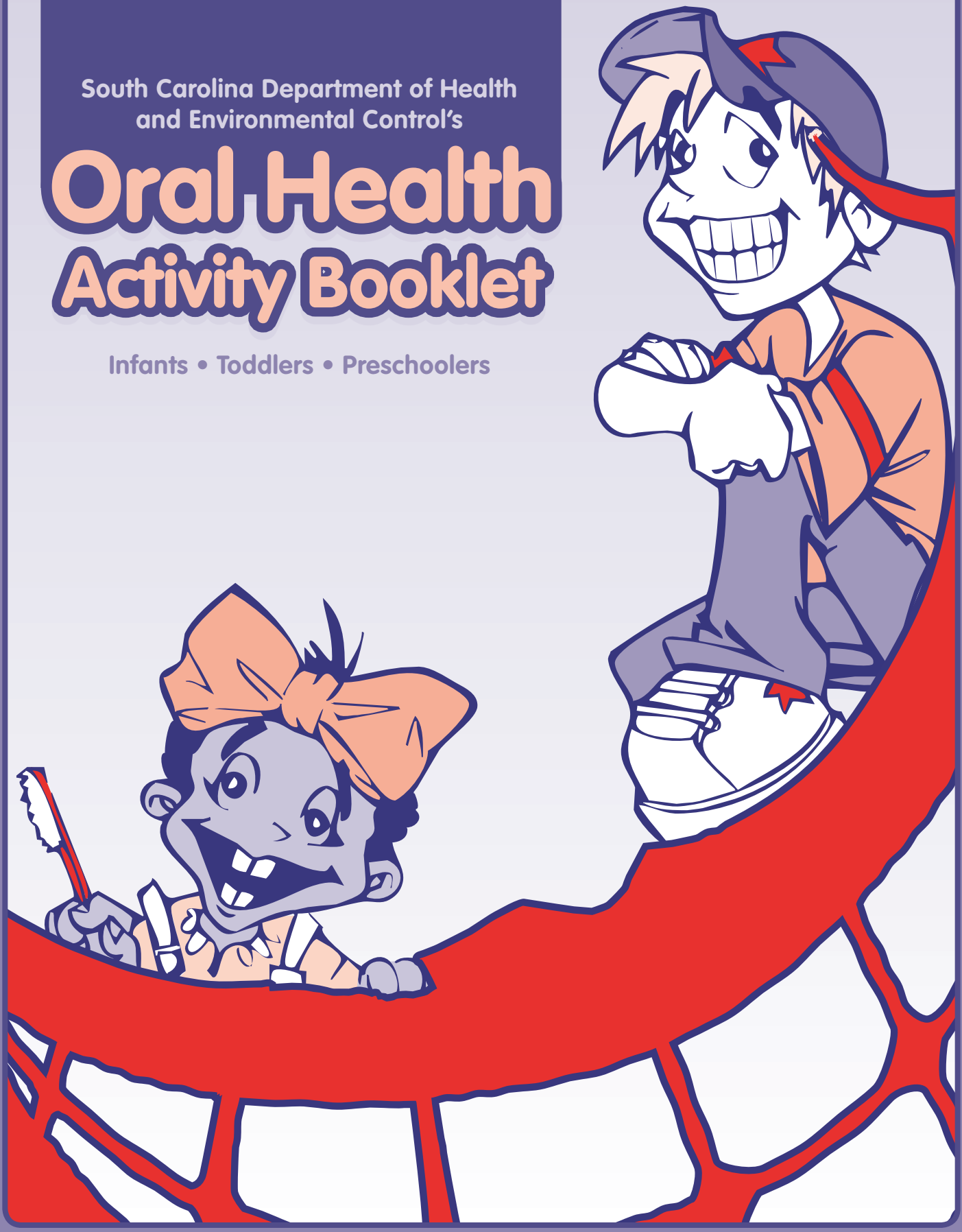
South Carolina Department of Health and Environmental Control's

Oral Health Activity Booklet

Infants • Toddlers • Preschoolers



Oral Health Activity Booklet

Infants…Toddlers…Preschoolers

South Carolina Department of Health and Environmental Control

Background Information:

This resource guide has activities for infants through age 4. The "lessons" are designed to involve the very young child in hands-on activities that will acquaint them with their mouth and how to care for their teeth; help them learn to like healthy foods; and encourage them keep their smiles safe. This guide is designed for use in childcare centers serving infants—preschoolers and would be a good resource for homeschool associations and parent and community outreach programs.

The guide contains 13 hands-on activities that are designed to be understandable and easy to implement. Each of the "lessons" includes information on the purpose of the activity, the time required to do the activity, the supplies needed, step by step directions, related resources such as books, suggestions for reinforcing the ideas, as well as information for parents. Children will enjoy the interactive songs and finger plays and the many books that reinforce the concepts introduced in the activities.

How to Use the Booklet:

Begin by reviewing the activity and gathering the needed supplies. In addition, locate the corresponding parent information sheets contained in the **Parent Information Booklet** and make copies as needed. Introduce the concepts within the lesson and continue reinforcing the ideas within your classroom. This can be as simple as asking the children to raise their hands if they brushed their teeth that day. Simple messages that are consistently reinforced and restated can make a huge impact on behavior.

Acknowledgement:

Materials are based on the **Bright Futures in Practice: Oral Health** by P. Casassimo.

The Oral Health Activity Booklet for Infants, Toddlers and Preschoolers, funded by the Robert Wood Johnson Foundation, is part of the **More Smiling Faces** project.

Activity Sheets Table of Contents

Infants

Here's Looking at You! 2

Toddlers

Where is Your Mouth? 4

I Have a Little Toothbrush Part One 6

I Have a Little Toothbrush Part Two 8

Eat it Up! 10

I'm Going to the Dentist 12

Preschoolers

Open Wide and Look Inside 14

Brush, Brush, Brush Your Teeth! 16

Not in Your Mouth! 20

Put a Face on Good Nutrition 24

Safety First 32

What Color is Your Toothbrush? 35

Have You Been to the Dentist? 37

Dental Health Related Resources 40

Here's Looking at You

Purpose:

This activity is designed to help babies recognize and point to their mouths.

Time Allotment:

Several minutes a day.

Supplies Needed:

- Mirror
- Pictures of faces
- Copy of **Open Wiiiidddeeee** song

Steps:

1) Place the infant in your lap in front of a mirror.
2) Point to your mouth and say "mouth" and point to his mouth and say "mouth."
3) Show them pictures of people smiling and continue to point to the mouth.
4) Share the **Open Wiiiidddeeee** song.

Related Resources:

- **Baby Faces,** by Margaret Miller

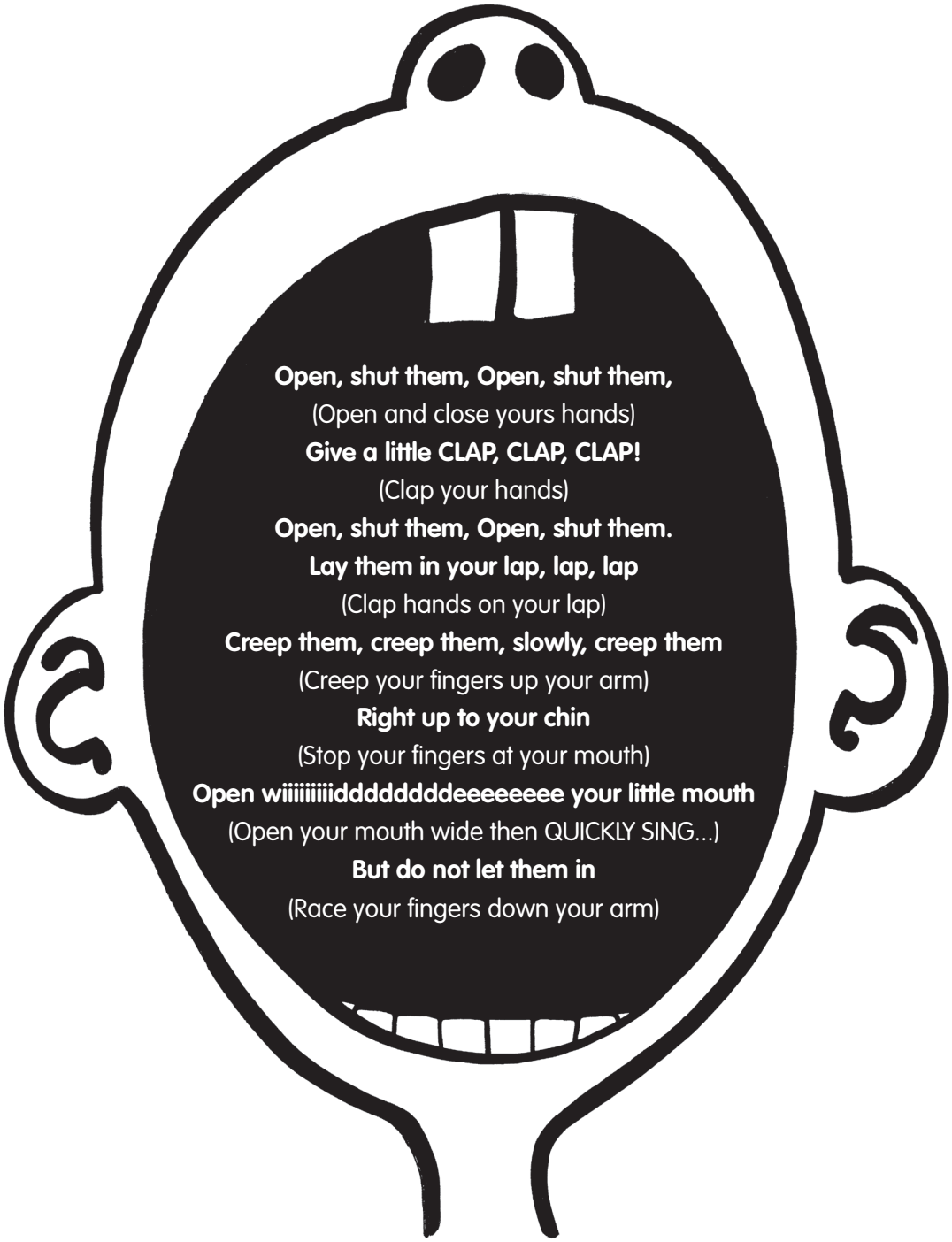
Reinforcing the Ideas

Make an effort to point to your mouth and to baby's mouth when you are feeding him and talking with him. Babies will begin to be able to identify where their mouths are and what they are used for. Older infants may have fun sitting in front of a mirror and making faces.

Parent Information:

Send home the Parent Information sheet, **Why Should I Worry About Taking Care of Baby Teeth?**

Open Wiiiidddeeee!



Open, shut them, Open, shut them,
(Open and close yours hands)
Give a little CLAP, CLAP, CLAP!
(Clap your hands)
Open, shut them, Open, shut them.
Lay them in your lap, lap, lap
(Clap hands on your lap)
Creep them, creep them, slowly, creep them
(Creep your fingers up your arm)
Right up to your chin
(Stop your fingers at your mouth)
Open wiiiiiiiiiddddddddeeeeeeee your little mouth
(Open your mouth wide then QUICKLY SING...)
But do not let them in
(Race your fingers down your arm)

Where is Your Mouth?

Purpose:

This activity is designed to help toddlers recognize and point to their faces, mouths, teeth and tongues.

Time Allotment:

10-15 minutes

Supplies Needed:

- Copy of **"Where is Your Mouth"** song
- Pictures of faces from magazines and/or books
- Paper and glue if needed

Steps:

1) Sit on the floor in a semi-circle with 2-4 children in front of you.
2) Ask them to show you where their faces are.
3) Place your hand on your face and say "face." Gently touch each child on the side of the face and repeat "face."
4) Ask them to point to their "mouths," "teeth," and "tongues." (It is not recommended that they touch their mouths, teeth or tongues.)
5) Next, show them pictures of smiling faces and help them locate the mouth, teeth and tongue on each picture.
6) Depending on the age and ability of your children, have them paste pictures of faces onto paper.
7) Share the **Where is Your Mouth** song.

Related Resources:

- **Baby Faces,** by Margaret Miller
- **Taste,** by Parromen M. Parromen, Maria Rius, J.J. Puig

Reinforcing the Ideas

Make an effort to point to the children's mouths, teeth and tongues when they are eating. As you repeat this over and over again, the children will begin to be able to identify where their mouths, teeth and tongues are and to understand what they are used for. Older toddlers may enjoy making faces, for example, happy face, sad face, and an angry face by changing their expressions.

