACTIVITY: Plaque Needs to Be Disturbed Once A Day

(Rather than quizzesing them, begin with a simple review.) On another tooth day we learned that plaque is the sticky stuff that builds up on our teeth. We need to get that plaque off every day! It is not easy because plaque is very sticky. Our tooth brush and floss can do the job! Let's see. Look at this tooth all sticky with plaque (allow children to touch the sticky tooth, if you want...or you can touch to show how sticky). I have a tooth brush to brush the plaque away. (brush down to pull some of the "plaque" off. Show the now-sticky toothbrush). Good job, toothbrush. There is still more plaque on the tooth--- let's try our dental floss (Hold one end of yarn tight to cardboard and pull yarn across tooth carrying "plaque" with it). At home, your mom, dad or grandparents can help you clean off your teeth with dental floss.

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<tr>
<td>Clean sticky plaque off cardboard</td>
<td>4-Science</td>
<td>Before class: draw a large tooth shape on white poster board or card board; spread corn syrup over it. Stiff toothbrush, yarn, paper towels.</td>
<td>Parent Note about plaque: 4.3</td>
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<td>tooth.</td>
<td>8-Fine</td>
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<td></td>
<td>Motor</td>
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<td>8-Health Practices</td>
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| EXTENSION                           | Sing song Goin' on a Plaque Attack. |

Repeat or introduce game "Break the Plaque Traps" from Unit 4 Lesson 3. Children are in a small circle or in two rows facing each other. They pass a ball of yarn between them (across) to make a "sticky web" just like plaque. A child designated as "Toothbrush" can brush the plaque away and break the plaque traps. If desired, child can use a real or model toothbrush.

Repeat Learning Center activities from Unit 4 Lesson 3
UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 5: SWISH & SWALLOW TO CLEAN OUR TEETH

TEACHER-DIRECTED GROUP ACTIVITY: Review When to Use Swish & Swallow and Other Oral Health Practices

Part 1:
Swish & Swallow seems simple enough—but it takes the coordination that is just developing in young children. It is important to review the correct technique to be sure they understand:

HOW: to swish vigorously
WHY: because it is better than doing nothing and leaving food on teeth—even though brushing is better
WHEN: we are not able to brush right after eating

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<tr>
<td>Talk about times you want to brush but can't—encourage ideas from children. Teach Swish &amp; Swallow for use at end of school day or after snack. Practice!</td>
<td>1-Listening 1-Speaking 7-Reasoning 8-Health Practices</td>
<td>Water and sink. Patience.</td>
<td>• Parent Note re: Swish &amp; Swallow*—send again as reminder (see Unit 1 for Master.)</td>
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</tbody>
</table>

There are some times we just can't brush. Maybe we are not at home and we don't have our toothbrush. Maybe we are at school and there is no time. But we need to clean our teeth after EVERY TIME we eat. So we Swish & Swallow. Watch me! I will swish water around in my mouth—really swish it—so it can move the food off the teeth. Then I swallow that water down. (Take a small gulp of water from paper cup, swish vigorously for as long as you can, then dramatically swallow so that the children can tell.) The water washes the food away.
Part 2:
Now let's play a guessing game. I will read you a question and you tell me what you would do. Here goes... (Read one card and ask for responses. There are no WRONG answers—and there are lots of RIGHT answers. Listen, then supply a more suitable Oral Health answer.) (Example: What would you do when you were visiting Grandma and you forgot your toothbrush? The first answer should be "Swish & Swallow" to relate to the opening demonstration.)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<th>PARENT CONNECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What-Would-You-Do-When Game: Teacher reads a</td>
<td>1-Listening</td>
<td>Stack of cards each</td>
<td>• Send a card* home with</td>
</tr>
<tr>
<td>dilemma from card and asks for solution.</td>
<td>2-Speaking</td>
<td>posing a question.*</td>
<td>instructions,</td>
</tr>
<tr>
<td>Examples: What would you do when you were</td>
<td>6-Self</td>
<td></td>
<td>&quot;Let your child tell you the</td>
</tr>
<tr>
<td>visiting grandma and you forgot</td>
<td>Concept</td>
<td></td>
<td>answers!&quot;*</td>
</tr>
<tr>
<td>your toothbrush? What if you were at</td>
<td>7-Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>home/school and you finished broken?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Children who so choose can continue the game individually with adult.

UNIT 5 LESSON 5

INTRODUCE CLASSROOM ACTIVITY CHOICES:
In our classroom today are different ways to use water.

