

Mouth Wise

Grades K-2



NORTH CAROLINA
DENTAL SOCIETY.

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DELTA DENTAL
FOUNDATION

Developed by **McMillen Health**

Mouth Wise

Kindergarten - Grade 2

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LESSON 1:

Round and Round We Go!

National Health Education Standards
1.2.1, 1.2.3
7.2.1, 7.2.2

For state health education standards, please see page 32.

Objectives

The students should be able to:

- Illustrate proper tooth brushing techniques
- Execute the proper techniques for brushing teeth

Materials Needed

- [“This Is the Way We Brush Our Teeth!” video](#)
- [Mouth Model Template](#), page 23, 1 per student
- [Toothbrush Cut-Out Template](#), page 36, 1 per student
- Scissors
- Coloring tools

Hi! I'm Owlivia and I'll be with you throughout the lessons as you help your students become Mouth Wise.



Introduction

Start the conversation with your students by talking to them about germs like bacteria and viruses. Germs are so tiny that we cannot see them, but they can make us sick. We have bacteria in our mouth, too. Most of the bacteria are natural and not harmful unless they get out of control. If we get too many bacteria, it can be harmful to our teeth and can make our bodies sick.

Class Discussion

- Germs in your mouth, called bacteria, mix with saliva (spit), food, and drinks to make a sticky coating on your teeth. This sticky stuff is called plaque and it starts covering your teeth every time you eat.
- How can we clean our teeth to get rid of plaque? (*toothbrushing*)
- If you do not brush your teeth, the plaque can make them feel yucky or fuzzy. Plaque creates acid that can make holes in your teeth called cavities.
- Brushing your teeth as soon as possible after you eat will get rid of the food, sugar, and plaque. This will help keep you from getting cavities. If you ever can't brush your

teeth after eating, drink water or rinse your mouth with water to help swish the food and sugar from your teeth.

WhoOoo knows how to brush their teeth?



- Who knows how to brush your teeth?
(Have students act out the steps as you describe them. You may need to do this more than once – one time to explain the actions and another time to do the actions.)



- First, use a pea-sized amount of fluoride toothpaste. You don't need more than that. *(Students should mimic holding a toothbrush in one hand and squeezing a tube of toothpaste with the other hand.)*
- Next, place your toothbrush half on your teeth and half on your gums. Brush in little circles on all sides of your teeth and gums. Do this at least two times a day, for two minutes each time.
(Students should smile showing their teeth and mimic brushing in circles.)
- Then, you should also brush your tongue.
(Students should open their mouth, stick out their tongue, and mimic brushing their tongue.)
- When you are done, spit out the extra toothpaste but don't rinse your mouth out.
(Students should mimic spitting by saying, "ptooey!")
- Do not swallow toothpaste because it makes your stomach feel yucky.
(Students should wag their finger, as in saying "No.")
- Fluoride is another way to keep your teeth strong and healthy. Fluoride is a mineral in your teeth that makes them strong. Sometimes, your teeth start to lose this mineral and they can get weak. Putting fluoride back into your teeth will make them strong again!
- One way to put fluoride back into your teeth is to use toothpaste with fluoride mixed in. Another way is to have the dentist put a special coat of fluoride on your teeth.
- The dentist can also put a sealant on your teeth. A sealant is like an extra shield of armor for your teeth, so they will stay healthy.



Activity

- Hand out the [Mouth Model Template](#) and [Toothbrush Cut-Out Template](#) to the students, one of each for each student.
- Allow students time to color in each template and write their name on the [Mouth Model Template](#).
- Have students cut along the dotted lines on each template. On the [Toothbrush Cut-Out Template](#), they will cut out the toothbrush and can toss away the extra paper. On the [Mouth Model Template](#), they will cut a slit where indicated. They may need to gently fold the paper to get the cut started.
- Next, students should slide the cut-out toothbrush through the slit in the [Mouth Model Template](#), making the toothbrush bristles go in front of the teeth.
- ▶ Play the [“This Is the Way We Brush Our Teeth!” video](#) and have students “brush” the mouth model along with the video by moving the toothbrush in circles over the teeth and gums.
- Encourage students to take their paper toothbrush and mouth home to show caregivers they learned how to brush their teeth.



Alternatives/Extensions

Send home the [Brushing Chart](#) (page 20) and ask students to keep track of every time they brush their teeth. Have students bring their brushing chart back at the end of the month. Offer rewards, such as stickers or an extra five minutes of play time, if the charts are completed.

LESSON 2: Glitter Germs

National Health Education Standards

1.2.3

5.2.1

7.2.1, 7.2.2

For state health education standards, please see page 32.

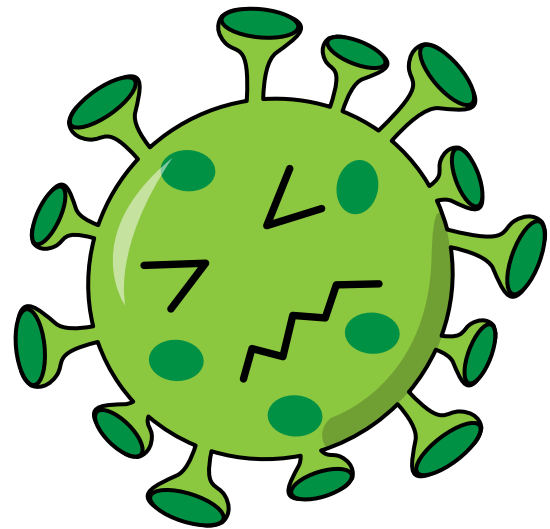
Objectives

The students should be able to:

- Explain the rationale for not sharing hygiene products (combs, brushes, toothbrushes)

Materials Needed

- [“Stop the Spread” video](#)
- Toothbrushes, 1 for each student
- Glitter, about 1 teaspoon for each student
- Paper towels, 1 for each student
- Small cups of water, 1 for each student



Introduction

Start the conversation with your students by reminding them that everyone has germs, but everyone has their own germs, and we shouldn't share them. One way we keep germs to ourselves is to not share personal items, like toothbrushes and chapstick.

Class Discussion

- Do you remember that everyone has germs? Everyone has their own germs. Some of these germs are not bad, but other germs can make us sick. When we get germs from other people, these are some of the germs that make us sick.
- What are some germs that we can get from other people? (*cold virus, flu virus, mouth bacteria that can cause cavities*)
- What are the ways we can keep our germs to ourselves? (*covering our mouth, washing our hands, wearing a mask, not sharing toothbrushes*)

- Every day, we need to do the things that will keep us healthy:
 - We should wash our hands before eating and after using the bathroom. This will get germs off our hands.
 - We should cover our mouth if we need to sneeze. This will help keep your germs from getting on other people.
 - We should not share personal hygiene items, like toothbrushes and chapstick. This will help us all keep our own germs to ourselves and not share them.
 - Other personal items, like hairbrushes and combs, can carry lice. We should not share these things, to keep from sharing lice.



Activity



Play [“Stop the Spread” video](#) to reinforce the ways we can stop the spread of germs.

- Give each student:
 - 1 toothbrush
 - 1 paper towel
 - About one teaspoon of glitter on the paper towel
 - 1 small cup of water
- Explain to your students that, for this activity, they are pretending the glitter is germs that they have in their mouth. Let them know that they should not put the toothbrush in their mouth for this activity.



- Have your students work the glitter into the toothbrush bristles. They can do this by rubbing the bristles into the pile of glitter, or by taking a pinch of the glitter and pushing it into the bristles with their fingers.
- Explain that the glitter is worked down into the bristles the same way that their germs get into their toothbrush after they brush their teeth.

- Have your students swirl their toothbrush in the small cup of water for two or three seconds. This represents them rinsing their toothbrush after they are done brushing.
- Ask your students if they can still see the “germs” (glitter) in their toothbrush. They should see some leftover.
- Ask them what would happen if another person used their toothbrush. Remind them that another person would get the “germs” in their mouth, and we don’t want that to happen.



Alternatives/Extensions

Give the **Not Sharing is Caring Handout** (page 31) to your students for them to take home. Encourage them to ask their caregivers to display it on the refrigerator.

If you are able to access blacklight gel (such as Glo Germ™) and a blacklight, you can do a demonstration about spreading germs:

- Put a small amount of blacklight gel (to represent germs) on a student’s hand.
- Then, rub a toothbrush into the gel.
- Next, brush another student’s hand with the same toothbrush.
- Turn off the overhead lights and turn on the blacklight. Students will see the gel light up on the toothbrush and both students’ hands.

LESSON 3: Big Mouth

National Health Education Standards

- 1.2.5
- 2.2.1, 2.2.2
- 3.2.1
- 4.2.2, 4.2.3, 4.2.4
- 5.2.1, 5.2.2

For state health education standards, please see page 32.

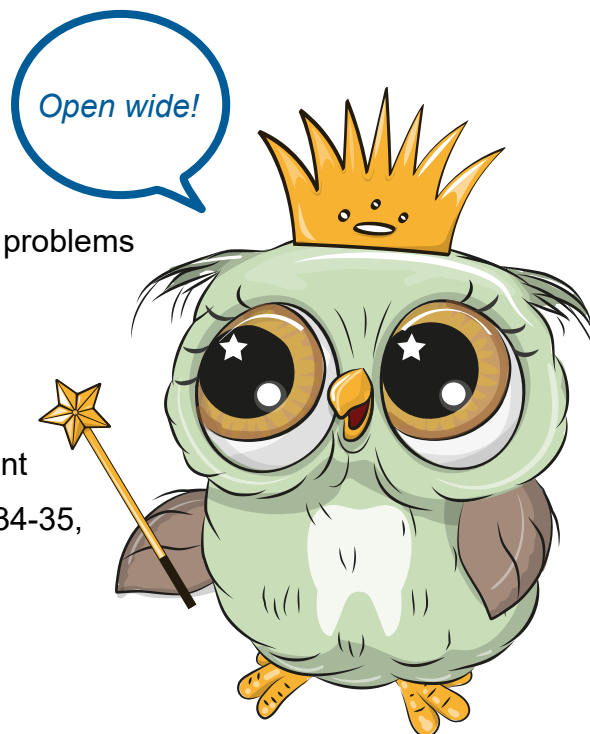
Objectives

The students should be able to:

- Summarize the transition between primary and permanent teeth
- Summarize the steps for seeking help for dental problems

Materials Needed

- [“What Would You Do?” video](#)
- [Big Mouth Template](#), page 19, 1 for each student
- [Tooth Types Memory Game Template](#), pages 34-35, 1 for each pair of students
- Scissors
- Glue



Introduction

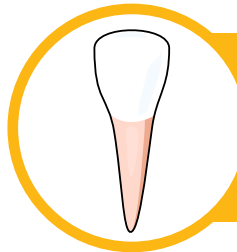
If possible, do this lesson shortly after a snack or lunch time, so you can have your students think about which teeth they used to eat each food in their meal. Start the conversation with your students by talking to them about all the reasons we need healthy teeth. We use teeth for eating, smiling, and talking. We should take care of our teeth by brushing them twice a day for two minutes each time. Another way to care for our teeth is to do things safely. When playing sports, at recess, or at a park, it is important to be safe, so we don't break or knock out a tooth.

