Pennsylvania Standards Aligned System (SAS)
Health Lesson

BIG IDEA: Children need to make healthy choices to optimize their learning potential.

KEY LEARNING AREA (Subject): Health, Wellness and Physical Development

AGE LEVEL: Pre-Kindergarten

TITLE: Brushing Teeth

STANDARD ALIGNMENT:
Focus Standard: 10.1-3.1 Fundamentals of Good Health
Additional Standards addressed:
- 15.2.1 Engagement, Attention, and Persistence
- 10.1-3.2 Body Awareness
- 10.5.3 Use of Tools
- 20.1.3 School to Home Connections
- 25.1.3 Competence

VOCABULARY:
- Germs ~ tiny, invisible creatures that can sometimes make people sick.
- Dentist ~ a person who is a doctor for your teeth, mouth, and gums (this word would be referenced as children complete “across the curriculum” activities)
- Healthy ~ in good condition; not sick

ESSENTIAL QUESTION:
1. What are some ways that I can keep my teeth healthy?

OBJECTIVES:
In this activity children will learn the importance of brushing teeth.
Learners will:
1. Practice the proper way to brush their teeth.
2. Respond to questions about why we should brush our teeth.

DURATION AND LOCATION:
15 + minutes/ whole group with independent practice in smaller groups

MATERIALS NEEDED:
- Dixie cups
- Toothpaste
- Large teeth model
- Hard-boiled egg (or model of teeth or plaster object if allergies prohibit use of egg)
- Tea Bags
- Toothbrushes
- Chart paper
- Marker

INSTRUCTIONAL PROCEDURES (LARGE GROUP/CIRCLE TIME):
Prior to the lesson, hard boil an egg in water filled with a few tea bags (the tea will turn the outside shell brown). Also, prepare individual Dixie cups for children with a small amount of water and a dab of toothpaste on the side of the cup.
- Gather children into a large group. On an easel, hang a piece of chart paper cut into the shape of a tooth. Write the following question on the tooth “Why do we brush our teeth?”
- Ask children: What shape is this piece of paper? Why do you think I cut the paper into the shape of a tooth? Allow children enough time to generate responses and discuss.
- Ask the children the question posted on the tooth. Chart children’s responses and discuss.
Show the children the brown hardboiled egg. Let’s pretend that this egg is a tooth. What do you notice about this tooth? Right, it is brown. What color do we want our teeth to be? That’s right-white, white teeth are healthy teeth. What does it mean to be HEALTHY? Provide wait time as children answer. That’s right healthy is the opposite of sick. When our teeth are sick they might turn brown like our egg. Now, put your thinking caps on … what are some reasons why this tooth might be sick? Again, allow children enough time to generate responses and discuss. Explain that things we eat or drink can stain our teeth and that sometimes germs can make our teeth sick. What is a germ? Allow children to respond. A germ is a small, invisible creature that invades things like your body or your teeth and sometimes they can make you sick. Now, let’s think. Do you have any ideas how we could make this tooth white again? What do you think will happen if I brush this tooth with a toothbrush? Let’s try it and find out. Brush the egg while singing the song below. Allow the children to join in the singing once they become familiar with the song. Allow 2 to 3 minutes for brushing.

Brush your Teeth (sung to Row, Row, Row your Boat)

Brush, brush, brush your teeth.
Brush them every day.
Up and down, and round and round.
Scrub the germs away.

What happened to the tooth? Did you notice anything that I did while brushing the tooth? Offer the following verbal questioning clues, if needed. Did I move the toothbrush in a particular way? Yes, I did – I made little circles with it. Did I brush the tooth quickly? No, I took my time. Offer visual clues by again modeling the steps of brushing, if needed. Great observations!

Now, you all are going to have the chance to brush your teeth too! Each of you are going to get a cup with a little bit of water in it and a dab of toothpaste on the side. Some important things for you to remember:
(Model for children: if you have access to a larger set of teeth and a larger toothbrush the children will be able to see better, if not have one child demonstrate while you explain what to do) 1. Move your toothbrush around in little circles as you brush each tooth. 2. Brush your front teeth. 3. Brush your side teeth. 4. Brush the tops of your teeth and behind your teeth. 5. Even brush your tongue. 6. Take your time as getting the germs off is important and hard work. When you finish, take a sip of water, rinse and spit the water back into the cup. Have picture cues for each step (see additional resources).

In smaller groups (dismiss other groups to centers or another activity) Have children practice brushing their teeth. Offer support, guidance and praise where appropriate. Reference picture cues as necessary. Bring a trashcan into the center of the circle and have children throw their cup away when complete. Great work being germ busters! Switch groups until everyone has had a turn to practice.

SUGGESTED INSTRUCTIONAL STRATEGIES:
To Motivate Students: Tooth-shaped paper and opening question to activate prior knowledge. Active engagement in performing the activity of brushing teeth.