Parent Information:

Tell parents what you are working on in class and ask them to reinforce the words "face," "mouth," "teeth," and "tongue." Send home the Parent Information sheet, **Caring for Your Toddler's Teeth and Toothbrushes and Toothpaste for Toddlers.**

Where is Your Mouth?

Tune: "Are You Sleeping"

Where is your face? (touch your face with your hand)
Where is your face? (repeat with other hand.)
Here it is, (pat face gently)
Here it is, (pat face gently)
Show me if you can,
Show me if you can.
Where is your face? (pat face lightly)
Where is your face? (pat your face lightly)

Where is your mouth? (put finger on your mouth)
Where is your mouth? (put finger on your mouth)
Here it is, (point to your mouth)
Here it is. (point to your mouth)
Show if you can,
Show me if you can.
Where is you mouth? (pat your mouth lightly)
Where is your mouth? (pat your mouth lightly)

Where are your teeth? (smile and point to your teeth)
Where are your teeth? (smile and point to your teeth)
There they are, (keep smiling)
There they are. (keep smiling)
Show me if you can,
Show me if you can.
Where are your teeth? (point to teeth)
Where are your teeth? (point to teeth)

Where is your tongue? (stick tongue out)
Where is your tongue? (stick tongue out)
Here it is, (stick tongue out)
Here it is. (stick tongue out)
Show me if you can,
Show me if you can.
Where is your tongue? (point to tongue)
Where is your tongue? (point to tongue)

I Have a Little Toothbrush

Part One

Purpose:

This activity is designed to help a toddler recognize a toothbrush and begin to understand what it is used for.

Time Allotment:

10-15 minutes

Supplies Needed:

- Copy of **I Have a Little Toothbrush** rhyme.
- Several new wrapped toothbrushes in different sizes and colors.

Steps:

1) Sit on the floor in a semi-circle with 2-4 children in front of you. Show them a toothbrush. Identify and point to the two main parts of the toothbrush—the "handle" and the "bristles."
2) Have the children hold out their hands, palms facing upward. Gently rub the toothbrush bristles across their hands. Ask them how it feels—share words like rough, prickly, sharp, and wiggly. Show them the different toothbrushes. Depending on the ages of the children, ask them some questions:
    - "What color is the toothbrush?"
    - "Which toothbrush is the biggest / the smallest?"
    - "What color toothbrush do you have at home?"
3) Using a puppet, a doll or demonstrating it in your own mouth, show how to use a toothbrush. Explain to them that a toothbrush is used to clean teeth and to get food off of their teeth. Share the **I Have a Little Toothbrush** rhyme. Depending on the ages of the children, let them pass along the toothbrushes as they are saying the rhyme. Keep the toothbrushes in wrappers to prevent children from placing them in their mouths.

Related Resources:

- **Little Bear Brushes His Teeth,** by Jutta Langreuter and Vera Sabat
- **Does a Lion Brush?,** by Fred Ehrlich, M.D. and Emily Bolam
- **Brush Your Teeth Please,** by Leslie McGuire and Jean Pidgeon

Reinforcing the Ideas

When working with a child one on one, allow him to hold the toothbrush and gently rub the bristles on his hands. Using a puppet, doll or stuffed animal, encourage the child to pretend she is brushing teeth.

Parent Information:

Send home the Parent Information sheet, **Toothbrushes and Toothpaste for Toddlers.** If possible, purchase and provide parents with an age-appropriate toothbrush.

I Have a Little Toothbrush

Part One

A self-help rhyme

I have a little toothbrush
I hold it very tight
I brush my teeth each morning,
and then again at night
(preschoolers perform the actions)

I Have a Little Toothbrush

Part Two

Purpose:

This activity is designed to continue to helping a toddler recognize a toothbrush and begin to understand what it is used for.

Time Allotment:

10-15 minutes

Supplies Needed:

- Tongue depressors
- Paint or markers
- White Velcro cut into small strips
- Picture of a toothbrush or a real toothbrush

Steps:

1) Review with the children the parts of a toothbrush. Use a picture of a toothbrush or a real toothbrush.
2) Next, have the children sit at a table. You may want to cover the table with paper. Give each child a tongue depressor, some markers and/or some paint. Have the children color the tongue depressors.
3) When they are finished coloring and/or painting, give them a small strip of white Velcro. Tell them to place the Velcro strip where the bristles would be. After the children have finished, have them sit on the floor in a circle with their "toothbrushes," and lead them in the **I Have a Little Toothbrush** rhyme.

Related Resources:

- **Brush Your Teeth Please,** by Leslie McGuire, Jean Pidgeon
- **Little Bear Brushes His Teeth,** by Jutta Langreuter and Vera Sabat
- **Does a Lion Brush?,** by Fred Ehrlich, M.D. and Emily Bolam

Reinforcing the Ideas

Share some read-aloud books that describe tooth brushing. See the list in the **Related Resources** section, above. Continue to talk with the children about brushing teeth. For example, when children arrive in the morning ask them if they brushed their teeth.

Parent Information:

Send home the Parent Information sheet, **Do You Have Trouble Brushing Your Toddler's Teeth?**

I Have a Little Toothbrush

Part two

A self-help rhyme

I have a little toothbrush
I hold it very tight
I brush my teeth each morning,
and then again at night
(preschoolers perform the actions)

Eat it Up!

Purpose:

To help young children be able to recognize healthy foods.

Time Allotment:

15-20 minutes

Supplies Needed:

- Plastic food such as fruits, vegetables or pictures of different types of food.
- Several pieces of wrapped candy and sweets or pictures of candy and other sweets.
- Two large containers (ie. basket, bowl or box).
- One smiley face and one frowny face drawn on construction paper and attached to the containers.

Steps:

1. Begin by having the children sit in front of you in a semi-circle.
2. Show them the food either pictures or plastic examples.
3. Have the children name the food. If they are unable to name then tell them what it is and have them repeat after you.
4. Then explain to them that even though some foods taste good they are not good to eat too much of.
5. Repeat the naming activity then tell them whether the food is healthy or not. For example—carrrot is a healthy choice, candy is an unhealthy choice. As you identify the foods have the children take turns putting the food in the appropriate container—good foods go in container labeled with a smile and bad foods go in the container with a frown.
6. Follow up by sharing the book, **Eating the Alphabet** by Lois Ehlert.

Related Resources:

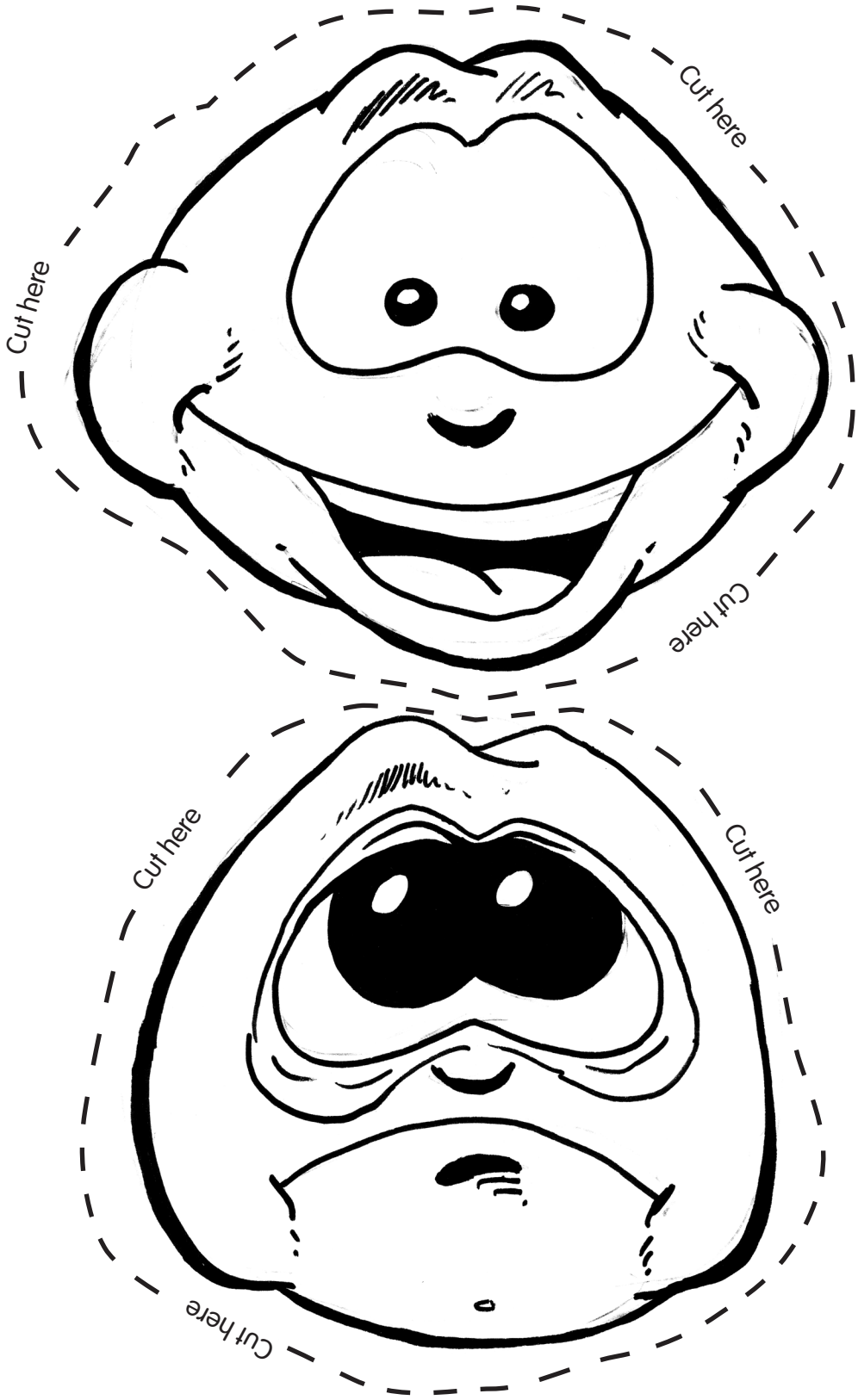
- **Fruits and Vegetables/Frutas y Vegetales, Vol. 10** by Gladys Rosa-Mendoza, Linda Holt Ayriss (Illustrator)

Reinforcing the Ideas

Display pictures of fruits and vegetables around the classroom. If appropriate, host a Healthy Taste Fair and bring in samples of fruits and vegetables for the children to try. Check with parents regarding any possible food allergies.

Parent Information:

Send home the Parent Information sheet, **Healthy Eating Habits for Good Dental Health.**


Cut here
Cut here
Cut here
Cut here
Cut here
Cut here

I'm Going to the Dentist!

Purpose:

This activity is designed to help a toddler become familiar with going to the dentist.

Time Allotment:

10-15 minutes

Supplies Needed:

- Copy of **I'm Going to the Dentist** chant
- Copy of the book, Freddie Visits the Dentist by Nicola Smee and/or copy of Flora and Floppy go to the Dentist.
- Prior to the activity, ask students to bring in their favorite stuffed animals.

Steps:

1) Sit on the floor in a semi-circle with the children and their favorite stuffed animals in front of you.
2) Give children a turn telling the names of their stuffed animals.
3) Then tell the children you are going to read them a story about going to the dentist.
4) Ask the children to raise their hands if they have been to the dentist. Allow those who would like to, to share their experience.
5) Read the story.
6) Talk about how important it is to brush our teeth and go to the dentist.
7) Explain that there is no reason to be afraid of the dentist. Suggest that they take their favorite stuffed animal along if they like.
8) Next, share the **I'm Going to the Dentist** chant. Encourage the children to clap their hands and tap their legs in rhythm.

Related Resources:

- **Freddie Visits the Dentist,** by Nicola Smee.
- **Going to the Dentist,** by Cindy Bailey
- **Flora and Floppy go to the Dentist**, DHEC original

Reinforcing the Ideas

Include dentists when you talk about jobs and careers, such as firemen, policemen, doctors, dentists etc.

