Giant Toothbrush

Overview:

Students will learn how toothbrushes help our teeth, while using their cutting and art skills to make a giant toothbrush.

Supplies:

- White 8 ½ x 11 paper (one per student)
- Colored 8 ½ x 11 construction paper or poster board (one per student)
- Glitter, stickers, paints to decorate toothbrushes
- Tape or stapler

Steps:

1. Before lesson: fold white papers in half lengthwise. Put black lines an inch apart, ending about 2 inches before the fold in the paper.
2. Lead the class in reviewing why it is important to brush our teeth. Discuss proper brushing techniques and ask students to demonstrate. Ask students what parts make up a toothbrush (the bristles and the handle). Ask them to explain why these parts are important. Remind students that we should brush our teeth twice a day for two minutes each time.
3. Hand out the white paper and colored paper.
4. Instruct students to cut along the black lines on the white paper to make the "bristles." Ask students to fold the colored paper in half lengthwise and cut the colored paper in half.
5. Staple or tape the two colored pieces of paper together lengthwise to make the toothbrush handle, tape or staple the bristles to the end of the colored "handle."
6. Have students decorate their toothbrush with glitter, stickers, paint, etc.

National Health Education Standards: 1, 7

Help Roger the Red Robot Floss His Teeth

Overview:

Students will use their math skills to deduce the daily code to help Roger the Red Robot floss his teeth.

Supplies:

- Roger the Red Robot story found online at Delta Dental's website
- Roger the Red Robot Flossing Codes sheet (one per student) found online at Delta Dental's website
- Roger the Red Robot with numbered teeth found online at Delta Dental's website. Print one in color on 11 x 17 paper
- Dental floss
- 14 thumb tacks

Steps:

1. Put the Roger the Red Robot printout with numbered teeth on a bulletin board and put a push-pin by each of the numbered "teeth." Make sure the number is visible.
2. Read the Roger the Red Robot story to the class.
3. Discuss the importance of brushing our teeth twice a day and flossing them once a day. Discuss who the professional is who helps us care for our teeth (our dentist). Discuss what happened to Roger when he ate junk food.
4. Using the Flossing Codes sheet, each day find the code to floss Roger's teeth.
5. Have students take a two foot long piece of dental floss and using the secret code, put the floss over the first number, under the second number, etc. and pull the floss gently back and forth to "floss" Roger's teeth.

National Health Education Standards: 1, 6, 7

Find lesson plan supplies and more online!

Michigan: www.deltadentalmi.com/teachingtools
Ohio: www.deltadentaloh.com/teachingtools
Indiana: www.deltadentalin.com/teachingtools

DELTA DENTAL FOUNDATION

These lesson plans were developed by McMillen Health.

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First Grade Oral Health Lesson Plans

Egg-citing Experiment

Overview:

In this experiment, students will see how teeth can be stained by what they eat and drink, especially if they aren't brushing their teeth correctly.

Supplies:

- Two clear disposable plastic cups
- One can of dark soda pop
- Small carton of milk or water
- Two hardboiled eggs
- Toothpaste
- Two toothbrushes
- Paper or journals
- Pencils, crayons or markers

Steps:

1. Before lesson: hard-boil two eggs.
2. Show students the eggs. Explain that the outside of the egg is made up much like the enamel of our teeth. Ask students what purpose they think the shell serves. Clarify that the hard shell protects the soft egg on the inside, just like enamel protects teeth.
3. Fill one plastic cup with dark soda pop and one plastic cup with milk or water. Explain to the students that they are going to observe what happens when you place one egg in the cup of soda pop and one in the milk/water.
4. Have students observe color of both eggs before placing in the cup. Students may draw the egg and cups of soda/milk/water.
5. Place one egg in each cup and let them sit overnight. Ask students what they think will happen to the egg in the soda. In the milk/water?
6. The next day, have students observe the eggs in the different liquids by gently holding up the eggs. Students should notice that the egg in the soda is darker in color and the one in milk or water has not changed. (Students may continue their drawing to note the changes in the eggs.)
7. Discussion: Ask students to consider why they think the color change, or lack of color change, occurred. After the students share their ideas, discuss that soda pop is full of sugar and acid and is very bad for our teeth. If it were to stay on our teeth we could get cavities and discolored teeth. Brainstorm ideas to remove some of the sugar and staining.
8. Demonstrate proper brushing by using the toothbrush and toothpaste to brush the discolored egg in a circular motion to show stain removal. (A volunteer from the class may do this, too.) Explain that milk and water are the best drinks for our teeth. It is good to limit sugary drinks like pop and juices. Remind students to brush at least twice a day, for two minutes each time, to remove things that may stain or hurt their teeth.
9. Have students identify a goal to keep their teeth healthy, such as brushing twice a day for two minutes or limiting sugary drinks. Have students identify people, such as their parents or their dentist, who could help them accomplish their goal.

