



Oral Health Education

for Children Birth through
Age Five, and Their Families

Classroom Curriculum



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Welcome to Cavity Free Kids!



We are so excited that you selected Cavity Free Kids to promote oral health in your early learning program. **Oral health is critical to a child's overall health and development. We hope that you embrace Cavity Free Kids and make it a part of your daily routines, lessons, and activities with the children in your care.** Thank you for helping us realize our vision for Cavity Free Kids—that all children will remain cavity free!

Why Oral Health?

Oral health is a part of overall health. When children are not healthy, it affects their ability to develop, learn, and thrive.

Poor oral health can lead to:

- **Pain:** Tooth decay can cause intense pain. Because young children may not be able to describe pain or learn to live with it, they may act out or seem uncooperative.
- **Attention problems:** Children with infected and painful teeth may have a hard time relaxing, sitting still, and paying attention at school.
- **Delayed social development:** Children may feel anxious or depressed and may withdraw from normal activities. When missing teeth lead to speech problems, children may appear shy and avoid social interaction.
- **Sleep deprivation:** Children with tooth pain may have trouble getting a good night's sleep.
- **Poor nutrition:** Painful teeth may make chewing and swallowing difficult and uncomfortable. Children with dental disease often do not get the nutrition they need to grow.
- **Missed school days:** Children with dental disease miss more school days, disrupting their educational and social experiences.

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“In Washington State, nearly 40% of children start Kindergarten with tooth decay.”

Why Cavity Free Kids?

Cavity Free Kids helps you make oral health education an essential part of a child's learning and promotes healthy oral health habits at home.

- **Cavity Free Kids uses evidence-based dental science.** References can be found on the Cavity Free Kids website at www.cavityfreekids.org.
- **Cavity Free Kids aligns with Head Start Learning Domains, Washington's Early Learning and Development Guidelines, and the National Education Domains.** Cavity Free Kids lessons and activities support children's individual learning goals and reference the Head Start learning domain elements. A table that outlines the relationship between the domains and guidelines is located on pages 124-125.
- **Cavity Free Kids can be used in a variety of early learning settings.** Cavity Free Kids is designed for use in Head Start, preschools, child care centers, family home child care settings, and home visiting programs, as well as other early learning environments, like library story times and play-and-learn groups.
- **Cavity Free Kids messages are appropriate for children ages 0-5 and their families.** Cavity Free Kids lessons and activities can be adapted to the ages and developmental stages of the children in your care.
- **Cavity Free Kids is easy to use.** Cavity Free Kids is organized so you can easily and creatively modify lessons and activities to meet your program's requirements, your personal style, and the needs and interests of the children and families in your program.



What's Included in the Cavity Free Kids Curriculum?

Cavity Free Kids helps you make oral health an integral part of your routines and daily interactions with children and their families.

Basics of Oral Health

Cavity Free Kids is organized around five Basics of Oral Health:

1. Baby Teeth Are Important!
2. Water for Thirst
3. Tooth Healthy Foods
4. Brush, Floss, Swish
5. Going to the Dentist

"I started using Cavity Free Kids in my classroom earlier this year and have been delighted by the positive response I received from children and their parents. We use Cavity Free Kids every Tuesday—the children named these days 'Tooth Tuesdays' and can't wait to talk teeth!"

Julie, Child Care Provider

Overview

Each of the five **Basics of Oral Health** sections start with Big Bites for Teachers—background information that guides the lesson plans for children and families. CFK for Infants and Toddlers curriculum is presented on the overview page and focuses on ways to promote oral health during daily routines and to incorporate music/movement, play/exploration and 1:1 interactions that build habits, vocabulary, and beginning concepts around oral health. The Preschool (and Older 2's) Classroom curriculum is introduced on the overview page with ways to incorporate CFK Throughout the Day: in multiple areas of the classroom, during meals and snacks, while brushing teeth and during transitions.

Circle Time Lessons

Circle time lessons introduce children to oral health concepts through discussion, demonstration, and music/movement activities that are interactive, playful, and engaging. Each lesson includes supplies and instructions and identifies the learning domains and domain elements that are covered in the lesson. (See Appendix page 123.) An example "Introductory Lesson" is included for each of the **Basics of Oral Health** to spark children's interest in the topic and to present key vocabulary and concepts.

This icon identifies **Circle Time Lessons** that may be appropriate for infants and toddlers.