Parent Information:

Send home the Parent Information sheet, **Your Child's First Dental Visit.**

I'm Going to the Dentist

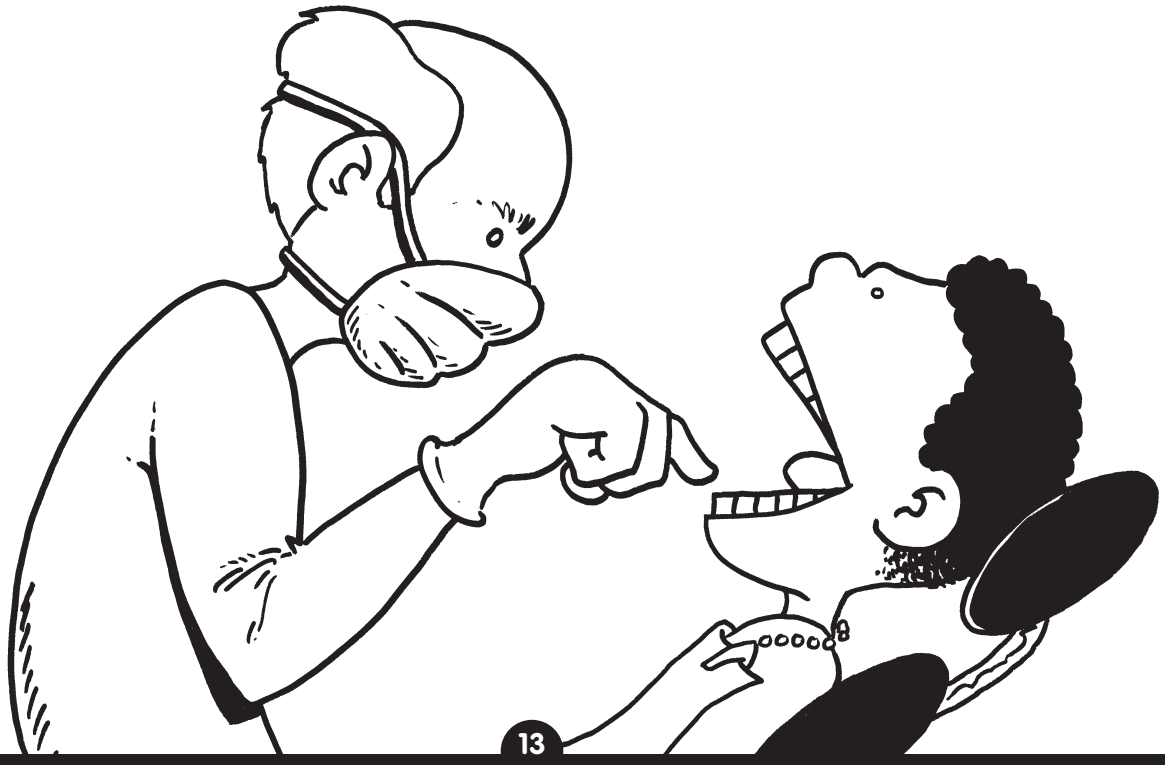
Traditional Chant

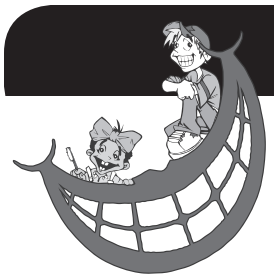
Children enjoy alternating handclaps with leg-slaps as they listen to their teacher lead this chant. Of course, they love making the motions as they are called for.

I'm going to the dentist.
I'm not afraid.
I'm going to get my teeth cleaned
And keep my smile so bright!

I'm going to the dentist.
I'm not afraid.
He's going to count my teeth
And make sure I'm ok!

I'm going to the dentist.
I'm not afraid.
He's going to show me how to brush
To keep cavities away!





Ages 3-4

Open Wide and Look Inside

Purpose:

This activity is designed to help a toddler recognize his mouth, teeth and tongue and begin to understand what his teeth are used for.

Time Allotment:

10-15 minutes

Supplies Needed:

- Tag board cut into an oval shape
- Package of small marshmallows
- Red crayon

Steps:

1) Have the children sit at a small table. Begin the lesson by showing them pictures of smiling faces and help them locate the mouth, teeth and tongue.
2) Pass out the tag board ovals and help the children fold them in half (like a taco).
3) Give children miniature marshmallows to glue around the edge of the oval.
4) Help them color one side (inside the marshmallows) red. This represents the tongue.
5) Fold in half again and you have a mouthful of marshmallow "teeth" smiling at you!
6) Use the "models" to demonstrate how mouths work and how teeth help us chew our food.
7) If time allows share a book in the **Related Resource** section, below.

Related Resources:

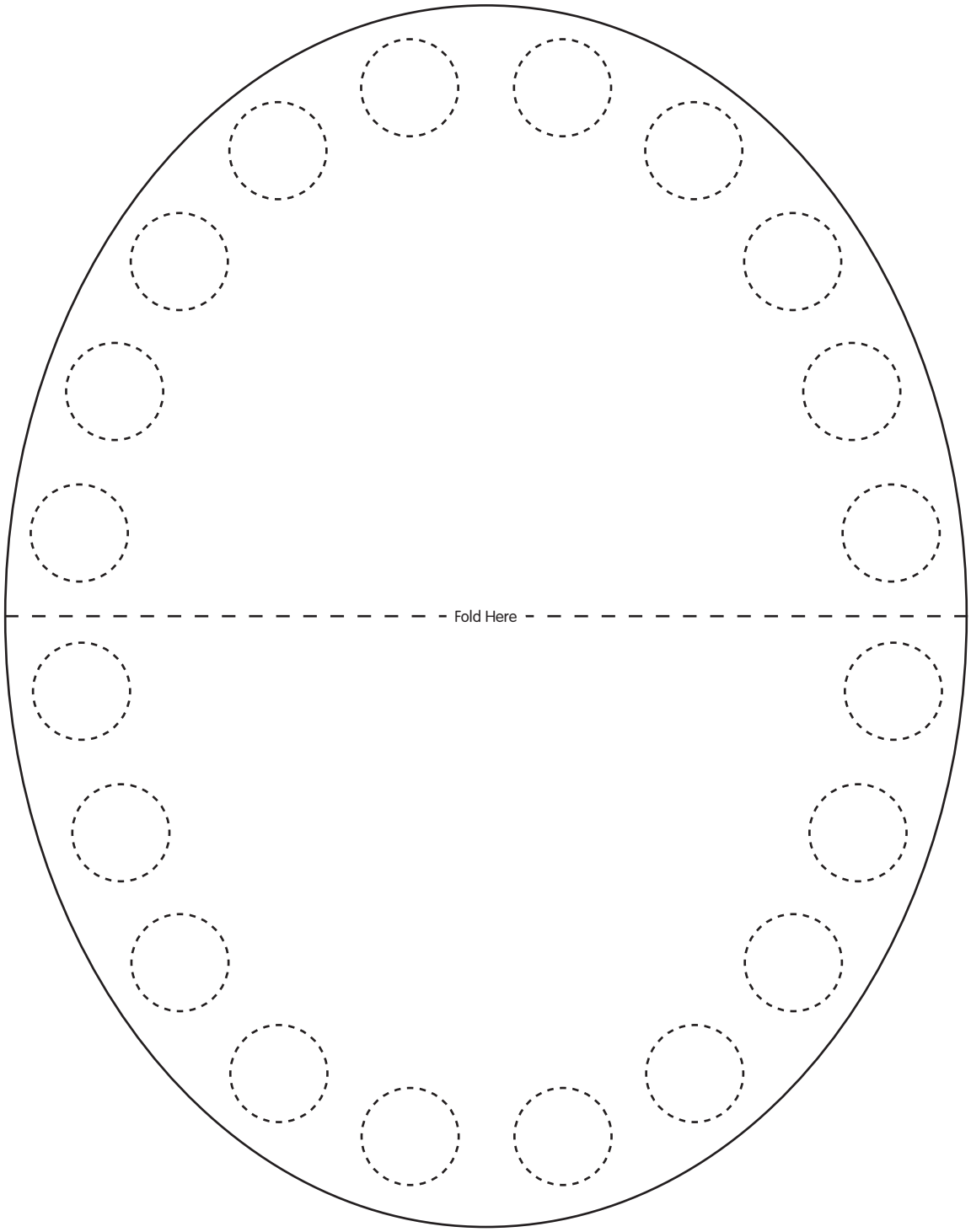
- **Eyes, Nose, Fingers and Toes: A First Book All about You,** by Judy Hindley, Brita Granstorm (Illustrator)
- **Alex Alligator And His Fearsome Jaws,** by Paul Flemming, Jon Goode (Illustrator)

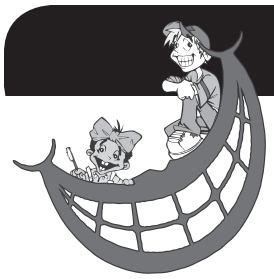
Reinforcing the Ideas

Continue to reinforce where the mouth, teeth and tongue are located. As you repeat these concepts over and over again, the children will begin to be able to identify where their mouths, teeth and tongues are and understand what they are used for.

Parent Information:

Send home the Parent Information sheet, **Caring For Your Toddler's Teeth,** along with the mouths the children made.


Fold Here



Ages 3-4

Brush, Brush, Brush Your Teeth!

Purpose:

This activity helps a preschooler understand habits that keep us healthy.

Time Allotment:

15-20 minutes

Supplies Needed:

- Tooth patterns copied onto gray or light brown paper
- White tempera paint
- Several toothbrushes
- Several small cups
- A copy of the book, Brushing Well by Helen Frost, or I Know Why I Brush My Teeth by Kate Rowan, or Brush Your Teeth Please by Leslie McGuire
- Copies of the enclosed dental health songs/finger plays to sing with the children and to share with parents at home.

Steps:

1) Talk with children about good health habits such as hand washing, proper nutrition, and brushing teeth.

2) Share pictures of these habits if you have them. Ask them what would happen if they did not do these things every day.

3) Ask them if they brush their teeth and ask them why they do.

4) Using a model or the tooth pattern, demonstrate for the children the proper way to brush teeth and the proper amount of toothpaste to be used.

- Place a pea-sized dab of toothpaste on the toothbrush.
- Place the brush at the gum line and begin brushing in small, gentle circles.
- Brush one or two teeth at a time, moving in an established routine (left to right or right to left; top first, then bottom, or vice versa).
- Brush the outside of all teeth, then the inside

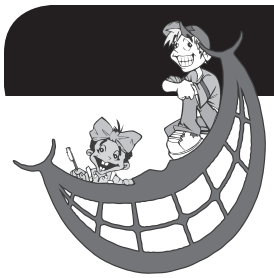
5) Depending on the age of the children, have them take turns demonstrating what they learned.

6) For the hands-on activity, place tempera paint in several small cups, then pass out toothbrushes and the tooth patterns.

7) Ask the students if the "teeth" look clean.

8) Have students dip toothbrushes in the white paint and brush the "teeth," turning them white and bright! Encourage them to use a small circular motion.

9) To further reinforce the lesson, read one of the oral health books listed in the **Related Resources Section** to the class, and share one or more of the enclosed dental health songs/finger plays.



Ages 3-4

Related Resources:

- **Brushing Well,** by Helen Frost
- **I Know Why I Brush My Teeth,** by Kate Rowan
- **Brush Your Teeth Please,** by Leslie McGuire

Reinforcing the Ideas

Continue to reinforce good health habits. Use an incentive chart and give children a sticker every day they have brushed their teeth before coming to school. They may start reminding their parents to brush their teeth!

Use the tooth pattern template to create a tooth puzzle. Just laminate and cut into several pieces depending on the size and ability of your children.

Parent Information:

Send home the Parent Information sheet, **How To Make Toothbrushing Fun!** along with a copy of the finger plays and songs.

Brush, Brush, Brush Your Teeth!

Dental Health Songs and Finger Plays

Brush Your Teeth

Sung to: Row, Row Row Your Boat
Original Author Unknown

Brush, brush, brush your teeth.
At least two times a day.
Cleaning, cleaning, cleaning, cleaning
Fighting tooth decay.
Floss, floss, floss your teeth.
Every single day.
Gently, gently, gently, gently,
Whisking plaque away.
Rinse, rinse, rinse your teeth
Every single day.
Swishing, swishing, swishing, swishing
Fighting tooth decay.

Got My Toothpaste

Sung to: Twinkle, Twinkle Little Star
Original Author Unknown

Got my toothpaste, got my brush
I won't hurry, I won't rush
Making sure my teeth are clean,
Front and back and in between.
When I brush for quite a while,
I will have a happy smile!