To Individualize Instruction (differentiate): Use of verbal questioning and visual clues. Spending more time with individual children while practicing tooth brushing, as needed. Reinforcement with use of visual and verbal cues during daily tooth brushing, as needed.

To Apply what they have learned: Send a note home to families sharing that children learned the correct way to brush their teeth along with a tooth brushing chart for children to keep track of daily brushing. *See additional resource section*

To: Extend what they have learned: Reinforcement through activities listed in “Across the Curriculum,” particularly in dramatic play. Also, discussion of other ways, besides brushing, that we can keep our teeth healthy.
FORMATIVE ASSESSMENT:
Answer these questions during and after instruction:
- What are the important things we should remember when we brush our teeth?
- What are some ways we can keep our teeth healthy and clean?
- Observation of tooth brushing

Capture child's dictation to the following question (see Across the Curriculum/ Language and Literacy):
- Why do we brush our teeth?

RELATED RESOURCES:
- *Dear Tooth Fairy* by Alan Durant
- *Brushing Well* by Helen Frost
- *Brushing Teeth* by Mari C. Schuh
| CREATIVETHINKING AND EXPRESSION | ART | • Place clean toothbrushes in your art center to be used as paintbrushes. *(9.1c.1; 10.5.2)*  
| | | • Place a few mirrors and encourage children to look in the mirror and draw, paint, color what they see on paper. *(10.5.2; 25.1.1; 9.1c.1)*  
| BLOCKS | • Encourage children to use the blocks and build rows of teeth. *(9.1b.1)*  
| DRAMATIC PLAY | • Create a dentist office. Provide a white “lab” coat, round mirror, large teeth model, empty dental floss containers and tooth brushes. Encourage children to act out roles of dentist and patient. *(9.1b.1)*  
| MUSIC | **Brush your Teeth (sung to Row, Row, Row your Boat)**  
| | • Brush, brush, brush your teeth  
| | • At least two times a day  
| | • Cleaning, cleaning, cleaning, cleaning  
| | • Fighting tooth decay!  
| | **Brush your Teeth (sung to Row, Row, Row your Boat)**  
| | • Brush, brush, brush your teeth.  
| | • Brush them every day.  
| | • Up and down, and round and round.  
| | • Scrub the germs away. *(9.1a.1)*  
| MATHEMATICAL THINKING AND EXPRESSION | • Have children look in a mirror and count their teeth or pair children and have them count each other’s teeth. Graph the number of teeth each child has and discuss the differences (have any children started losing their teeth yet?) *(2.1.1; 2.6.1, 2.6.5)*  
| SCIENTIFIC THINKING AND TECHNOLOGY | • Place a collection of various animal teeth in the science area (e.g. shark, various animal jaws, and model of human teeth). Provide hand lens and encourage children to observe the difference between the various types of teeth. *(3.1a.5; 3.1a.8; 3.1a.9)*  
| SOCIAL STUDIES THINKING | • Invite a dentist to come in and talk to the children about taking care of their teeth. *(10.1-3.1; 1.6.1)*  
| | • Print out pictures of children at the Dentist office and post them around the room. *(9.1b.1; 1.4.1; 1.4.2)*  
| HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT | • Play a variation of Duck, Duck, Goose – Tooth, Tooth, Paste *(10.4.1; 10.4.3; 25.4.1, 25.4.2)*  
| | • Place play dough on the bottom of an ice cube tray and encourage children to brush it off using a toothbrush  
| LANGUAGE AND LITERACY DEVELOPMENT | • Take a picture of each child caring for their teeth. Show them the picture and have them answer the question: “Why do we brush our teeth?” Transcribe children’s words into print on the paper. *(9.1b.1; 1.4.1; 1.4.2)*  
| SOCIAL AND EMOTIONAL DEVELOPMENT | • Decide with the class when they will be responsible for brushing their teeth during the day and make this a priority *(25.1.1)*  

Additional Resources
Four Easy Steps for Keeping Cavities Away:
Proper Brushing Instructions

Proper brushing is the first step to maintaining healthy teeth and gums. It takes at least two minutes using a recommended technique to do a good job of brushing your teeth. Whether you are using a regular toothbrush or a power toothbrush, you should spend 30 seconds brushing each section of your mouth (upper right and left, lower right and left).

What do you need?

- A dentist-approved toothbrush
- Cavity fighting toothpaste
- 2 minutes a day, at least twice a day

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Step One:

For the outer tooth surfaces, place the toothbrush at a 45-degree angle toward the gumline.

Use gentle, short strokes, moving the brush in small circles against the teeth and gums.

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Step Two:

Use this same motion to clean the chewing and inner tooth surfaces.

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Step Three:

To clean the inner front tooth surfaces, hold the brush upright and use gentle up-and-down strokes with the tip of the brush.

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Step Four:

Don't forget to brush along the gum line, and make sure you reach the teeth right at the back. Finish by giving your tongue a brushing.
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