Class Discussion

- We use our teeth for chewing food to make our bodies healthy, for smiling, and to make it easier to talk. When our teeth are unhealthy, it can make our whole body unhealthy. That's why it is so important to take care of our teeth.

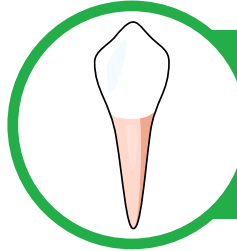
- There are different types of teeth in your mouth. They each have their own job for helping you eat.

- **Incisors:** These are in front and have a sharp, biting surface for cutting food into small pieces. What kinds of food do you need these sharp teeth to cut into small pieces? (*e.g. chicken nuggets, sandwiches*)



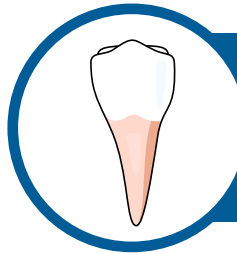
INCISORS have a sharp biting surface that are used to cut food into small pieces.

- **Canines:** These are also called cuspids. They are in the corners and have a sharp, pointed biting surface to grip and tear food. What kinds of food do you need these pointy teeth to tear apart? (*e.g. pizza, bread*)



CANINES have a sharp, pointed biting surface to tear food. Canines are also called cuspids.

- **Premolars:** These are between the canines and the molars. These help the canines tear and help the molars grind food. What kinds of food do you need these teeth to tear or grind? (*e.g. chicken, peanuts*)



PREMOLARS help the canines tear food and the molars grind food.

- **Molars:** These are the largest teeth. They have a large, flat, biting surface to chew, crush, and grind food. What kinds of food do you need these flat teeth to crush up? (*e.g. carrots, granola*)



MOLARS are the largest teeth. They have a large flat biting surface to chew, crush, and grind food.

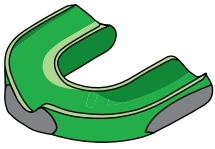
- We all get two sets of teeth. What are your first teeth called? (*baby teeth or primary teeth*) Do you know how many of those you get? (20)
- As our bodies grow, we lose our primary teeth to make room for our next teeth. Raise your hand if you have lost a tooth or have one loose right now. (*Ask students how they felt when their tooth was loose. Were they excited? Nervous?*)
- Most people lose their first teeth around five, six, or seven years old. If you haven't lost your first tooth yet, it's okay! You might get a loose one soon.
- After we lose our baby teeth, we get other teeth that grow in their place. Do you know what those teeth are called? (*adult teeth or permanent teeth*) How many adult teeth do we get? (32)



You may pause the discussion here to complete **Activity 1**, or you can continue the conversation and do both activities after the class discussion.

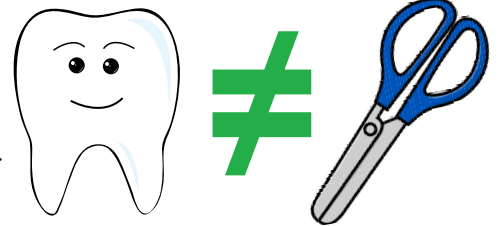
- Exercise and active play are great ways to keep our bodies healthy! What are some of your favorite exercises? (*running, jumping, playing sports, dancing, etc.*)

- It is important to protect your teeth when you are playing and having fun. Some ways you can protect your teeth are:



- Use a mouthguard when you play sports. This will help protect your teeth.
- Be careful when you ride your bike and play on the playground, so you don't fall and hit your mouth.

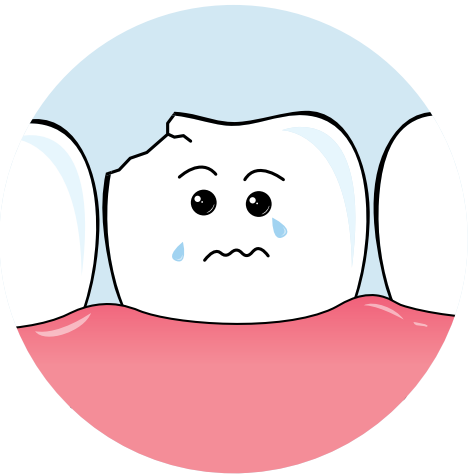
- Don't use your teeth like tools. If you need to open something, ask a grown-up to help you use the right tools, like scissors.



- What could happen if you have an accident that hurts your mouth? (*bloody lip, bite your tongue, chipped tooth, tooth falls out*)

- Do you know what to do if one of these things happen?

- If you have a bloody lip or bite your tongue, you should tell a grown-up. You might need to put ice on your mouth.
- If you have a chipped tooth, a grown-up should call the dentist. They might need to fix it.
- If a tooth falls out, try to find the tooth. Pick up the tooth, but only touch the top or crown of the tooth – don't touch the root! Then tell a grown-up right away. They will need to help you stop any bleeding and they need to call the dentist right away.



- Who are the grown-ups who can help you if these things happen? (*parent/caregiver, a friend's parent/caregiver, teacher, school nurse, coach, etc.*)

Activity 1

- Give each student a [Big Mouth Template](#).
- Divide your students into pairs and give each pair a [Tooth Types Memory Game Template](#) or, if you have cut them out ahead of time, give each pair a set of memory cards.
- If you did not cut out the memory cards ahead of time, have your students do that now.
- Have your students lay the memory cards out in random order, with the teeth facing down.
- Each student will take a turn flipping over two cards at random. If they are not a match, the student should face the cards down again. If they are a match, they should set the pair to the side.
- When the students have matched all the cards, they will divide the teeth so that each student gets one of each type of tooth.
- Have each student glue these teeth to the correct spot on the [Big Mouth Template](#).

Activity 2



Play the [“What Would You Do?” video](#) to show students what to do in a variety of situations where a mouth or tooth gets injured.

- Divide the students into pairs. One student from each pair will play-act as a child with an injury and the other will play-act as the grown-up who helps the child.
- In the first scenario, tell the students that the “children” have bitten their lip and it is bleeding. Have the pairs of students play-act that the “child” asks for help and the “grown-up” gets them some ice.
- In the second scenario, have the students switch roles. Have the “children” play as if a tooth has been knocked out and they need to look for it, then tell the “grown-up.” The “grown-up” should play-act calling the dentist.



Alternatives/Extensions

In the first activity, you may choose to offer a small reward for students as they complete the memory game, such as a sticker or five extra minutes of play time.

In the second activity, you can add a third scenario in which the “child” has a loose tooth (not from an injury) and the “grown-up” tells them it will be okay and that their mouth is getting ready for their adult teeth.

Give your students the [First Aid for Dental Emergencies Handout](#) (page 21) to take home. Encourage them to ask their caregivers to display it on the refrigerator.

LESSON 4: Your Healthy Teeth Book

National Health
Education Standards
1.2.1, 1.2.2, 1.2.5
4.2.1

For state health education
standards, please see page 32.

Objectives

The students should be able to:

- Recall the benefits of good dental health

Materials Needed

- [“Happy Teeth, Happy Me” video](#)
- [My Healthy Teeth Book Template](#), pages 24-27, 1 for each student
- [Teeth: What Are They Good For? Handout](#), page 33, 1 for each student
- Scissors
- Stapler
- Coloring tools



Introduction

Most people realize they need teeth for eating healthy, crunchy foods, but teeth are needed for so many other things! Teeth help us talk by acting as a tongue stop in making sounds like “D,” “T,” and “TH.” This means that singing and reading are made possible with healthy teeth. Healthy teeth also make for a great smile! Healthy teeth and bright smiles are confidence boosters, making it easier for children to make friends. Lastly, unhealthy teeth can often cause pain, trouble sleeping, and difficulty eating – all of which can contribute to poorer performance in school. So, healthy teeth help to ensure children do their best in school.

- ▶ Play [“Happy Teeth, Happy Me” video](#) to show students the reasons teeth are important.

Class Discussion

- How do you use your teeth? *(For each answer they give, ask students these follow-up questions. For any answers they don't think of, give them the answer and then ask the follow-up questions.)*
- **Eating:** What are your favorite foods to eat? Which teeth are best for that food? *(incisors, canines, premolars, molars)*
- **Smiling:** What is something that makes you smile?
- **Talking:** How would you sound without teeth? Try covering your teeth with your lips and say something to the person sitting next to you.
- **Singing:** What is your favorite song?
- **Making friends:** How can teeth help you make friends? When you have healthy teeth, do you feel good? Feeling good can make you feel more friendly!
- **Doing well in school:** How do you think healthy teeth can help you do better in school? If your mouth hurts, it's harder to pay attention. If your teeth are healthy, you don't think about them as much, so you can think about what you're learning.

Activity

- Give each student a [My Healthy Teeth Book Template](#) (2 pages, front and back).
- Have students cut along the dashed lines.
- Next help them stack the pages in the correct order and staple them together:
 - Pages 1 and 12 should be at the bottom of the stack, facing down.



- Pages 3 and 10 should be the next pages facing down.
- Pages 5 and 8 will be the last pages facing down.
- Then, fold these pages in half, creating the pages of the book. Staple twice along the spine of the book.
- Students can personalize their book, writing their name on the front and drawing pictures on the blank spaces.
- Finally, read the book aloud to the class, or have students volunteer to read theirs aloud.



Alternatives/Extensions

Encourage your students to take their [My Healthy Teeth Book Template](#) home and share with their caregivers.

Give each student a [Teeth: What Are They Good For? Handout](#) to take home and share with caregivers.

LESSON 5: What's On Your Plate?