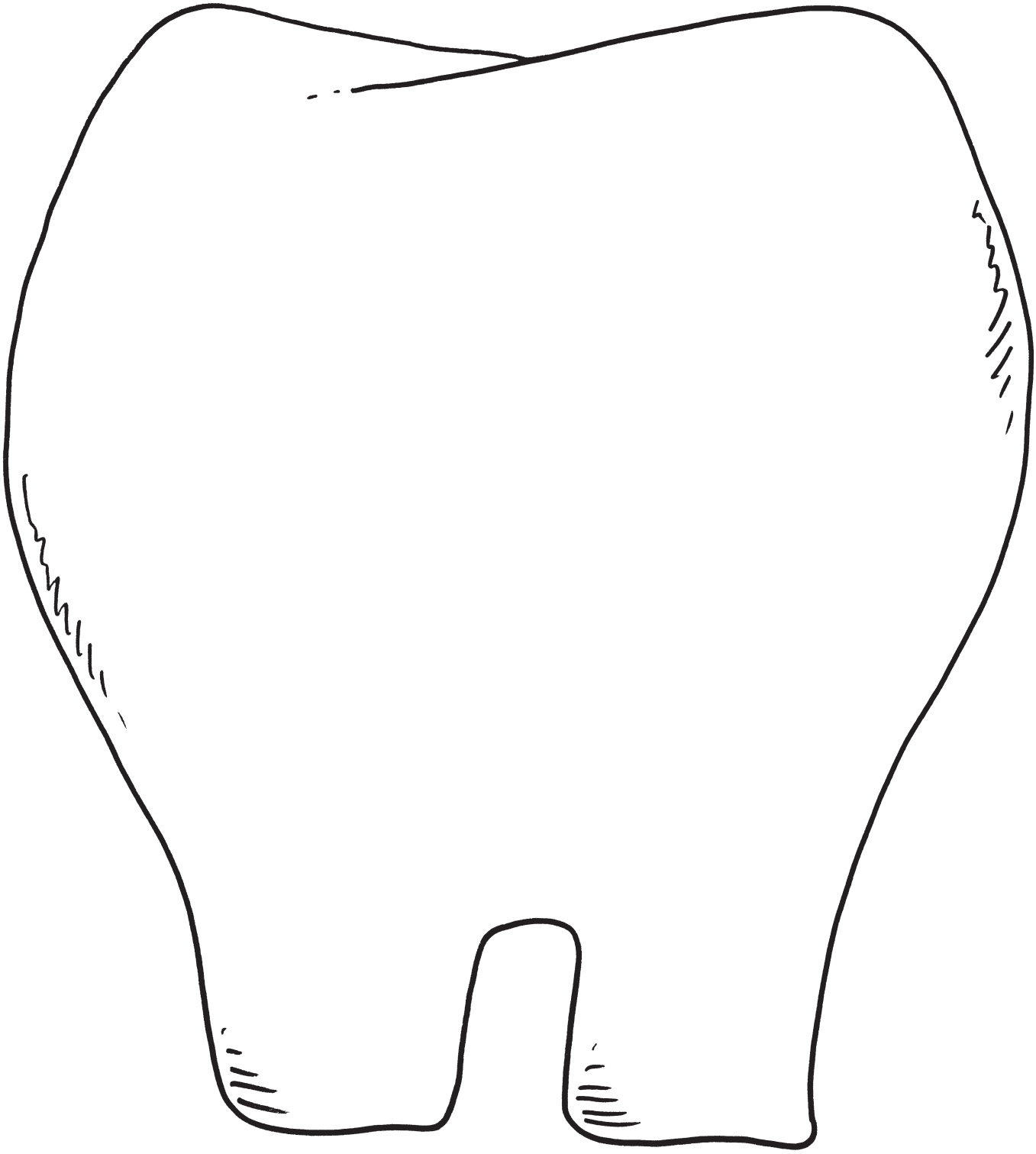
Sparkle

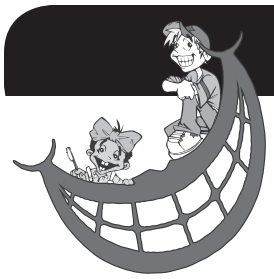
Sung to: Twinkle, Twinkle Little Star
Original Author Unknown

Sparkle, sparkle little teeth
Some above and some beneath.
Brush them all at every meal,
Clean and fresh they will always feel.
Sparkle, sparkle little teeth
Some above and some beneath

Snacking, snacking, it's okay.
Try it in the proper way.
Eat raw veggies, fruit and cheese.
They will make your mouth say,
"Please!"
Snacking, snacking, it's okay.
Try it in the proper way.

Floss them, floss them, in between
Cavities will not be seen!
See your dentist twice a year,
You will grin from ear to ear
Floss them, floss them, in between
Cavities will not be seen!





Ages 3-4

Not In Your Mouth!

Purpose:

This activity helps a preschooler identify objects they should not put in their mouths.

Time Allotment:

10-15 minutes

Supplies Needed:

- Enlarge a copy of the **In Your Mouth** template handout.
- Color and laminate the pictures of objects commonly placed in the mouth.
- Make a copy of the picture of the open mouth.
- If time permits, color and laminate the picture.
- Make copies of the **Not in Your Mouth** worksheet.

Steps:

1) Show the children pictures of everyday objects (blocks, small cars, ice cubes, legos, markers, various food items, toothbrushes, straws).
2) Begin by asking the children to identify the objects. Then explain to them that some things, such as food and toothbrushes, belong in our mouths. Other items should not be placed in our mouths and can even break and harm our teeth. For example, children should be discouraged from chewing on pencils and eating ice.
3) Next have the children sort the pictures according to what does and does not belong in their mouths by placing safe items in the large copy of the mouth. This can be done individually as a center activity or as a group.
4) Finally, have the children complete the handout, **Not in Your Mouth.** This activity has the children crossing out pictures of the items that do not belong in their mouths.

Related Resources:

- **Mouth,** by Cynthia Fitterer Klingel, Robert B. Noyed, and Gregg Andersen (Photographer)

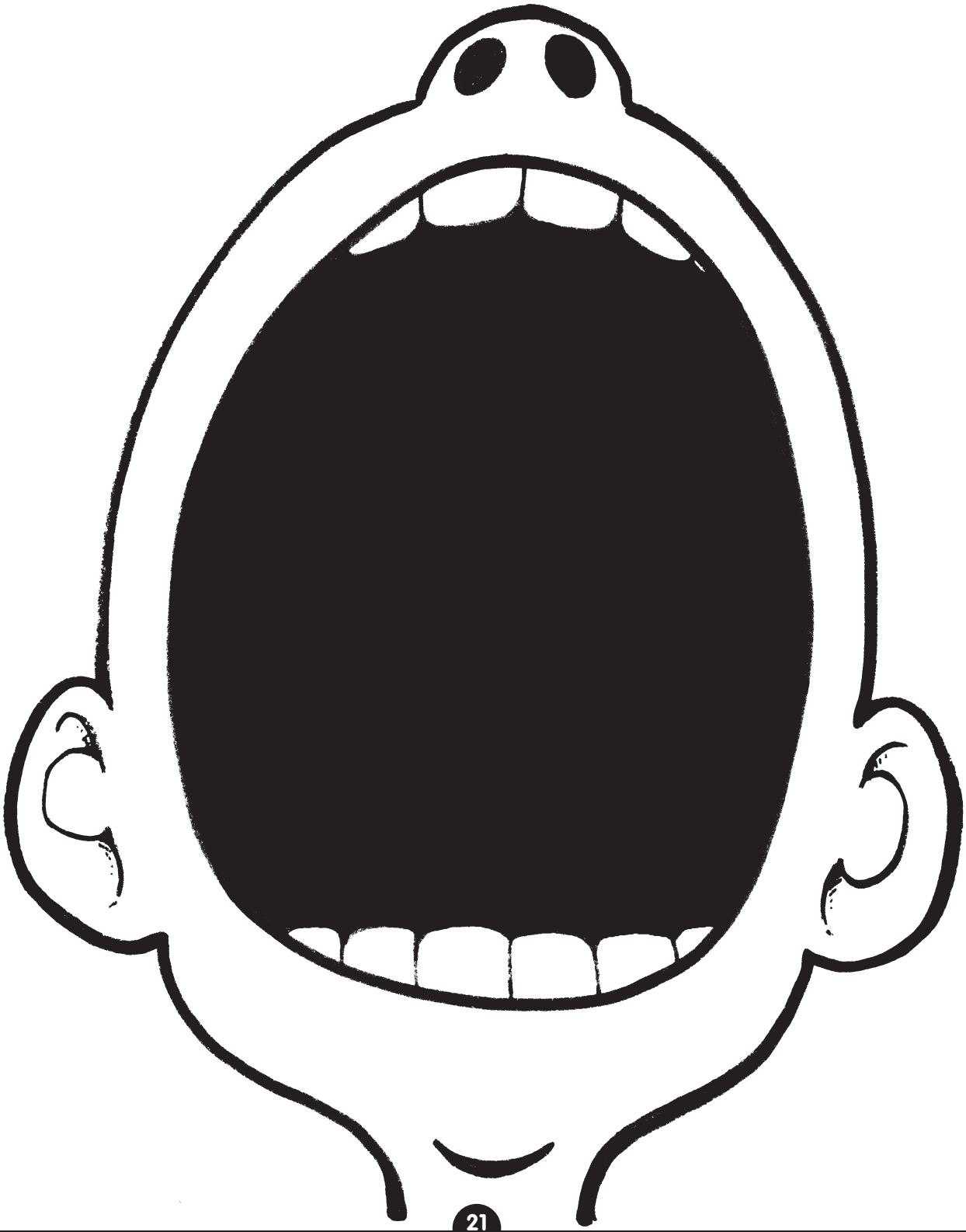
Reinforcing the Ideas

Continue to emphasize to the children what not to place in their mouths.

Parent Information:

Send home the Parent Information sheet, **Keeping Your Child's Smile Safe—At Home and School.** Also, send home the completed activity, **Not in Your Mouth,** to keep parents informed of what you are discussing in class, and so that they can reinforce the concepts at home.

In Your Mouth



Ages 3-4

Not In Your Mouth

Templates

Ages 3-4

Not In Your Mouth

Worksheet

Directions: Draw an X on objects that do not belong in your mouth.

Put a Face on Good Nutrition

Purpose:

This activity is designed to help children be able to

- identify the parts of the face;
- understand what each part of the face does;
- recognize fruits and vegetables;
- use their senses to identify and describe fruits and vegetables;
- understand that fruits and vegetables are healthy foods.

Time Allotment:

20-30 minutes

Supplies Needed:

- Old magazines and books with a wide variety of pictures.
- Copies of fruit, vegetable and face templates (attached).
- Glue and crayons or washable markers.
- If available, cut up fruits and vegetables for the children to eat at the end of the activity.

Steps:

1) Talk with the children about the parts of the face (eyes, mouth, nose, and ears). Ask them to describe what each of these parts of the face are used for—eyes for seeing, mouth for tasting and eating, nose for smelling and ears for hearing.
2) Next, have the children sit at a small table. Pass out the magazines and books.
3) First, ask them to locate pictures of people and ask them to show you the parts of the face (mouth, teeth, eyes, nose, ears, etc.). If your children are able, have them cut out the pictures.
4) Next, tell them that in order to keep our bodies healthy, we should try and eat certain foods, especially fruits and vegetables. Have them locate pictures of fruits and vegetables in the magazines. Take turns letting children show you what they find. If your children are able, have them cut out the pictures.
5) After you think the children have a good grasp of the parts of the face, the senses related to those parts and can identify several fruits and vegetables, begin the activity. Let them select a fruit or vegetable to decorate. (Templates are included) Have them color their selections. Then let the children select a pair of eyes, a nose and a mouth. Assist them as needed in gluing the eyes, noses and mouths.
6) To celebrate their efforts, have the children share their pictures. Explain again how important it is to eat healthy foods. If available, share fruits and vegetables with the children—encourage them to try fruits and vegetables they haven't tried. Have them use the senses discussed in the lesson to describe the fruits and vegetables they are sampling.

