



DENTAL K: “Wiggle, Wiggle, Brush, Brush” Kindergarten

- 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

- Read to the class: *Just Going to The Dentist* by Mercer Mayer. Tell your students they are going to have a special presentation by MORE HEALTH about their teeth.
- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click to link the video: *Kids vs. Cavities, How to Take Care of Your Teeth*. (2:07 min) <https://www.youtube.com/watch?v=G0AO2VO2I78>
- Ask the students to think about reasons why teeth are important (smiling, eating, to shape the face, etc.). Have them imagine if they didn't have any teeth. What would the problems be?

Suggested Post-Visit Activities

- Make a large model of teeth out of cardboard and review the correct way to brush.
 - ✓ Help students remember the 5 areas of brushing. (fronts, backs, tops, molars, and tongue)
 - ✓ Sing the Wiggle, Wiggle, Brush, Brush song as they review.
 - ✓ Tell your students they can be teachers and tell their families about having healthy 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. Encourage students to find 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 practice basic addition and subtraction with this exercise.

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Vocabulary

- **brush_v** to clean or polish with a brush
- **cavity_n** a hole made in the tooth
- **clean_v** to make clean
- **crown_n** the white part of the tooth
- **decay_v** to become rotten
- **dentist_n** a doctor whose work is preventing and taking care of diseased teeth
- **enamel_n** the outside layer of the crown
- **fluoride_n** a natural substance that is added to toothpaste, mouth wash, or water to make teeth strong
- **plaque_n** colorless, soft, sticky film of germs that forms on the teeth
- **sugar_n** found in foods and drinks, and tastes sweet
- **teeth_n** used for biting and chewing, two sets of teeth in a lifetime, baby and permanent
- **toothbrush_n** a small brush for cleaning teeth

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.

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Standards

The student will...

- HE.K.B.3.2 recognize school and community health helpers.
- HE.K.B.4.2 demonstrate listening skills to enhance health.
- HE.K.B.5.1 name situations when a health-related decision can be made individually or when assistance is needed.
- HE.K.B.5.2 recognize healthy options to health-related issues or problems.
- HE.K.B.5.3 recognize the consequences of not following rules/practices when making healthy and safe decisions.
- HE.K.C.1.1 recognize healthy behaviors.
- HE.K.C.1.2 recognize the physical dimensions of health.
- HE.K.C.1.5 recognize there are body parts inside and outside of the body.
- HE.K.C.2.1 name healthy behaviors that family members should practice.
- HE.K.C.2.3 identify members of the school and community that support personal health practices and behaviors.
- HE.K.P.7.1 identify healthy practices and behaviors to maintain or improve personal health
- LAFS.K.RL.4.10 actively engage in group reading activities with purpose and understanding.
(suggested post-visit activity)
- LAFS.K.SL.1.2 confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.K.SL.1.3 ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- LAFS.K.SL.2.5 add drawings or other visual displays to descriptions as desired to provide additional detail. *(suggested post-visit activity)*
- LAFS.K.SL.2.6 speak audibly and express thoughts, feelings, and ideas clearly.
- ELA.K.C.2.1 present information orally using complete sentences. *(suggested pre-visit activity)*
- ELA.K.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- ELA.K.V.1.2 ask and answer questions about unfamiliar words in grade-level content.
- MA.K.NSO.1.2 given a number from 0-20, count out that many objects.
- MAFS.K.CC.1.2 count forward beginning from a given number within the known sequence.
- MAFS.K.CC.2.5 count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangle array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- MAFS.K.OA.1.1 represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situation, verbal explanations, expressions, or equations.
(suggested post-visit activity)

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