National Health
Education Standards

1.2.1, 1.2.3

5.2.1

7.2.1, 7.2.2

For state health education
standards, please see page 32.

Objectives

The students should be able to:

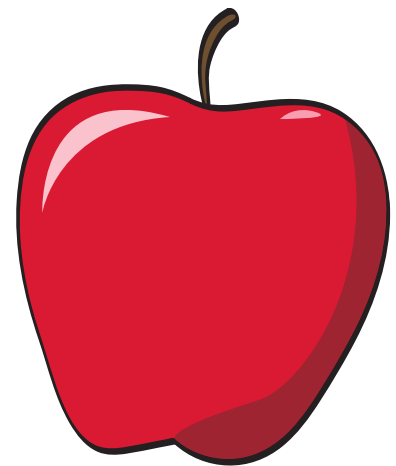
- Recall foods and beverages beneficial to teeth and bones
- Select healthy alternatives to foods and beverages that are high in sugar
- Recognize the connection between MyPlate and oral health

Materials Needed

- [“Feed Your Teeth” video](#)
- [MyPlate Template](#), page 30, 1 per student
- [Food Pictures Template](#), page 22, 1 per student
- [MyPlate Answer Key](#), page 28, 1 copy, for your reference

Optional Materials:

- [MyPlate Daily Servings Handout](#), page 29



Introduction

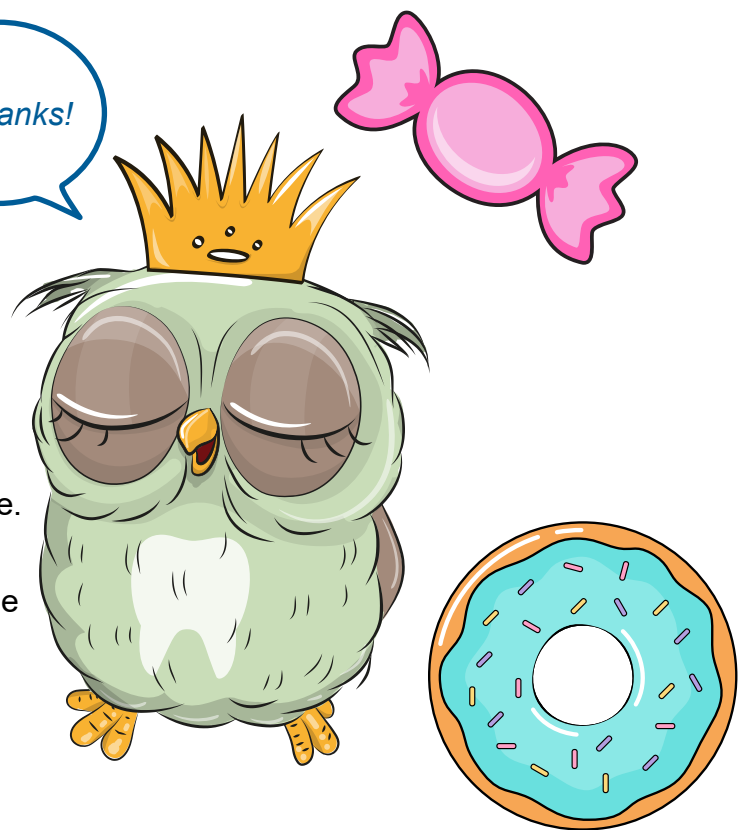
Foods and drinks have an impact on how we grow big and strong. Healthy foods and drinks will help our bodies and teeth stay healthy. Unhealthy foods like candies and sodas can hurt our teeth and may eventually cause cavities. Start the conversation with your students by letting them know they will be learning all about which foods are healthy for teeth and which foods are not healthy for teeth. Note: you may use the terms “bacteria” and “germs” interchangeably, depending on the term with which your students are familiar.



Play the [“Feed Your Teeth” video](#) to introduce your students to the difference between healthy and unhealthy foods and drinks.

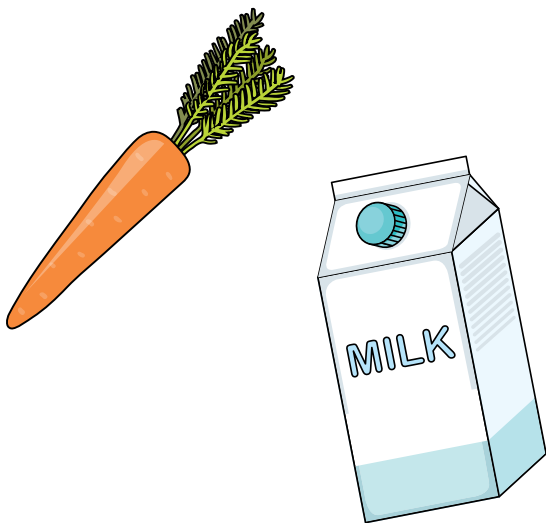
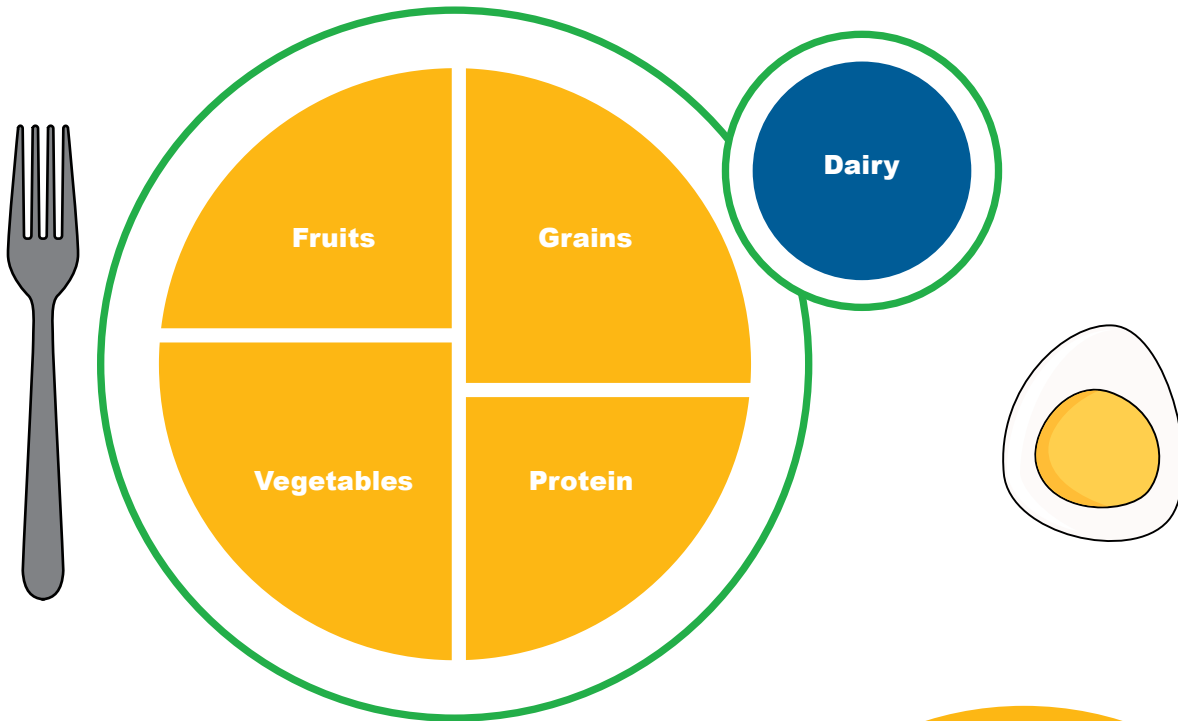
Class Discussion

- Sugar in your foods and drinks can lead to cavities. Remember that everyone has bacteria in their bodies and in their mouth. The bacteria in your mouth love to feed on sugar and then make acid, which hurts your teeth. If we have too much sugar, the bacteria get out of control, so we want to eat foods that have less sugar.
- What are some foods and drinks that are healthy for your teeth? (*fruits, vegetables, dairy, meat, water*)
- What makes them healthy? Healthy foods have less sugar and more nutrients that your body needs. These nutrients are also good for your teeth.
- What foods and drinks are not healthy for your teeth? (*soda, juices, candy, junk food*)
- What makes them unhealthy? Unhealthy foods and drinks have a lot of sugar and not many nutrients.
- Hard candies like lollipops, sticky foods like fruit roll-ups, and sugary drinks like soda all make the sugar sit in your mouth longer. This gives bacteria more time to get out of control and make cavities.
- Juice and other fruit drinks have lots of sugar. Choosing water or plain milk is best for healthy teeth.
- Lots of healthy foods taste good! What are some of your favorite healthy foods? (*answers will vary*)
- Some foods taste good but are unhealthy. It's important to know the difference. These unhealthy foods are things like candy, cookies, and soda pop. What other foods can you think of that are unhealthy for your teeth? These are the foods we should only eat every once in a while.
- One way we can talk about the foods we need to eat is to look at the MyPlate picture.
- Show students a picture of the [MyPlate Template](#), either one from online or the one from the appendix of this curriculum. Point out the five food groups on the MyPlate.
- What foods did you eat at your last meal (*breakfast, lunch*)? Where would you put that on the MyPlate?



Activity

- Give each student a copy of the [MyPlate Template](#) and [Food Pictures Template](#).
- Have students cut out foods from the [Food Pictures Template](#) and glue the healthy foods in the correct area of the [MyPlate Template](#).
- Have students glue the unhealthy foods in the margins of the [MyPlate Template](#).



Alternatives/Extensions

Give each student a [MyPlate Daily Servings Handout](#) (page 29) to take home and share with caregivers.

