



Lesson 5

I Can Do a Lot to Keep My Teeth Healthy: Eat Smart

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Identify and recognize foods and drinks that are healthy and unhealthy for their bodies.
- Identify and recognize foods and drinks that are good for teeth and not good for teeth.
- Understand that foods and drinks that are healthy for their bodies are also good for their teeth.

Background Information for Teachers

Children need to develop healthy eating habits when they are young to maintain good oral health and overall health and well-being. Snacking is important for young children. They have small stomachs and need to eat frequently to meet their nutrition needs. Healthy foods and drinks like fruits, vegetables, breads and pastas, and milk and other milk products contain some sugar. Because they are healthy, they should not be avoided. But it is important to limit snacking on foods and drinks high in sugar and to offer snacks at regular times between meals.

Source: Holt K, Barzel R. 2004. *Open Wide: Oral Health Training for Health Professionals*. Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/OpenWide/index.htm>.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Language Development	Expressive Language Receptive Language
Literacy Knowledge and Skills	Alphabet Knowledge Book Appreciation Print Concepts and Conventions

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

Description: Through discussion and reading, children will be introduced to foods and drinks that help keep their bodies healthy. They will also learn that foods and drinks that help keep their bodies healthy are good for their teeth, too.

Materials (included in curriculum): *Mama Kanga and Baby Joey Eat Smart* (book); *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 5: Eating Smart Keeps Teeth Healthy)

Instructions

TELL the children: Today we are going to talk about foods and drinks that are healthy for our bodies and for our teeth.

ASK the children: Did you know that foods and drinks that help keep your body healthy are good for your teeth too? Remember when we talked about being healthy? Who remembers what healthy means? **LISTEN** to their answers.

TELL the children: Healthy means that you are not sick and that your body feels good. It means you can play, learn, and grow.

ASK the children: Remember our story about how a cavity is made? Can someone tell me what makes germs strong? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. Sugar makes germs strong. When germs are strong they can make cavities.

ASK the children: Can you think of some kinds of foods and drinks that we can eat that don't have a lot of sugar? **LISTEN** to their answers.

TELL the children: You have named a lot of really good foods and drinks that don't have a lot of sugar. I have a couple of friends I want you to meet. Their names are Mama Kanga and Baby Joey. They are really smart eaters. Let's find out how they eat smart.

READ *Mama Kanga and Baby Joey Eat Smart* to the children.

GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 5: Eating Smart Keeps Teeth Healthy) 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 pick pictures of foods and drinks that are healthy for their bodies.
- Ask the children to pick pictures of foods and drinks that are not healthy for their bodies.
- Ask the children to pick pictures of foods and drinks that are good for their teeth.
- Ask the children to pick pictures of foods and drinks that are not good for their teeth.
- Ask the children if there are any differences between foods and drinks that are healthy for their bodies and good for their teeth.

Small Group Supplemental/ Enrichment Activities

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Initiative and Curiosity
Creative Arts Expression	Art Music
Literacy Knowledge and Skills	Early Writing Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving Symbolic Representation
Mathematics Knowledge and Skills	Geometry and Spatial Sense Number Relationships and Operations Patterns
Physical Development and Health	Fine Motor Skills Physical Health Status
Science Knowledge and Skills	Scientific Knowledge Scientific Skills and Methods
Social and Emotional Development	Self-concept and Self-efficacy Self-regulation Social Relationships
Social Studies Knowledge and Skills	Family and Community

Shopping with Mama Kanga and Baby Joey

Domains: Creative Arts Expression, Logic and Reasoning, Physical Development and Health, Social and Emotional Development, Social Studies Knowledge and Skills

Materials (included in curriculum): Pictures cards of healthy foods and drinks and foods and drinks high in sugar (Note: If available, plastic foods and drinks may used in place of the pictures.)

Materials (not included in curriculum): Grocery bags

Instructions:

1. Place picture cards or plastic foods and drinks around the area. Keep the food groups together (for example, fruits, vegetables, grains, milk and milk products, meats and beans, and foods and drinks high in sugar).
2. Tell the children that they are going grocery shopping like Mama Kanga and Baby Joey.
3. Tell the children to pick foods and drinks that they like from each group and put the foods and drinks in their grocery bags.
4. See what foods and drinks the children picked, and talk about their selections. Were most of the foods and drinks they selected good for their teeth?