Learning Center Activities

Learning center activities reinforce the oral health concepts introduced in circle time lessons. They also give children opportunities to explore and learn at their own pace—individually or in small groups. A list of supplies, instructions, and Head Start Learning Domains and Elements are included with each activity. Activities cover the Dramatic Play, Art, Discovery & Science, Sand & Water, Literacy & Library, Toys & Games, and Music & Movement interest areas.

This icon identifies **Learning Center Activities** that may be appropriate for infants and toddlers.



This icon identifies **Learning Center Activities** best suited for outdoor play.



Parent Practice Handouts

Parents and family members play a crucial role in promoting good oral health for children. Each Basic of Oral Health section includes at least one Parent Practice Handout. Parent Practice Handouts are designed to help you share the same oral health concepts children are learning about in the classroom with their families. Handouts include tips, resources, and tools (for example, tooth brushing charts) that you can use to promote healthy oral health habits at home.

Family Engagement Tools

This section includes more tools to promote oral health with families. The tools include:

- Frequently Asked Questions to help you answer common questions that families ask.
- Conversation Starters to help you start oral health conversations with families.
- The Family Partnership for Oral Health template to help families set oral health goals.
- Family Night Activities for engaging families in oral health in a fun and interactive way.
- Information Bites to share in your regular communications with families, for example bulletin boards, newsletters, website, emails, etc.
- Little Bites to share with families when they ask about a specific topic or when the need arises.

Cavity Free Kids Website

All lessons, activities and resources found in this curriculum can be found on the Cavity Free Kids website. The website offers additional lessons, learning centers activities, resources for parents, and additional oral health information.

Visit www.cavityfreekids.org to find more great ways for teaching children and families about oral health and come back often to find out what's new!

Brush the Food Away

Do Together



Brush your child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth through age 3, the size of a pea after that.

Take turns with your child brushing their teeth. First, let your child brush his own teeth. Then take the toothbrush and brush the sides and biting surfaces of every tooth in little circles with gentle scrubs.

Here are a few tricks that might help you brush your child's teeth:

- Tell your child to open big and roar like a lion!
- Have your child lay down with his head in your lap and open wide.
- Brush your teeth in front of your child. You are an important role model and this shows you take care of your teeth.
- Sing your child's favorite song while brushing.

A child's toothbrush should be the last thing to touch his teeth before bedtime. **If your child goes to bed with a bottle or cup only give them water.**



Take the Healthy Mouth Challenge!

I will:

- Brush my child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth through age 3, the size of a pea after that.
- Make toothbrushing fun by telling my child to open big and roar like a lion!
- Make sure the toothbrush is the last thing to touch my child's teeth before bed.



"Cavity Free Kids makes it easy to incorporate oral health into my Head Start classroom."

Sam, Head Start Teacher

Planning Cavity Free Kids Lessons

Each early learning program plans lessons differently. Cavity Free Kids is designed to be flexible for use with a variety of lesson planning styles.

Planning for **Infants and Toddlers** often focuses on two elements: establishing predictable care routines and providing activities related to interaction, play and exploration. Cavity Free Kids for infants and toddlers promotes establishing consistent and positive oral health care routines, as well as providing activities that will help develop the basic vocabulary and concepts around oral health.

Planning for **Preschool and Older 2's** may be centered on learning domains, activities, or on topics of study. Lesson plans for learning include activities across multiple settings: during daily routines and transitions, during whole group or small group interactions, and through learning center and outdoor play exploration. As a teacher you may plan lessons annually, monthly, weekly, or by the day. Cavity Free Kids is designed to be flexible for use with a variety of lesson planning styles.

To teach and reinforce good oral health habits with children and families, it is recommended that Cavity Free Kids be used regularly in classrooms and with families.

Plan Ahead for Effective Implementation of Cavity Free Kids

By the Month for Preschool: You may choose to dedicate one month of the school year to using Cavity Free Kids. For example, February is designated as Children's Dental Health Month and is a great time to focus on oral health with children and families. Using Cavity Free Kids for a month allows you to implement all 5 Basics of Oral Health in your classroom at one time.

By the Week for Preschool: Many classrooms find it useful to focus on Cavity Free Kids for one introductory week and then to incorporate new lessons over the course once a week or twice a month throughout the year. Review of past lessons, songs, and daily tooth care routines can be woven into the curriculum on a daily basis to reinforce the importance of oral health.