Related Resources:

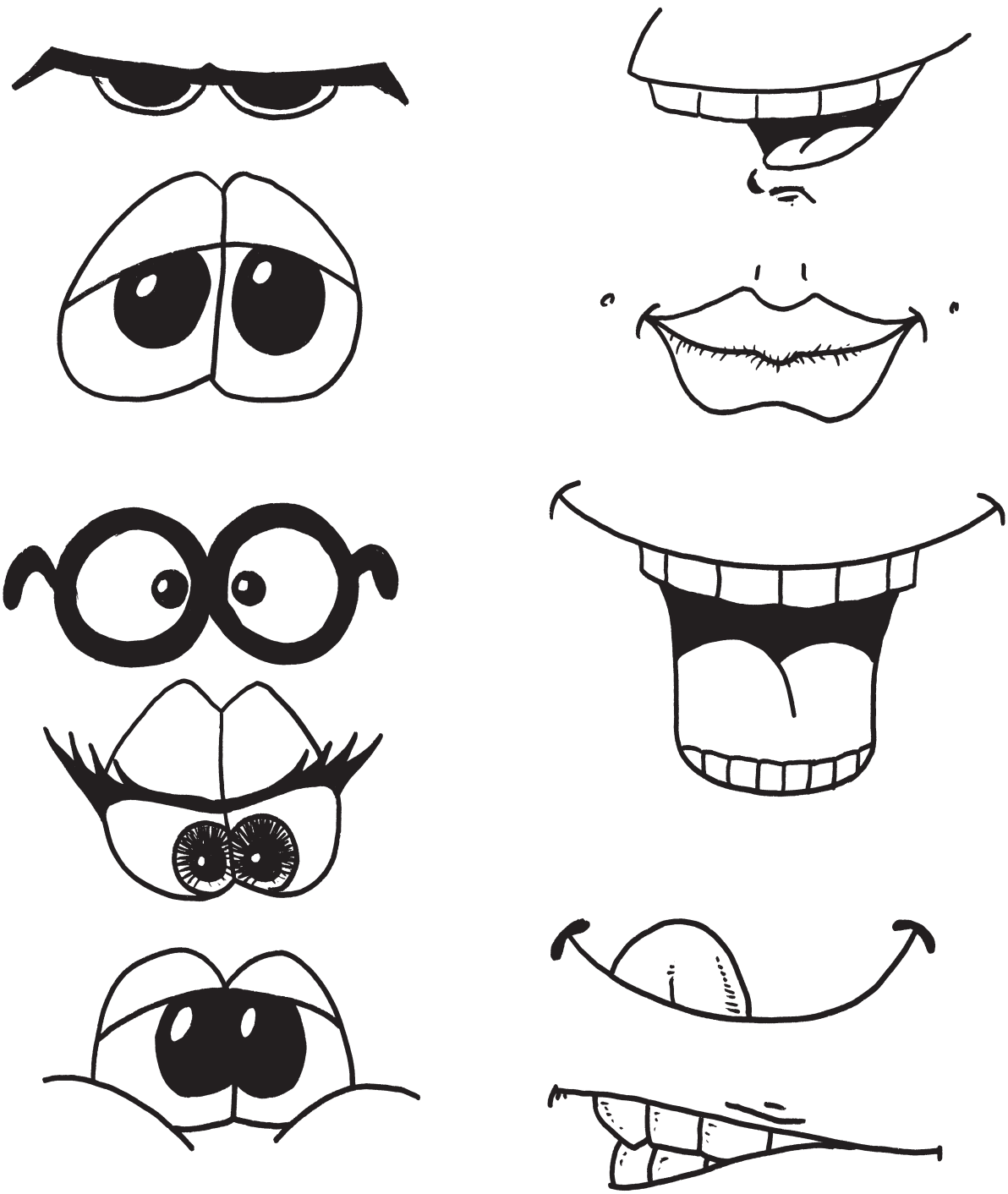
- **Cool as a Cucumber,** by Sally Smallwood
- **Let's Look at Fruit,** by Lorenz Staff and Lucy Tizard

Reinforcing the Ideas

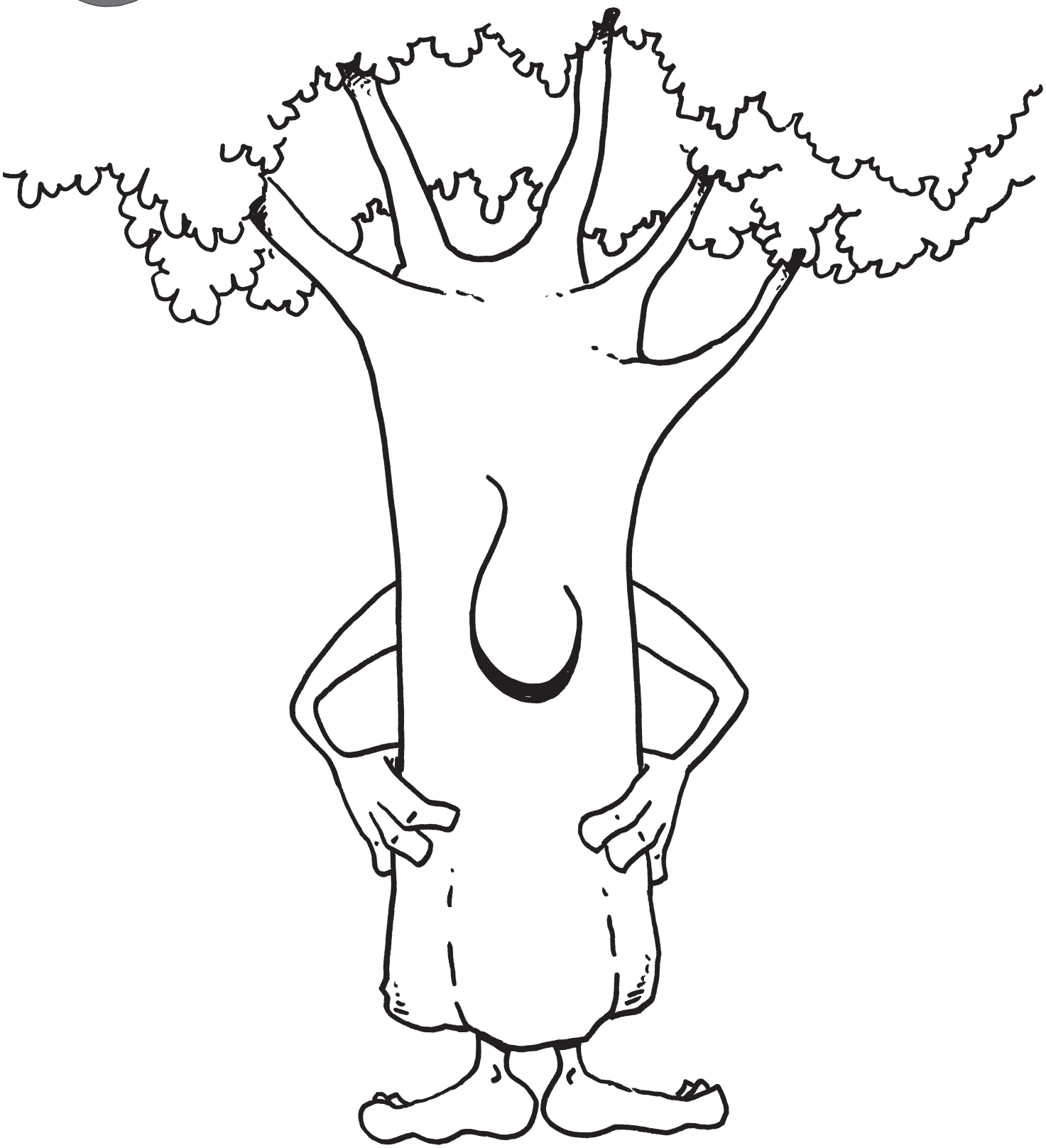
The decorated fruits and vegetables make a great bulletin board display. Suggested titles are "Healthy Foods for Good Dental Health" or "Healthy Foods for Good Health."

Parent Information:

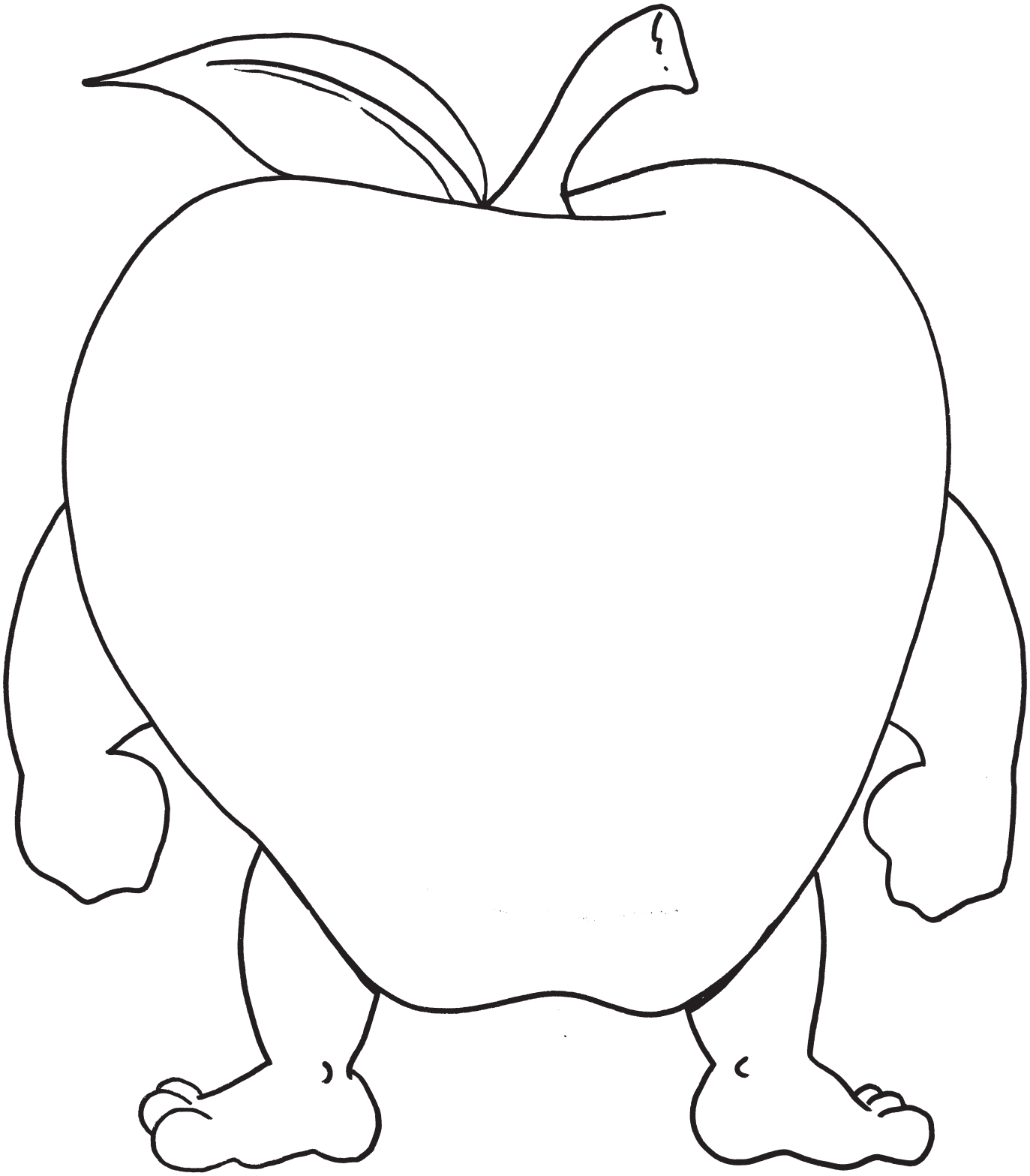
Send home the Parent Information sheet, **Nutrition and Your Child's Dental Health.**