Mouth Wise

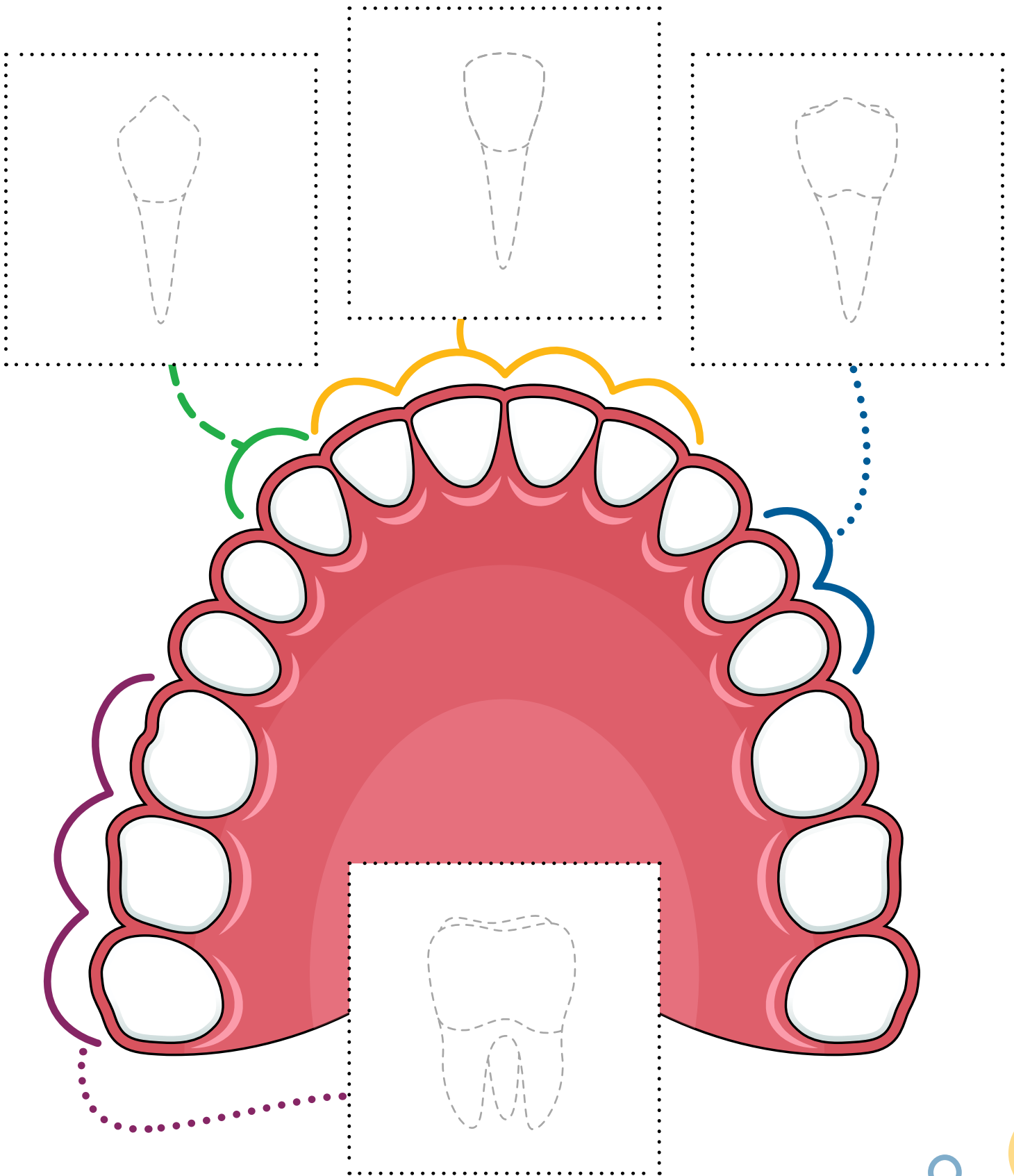
Kindergarten - Grade 2

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Big Mouth

Match the different tooth types to where they are in your mouth.



Brushing Chart

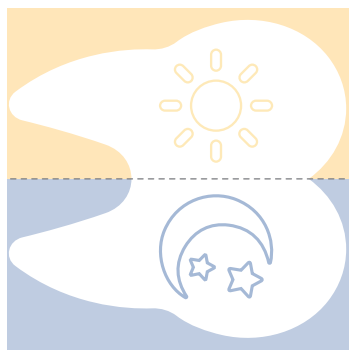
Remember to brush your teeth twice a day with fluoridated toothpaste!
Use this chart to keep track of your healthy toothbrushing habit.

1. Color each ☀️ when you brush in the morning.
2. Color each 🌙 when you brush before bed.
3. Show a grown up when you fill in all seven days. Great job!

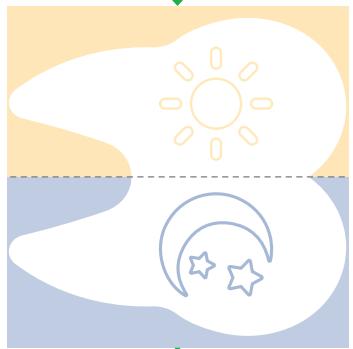
Tip for Home
You only need a pea-sized amount of toothpaste to clean your teeth.



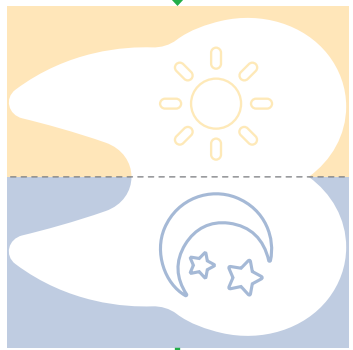
Monday



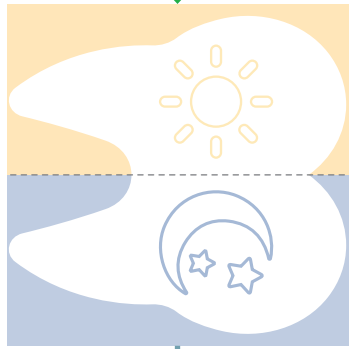
Tuesday



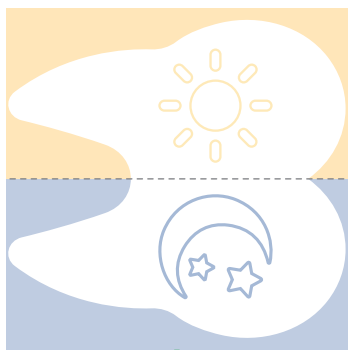
Wednesday



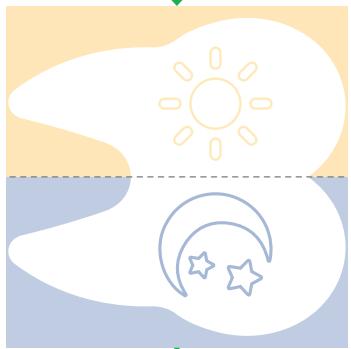
Thursday



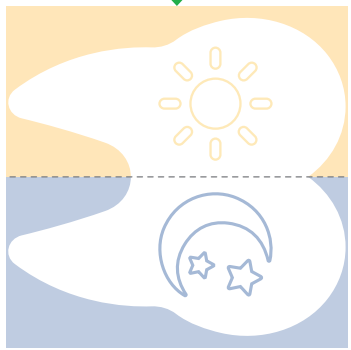
Friday



Saturday



Sunday

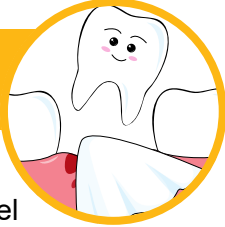


Name: _____

First Aid for Dental Emergencies

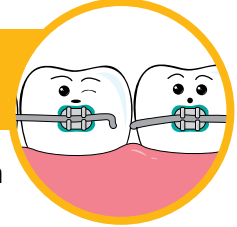
Remember, in all cases to **stay calm** and reassure the child; **wear gloves** if blood is present; and do not give pain relievers **unless a parent gives consent**.

Bleeding After Losing a Baby Tooth



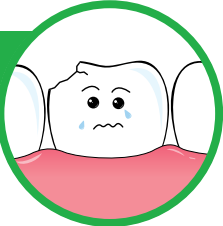
- Place a clean, gauze pad, cloth, or paper towel over the bleeding area.
- Have the child bite on the gauze with pressure for 15 minutes.
- Do not let the child rinse.
- **If bleeding does not stop, see a dentist.**

Broken Braces and Wires



- Cover broken wires with wax or gauze until the child can be seen by an orthodontist.
- Do not remove the wire embedded in the cheek, tongue, or gums.
- **The child should see their orthodontist immediately.**

Broken Tooth



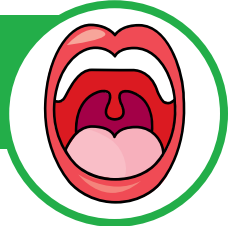
- Gently clean dirt from the injured area with warm water.
- Place a cold compress on the face over the injured area.
- Locate and save any broken tooth fragments if possible.
- **See a dentist immediately.**

Possible Broken Jaw



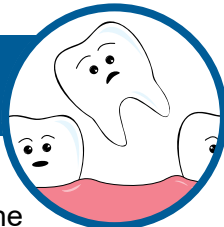
- **Immediately call 911.**
- The child's jaw line may appear distorted.
- Keep the child still and calm. Make sure the child can breathe.

Cut or Bitten Tongue, Lip, or Cheek



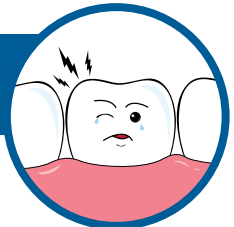
- Clean area with a clean, wet cloth.
- Apply pressure with cloth to stop the bleeding.
- Apply ice to the swollen or bruised areas. **If bleeding does not stop after 15 minutes, or with pressure, the child should be seen by a dentist or doctor.**

Knocked Out Permanent Tooth



- Find the tooth. Handle the tooth by the top of the tooth, not the root.
- Gently replace the tooth in its socket and hold the tooth in place.
- If the tooth cannot be reinserted into the socket, put the tooth into a cup of fresh milk. Do not put the tooth into tap water.
- **See a dentist immediately.** A tooth that is quickly reimplanted has a good chance of being saved.

