



DENTAL 1: “Dr. Randy’s Super Smile” First Grade

- The MORE HEALTH website is equipped with a classroom Teacher section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) - <https://www.morehealthinc.org/teachers/>
- Password: resources

Pre-Visit Activities

- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click the link to show video: *Why do we Brush our Teeth: (1:59)*
<https://www.youtube.com/watch?v=R6Hp8uBcOM>
You can also access the video *Magi’s Magnificent Mouth: (3:53)*
<https://www.youtube.com/watch?v=by6e5omH0KI>
- Ask the students if they have ever been to the dentist. Let them talk about their experiences. Read to the class: *The Berenstain Bears Visit the Dentist* by Stan & Jan Berenstain.
- Ask the students to think about reasons why teeth are important (smiling, eating, shape the face, etc.). Have any of the students lost a tooth? If so, have them share what changes they found having a missing tooth in their mouth.

Suggested Post-Visit Activities

- Tooth (Egg) Experiment
Need: 2 hardboiled eggs, 2 clear cups, dark soda (Cola) and coffee.
Fill one cup with soda and one with coffee. Place an egg in each cup. *Ask students what they think will happen to the eggs.* Students should check on the eggs before dismissal and again the next day. Have them notice that the eggs turned a yellowish/brown color. Let some students brush the eggs and watch the color come off. Explain that drinks and food can stain teeth and the importance of brushing their teeth.
- Have students bring in wrappers or samples of healthy snacks that are good for teeth and samples of snacks that are harmful to teeth. Make a class bulletin board or poster. Have them look for key words (example: calcium, sugar, etc.) that help them decide if the snack is good or harmful for their teeth.
- Have each student estimate, and then count the number of teeth in their mouth. Post the grand total for the entire class and change the number as students lose baby teeth and gain permanent teeth. Students can do basic addition and subtraction with this exercise.

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Vocabulary

- **acid** _n a chemical substance that is made when germs and sugar are on your teeth
- **brush** _v to clean or polish with a brush _n
- **cavity** _n a hole made in the enamel of a tooth by acid (remember sugar + germs = plaque → acid)
- **clean** _v to make clean _{adj}
- **canines** _n the sharp, pointed teeth that can tear food
- **decay** _v to become rotten
- **dentist** _n a doctor whose work is preventing and taking care of diseased or crooked teeth
- **enamel** _n the hard glossy, white coating of the tooth that you can see
- **floss** _v to clean between the teeth with dental floss _n (thin, strong thread)
- **fluoride** _n a chemical added to toothpaste or water that makes tooth enamel stronger so acid cannot penetrate it and cavities are reduced
- **germ** _n a living thing that can cause disease and is too small to be seen except with a microscope
- **incisors** _n the sharp front teeth that are specialized for cutting, between the canines
- **molars** _n the back teeth used for grinding food
- **plaque** _n colorless, soft, sticky film of germs that forms on the teeth with regular eating
- **sugar** _n any of certain sweet substances
- **teeth** _n the white, bony parts growing from the jaws and used for biting and chewing
- **toothbrush** _n a small brush for cleaning teeth

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Goal

- Students will recognize the importance of their teeth and proper dental care.

Objectives

- Students will be able to explain the importance and function of their teeth.
- Students will learn the proper way to take care of their teeth.
- Students will learn how to avoid tooth decay.

Standards

The student will...

- HE.1.B.3.2 identify trusted adults and professionals who can help promote health.
- HE.1.B.4.2 describe good listening skills to enhance health.
- HE.1.B.5.1 describe situations when a health-related decision can be made individually or when assistance is needed.
- HE.1.B.5.2 identify healthy options to health-related issues or problems.
- HE.1.B.5.3 explain the consequences of not following rules/practices when making healthy and safe decisions.
- HE.1.C.1.1 identify healthy behaviors.
- HE.1.C.1.5 identify the correct names of human body parts.
- HE.1.C.1.6 identify health-care providers.
- HE.1.C.2.4 recognize health consequences for not following rules.
- HE.1.P.7.1 tell about behaviors that avoid or reduce health risks.
- LAFS.1.SL.1.2 ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.1.SL.1.3 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- ELA.1.C.2.1 present information orally using complete sentences and appropriate volume. (*suggested pre-visit activity*)
- ELA.1.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- LAFS.1.W.3.8 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (*suggested pre-visit activity*)

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