Extension/Adaptations:

Experiment could be done by small groups; each group could observe their own egg in a particular drink. Different types of drinks could include fruit punch, coffee, etc. Groups could compare and contrast how different drinks affect our teeth.

Students could draw a picture of how they will accomplish their dental health goal. Have students include the people they identified to help them accomplish their goal in the picture.

National Health Education Standards: 1, 6, 7

Dental Word Cloud

Students will brainstorm dental words and phrases to create exciting word art using the website *Wordle.*

Supplies:

- Computer, access to the internet
- Projector (unless students are completing lesson on individual computers)

Steps:

1. Lead the class in reviewing the steps to a healthy smile (brushing twice a day for two minutes each time, flossing once a day, going to the dentist, eating healthy foods, avoiding sugary foods and drinks, etc.). Write these on the board as students brainstorm.
2. Brainstorm individual words that are related to teeth, dental health or nutritious foods and write them on the board (molars, apple, enamel, milk, smile, etc.).
3. Go to www.wordle.net. In the title bar at the top of the website, click on *Create*. Enter the words and phrases generated by the class into the box. Ask the class which words they think are the most important—by entering those words more than once into the box, the word will appear larger in the word cloud. To enter a phrase put a tilde (located at the top left of the keyboard under the Esc key) between each word in the phrase (for example: floss~your~teeth). Hit *Create* and when the word cloud appears the toolbar at the top allows for font, color and word direction changes.

National Health Education Standards: 1, 7

Happy Tooth/Sad Tooth

Overview:

Students will identify nutritious foods and drinks that can keep our teeth healthy, and foods and drinks that can hurt our teeth.

Supplies:

- Happy Tooth and Sad Tooth Template found online at Delta Dental's website
- Colored pencils or markers

Steps:

1. Lead the class in reviewing the importance of teeth and explain that teeth help us chew healthy food, which keeps our bodies healthy, and helps us to learn. The choices we make in our foods and drinks can help or hurt our teeth.
2. Help students brainstorm a list of foods and drinks that they think would be healthy for our teeth and why.
3. Repeat with a list of foods and drinks that would be bad for our teeth and why.
4. Give each student a Happy Tooth sheet and a Sad Tooth sheet.
5. Instruct students to choose healthy foods and drinks to write on the Happy Tooth. They can also color a picture of the food beside the tooth.
6. Instruct students to choose unhealthy foods and drinks to write on the Sad Tooth. They can also color the Sad Tooth grey or brown and draw cavities on the Sad Tooth.

Extension/Adaptations:

Introduce this lesson by reading the class books such as *Fancy Nancy and the Too-Loose Tooth* by Jane O'Connor, *Clarabella's Teeth* by An Vrombaut, or *The Tooth Book* by Edward Miller.

National Health Education Standards: 1, 7

I Use My Teeth To...

Overview:

Students will review all of the important things their teeth help them do and why we need to take care of our teeth.

Supplies:

- Big Tooth Template found online at Delta Dental's website
- Colored paper, one piece per student
- Colored pencils or markers
- White paper and glue sticks (optional)

Steps:

1. Before lesson: using colored paper, copy and cut out a Big Tooth for each student.
2. Lead the class in reviewing what teeth help us do (chew, talk, sing, smile, etc.). It is important to take care of our teeth so that we can do all of these things.
3. Give each student a tooth and have them write "I use my teeth to..." at the top. Have each student work in groups to brainstorm what they use their teeth for. Students can either write their answers on a separate piece of paper, cut answers out and glue to their tooth, or write the answers directly on their tooth.
4. Have students share the important things they use their teeth to do.

Extension/Adaptations:

This lesson makes a good bulletin board display, along with a smiling picture of each student. Students can complete a large tooth as a group—put the student's name beside what they say they use their teeth to do. The answers on the teeth also make a good word cloud on www.wordle.net.

Have students write "I use my teeth for..." at the top of the tooth and have students just put "ing" words in the tooth or have the students write "My teeth are..." at the top of the tooth and have them put in descriptive words (clean, shiny, white, healthy, etc.).

National Health Education Standards: 1, 6