Make Your Own Plate

Domains: Creative Arts Expression, Logic and Reasoning, Physical Development and Health

Materials (included in the curriculum): *MyPlate* template

Materials (not included in the curriculum): Crayons, paper plates, magazines (optional), scissors (optional), glue (optional)

Instructions:

1. Review healthy foods and drinks that children might eat for breakfast, lunch, dinner, or a snack.
2. Give each child a copy of the *MyPlate* template and a paper plate. Have the children use the *MyPlate* template as a model, and tell them to copy the outline of each section onto their paper plate. *Note:* The colors of each section should match or be similar to those on the template.
3. Explain to the children that they are going to design a plate of food they would like to eat and drink and that there are five kinds of food that should be on their plate: fruits (red), vegetables (green), grains (brown), proteins (purple), and dairy (blue). Give the children examples of foods and drinks in each food category.
4. Have the children draw or cut out pictures of foods and drinks from magazines and glue them onto the correct section of the plate.
5. Remind the children that it would be nice to see at least one food or drink in each section of their plate.



Sources:

Adapted with permission from Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.

U.S. Department of Agriculture, Center for Nutrition Policy and Promotion. 2011. *MyPlate*. Washington, DC: U.S. Department of Agriculture. <http://www.choosemyplate.gov>.

Healthy Teeth Food Booklets

Domains: Creative Arts Expression, Literacy Knowledge and Skills, Logic and Reasoning, Mathematics Knowledge and Skills, Physical Development and Health

Materials (included in curriculum): Book-cover template for each child, template with an outline of a happy tooth and a sad tooth for each child

Materials (not included in curriculum): One piece of paper for each child, glue, crayons or markers, scissors

Instructions:

1. Tell the children to color the book-cover template and then cut it out.
2. Tell the children to cut out the happy and sad tooth from the template.
3. Fold the paper in half to make a book.
4. Glue the book-cover templates onto the books, and glue the happy and sad teeth onto the top of each page inside the book.
5. Ask the children to think about whether their favorite foods and drinks are healthy or not healthy for their teeth.
6. Have the children draw pictures of their favorite foods and drinks that are healthy for their teeth on the page with the happy tooth.
7. Have the children draw pictures of their favorite foods and drinks that are not healthy for their teeth on the page with the sad tooth.
8. Ask the children to count the number of foods and drinks under the happy tooth and the number of foods and drinks under the sad tooth. Ask the children which has more foods and drinks? The happy tooth or the sad tooth?
9. Have the children write their own names (or write their names yourself) on the backs of their books.
10. Hang the books around the room for all to see.

How Much Sugar?

Domains: Approaches to Learning, Logic and Reasoning, Physical Development and Health, Science Knowledge and Skills

Materials (included in curriculum): Picture cards of an apple, a bowl of vanilla ice cream, a glass of whole milk, a glass of apple juice, a glass of soda pop, carrot slices, a bowl of macaroni, cheese, and a bowl of chicken; and the amount of sugar in each

Sugar amounts: Vanilla ice cream—6 teaspoons, apple juice—5 teaspoons, soda pop—5 teaspoons, apple— $2\frac{3}{4}$ teaspoons, whole milk— $2\frac{3}{4}$ teaspoons, carrot— $1\frac{1}{4}$ teaspoons, macaroni— $\frac{1}{4}$ teaspoon, cheese— $\frac{1}{4}$ teaspoon, and chicken—0 teaspoons. (Note: Sugar amounts are based on a 1-cup [8 oz] serving of each food.)

Materials (not included in curriculum): Container of sugar (sand can be used to represent sugar), measuring spoons, paper plate for each picture card





Instructions:

1. Arrange the picture cards of foods and drinks on a table.
2. Place a paper plate next to each picture card.
3. Tell the children that they are going to find out how much sugar is in different foods and drinks.
4. Show the children the picture cards of foods and drinks. Point to the amount of sugar in each food and drink shown on the picture card.
5. Show the children how to use the measuring spoons.
6. Have the children measure the amount of sugar in each food and drink onto the paper plate next to each picture card.
7. Ask the children which food or drink has the most sugar, which food or drink has the least sugar.
8. Ask the children which foods and drinks are good for their teeth and which foods and drinks are not good for their teeth.
9. Remind the children that the foods and drinks that are good for their teeth are also good for their bodies.

Source: Adapted with permission from Walker J, Leo C. 2006. *How Much Sugar?* Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health.

Foods That Are Good For Me

Domain: Creative Arts Expression

Instructions: Sing to the tune of "Old MacDonald Had a Farm."

Foods That Are Good For Me

Old MacDonald had a farm, E-I-E-I-O
And on his farm he grew good food, E-I-E-I-O
With an apple here and an apple there
Here an apple, there an apple, everywhere an apple, apple
Old MacDonald had a farm, E-I-E-I-O.

Repeat the verse using foods named by the children as foods
that are good for teeth.

Source: Adapted from "Old McDonald Had a Farm."



Lesson Plan Sources

Holt K, Barzel R. 2004. *Open Wide: Oral Health Training for Health Professionals*. Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/OpenWide/index.htm>.

"Old MacDonald Had a Farm."

Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.

U.S. Department of Agriculture, Center for Nutrition Policy and Promotion. 2011. *MyPlate*. Washington, DC: U.S. Department of Agriculture. <http://www.choosemyplate.gov>.

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