CFK with Families: In addition to classroom activities, the CFK curriculum plan includes family engagement materials and family night activities. Since the family engagement materials are directly linked with the classroom lessons, you may choose to send home materials and plan family night activities during the time period when you are working on this in the classroom. Family engagement materials that inform parents about the importance of finding a dental provider for their child correspond with a day or week focused on "Going to the Dentist." An example weekly lesson plan for Preschool that incorporates CFK throughout the day, Circle Time Lessons, Learning Center Activities, and Family Engagement is on the next page.

Weekly Planning Template

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast and Transition					
Circle Time					
Learning Centers					
Lunch and Transition					
Rest Time					
Snack and Transition					
Learning Centers					
Going Home (Parent Practice Handout or other information to be sent home)					

Baby Teeth Are Important

1

Big Bites for Teachers

- **Baby teeth are important**—they help us smile, eat, talk, and hold space for adult teeth.
- Baby teeth, also called primary teeth, will usually start to come in at about **6 months of age** and continue to come in until about age two and a half.
- Oral health affects a child’s readiness to learn. Children with pain caused by cavities have a hard time paying attention in class and miss more school days than other children.
- The combination of germs and carbohydrates (sugars and starches) creates an acid that attacks teeth.
- **Cavity-causing germs** can be passed from a mother or caregiver to a baby through kissing, sharing utensils, or by putting baby’s pacifier in mom’s mouth.
- Cavities in babies and young children can be prevented by making sure mom doesn’t have active tooth decay. It is important for pregnant women and mothers of young children to get preventive care and dental treatment.
- White or brown spots on teeth can be early signs of a cavity and a black spot is probably a cavity.
- **Untreated cavities can lead to serious infection.**

Goals

Children and families will understand:

- Why baby teeth are important.
- What causes cavities.



CFK for Infants and Toddlers

Daily Routines

- While diapering, ask child to show you their teeth (*demonstrate*). Ask child to hide their teeth (*demonstrate*).
- At mealtime comment on children biting their food and chewing with their teeth.
- Keep oral health care a calm, gentle, interactive and playful routine.

Interactions

- Ask child to show you their teeth and then make comments about their teeth (for example: "You have 2 teeth on top and 2 teeth on the bottom." "You have strong baby teeth that help you chew." etc.)
- Look in a mirror with a child and point at the reflection of your mouth, say mouth. Point at the child's mouth in the reflection and say mouth. Pause for child to respond. Smile and point at your teeth, say teeth. Prompt child to copy your smile and then point at their teeth. Continue to name body parts.



Activities

- Lay down big pieces of white contact paper with the sticky side out and have children touch it, and or stick materials to it. Target development of the concept of "sticky."
- Make a book for each child that has pictures of the child smiling, chewing, and brushing their teeth or gums with adult help. Look at the book with the child and comment on their actions, their expressions, their teeth. Add these "My Teeth" picture books to the classroom library.

CFK throughout the Day for Preschool

Throughout the Classroom

- Display children’s artwork and their own comments about their work. (See Learning Center Activities; Art-Self Portrait, page 23.)
- Create a “germ corner” in the classroom. Hang a variety of germs that children have created from the ceiling.
- Add books about germs, cavities, and why teeth are important to the library.



At Meals and Snacks

- Discover what children already know about baby teeth by starting a discussion at meals or snacks. **Ask:** Why do you think baby teeth are important? What jobs do our teeth do when we are eating? Reinforce concepts you have introduced during circle, small group, and center time. **Ask:** Do you think we could chew without teeth? Why or why not?

While Brushing Teeth

- Use a song or chant that reinforces the importance of brushing teeth and repeat it during daily tooth brushing. (*Brush, brush, brush our teeth to keep them strong and clean, healthy teeth is what we want to smile and talk and eat.*)
- **Ask:** What do you think the germs are saying when you brush them off your teeth?

During Transitions

- Sing class-made songs and chants about baby teeth, germs, and cavities that reinforce vocabulary and concepts.
- Have children point to and count their teeth while you count to 20.
- Use a variety of questions to help children practice recalling why baby teeth are important. Start with questions that could all be answered by teeth. **Ask:** What are these white things in our mouth? (Teeth!) What helps us smile? (Teeth!) What do we need to chew? (Teeth!) Progress to more difficult questions that incorporate key concepts and vocabulary: **Ask:** What is one reason your baby teeth are important? How do we keep teeth clean?