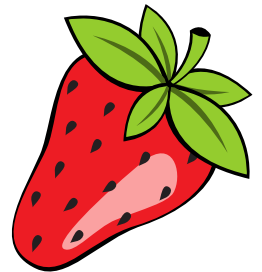
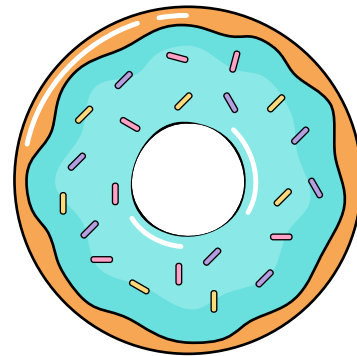
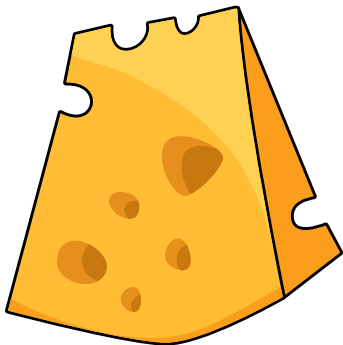
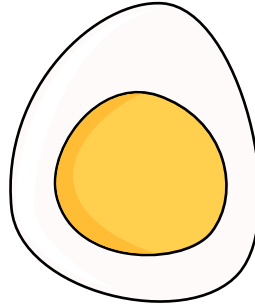
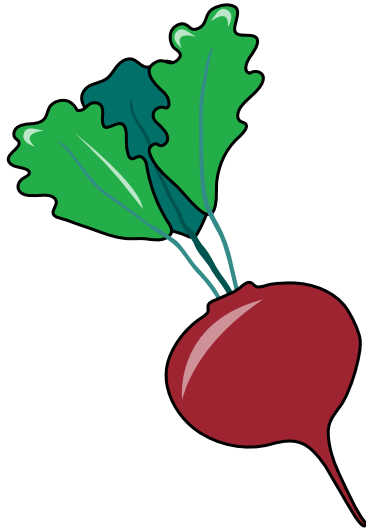
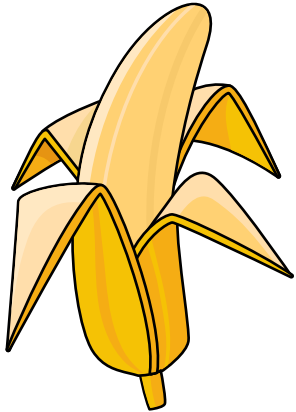
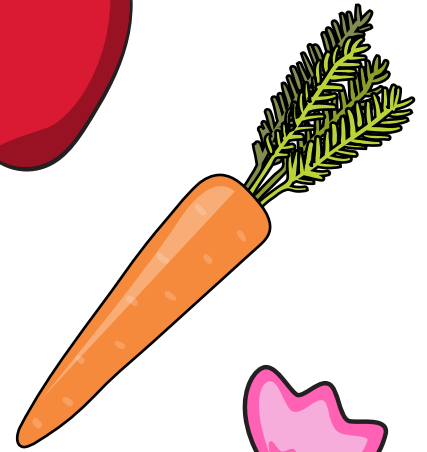
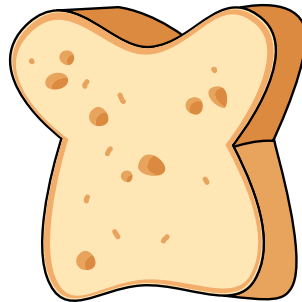
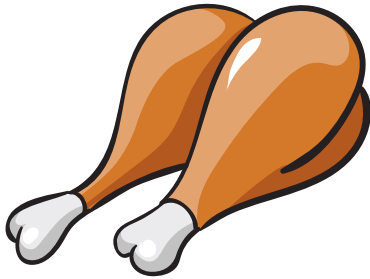
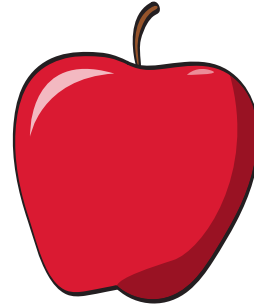
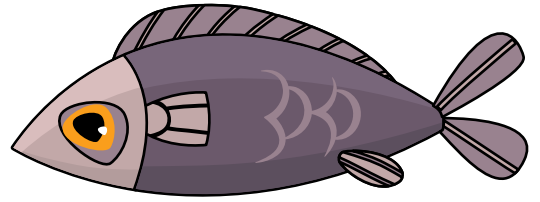
Toothache or Abscess



- Rinse the mouth well with warm salt water to remove any food debris.
- Do not place aspirin on the site of the toothache because it may cause burning. If the face is swollen, place a cold compress on the outside of the cheek.
- **See a dentist as soon as possible.**

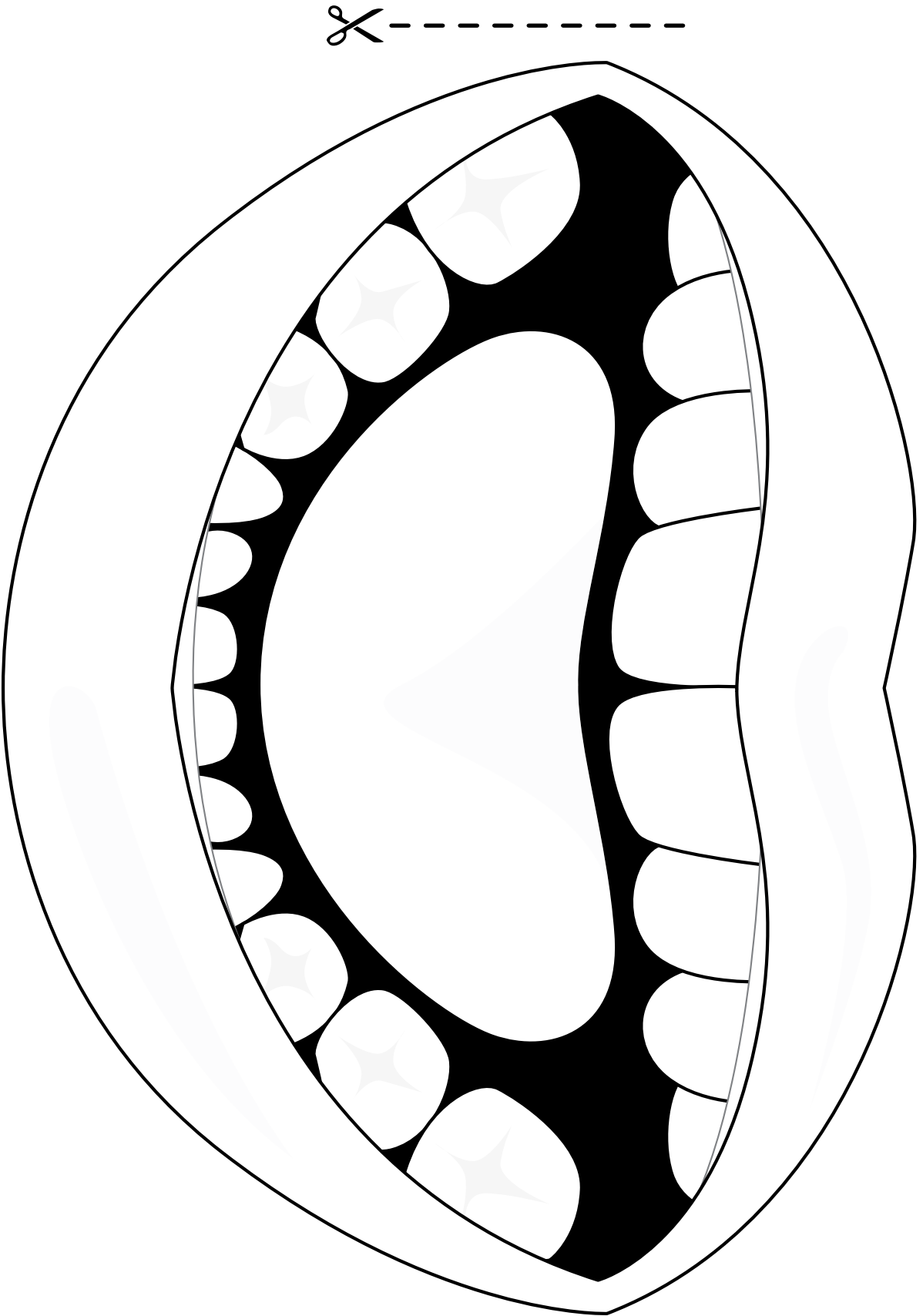


Tip for Home: Hang this chart on the refrigerator so you know where to find it!



Mouth Model

Color the mouth. Fold the paper slightly to then cut along the dashed line.



Name: _____

Here are the ways you can keep your teeth healthy...



