Lesson 1
Healthy Teeth Are Important

Main Lesson Plan

Learning Objectives
After this lesson children will be able to
• Say what it means to be healthy.
• Explain why their teeth are important parts of their body.
• List their teeth's three main jobs.

Background Information for Teachers

The mouth is an important part of the body. In the mouth are teeth that have three main jobs: smiling, talking, and eating. Our teeth allow us to smile, talk to others, and eat foods. Everyone has a smile that is different from anyone else's, and that makes us special.


Head Start Domains and Elements

<table>
<thead>
<tr>
<th>Head Start Domains</th>
<th>Head Start Domain Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts Expression</td>
<td>Music</td>
</tr>
<tr>
<td>Language Development</td>
<td>Expressive Language</td>
</tr>
<tr>
<td></td>
<td>Receptive Language</td>
</tr>
<tr>
<td>Literacy Knowledge and Skills</td>
<td>Alphabet Knowledge</td>
</tr>
<tr>
<td></td>
<td>Print Concepts and Conventions</td>
</tr>
<tr>
<td>Logic and Reasoning</td>
<td>Reasoning and Problem Solving</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Self-concept and Self-efficacy</td>
</tr>
</tbody>
</table>

Special instructions: The main lesson plan is to be held during circle time.

Description: Children will begin to learn about what it means to be healthy, point out parts of their bodies, and indicate the purpose of parts of the head. Children will also learn that their teeth have three main jobs and will describe what it would be like for them if their teeth could not do each job.

Materials (included in curriculum): Picture cards of a child smiling, a child talking on the telephone, and a child eating; Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland’s Head Start Programs (Lesson 1: Healthy Teeth Are Important)

Materials (not included in curriculum): Small hand mirror for each child
Instructions

ASK the children: What does “healthy” mean? LISTEN to their answers and REINFORCE the correct answers: That’s right. Healthy means that you feel good and are not sick.

ASK the children: What happens when you are sick? LISTEN to their answers. (Children may say that they can’t play, eat, or sleep well.)

ASK the children: Why is it important to be able to do these things? LISTEN to their answers and REINFORCE the correct answers: Yes. It’s very important to keep healthy. We have many parts of our bodies that need to stay healthy. Let’s see how many parts of our bodies we can find.

ASK the children to point to each body part while you ask them the following questions:
• Where are your ears?
• Where are your eyes?
• Where is your nose?
• Where is your mouth?
• Where is your tongue?
• Where are your teeth?
• Where are your gums?
• Where are your lips?

WATCH the children point to their body parts.

ASK the children what the following body parts do:
• Ears
• Eyes
• Nose
• Mouth

LISTEN to their answers and REINFORCE the correct answers: That’s right. Ears hear, eyes see, noses smell, and mouths smile, talk, and eat. All of those body parts have very important jobs. There’s one body part that has more than one job. Let’s take a closer look at our mouths.

GIVE each child a hand mirror. ASK the children to look at the insides of their mouths in the mirrors while you ask the following questions:
• What do you see inside your mouth?
• What do your teeth look like?
• What do you see in the mirror when you smile?
• What do your lips look like?
• What does your tongue look like?

LISTEN to their answers.
SHOW the children the picture card of the girl smiling. ASK the children:
• What is the girl doing with her mouth?
• What would your smile look like if you didn’t have any teeth?
• How would you feel if you couldn’t smile?

LISTEN to their answers. SHOW the children the picture card of the boy talking on the telephone. ASK the children:
• What are the children doing?
• What are they using to talk?
• Try talking without your teeth. (Ask the children to hold their lips together and try to talk.)
• How would you feel if you couldn’t talk?

SHOW the children the picture card of the boy eating corn. ASK the children:
• What is the boy doing with his teeth?
• Could you eat without teeth?
• How would you feel if you couldn’t eat?

LISTEN to their answers.


TELL the children: Let’s sing a song about all the important jobs our teeth do for us. The name of the song is “Smile, Talk, Chew” (sung to the tune of “The Wheels on the Bus”).

Smile, Talk, Chew
This is the way we use our teeth, use our teeth, use our teeth.
This is the way we use our teeth, all day long.

This is the way we use our teeth, use our teeth, use our teeth.
This is the way we use our teeth, smile, smile, smile.