Circle Time Lessons

Teacher led, interactive circle time activities introducing children to key oral health vocabulary and concepts.



Introductory Lesson: Teeth Knowledge Web

Supplies

- Chart paper or butcher paper.
- Marking pen.

Introduction

Let children know that one of the things you will be talking about (today or this week or this month) in class is how important our teeth are and how to take care of them.

Write "Teeth" in the center of the paper and put a circle around it. Ask children one-by-one if they have something they think of when they think of teeth. Write down their responses and put the child's name by it, circle their word or phrase and draw a line back to teeth.

If children have trouble coming up with ideas, have another adult in the room contribute key ideas such as "baby teeth" and "cavities."

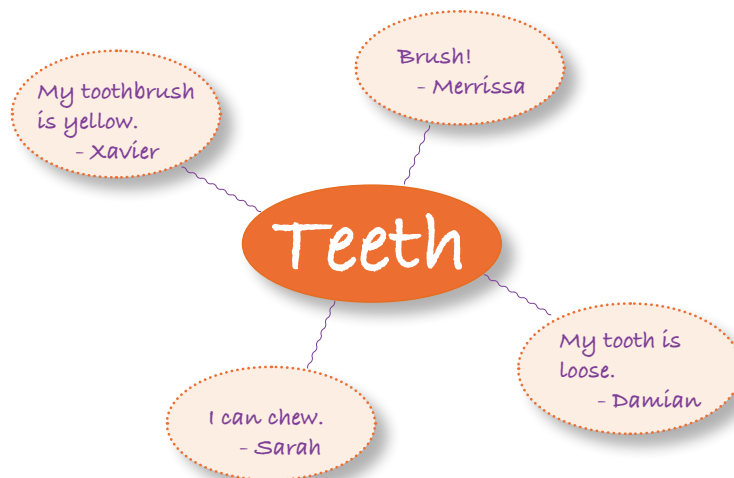
Review the words you have webbed by pointing to each new circle and say "Damian said ___"

After this activity you can:

1. Let children know what items are in learning centers related to teeth; or,
2. Sing one of the songs included in the additional Circle Time Lessons.

Remember to display the web you have created and return to these ideas as the class learns more and more about oral health.

Teeth Knowledge Web



Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Logic and Reasoning, Symbolic Representation; Language Development, Receptive and Expressive Language; Literacy Knowledge and Skills, Print Concepts and Conventions; Physical Development and Health, Health Knowledge and Practice



Teeth Have Important Jobs!

Part 1



Use the “Teeth Have Important Jobs” props to help children participate in this lesson. .

Everyone smile. Can you see teeth when you smile?

Here is a smiling, happy mouth. What’s missing from this mouth?

Yes, this mouth is missing teeth.

Let’s give this mouth some teeth!

Place top row of teeth on mouth.

Count the teeth on top with me.

Place bottom row of teeth on mouth.

Now count the teeth on the bottom with me. *Count.*

We counted 10 teeth on the top and 10 teeth on the bottom. This means that many of you have 20 baby teeth in your mouth.

Do you know how important your teeth

Supplies

- “Teeth Have Important Jobs” cutouts pages 127 and 128. Use to cut story pieces out of felt.
- Use felt pieces on a flannel board.
- If you do not have a flannel board you can use a model of a mouth and a picture of a smile.
- “My 20 Teeth Have Important Jobs” song page 129.

are? We are going to sing a song about the big, important jobs that teeth do.

My 20 Teeth Have Important Jobs (To the tune of “To Market, To Market”)

Sing:

1, 2, 3, 4, 5, 6, 7 shining teeth (repeat).

8, 9, 10, 11, 12 chewing our food (repeat).

13, 14, 15, 16, helping us talk (repeat).

17, 18, 19, 20 with healthy, happy smiles (repeat).

What did the song tell us are the three big jobs our teeth do?

(Chew our food, help us talk and help us smile.)

Domains and Domain Elements: Physical Health and Development, Health Knowledge and Practice , Mathematics Knowledge and Skills, Number Concepts and Quantities



Teeth Have Important Jobs!

Part 2

Concept Development

We will be actors today and we are going to act out the three important jobs of teeth.

Hold up three fingers and have the children also hold up three.

Our teeth's first job is... *Touch your first finger and encourage children to copy you...* to help us smile. Everyone smile! Look at the teeth that show when we smile. You are actors!