Brush your teeth two times a day

Use toothpaste with fluoride



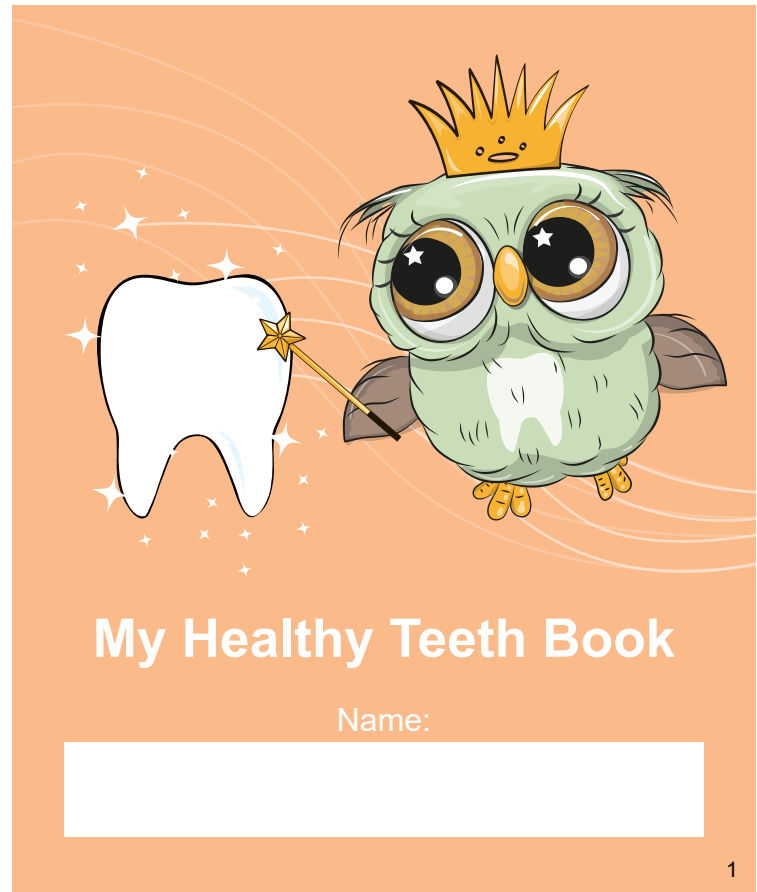
Floss your teeth one time a day

Visit the dentist two times a year



Limit sugary foods and drinks

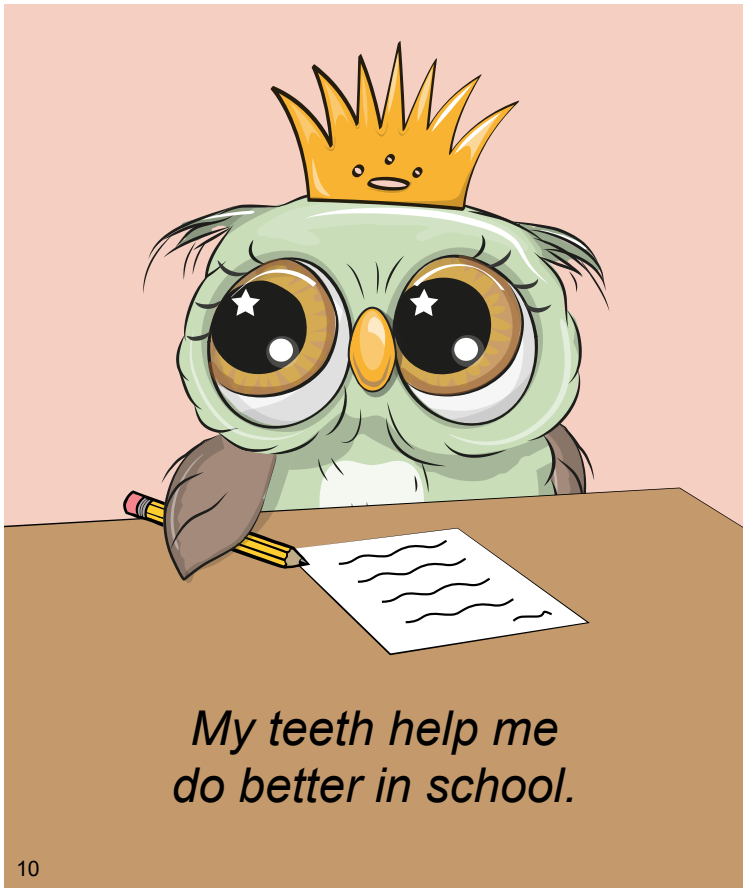
12



My Healthy Teeth Book

Name:

1

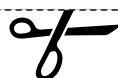


My teeth help me do better in school.

10

Draw a picture of your smile.

3



Cut along the dashed lines!

Draw a picture of yourself at school.



*My teeth help
me smile big.*



2

11

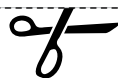
*My teeth help me eat
my favorite foods.*



4

Draw a picture of you and a friend.

9



Cut along the dashed lines!

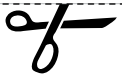
*My teeth help me
make friends.*



5

Draw your favorite food.

8



Cut along the dashed line!

Draw a picture about your favorite song.

*My teeth help me
talk and sing.*

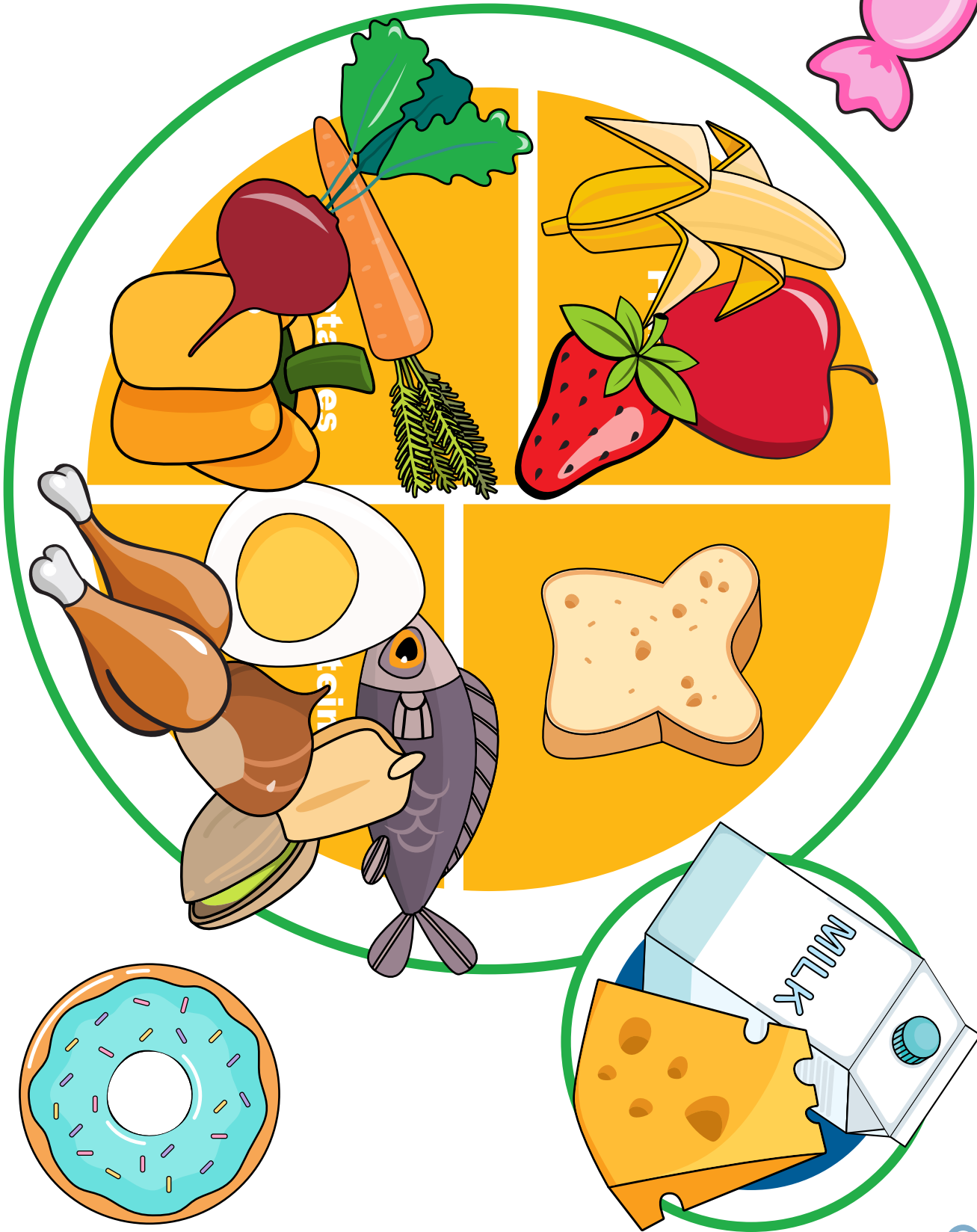
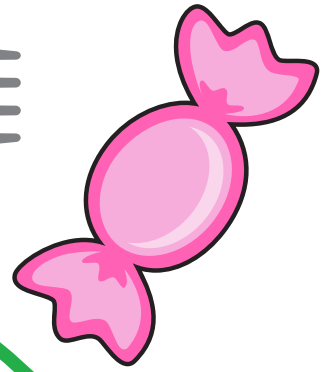


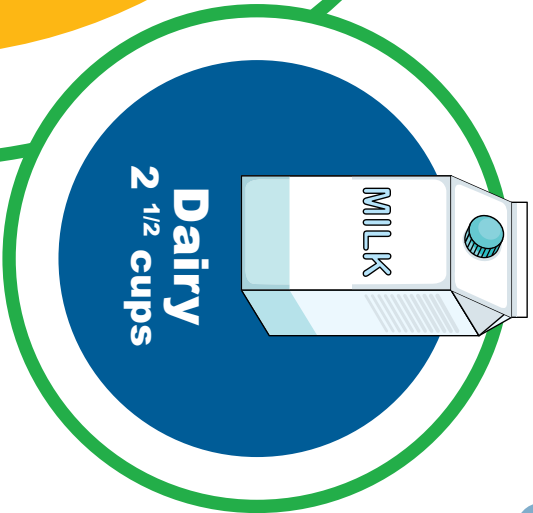
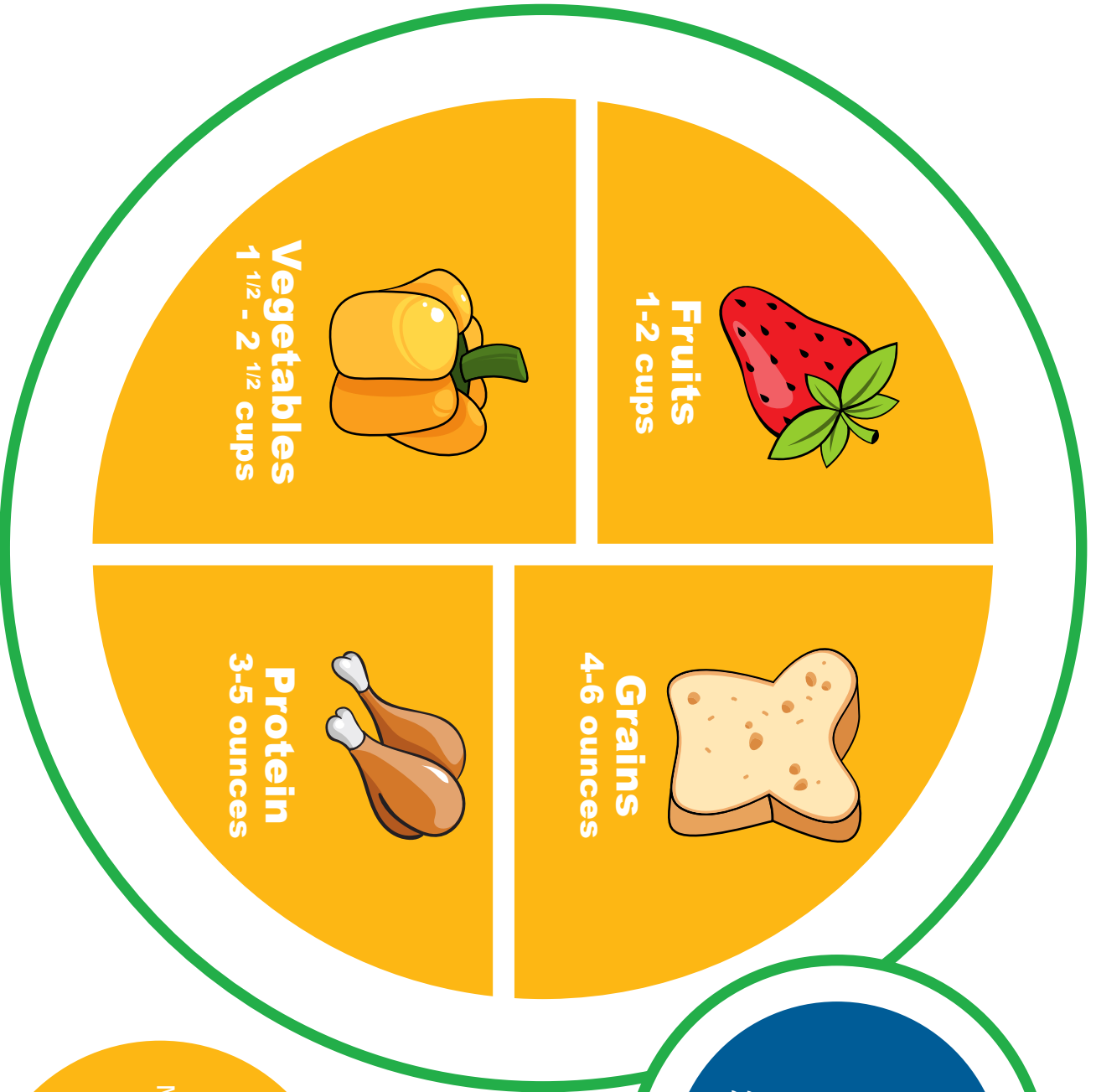
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7