(Repeat classroom activities from Unit 1 Lesson 2. These activities were probably presented much earlier in the school year. The children will make different choices and use the materials in a different way now. Use this opportunity to try some of the Extension or Alternate activities you may not have done last time.)
UNIT 5: WE CAN KEEP OUR TEETH STRONG

LESSON 6: PUTTING IT ALL TOGETHER

TEACHER-DIRECTED GROUP ACTIVITY: Super Tooth Hero Helps Fight Cavities

(Enter circle area wearing super-hero cape. Have already in your pockets or a bag your tooth-protecting helpers: toothpaste, brush, cup for water, healthy food, and dental mirror.)

I am the Super Tooth Hero! (Make up a name for yourself, if desired.) I am protecting my teeth! Would you like to see my helpers?? ("Yes!!") Here is my toothpaste—it has fluoride to make my teeth strong (flex arm muscles.) Here is my toothbrush—I can clean away the food and make my teeth bright and shiny... see? (Give a toothy grin.)

Here is my cup of water. I can Swish & Swallow to get food off my teeth. (Pretend to gulp and dramatically Swish & Swallow.)

I eat the best healthy food. (Hold up food and pretend to munch on it.)

I get a dental check up every year. (Hold up dental mirror.)

When I do all these things, I will have (louder voice) SUPER STRONG TEETH!!

<table>
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<tbody>
<tr>
<td>It is our job to protect our teeth. Teacher comes to circle time wearing super-hero cape and showing the &quot;Tooth Protecting Helpers.&quot;</td>
<td>1-Listening 2-Speaking 6-Cooperation 7-Engagement</td>
<td>Cape (with Tooth or Smile decorated on back—even a towel pinned to your shoulders will do) with pocket inside. If no pocket, &quot;helpers&quot; can be carried in a bag.</td>
<td>• Parent Note &quot;Ask me about my tooth protecting helpers!*&quot; goes home whether or not children make their own capes. • Send home books made by children at Table Toys.</td>
</tr>
</tbody>
</table>

EXTENSION

Let a child volunteer to be Super Tooth Hero after you have demonstrated. Pass "helpers" to other children to give to the Super Tooth Hero one at a time.
UNIT 5 LESSON 6

(Since this is a summary, feel free to repeat activities that held special interest to your class.)

INTRODUCE CLASSROOM ACTIVITY CHOICES:
In our classroom today you can find all the ways we keep our teeth strong. You can even make a cape for your own super-hero.

SCIENCE: You can mix up some toothpaste.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Toothpaste is like &quot;soap&quot; to clean our teeth. Fluoride toothpaste makes our teeth strong.</td>
<td>3-Math Measurement 4-Science Knowledge 8-Health Practices</td>
<td>Make &quot;fluoride toothpaste.&quot;</td>
<td>Baking soda, water, different flavor extracts, water with dropper labeled pretend &quot;fluoride,&quot; recipe.</td>
</tr>
</tbody>
</table>

Read Let’s Find Out About Toothpaste book by Kathy Barabas.

Use toothpaste (with old toothbrushes) to scrub sensory table or trays, etc.

Mix up some “plaque” of vinegar, corn syrup.

TABLE TOYS/LITERACY: Make up a story for your Super Tooth Protector!

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</thead>
<tbody>
<tr>
<td>We can be Super Protectors of our own teeth.</td>
<td>2-Book Appreciation 5-Art</td>
<td>Children either dictate story to adult or draw pictures to make story book about the Super Tooth Protector.</td>
<td>Blank paper folded into book shapes, markers, etc.</td>
</tr>
</tbody>
</table>

ALTERNATE: On each page put a picture of one of the “Tooth Protecting Helpers” (for example, toothpaste, etc.) to inspire those children who are unsure how to start. They can make up a story about Mr. Toothpaste, etc.

NOTE: Any time Super Heroes are mentioned, expect the stories to spin off into other adventures. That's OK! This lesson is all about empowering children—and imaginations are very powerful! Remember to include males, females, all ethnicities, etc.
**ART:** You can make your own Super Tooth Protector cape to help you remember to take care of your teeth.

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<tbody>
<tr>
<td>We know how to protect our teeth.</td>
<td>5-Art  8-Health Practices</td>
<td>Make/Decorate Super-Tooth-Protector Capes.</td>
<td>Capes are best made of large rectangles of fabric or towels, but butcher paper will work. Ties can be made of strips of fabric (ribbon, yarn) stapled onto top corners—or safety pinned to shoulders. Decorations (felt, fabric scraps, ribbon, yarn, pipe cleaners, sparkles, glitter, etc.). Glue, tape, staplers.</td>
</tr>
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**DRAMATIC PLAY:** You can use your capes to play Super Tooth Protectors.

