

Delaware Recommended Curriculum Unit Template

Unit Title: Smile Wide: Look Inside **Grade Cluster:** K-2

Designed By: Nancy T. Brohawn RDH, BSDH

Big Idea: *Health is Personal Power*

Overarching Enduring Understanding:

- Functional knowledge of health concepts impacts health behavior
- People, places and things compete for our health choices
- Utilizing valid resources facilitates health
- Effective communication protects and enhances health
- Decision making is a process that impacts health
- Goal setting enhances health outcomes
- A healthy lifestyle impacts the quality of life
- Advocacy is critical to personal, family and community health

Overarching Essential Questions:

1. What is health?
2. What prevents people from practicing healthy behavior?

Exit Transfer Task: Student will make a collage showing the different uses for teeth, healthy food choices to prevent decay and proper brushing technique.

Delaware Health Education Standards

- Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.
 - ATOD
 - Nutrition/PA
 - Personal Health & Wellness
 - Community & Environmental Health
 - Injury Prev. & Safety
 - Family Life & Sexuality
 - Mental Health
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access information, products and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Time Frame: (# of lessons) 3 lessons, 15-20 minutes each

Brief Summary of Unit:

Lesson 1 – Three things for which we need our teeth

Lesson 2 – Sugar foods lead to cavities

Lesson 3 – Proper tooth brushing technique

Stage 1: Desired Results
(Determine What Students Will Know, Do and Understand)

Unit Big Idea: Health is Personal Power

Unit Enduring Understandings: Caring for one's teeth contributes to overall health.

Unit Essential Questions:

1. For what activities do we use teeth?
2. What food choices do we make for healthy teeth?
3. What is the proper way to brush teeth?

Knowledge & Skills

Students will know...

Students will understand that teeth are needed to smile, chew and talk. With proper food choices and brushing, teeth will be cavity free. Teeth that are cavity free help to achieve a healthy life.

Students will be able to...

1. Name the three reasons teeth are important.
2. Make correct food choices to prevent decay.
3. Demonstrate effective tooth brushing technique.

**Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)**

Unit Transfer Task:

Student will make a collage showing the different ways we use teeth, healthy food choices (that will not cause decay) and proper tooth brushing.

Rubrics/checklists for Transfer Tasks

4 - Student work shows excellent understanding of the uses of teeth, shows their ability to recognize healthy food choices and good daily oral hygiene. The product is creative and carefully prepared with ideas presented in a very detailed format.

3 - Student shows some understanding of the uses of teeth, ability to make healthy food choices and how to brush. The appearance of the collage displays organization with ideas presented in a detailed format.

2. The student's work shows limited understanding of the uses of teeth, and the ability to make healthy food choices and how to brush. The appearance of the collage displays limited originality with ideas that are presented in a partially detailed format.

1. The student's work shows little or no understanding of the uses of teeth, how to make healthy food choices and how to brush. The appearance of the collage displays lack of originality with ideas that are presented in an unorganized format.

Other Evidence:

1. Find three pictures of things teeth do.

2. Find pictures of healthy choices to make a chart of foods to eat for lunch and snacks.

3. Soak hard boiled egg in a brown soda or tea, brush stain away with toothpaste and brush using proper technique.

Stage 3: Learning Activities To Align with Goals and Assessments

Lessons needed to achieve unit goals:

Lesson #1 – The student will understand the three reasons we need teeth, smiling, talking and chewing.

Helpful resources:

<http://www.ada.org/smilesarts>

<http://www.colgate.com>

<http://dentalcare.com>

<http://health.utah.gov/oralhealth>



Lesson Plans.doc



kinder lesson plans.doc

Students may not realize chewing and eating are same function in listing the three things why teeth are needed. Give examples and demonstrate. Put lips over teeth to hide them and try to smile, showing funny smile. Mention babies eat soft mushy food without teeth, and do not talk with words without teeth.

Students need to understand that brushing is not what we use our teeth for but how we take care of our teeth.

Lesson #2 – The student will be able to make choices of “good” foods for teeth and “bad” foods.

Helpful Resources:

<http://www.adha.org/downloads/children.pdf>

<http://www.ada.org/smilesarts>

<http://www.colgate.com>

<http://dentalcare.com>

<http://health.utah.gov/oralhealth>



Nutrition plans 1 and 2 grade.doc

Sugary foods may taste good, but when sugar combines with bacteria plaque,(always present in the mouth) an acid is formed that causes decay. Draw a picture on the board of the chain of decay. (Bacteria + acid = decay)

Read labels with parent or caregiver to look for sugars and hidden sugars in foods, ie: glucose, sucrose, fructose, corn syrup, honey. Listed in order of highest ingredient first.

Lesson# 3 – The student will demonstrate how to brush teeth.

Helpful resources:

- <http://www.adha.org/kidstuff/index.html>
- <http://www.adha.org/oralhealth/brushing.htm>
- <http://www.adha.org/oralhealth/children.htm>
- <http://www.adha.org/downloads/children.pdf>
- <http://www.ada.org/smilesarts>
- <http://www.colgate.com>
- <http://dentalcare.com>
- <http://health.utah.gov/oralhealth>

Each member of the family must have their own toothbrush. This toothbrush should be a proper size, not one size fits all. Show different sizes of toothbrushes and discuss who would use each one.

Students can be “toothbrush detectives” and check family brushes for scrub brush appearance.

Song to tune of “Row, Row, Your Boat” to demonstrate brushing

Brush, brush, brush your teeth

Gently round and round

Do it two times every day

And never wear a frown!

Resources & Teaching Tips:

- **What text/print/media/kit/web resources best support this unit?**

- <http://www.adha.org/kidstuff/index.html>
- <http://www.adha.org/oralhealth/brushing.htm>
- <http://www.adha.org/oralhealth/children.htm>
- <http://www.adha.org/downloads/children.pdf>
- <http://www.ada.org/smilesarts>
- <http://www.colgate.com>
- <http://dentalcare.com>
- <http://health.utah.gov/oralhealth>



Lesson Plans.doc



kinder lesson plans.doc



1st grade lesson plans.doc



2nd Grade.doc



Nutrition plans 1 and 2 grade.doc

- **Tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Lesson # 1

**Count to ten, count 10 teeth on top, 10 teeth on bottom (number of deciduous teeth)
Cut out shape of mouth, cut out small white squares for teeth, glue 10 on bottom , 10 on top to demonstrate deciduous dentition.**

Lesson #2

Have 2 bins, one with a happy face and one with a sad face. Gather pictures or objects depicting foods from different food groups and snacks. Discuss whether they are “sometime” foods or “anytime” foods and put in appropriate container.

Lesson# 3

Make a tooth brushing chart, color a square for each time teeth are brushed

Make a graph with daily questions of number of students that:

Visit the dentist/ hygienist

Brushed teeth today

Have own toothbrush

Have lost a tooth

Have any cavities

Writing activity:

What do you do to take care of your teeth?

Read a book each day about teeth.

Examples:

How many teeth?

Arthur’s Loose Tooth

Berenstain Bears Visit the Dentist

I Spy Funny Teeth

Rotten Teeth

Accommodation/Differentiation ideas and tips:

Magazines

Scissors

Glue

Construction paper

Markers, crayons

Hard boiled eggs

Tea or cola

Toothbrush kits

Permission to brush &/or health concerns