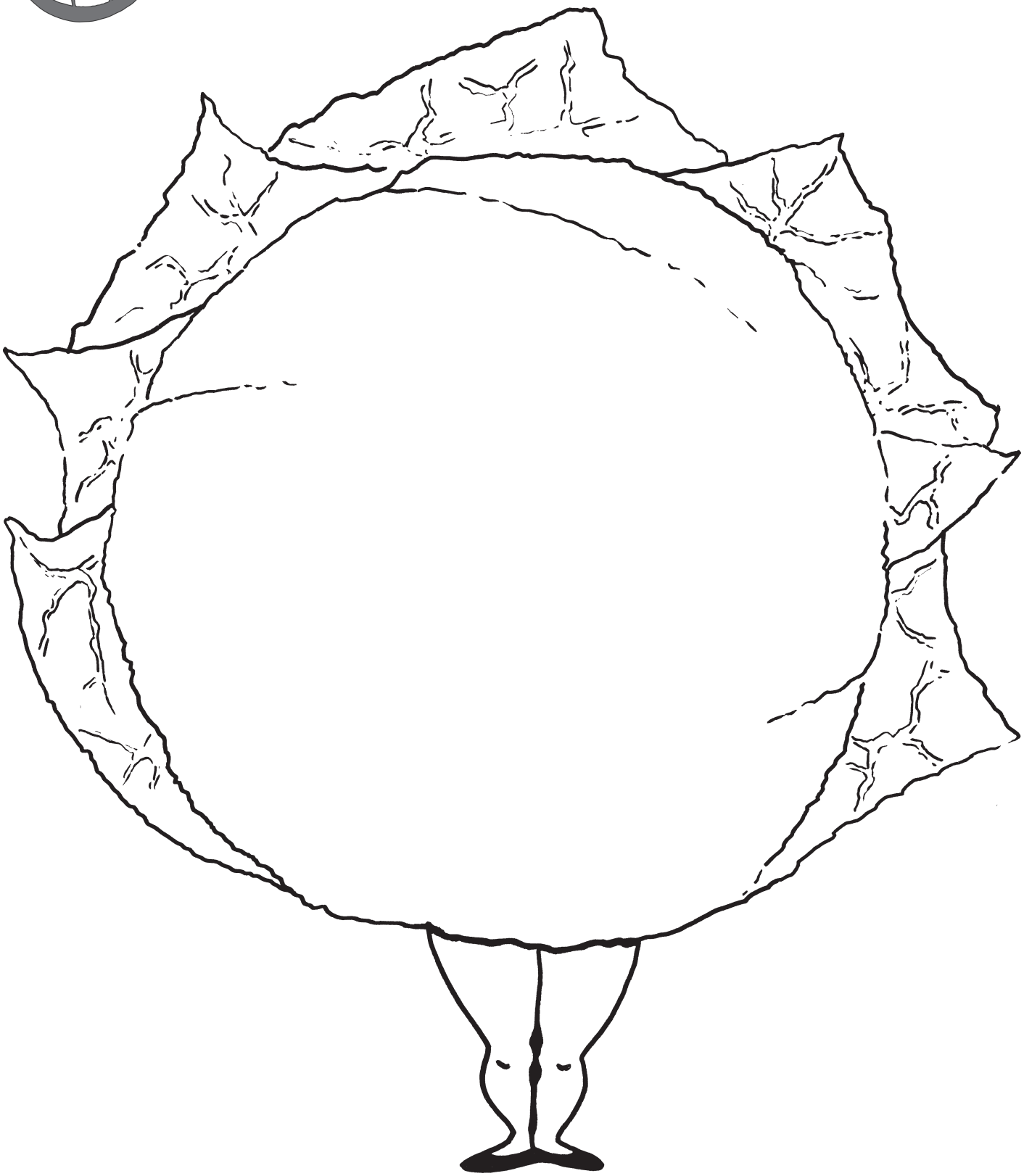
Ages 3-4

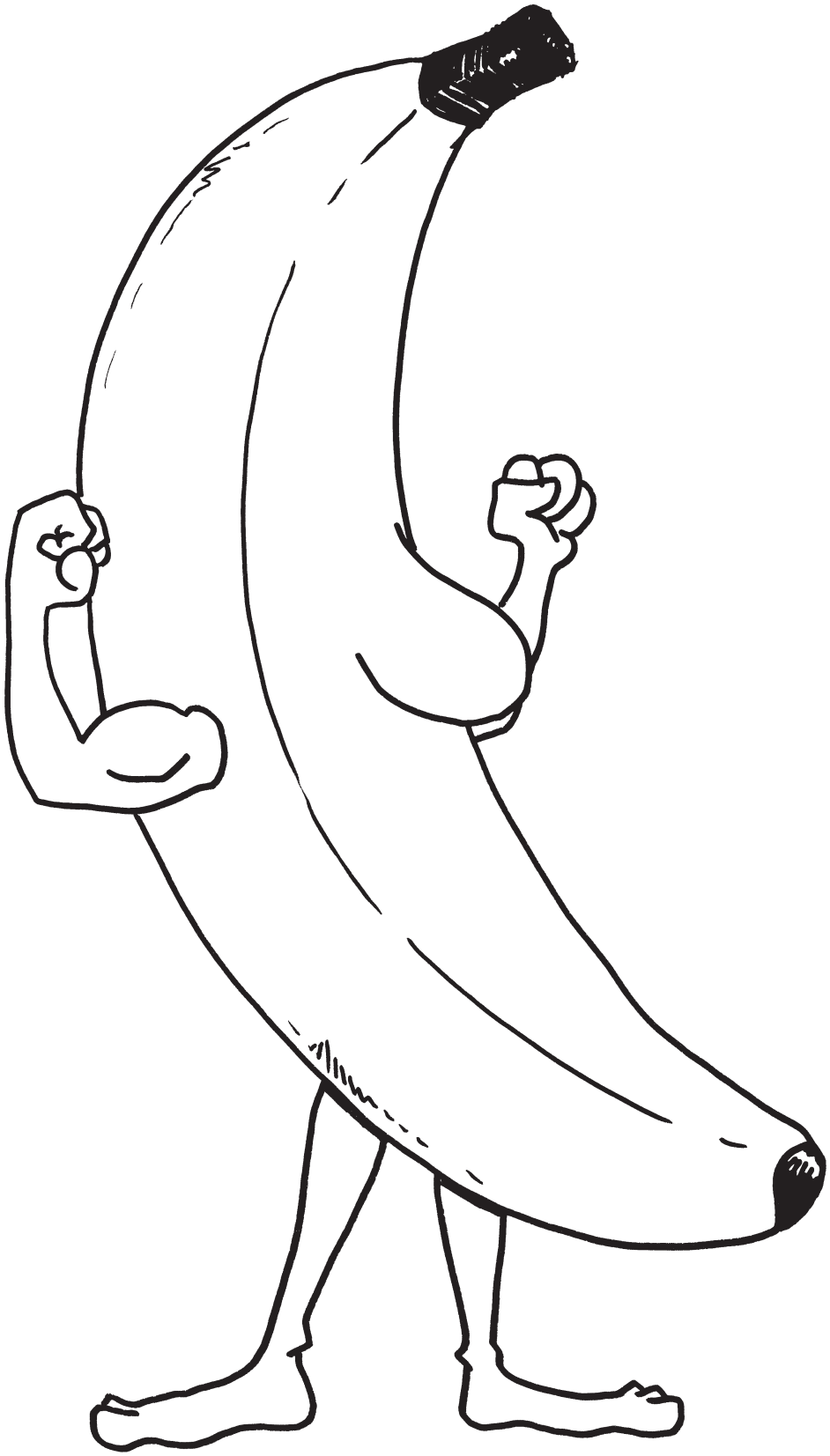


Ages 3-4

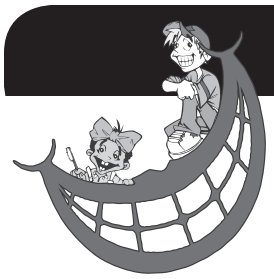


Ages 3-4





Ages 3-4



Ages 3-4

Safety First…

Purpose:

This activity helps a preschooler understand habits that keep them safe.

Time Allotment:

15-20 minutes

Supplies Needed:

Pictures of everyday objects, situations and places such as a

- child riding a bike without helmet
- a playground with a swing
- ice, small toys (legos), hard candy and/or pencils
- a swimming pool
- a water fountain
- toys on the floor

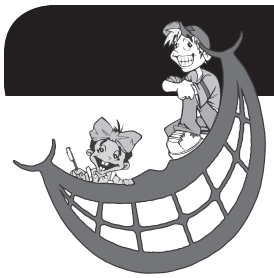
Steps:

1) Tell the children that you are going to talk with them today about some ways to keep them from getting hurt. You may want to ask them some ways they have gotten hurt. Ask them: Why do they think they got hurt (were they running, were they not paying attention, were they pushing, etc.)
2) Next, show them the pictures you gathered for the lesson. Have them look at each one and share ways someone could get hurt. Guide them to think about how injuries could be prevented.

   For example:

Behavior/Situation	What could happen?	How it could be prevented?
Child riding bike without helmet	Child could fall and hurt his head	Child wears a helmet when riding a bike
Swimming pool	Running around a swimming pool could cause someone to fall and hurt his head and/or mouth	Do not run around a swimming pool.
Playground with a swing	Child could fall if he jumps from a moving swing. Child could get hit if he walks directly in front of a swing.	Always hold on tightly when swinging. Do not jump from a moving swing. Do not walk in front of a swing.
Water fountain	Child could hit his mouth if he is pushed or shoved while drinking at a water fountain.	No pushing or shoving allowed.
Ice, small toys, hard candy and pencils	Chewing on hard objects could hurt or break teeth.	Do not chew on ice or pencils. Do not put small toys in your mouth.
Toys scattered on the floor	Child could trip and fall over toys and objects left on the floor.	Pick up toys and other items from the floor.

3) Take the class on a safety stroll through the classroom, school grounds and playground. Help them identify places that may be unsafe and how to make them safer.



Ages 3-4

Related Resources:

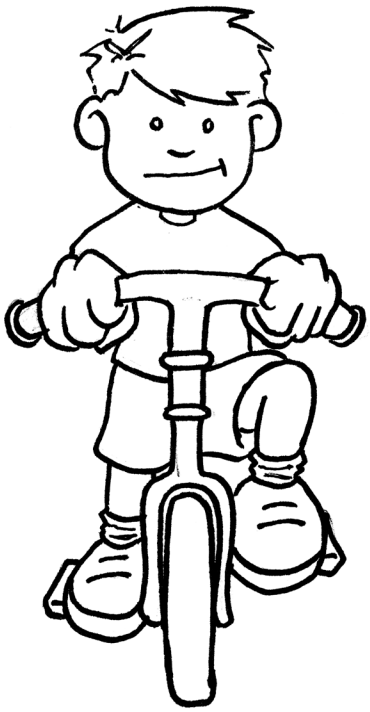
- **Bee Safe,** by Charles Reasoner
- **My Trusty Car Seat: Buckling up for Safety,** by Stan and Jan Berenstain

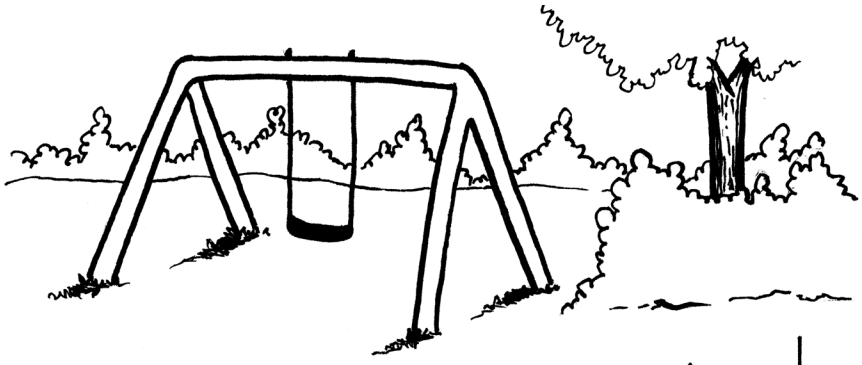
Reinforcing the Ideas

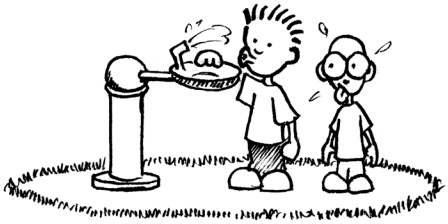
Continue to emphasize safety. Ask your children to be safety patrollers and to let you know when an unsafe behavior occurs.

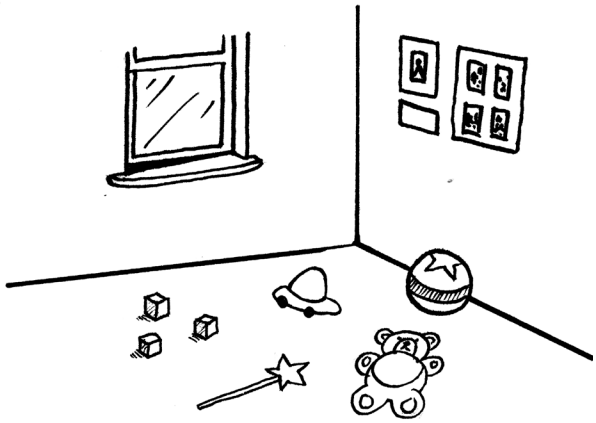
Parent Information:

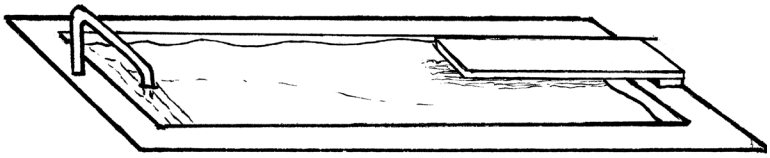
Send home the Parent Information sheet, **Keeping your Child's Smile Safe—At Home and School** and **In the Car and While Shopping.**

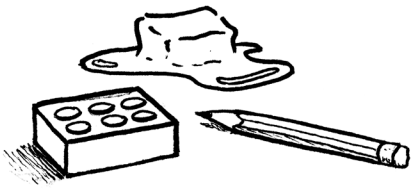


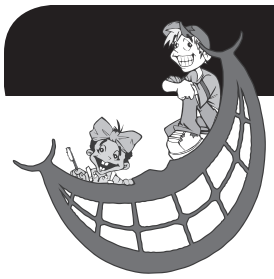












Ages 3-4

What Color is Your Toothbrush?

Purpose:

This activity reinforces counting, sorting and color identification with toothbrushes. This is a good way to get preschool children interested in and acquainted with toothbrushes and toothbrushing.