This is the way we use our teeth, use our teeth, use our teeth.
This is the way we use our teeth, talk, talk, talk.

This is the way we use our teeth, use our teeth, use our teeth.
This is the way we use our teeth, chew, chew, chew.

This is the way we use our teeth, use our teeth, use our teeth.
This is the way we use our teeth, smile, talk, chew.

Source: Adapted from “The Wheels on the Bus.”

GIVE Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland’s Head Start Programs (Lesson 1: Healthy Teeth Are Important) to each child’s parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.
Check for Knowledge and Understanding

• Ask the children to describe what it means to be healthy.
• Ask the children to explain why their teeth are important.
• Ask the children to list the three main jobs that their teeth have.

Small Group Supplemental/Enrichment Activities

<table>
<thead>
<tr>
<th>Head Start Domains</th>
<th>Head Start Domain Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts Expression</td>
<td>Creative Movement and Dance Music</td>
</tr>
<tr>
<td>Literacy Knowledge and Skills</td>
<td>Book Appreciation</td>
</tr>
<tr>
<td></td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td></td>
<td>Print Concepts and Conventions</td>
</tr>
<tr>
<td>Mathematics Knowledge and Skills</td>
<td>Number Concepts and Quantities</td>
</tr>
<tr>
<td>Physical Development and Health</td>
<td>Fine Motor Skills</td>
</tr>
<tr>
<td>Science Knowledge and Skills</td>
<td>Conceptual Knowledge of the Natural and Physical World</td>
</tr>
<tr>
<td></td>
<td>Scientific Skills and Methods</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Self-concept and Self-efficacy</td>
</tr>
<tr>
<td></td>
<td>Self-regulation</td>
</tr>
<tr>
<td></td>
<td>Social Relationships</td>
</tr>
</tbody>
</table>

Mouth Rhymes

Domain: Literacy Knowledge and Skills
Materials (included in curriculum): Mouth Rhymes (book)
Instructions: Read Mouth Rhymes to the children.

My Teeth

Domain: Literacy Knowledge and Skills
Materials (included in the curriculum): My Teeth Have Many Jobs (book)
Instructions: Read My Teeth Have Many Jobs to the children.
Your Smile Is Special

Domain: Social and Emotional Development
Materials (not included in curriculum): Construction paper or paper plates
Instructions:
1. Divide the children into two groups. One group will be actors and the other will be the audience.
2. Demonstrate the following for the actors. Kneel behind a table, and hide your face and hair behind a piece of paper or a paper plate. Move your head up over the table edge, and move the paper up high enough so that only your smile shows. Ask the audience: Whose smile is this?
3. Have each of the actors do the same thing, and ask the audience to guess who each child is by their smile. Ask the audience to say something positive about each smile (for example, What a big smile! What shiny teeth!).
4. Continue the game until every child has had a chance to be an actor and show his or her special smile.


How Many Teeth?

Domain: Mathematics Knowledge and Skills
Materials (included in curriculum): Lips template
Materials (not included in curriculum): Red construction paper to make lips, white beads (can also use white paper squares or packing peanuts), glue
Instructions:
1. Hand out the paper lips, white beads, and glue.
2. Have the children count out 20 beads.
3. Have the children glue 10 beads on the top and 10 beads on the bottom of the lips to make a smile.

**Jobs for Teeth**

**Domains:** Creative Arts Expression, Physical Development and Health

**Materials (not included in curriculum):** Magazines, scissors, construction paper, glue

**Instructions:**
1. Hand out the magazines, scissors, construction paper, and glue.
2. Tell the children to cut out (or help them cut out) pictures of people who are eating, talking, or smiling, and tell them to glue them onto the paper.
3. Hang the pictures around the room for all to see.


---

**My Mouth**

**Domains:** Science Knowledge and Skills, Social and Emotional Development

**Materials (not included in curriculum):** Small hand mirror for each child

**Instructions:** Give each child a mirror. Have them look in their mouths. Ask them the following questions:

- What do you see in the mirror when you smile?
- What do your lips look like?
- What do you see inside your mouth?
- What do your teeth look like?
- Are there any spaces between your teeth?

**Source:** Adapted with permission from Alabama Medicaid Agency. 2004. Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You! Montgomery, AL: Alabama Medicaid Agency.

---

**Lesson Plan Sources**


“The Wheels on the Bus.”