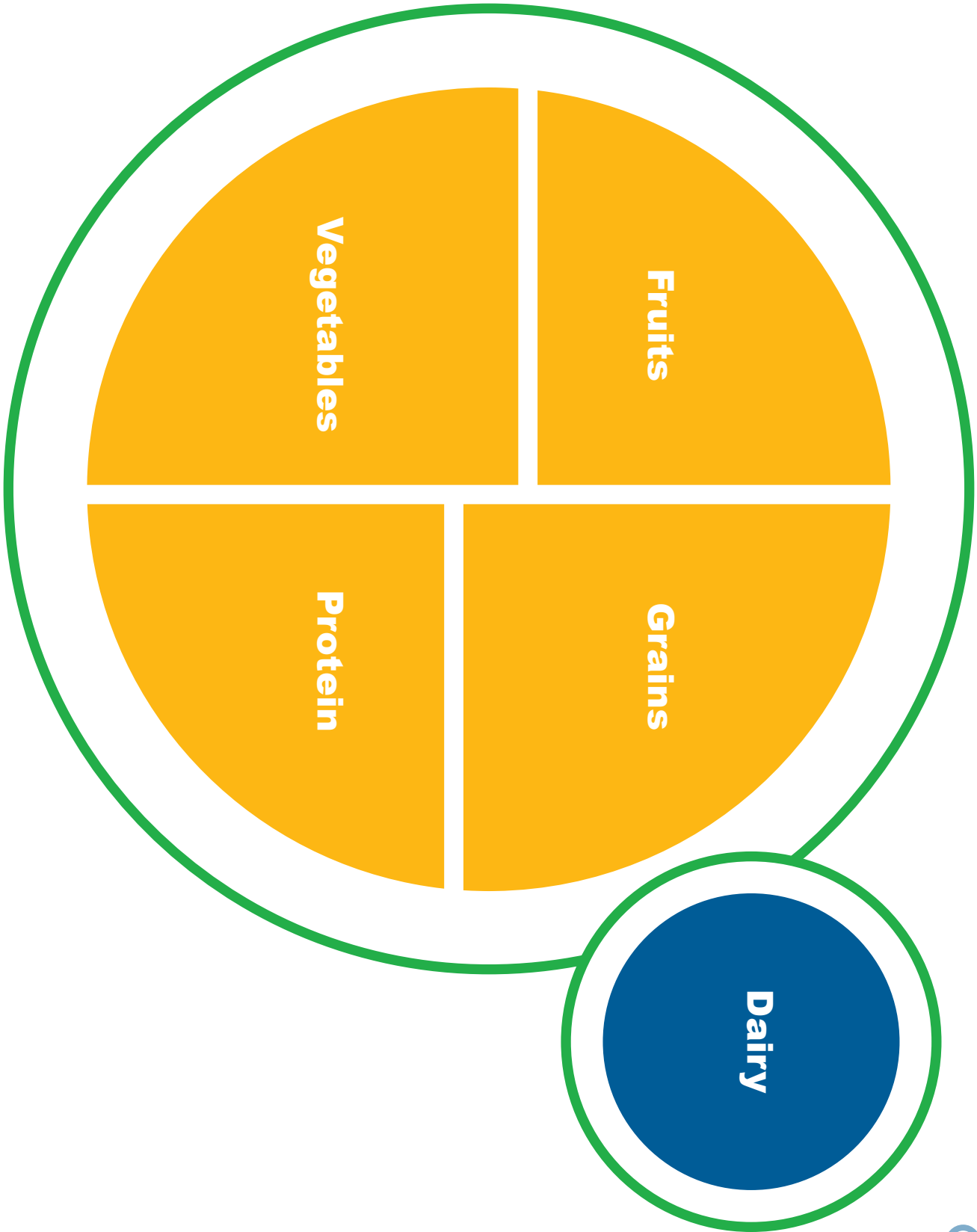
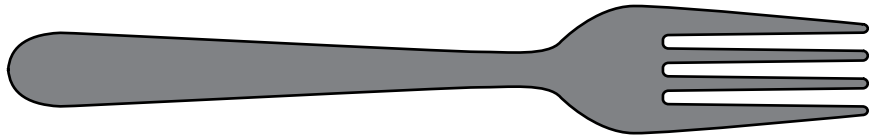
Cut along the dashed line!



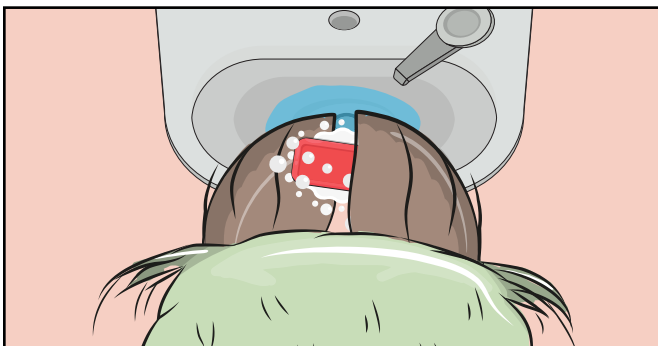


Tip for Home
Mix in different fruits and vegetables! The more colorful your plate, the more nutrients you eat!

ChooseMyPlate.gov

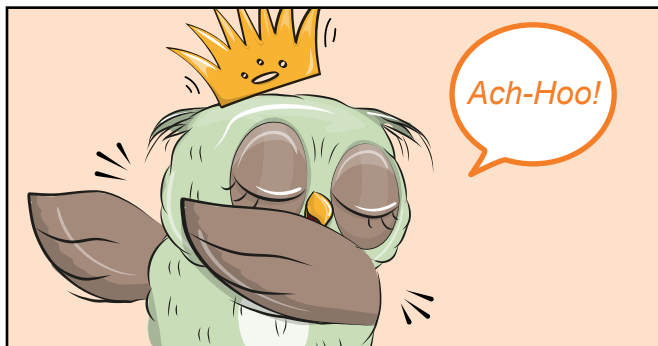


Not Sharing is Caring



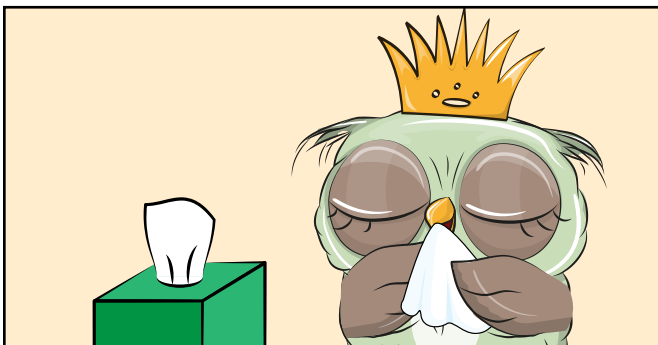
Handwashing

Wash your hands with soap and water for 20 seconds. Wash before eating and after using the bathroom.



Coughing and Sneezing

Cough and sneeze into a tissue, then throw it out and wash your hands. If you don't have a tissue, cough and sneeze into your elbow.



Blowing Your Nose

If you have a runny nose, blow it into a tissue. Throw the tissue away and wash your hands.



Wear a Mask

When COVID or the flu are going around, wear a mask in public places, like school or the store.



Toothbrushes

Everyone has their own mouth germs. Keep them to yourself by only using your own toothbrush.



Tip for Home: Switch to a brand new toothbrush every 3-4 months or after you have been sick.



Hairbrushes and Combs

Lice and germs can live in your hair and on your scalp. Don't share hairbrushes and combs.

Grade K-2 State Standards Alignment

North Carolina Essential Standards: Health Education

Lesson 1	K.PCH.1.2 2.PCH.1.2
Lesson 2	K.PCH.1.3
Lesson 3	1.PCH.2.2
Lesson 4	2.PCH.1.1
Lesson 5	K.NPA.1.2 1.NPA.2.2 2.NPA.1.1

Indiana Academic Standards for Health & Wellness

Lesson 1	2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.3.1, 2.5.1, 2.7.1, 2.7.2
Lesson 2	2.1.3, 2.5.1, 2.7.1, 2.7.2
Lesson 3	2.1.5, 2.2.1, 2.2.2, 2.3.1, 2.4.2, 2.4.5, 2.4.6, 2.5.1, 2.5.2
Lesson 4	2.1.1, 2.1.2, 2.1.5, 2.4.3
Lesson 5	2.1.3, 2.1.1, 2.5.1, 2.7.1, 2.7.2

Michigan Health Education Expectations

Lesson 1	K 5.1, 5.2, 5.4 1st 1.5.1, 1.5.2, 1.5.3
Lesson 2	K 5.1 1st 1.5.3
Lesson 3	K 1.1, 1.5, 3.6 1st 1.1, 3.6 2nd 3.4
Lesson 4	K 5.2, 5.4 1st 1.5.1, 1.5.2
Lesson 5	K 1.1, 1.3, 1.5 1st 1.1, 1.3 2nd 2.4, 2.6

Ohio Health Education

Ohio state law does not allow the State Board of Education to adopt Health Education Standards. As such, please refer to the National Standards for Health Education given in each lesson.