Time Allotment:

15-20 minutes

Supplies Needed:

- 10-15 plain toothbrushes in various colors, or you can make laminated toothbrushes using included template. See resource section for information on ordering toothbrushes.
- Cups in different colors. The colors should match the colors of the toothbrushes you are using for the lesson. To reinforce color words, write the name of the color on the outside of the cup. If cups are unavailable, use paper plates with different colored toothbrushes glued on each plate.
- Copies of the toothbrush pattern for each child.

Steps:

1) Talk with children about what toothbrushes are used for. Ask them if they brush their teeth and ask them why they do.
1) Ask them if they have a toothbrush. Ask them to share what it looks like.
3) Ask them to describe what happens when they brush their teeth—do they use toothpaste, do their parents help them brush, and do they rinse after brushing?
4) Review the colors you are using in the lesson.
5) Working in pairs have the children
    - Count the toothbrushes.
    - Identify the color of each toothbrush.
    - Sort the different toothbrushes by placing them in the correct cup or on the correct plate.
7) When they are finished counting, identifying and sorting, give each child a plain toothbrush to color and decorate (use the included template). Encourage them to be creative!

Related Resources:

- **Brushing Well,** by Helen Frost
- **I Know Why I Brush My Teeth,** by Kate Rowan
- **Brush Your Teeth Please,** by Leslie McGuire

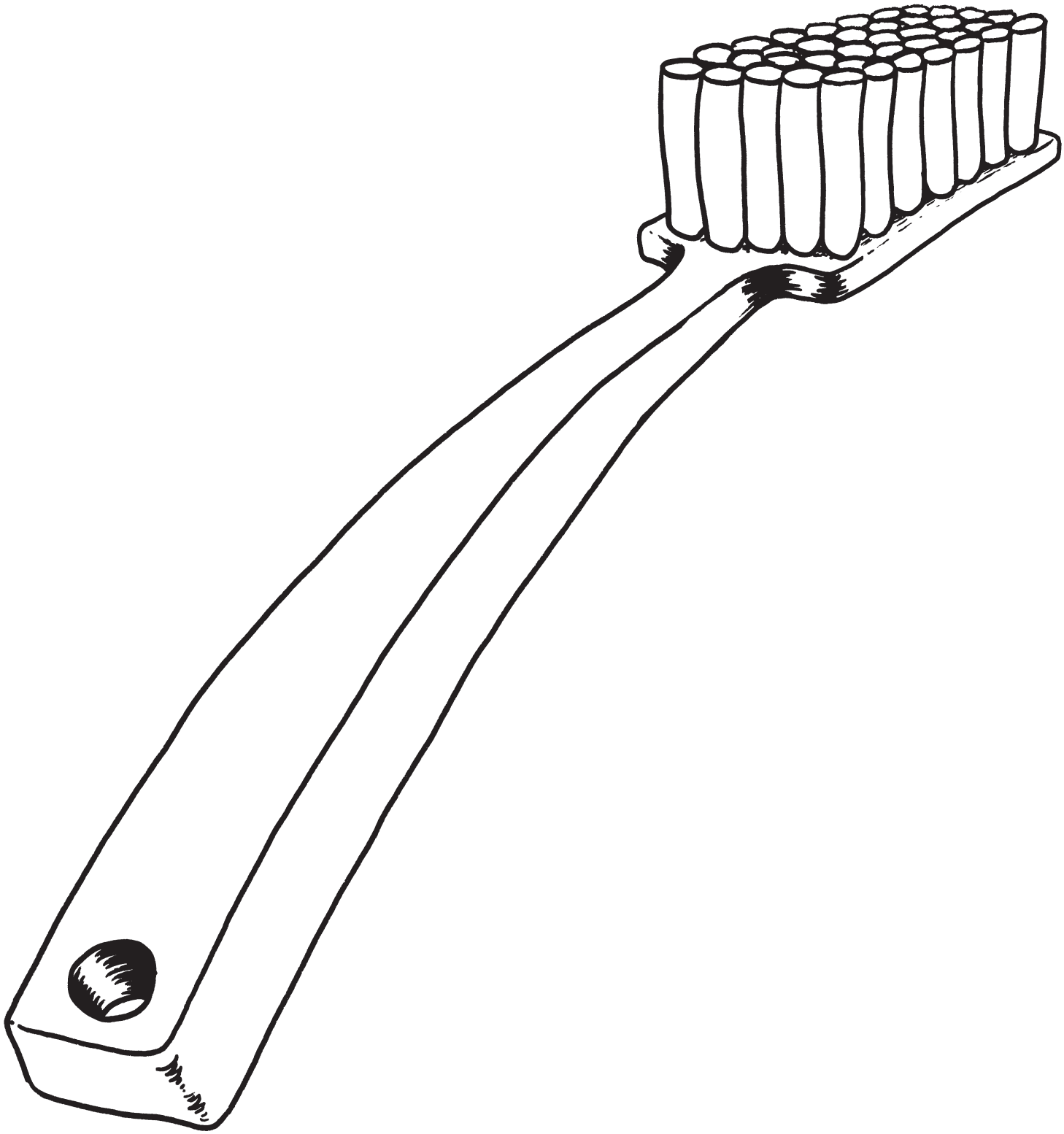
Reinforcing the Ideas

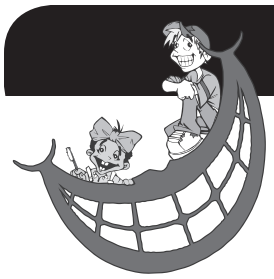
Display the decorated toothbrushes on a large bulletin board, titled: **Brush Your Teeth Twice A Day!**

Parent Information:

Send home the Parent Information sheet, **How to Choose the Right Toothbrush and Toothpaste for Your Preschooler.**

Ages 3-4





Ages 3-4

Have You Been to the Dentist?

Purpose:

This activity helps a preschooler understand why people should go to the dentist and has them identify what happens during a typical trip to the dentist.

Time Allotment:

15-20 minutes

Supplies Needed:

- Copy of "Flora and Floppy go to the Dentist" booklet.
- Copy the pages of the main steps that took place during the story. Color and laminate the pages if possible and make them self corrective by numbering them on the back.
- **This is My Dentist** and **This is My Dental Hygienist** coloring sheet.

Steps:

1) Prior to the lesson have parents send in the names of their *child's dentist as well as their contact information.
2) Also ask students to bring in their favorite stuffed animal.
3) Begin the lesson by asking:
    - Why do people go to the dentist?
    - Do animals go to the dentist?
    - Have you been to the dentist?
4) Give them some time to share. Review the names of the dentists provided by the parents and see who goes to the same dentist.
5) Next share "Flora and Floppy go to the Dentist." After reading it, show pictures of the different things that took place during Flora and Floppy's visit to the dentist.
6) As a center activity have the children put the pictures in the correct order. Make them self-corrective by numbering them on the back.
7) Finally, have the students color a picture of their dentist or depending on the age and ability of the child have them draw a picture. If they provided the name of their dentist write it on their sheet.

***If a parent indicates that they have been unable to locate a dentist, share the contact information provided by the other parents in the class. Add the dental contact information to each student's emergency contact information sheet.**

Related Resources:

- **Does a Tiger Open Wide?,** by Fred Ehrlich.
- **Just Going to the Dentist,** by Mercer Mayer

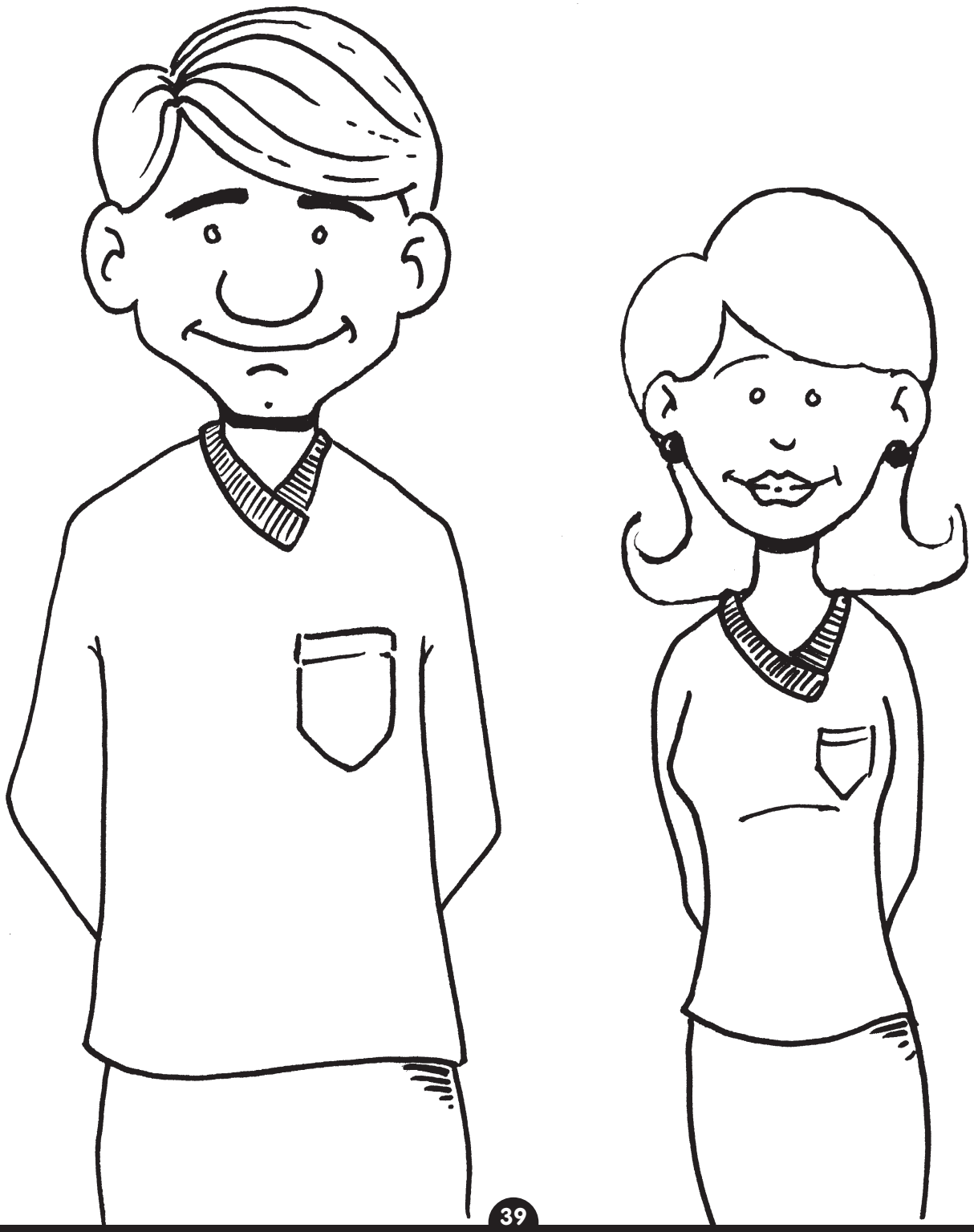
Reinforcing the Ideas

Share the related books. Continue to tell the children that they should go to the dentist to keep their teeth healthy. If your classroom has computer access, have students take turns using the interactive website "Flora and Floppy go to the Dentist." http://www.knowitall.org/scsmiles/plate_mr.html