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<tbody>
<tr>
<td>We know how to protect our teeth.</td>
<td>5-Dramatic Play  8-Health Practices</td>
<td>Being Super Tooth Protectors.</td>
<td>Student-made capes, other capes.</td>
</tr>
</tbody>
</table>

**ALTERNATE** Any Dramatic Play scenes used in the past would work well for this lesson.

**NOTE:** Some children want to use weapons when they become Super Heroes. If you predict that will be the case, save the cape play for outdoors or home or substitute toothbrushes or dental floss for weapons. You may choose a different Dramatic Play activity completely.

We don’t know who we are until we see what we can do.  
~Martha Grimes
SUMMARY – WHAT HAVE WE LEARNED???

For the last Tooth Day, children can remember their favorite activities – they might even have ideas about activities they would like to repeat for the last day.

NOTE: Send home the last Parent Note* concluding the “Cavity Free Kids Program.”

CLASSROOM ACTIVITIES:
Borrow activities from previous lessons if you have time for classroom activities on this day.

PARENT CONNECTION:
Send home the final Parent Note and any finished tooth projects.

CONGRATULATIONS, TEACHERS!!!!!!!

YOU HAVE WORKED HARD TO IMPROVE THE ORAL HEALTH OF THE FAMILIES IN YOUR SCHOOL

– From those families to you ... a big

“THANK YOU!!!!!!!”

Start by doing what’s necessary, then what’s possible and suddenly you are doing the impossible.
~St. Francis of Assisi
Dear Parents,

These are the foods our class decided were healthy for teeth:

These are the foods our class decided weakened teeth because they are sticky or sweet:

Don’t just say “NO”.
Try to limit the sticky or sweet foods try to eat them along with other foods. Rinse or brush after eating the sweet or sticky foods. Give our teeth time to “rest and rebuild” between times of eating.
Estimados padres,

Éstas son las comidas que nuestra clase decidió que son saludables para los dientes:

Éstas son las comidas que nuestra clase decidió que debilitan los dientes porque son pegajosas o dulces

No diga simplemente “NO.”
Intente limitar los alimentos pegajosos o dulces - intente comerlos junto con otras comidas. Enjuague o cepille sus dientes después de comer las comidas dulces o pegajosas.
Debemos dar tiempo a nuestros dientes para “descansar y regenerarse” entre los intervalos de comidas.
Recipe for Pretend "Toothpaste"
La Receta para la Pasta Dental Imaginaria

3 Spoons baking soda
   Cucharitas de bicarbonato de soda

1 Drop food coloring
   Una gota de color para la comida

1 Drop flavoring
   Una gota de condimento

1 Drop pretend “fluoride” (use a drop of water)
   Una gota de “fluoruro” imaginaria (agua)

Stir well.
   Mezcle bien
Dear Parents,

Fluoride really works!
   Our teeth are like bones - they keep getting stronger (or weaker.)
   Fluoride really helps them get stronger and “re-build.”

We get fluoride...
   In drinking water (some places have it and some don’t)
   In toothpaste
   Applied to the teeth by the dentist or doctor
   Drops or tablets from your dentist or doctor.

---

Dear Parents,

Fluoride really works!
   Our teeth are like bones - they keep getting stronger (or weaker.)
   Fluoride really helps them get stronger and “re-build.”

We get fluoride...
   In drinking water (some places have it and some don’t)
   In toothpaste
   Applied to the teeth by the dentist or doctor
   Drops or tablets from your dentist or doctor.
Estimados padres,
¡El fluoruro realmente da resultado!
Nuestros dientes, al igual que los huesos – se fortalecen (o se
debilitan)
El fluoruro ayuda a fortalecerlos y “regenerarlos”.
Obtenemos fluoruro...
En el agua para beber, (algunos lugares lo tienen y otros no)
En la pasta dental con fluoruro
El dentista o doctor puede aplicarlo a los dientes
En gotas o tabletas recomendadas por su dentista o doctor.
This is what happens when food is not cleaned off our teeth!
¡ Esto es lo que sucede cuando no se limpia la comida de nuestros dientes! 

¡ Esto es lo que sucede cuando no se limpia la comida de nuestros dientes! 

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Dear Parents,

Plaque

Plaque is the sticky, invisible web on our teeth.

We must clean it off every day by brushing or it hurts our teeth and gums.
Estimados padres,

La placa dental (el sarro)

La placa dental es una película pegajosa e invisible en nuestros dientes.

Debemos limpiarla cada día al cepillarnos o ésta lastimará nuestros dientes y encías.
Swish & Swallow

There are times throughout the day when we cannot brush our teeth. For all those times, your child is learning to “Swish & Swallow.”

