



DENTAL 2 LESSON

“Tammy’s Tooth Town Showdown”

Second 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: *Magi’s Magnificent Mouth. (3:53)*
<https://www.youtube.com/watch?v=by6e5omH0KI&feature=youtu.be>
- Ask the students if they have ever been to the dentist and discuss with them about their experiences. Read aloud: *Sugarbug Doug: All About Cavities, Plaque, and Teeth* by Dr. Ben Magleby.
- Have each student estimate and then count the number of teeth in his or her mouth. Post the grand total for the class and change the numbers as students lose baby teeth and gain permanent teeth. Students can do basic addition and subtraction while at the same time realizing the importance of each healthy tooth.

Suggested Post-Visit Activities

- Have students write a “Dear Dentist” letter describing ways to fight plaque and have healthy teeth and gums OR write a letter to a friend/family member encouraging them to take proper care of their teeth. This writing assignment allows them to use their gained knowledge while practicing persuasive writing techniques.
- Make a one-inch hole in an unbruised apple. Set it aside for several days in a paper bag. Cut through the apple where the hole was made and have the class observe the effect of the decay. Explain the similarities at how decay spreads through a tooth, creating a cavity, just like the decay in the apple.
- Demonstrate the decalcifying effect of acid by soaking an uncooked egg in vinegar for six hours. As acid decalcifies the shell, it will become soft and can be easily pushed through. Discuss the state of the eggshell before and after the acid exposure. Explain that acid does the same to our teeth.
- Click the link to show video: *How Your Teeth Work. (3:42)*
<https://www.youtube.com/watch?v=DstSL3I--9I>

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Vocabulary

- **acid** _n a chemical compound 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} (free of dirt)
- **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 front teeth with a cutting edge, between the cuspid teeth
- **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
- **sealant** _n a thin plastic film painted on the molars to prevent cavities
- **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

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Goal

- Students will know ways to protect their teeth and keep them healthy.

Objectives

- Students will be able to define plaque and tell what causes it.
- Students will be able to name at least three things they can do to fight plaque.
- Students will be able to brush and floss properly.
- Students will be able to name several foods that keep their teeth healthy.

Standards

The student will...

- HE.2.B.3.2 select trusted adults and professionals who can help promote health.
- HE.2.B.4.1 demonstrate healthy ways to express needs, wants, feelings and listening skills to enhance health.
- HE.2.B.5.1 differentiate between situations when a health-related decision can be made individually or when assistance is needed.
- HE.2.B.5.3 compare the consequences of not following rules/practices when making healthy and safe decisions.
- HE.2.C.1.6 determine when it is important to seek health care.
- HE.2.P.7.1 demonstrate health behaviors to maintain or improve personal health.
- ELA.2.C.1.1 demonstrate legible printing skills. (*suggested post-visit activity*)
- ELA.2.C.1.3 write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. (*suggested post-visit activity*)
- ELA.2.C.2.1 present information orally using complete sentences, appropriate volume, and clear pronunciation. (*pre-visit activity*)
- ELA.2.V.1.1 use grade-level academic vocabulary appropriate in speaking and writing.
- MA.2.AR.1.1 solve one- and two-step addition and subtraction real-world problems. (*pre-visit activity*)
- MA.2.NSO.2.1 recall addition facts with sums to 20 and related subtraction facts with automaticity. (*pre-visit activity*)

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