Teeth: What Are They Good For?



Eating

Healthy teeth are important for eating your favorite foods! Healthy, crunchy foods are easier to eat when your teeth feel good.



Smiling

Bright, healthy smiles make us feel good. Smiling is one way we can let others know how we are feeling.



Talking

Teeth help us make sounds like "D," "T," and "TH." Without our front teeth, it's harder to learn how to say these sounds.



Singing

As with talking, teeth help us make sounds in singing. When teeth are missing or in pain, it is harder to sing.



Making Friends

When we feel good, others can tell. If our mouth hurts or we feel embarrassed about the look of our teeth, we are less likely to make friends.



Doing Well in School

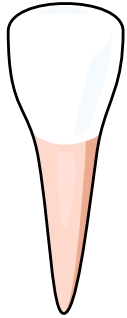
To do well in school, children need to eat healthy meals, get a good night's sleep, and feel well enough to pay attention. Painful or unhealthy teeth make these things more difficult.



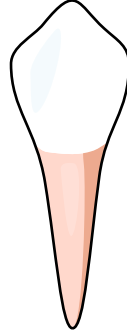
Tip for Home: Talk to the dentist right away if your child has tooth pain.

Tooth Types Memory Game

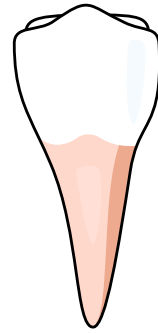
Cut along the dotted lines!



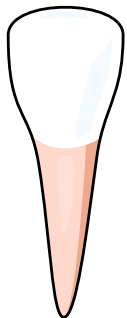
INCISOR



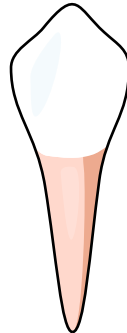
CANINE



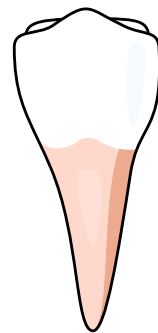
PREMOLAR



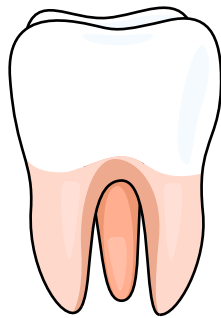
INCISOR



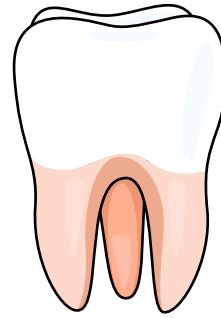
CANINE



PREMOLAR



MOLAR

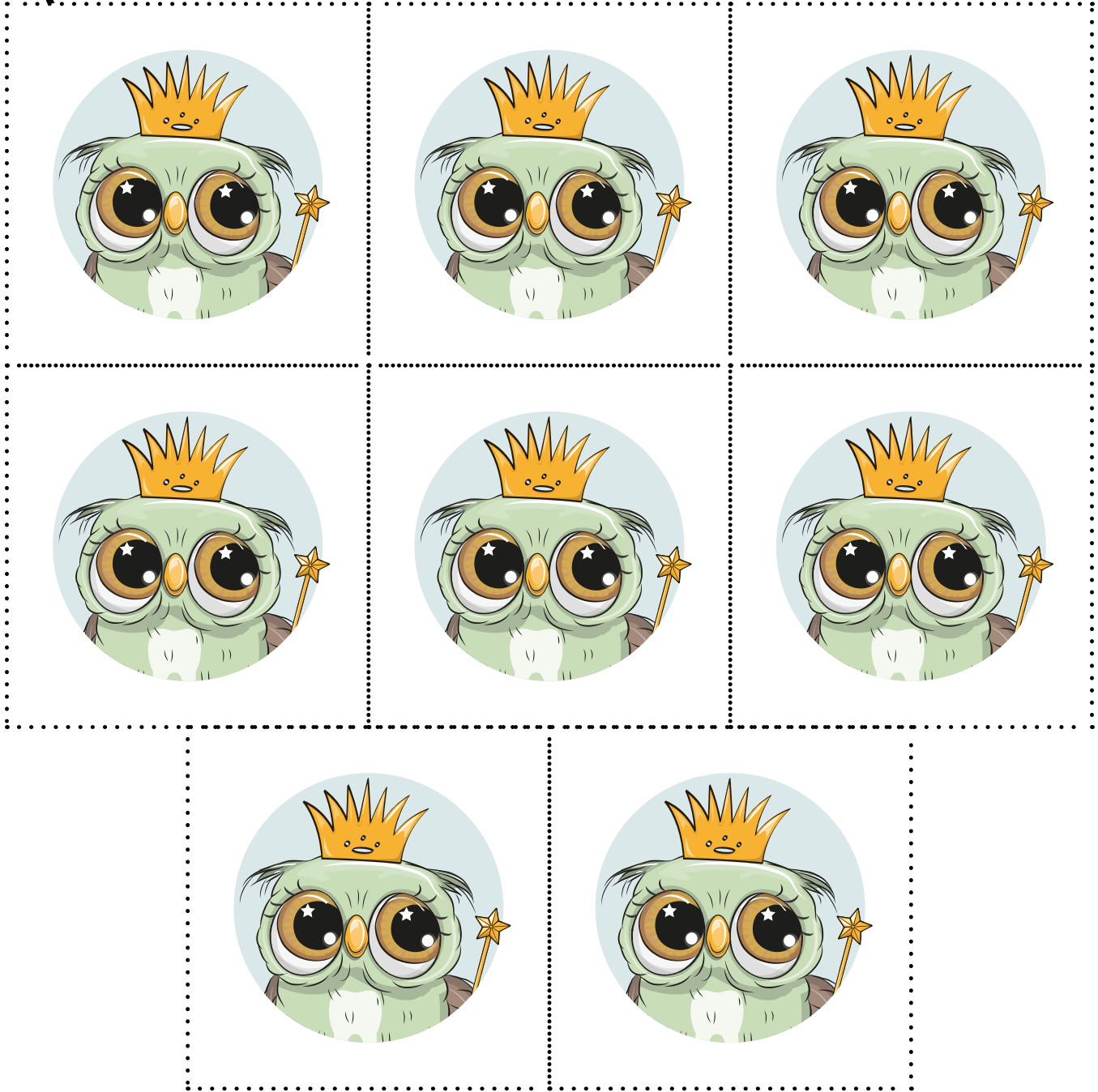


MOLAR

(front)

Tooth Types Memory Game

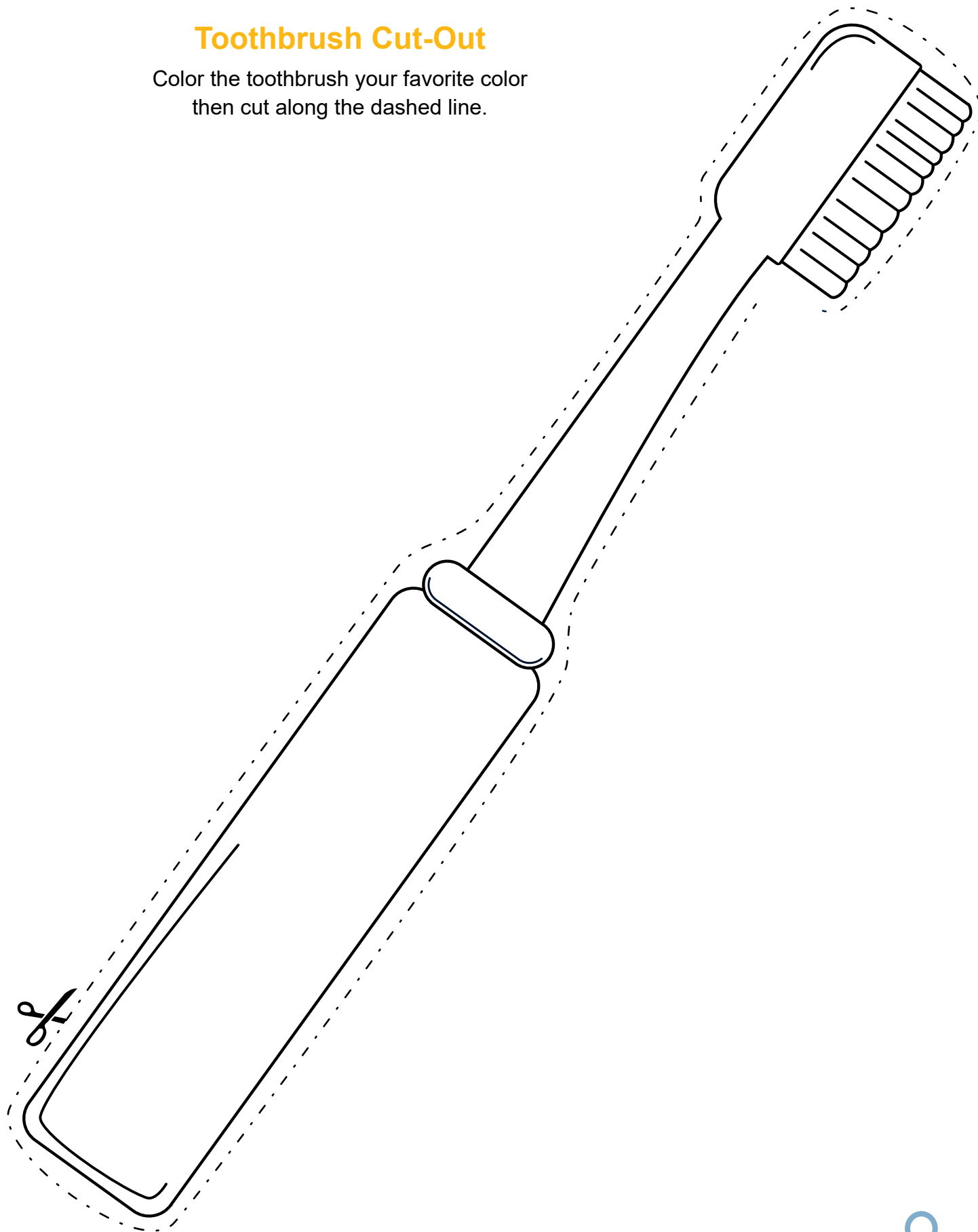
Cut along the dotted lines!



(back)

Toothbrush Cut-Out

Color the toothbrush your favorite color
then cut along the dashed line.





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