To Swish & Swallow:

Take a gulp of water, swish it hard around your mouth, swallow (or spit).

It is not as good as brushing, but it is better than leaving food stuck on teeth.
Enjuagarse y Tragar

Hay momentos durante el día cuando no podemos cepillarnos los dientes. Para todas esas veces, su niño está aprendiendo a “Enjuagarse y Tragar”

Enjuagarse y Tragar,

Tome un sorbo de agua - enjuáguese la boca con él – trague (o escupa).

No es tan bueno como cepillarse los dientes, pero es mejor que dejar la comida pegada a los dientes
Steps to Swish and Swallow
Los Pasos para Enjuage y Pase

1. 

2. 

3. 

4. 

5.
Cards for game...

**What would you do when...**

...you were at Grandma’s house and you had no toothbrush?
(Possible answers: Eat something crunchy like apples, celery, carrots, chew sugarless gum. Ask if she has a new, extra toothbrush for you to use. Swish & Swallow/spit some water.)

**What would you do when...**

...you are at school and you finished your breakfast?
(Answer: Brush your teeth with your own toothbrush.)

**What would you do when...**

...you are ready for bed and you are very, very sleepy?
(Answer: Brush anyway it doesn’t take that long. Sing/hum a song while you do it. Remember the stinky baggie of yucky food sitting on your teeth all night long!)

**What would you do when...**

...you ate a chewy, chewy cookie?
(Answer: Swish or brush. Eat something crunchy.)

**What would you do when...**

...your teeth hurt?
(Answer: Tell your parents or teacher.)

**What would you do when...**

...your teeth look yellow?
(Answer: Make them sparkle again with your toothbrush!)

**What would you do when...**

...your sister wants to use your toothbrush?
(Answer: Say “NO WAY! GET YOUR OWN!”)
Cartas para juegos...

¿Qué hace cuando...

...estas en la casa de tu abuela y no tienes tu cepillo dental?
(Respuestas: Come comidas duras como, manzanas, apio, zanahorias, o mastica goma de mascar sin azúcar. Come queso. Pregúntale a tu abuelita si tiene un cepillo de dientes extra para que tu lo puedes usar. Enjuaga y toma o escupe agua.)

¿Qué hace cuando...

...estas en la escuela y acabas de comer tu desayuno?
(Respuestas: Cepilla tus dientes con tu propio cepillo dental.)

¿Qué hace cuando...

...ya estas listo para ir a la cama y tienes muchísimo sueno?
(Respuestas: Cepíllate de todos modos—no te tomará tanto tiempo. Canta/ronronea algún canto mientras te cepillas. ¡Recuerda que si no te cepillas tendrás comida pegajosa y olorosa en los dientes durante toda la noche!)

¿Qué hace cuando...

...te acabas de comer una galleta pegajosa?
(Respuestas: Enjuaga o cepíllate los dientes. Come algo duro.)

¿Qué hace cuando...

...te duelen los dientes?
(Respuestas: Dile a tus padres o maestro.)

¿Qué hace cuando...

...tus dientes se ven amarillos?
Respuestas: ¡Hazlos brillantes otra vez con tu cepillo dental!

¿Qué hace cuando...

...Tu hermanita quiere usar tu cepillo dental?
(Respuestas: Dile "¡NI SE TE OCURRA! ¡USA TU PROPIO CEPILO!"
Ask me about my tooth protecting helpers.
Pregúntame cuáles son los protectores de mis dientes.
Dear Parents,

Our year of learning about teeth is over. We hope that taking care of teeth has become a regular part of your life.

Every day…
   Brush morning and night with fluoride toothpaste.

   Avoid sticky, sweet foods between meals; let teeth rebuild between meals.

At the dentist…

   Get check ups early to prevent unnecessary problems.

   Get fluoride treatments to strengthen teeth.

   Get dental sealants on back teeth to prevent decay.

Your children need your help.

Healthy baby teeth mean a healthy mouth for permanent teeth.

Remember to smile!
Estimados padres,

Nuestro año de aprender acerca de los dientes ha terminado...
Esperamos que cuidar de los dientes se haya vuelto una parte regular de su vida.

Cada día...
cepílese mañana y noche, con la pasta dentífrica con flúor

evite las comidas pegajosas y dulces entre las comidas, permita que los dientes se regeneren entre las comidas

Donde el dentista...

hágase examinar temprano, para prevenir problemas innecesarios
obtenga tratamientos de flúor, para fortalecer los dientes
hágase poner selladores dentales en las muelas, para prevenir la caries

Sus niños necesitan su ayuda.

Los dientes sanos del bebé significan una boca sana para los dientes permanentes.

¡Recuerde de sonreír!