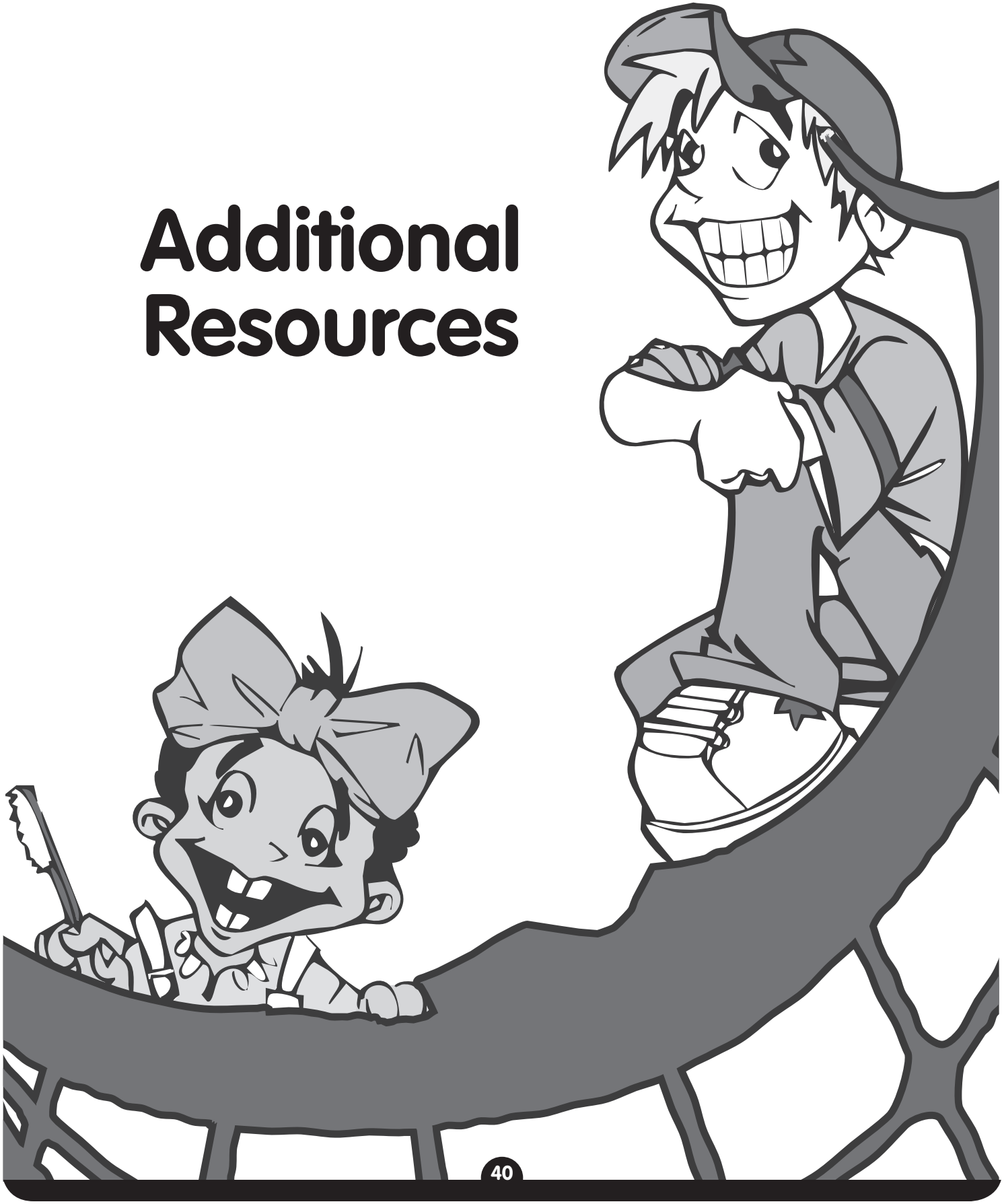
Parent Information:

Send home copies of the parent handout, **Why You Should Take Your Preschooler to the Dentist**. Follow up with parents who were unable to provide the name of their child's dentist. Assist them as needed in locating a dentist.

This is my Dentist
This is my Dental Hygienist



Additional Resources



Dental Health Related Resources

Bailey, Cindy. **Going to the Dentist.** D R L Book, Incorporated, 2002.

Barabas, Kathy. **Let's Find Out about Toothpaste.** New York: Scholastic, 1997.

Bate, Lucy. **Little Rabbit's Loose Tooth.** New York: Crown Publishers, 1983.

Beeler, Selby B. **Throw Your Tooth on the Roof: Tooth Traditions from around the World.** Boston: Houghton Mifflin, 1998.

Berenstain, Stan and Judy. **My Trusty Car Seat: Buckling up for Safety.**New York: Random House, 1999.

Birdseye, Tom. **Airmail to the Moon.** New York: Holiday House, 1988.

Bourgeois, Paulette. **Franklin and the Tooth Fairy.** New York: Scholastic, 1996.

———. **Franklin and the Tooth Fairy.** New York: PolyGram Video, 1997.Videotape.

Brown, Marc. **Arthur Tricks the Tooth Fairy.** New York: Random House, 1998.

———. **Arthur's Tooth.** Boston: Atlantic Monthly Press, 1985.

Bunting, Eve. **Trouble on the T-Ball Team.** Boston: Houghton Mifflin, 1997.

Chambliss, Maxie. **I'm Going to the Dentist: Pop-Up Book.** New York: Ladybird Books, 1997.

Clement, Rod. **Grandpa's Teeth.** New York: HarperCollins, 1997.

Cole, Joanna. **The Missing Tooth.** New York: Random House, 1988.

Ehlert, Lois. **Eating the Alphabet.** San Diego, CA: Harcourt Brace, 1996.

Ehrlich, Fred. **Does a Tiger Open Wide? New York: Handprint Books, 2003.**

Ehrlich, Fred. **Does a Lion Brush? New York: Handprint Books, 2003.**

Falwell, Cathryn. **Dragon Tooth.** New York: Clarion Books, 1996.

Farber, Erica, and **J. R. Sansevere.** Ooey Gooey. New York: Random House, 1998.

Fleming, Paul. **Alex Alligator And His Fearsome Jaws.** The Reader's Digest Association, Inc.,1998.

Fowler, Allan. **A Look at Teeth.** New York: Children's Press, 1999.

Frost, Helen. **Brushing Well.** Mankato, MN: Capstone Press, 1998.

———. **Food for Healthy Teeth.** Mankato, MN: Capstone Press, 1998.

———.**Your Teeth.** Mankato, MN: Capstone Press, 1998.

Grohmann, Almute. **Dragon Teeth and Parrot Beaks: Even Creatures Brush Their Teeth.** Chicago: Quintessence Publishing, 1997.

Hallinan, Patrick K. **My Dentist, My Friend.** Nashville, TN: Ideals Children's Books, 1996.

Hindley, Judy. **Eyes, Nose, Fingers and Toes: A First Book All about You Cambridge, Massachusetts: Candlewick Press, 2002**

Hodgkins, Fran. **Dental Hygienists.** Mankato, MN: Capstone Press, 2001.

Houghton Mifflin Company Staff. **Molly and Slow Teeth.** Boston: Houghton Mifflin School, 1992.

Jensen, Patsy. **Loose-Tooth Luke.** Brookfield, CN: Millbrook Press, 1998.

Karlin, Nurit. **The Tooth Witch.** New York: Lippincott, 1985.

Keller, Laurie. **Open Wide: Tooth School Inside.** New York: Henry Holt, 2000.

Klingel, Cynthia Fitterer. **Mouth.** Gareth Stevens Audio, 2002.

Krementz, Jill. **Taryn Goes to the Dentist.** New York: Crown Publishers, 1986.

Kroll, Steven. **Loose Tooth.** New York: Scholastic, 1992.

Kuklin, Susan. **When I See My Dentist.** New York: Bradbury Press, 1988.

Langreuter, Jutta, and Vera Sobat. **Little Bear Brushes His Teeth.** Brookfield, CN: Millbrook Press, 1997.

LeSieg, Theo. **The Tooth Book, Vol.** 0. New York: Beginner Books, 1981.

MacDonald, Amy. **Cousin Ruth's Tooth.** Boston: Houghton Mifflin, 1996.

Mayer, Mercer. **Just Going to the Dentist.** Racine, WI: Western Publishing, 1990.

McGuire, Leslie. **Brush Your Teeth Please: A Pop-Up Book.** Pleasantville, NY: Reader's Digest Children's Publishing, 1993.

McPhail, David M. **The Bear's Toothache.** Boston: Little, Brown, 1972.

Miller, Margaret. **Baby Faces.** New York. Simon and Schuster, 1998.

Munsch, Robert N. **Andrew's Loose Tooth.** New York: Scholastic, 1998.

Murkoff, Heidi. **What to Expect When You Go to the Dentist.** Harper Festival, 2002.

Parromen M. **Parromen.** Taste. Barrons Educational Series, Inc., 1985.

Reasoner, Charles. **Bee Safe.** Penguin Putnam Books for Young Readers, 2003

Rey, Margret, and Alan J Shalleck, eds. **Curious George Goes to the Dentist.** Boston: Houghton Mifflin, 1989.

Rice, Judith Anne. **Those Icky Sticky Smelly Cavity-Causing but Invisible Germs.** Saint Paul, MN: Redleaf Press, 1997.

Rockwell, Lizzy. **Good Enough to Eat: A Kid's Guide to Food and Nutrition.** New York: HarperCollins, 1999.

Robinson, Robert. **Danny Goes to the Dentist.** School Specialty Children's Publishing, 2003.

Rogers, Fred. **Going to the Dentist.** New York: Putnam, 1989.

Rowan, Kate I Know Why I Brush My Teeth. **Cambridge, MA: Candlewick Press, 1999.**

Sandow, Paris, and Taylor Brandon. **The Bird Who Was Afraid to Clean the Crocodile's Teeth! Manassas Park, VA: Imperius Publishing, 1999.**

Schissel, Marvin J, and John E Dodes. **Healthy Teeth: A Users Manual: Everything You Need to Know to Find a Good Dentist and Take Proper Care of Your Teeth.** New York: St. Martin's Griffin, 1999.

Schoberle, Cecile. **Open Wide!: A Visit to the Dentist.** New York: Simon Spotlight/Nickelodeon, 2000.

Selby, Jennifer. **The Seed Bunny.** San Diego, CA: Harcourt Brace, 1996.

Showers, Paul. **How Many Teeth? New York: HarperCollins, 1991.**

Silverman, Martin. **My Tooth Is Loose! New York: Viking, 1991.**

Simms, Laura. **Rotten Teeth.** Boston: Houghton Mifflin, 1998.

Smallwood, Sally. **Cool as a Cucumber.**

Staff, Lorenz. **Let's Look at Fruit.** New York: Anness Publishing, Ltd, 2003

Steig, William. **Doctor de Soto.** New York: Farrar, Straus, and Giroux, 1982.

Swanson, Diane. **Up Close: Teeth That Stab and Grind.** Vancouver, Canada: Greystone Books, 2000.

Thaler, Mark. **Fang the Dentist.** Mahwah, NJ: Troll Associates, 1994.

Williams, Barbara. **Albert's Toothache.** New York: Dutton, 1977.

Wood, Audrey. **Tooth Fairy.** Swindon, England: Child's Play International, 1989.

Ziefert, Harriet. **A Trip to the Dentist.** New York: Harper and Row, 1988.

Resources for Dental Health Related Items

JM Murray Company

http://www.jmmurray.com/busent/dental.html
Phone: 1-800-566-8772

- Toothbrushes
- Toothpaste
- Toothbrush rack/brackets/mesh covers

Preventive Dental Specialties

Phone: 1-800-352-9669

- Toothbrushes
- Infant toothbrushes
- Toothbrush racks/et
- Dex/Toothbrush—special needs
- Safety Toothbrush

Plaque Smackers

http://www.plaksmacker.com/
755 Trademark Circle ,
Corona, CA 92879
Toll-Free: 1-800-558-6684
Fax: 1-951-898-2792

- Toothbrushes
- Toothpaste
- Timers
- Disposable mirrors
- Loot bags

PHB

http://www.phbinc.com/infant_child_brushes.htm
P.O. Box 668
Osseo, WI 54758
FAX: 715-597-3802
ORDER LINE: 1-800-553-1440
E-MAIL: phbinc@triwest.net

- Toothbrushes
- Infant finger brushes

Latsa

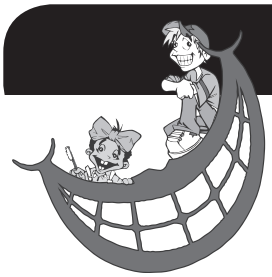
http://www.latsa.com/toothbrush_items.html
PO Box 666, Northfield, MN 55057
Phone or Fax: toll free 1-888-805-2872

- Toothbrushes
- Holders
- Timers
- Teeth models
- Animal puppets
- Books

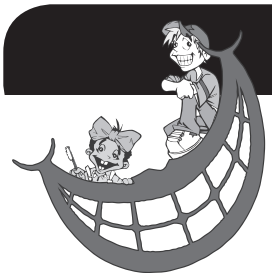
Lakeshore Learning

www.lakeshoerlearning.com

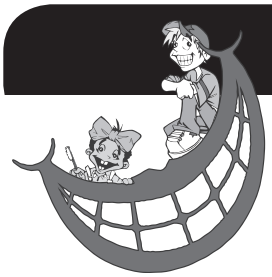
- Colorful dentist puzzle with pieces that are slightly raised to provide easy handling, and they're cut along logical lines—so the puzzle is a cinch for children to complete.



NOTES



NOTES



NOTES

Printed November 2005

Total Cost of Printing: $7,750.00
Total Number of Units Printed: 5,000
Cost per Unit: $1.55

D H E C

PROMOTE PROTECT PROSPER

www.scdhec.gov

Promoting and protecting the health of the public and the environment.

ML-025191 11/05