Our teeth's second job is... *Touch your second finger and encourage children to copy you...* to help us chew the food we eat.

Hold up food and pretend to eat it or show on felt board. Have the children make sounds with you.

- Crunch goes the apple.
- Munch goes the cheese.
- Crunch goes the carrot.
- Munch goes the meat.
- We need strong teeth to eat our food!

Our teeth's third job is... *Touch your third finger and encourage children to copy you...* to help us talk. We need teeth to say words, letters, and numbers.

Place letters S,F, T coming out of mouth and say:

- S is for smile! S-S-S Smile! Turn to your neighbor and say S-S-S Smile!
- F is for F-F-F Food! Turn to your other neighbor and say F-F-F Food!
- T is for talk! T-T-T Talk!

Supplies

- "My Teeth Have Important Jobs" script.
- "Teeth Have Important Jobs" cutouts pages 127 and 128. Use to cut story pieces out of felt to use on a flannel board.
- If you do not have a flannel board you can use a model of a mouth, a picture of a smile, play food or pictures of food, and pictures of letters.

Here comes the really hard acting part, we are going to pretend to not have teeth. *Pretend not to have teeth and repeat the words:*

- S is for smile! S-S-S Smile!
- F is for F-F-F Food!
- T is for talk! T-T-T Talk! Turn to the front and say T-T-T Talk!

See how hard it would be to say those words if we didn't have teeth?

What are the three things your teeth do? *Touch each of your three fingers as you say*

- They help us smile.
- They help us eat food.
- They help us talk.

Extension:

For older children or groups that have developed longer attention spans, let the children suggest additional foods and tell you whether the food should be crunched or munched and add them to your felt board or picture board.

Domains and Domain Elements: Physical Health and Development, Health Knowledge and Practice, Literacy Knowledge & Skills, Phonological Awareness



The Icky, Sticky Germs!

Ask the children to put on your thinking hats and think to yourself about what is a cavity? Give them a minute to think and show them you are thinking too.

After pausing for think time have the children: turn to a “neighbor” and tell your neighbor what you know about cavities. As the talk dies down, have children prepare by getting into a crouching position. *Ask them to follow your movements to help tell the story.*

Once upon a time there was a little baby tooth under the gum. *Crouch down.*

The tooth started to grow. *Start standing slowly.*

It grew and grew until it was straight and tall. *Stand up very straight with arms straight down at sides.*

The tooth learned to chew food! *Jump straight up and down.*

But no one brushed the straight and tall tooth. *Frown and slump shoulders a little.*

More and more food stuck to the tooth. *Use one flat hand to “pat the sticky food” onto yourself.*

Say sadly: No one washed or brushed the food away and the pieces of food created. *Say dramatically:* ICKY, STICKY GERMS! *Use tickling hands to “climb” around your body.*

Supplies

- Large toothbrush with a superhero cape made from paper or felt.

OH NO! WHAT would happen to this tooth? The germs started to EAT the tooth. *Use hands to pretend to bite your body.*

And tried to eat a hole in the tooth! *“Eat” at one spot.*

But dun, dun, da da! Here comes Super Toothbrush! *Use the toothbrush to pretend brush over the children. If you have two teachers in the classroom one can use the toothbrush and the other can model standing still.*

Whew! The tooth was safe! *Encourage children to cheer, then sit down.*

When children sit down, summarize: The germs were trying to eat a hole. Can you tell me what the hole in the tooth is called?

Acknowledge their responses. Remind children of the word cavity if they cannot recall it.

Summarize by saying: Cavity germs get on our teeth when we eat food and we have to brush them away every day.

Extension:

When acting out the story again, have Super Toothbrush say “go away icky, sticky germs, no cavities today!”

Domains and Domain Elements: Approaches to Learning, Persistence and Attentiveness; Language Development, Receptive and Expressive Language; Creative Arts Expression, Drama; Physical Health and Development, Health Knowledge and Practice



Baby Teeth Chant!

Let children know you have a new chant and movement game. In “Baby Teeth, Baby Teeth” you are going to be the baby teeth. Show children how to start in a crouching position.

Say the chant one line at a time and have the children repeat the line to help them learn the words and to encourage active participation.

At the end of the chant, jump up when you get to six. Prompt children to jump up with you.

Baby Teeth, Baby Teeth (Based on Teddy Bear, Teddy Bear.)

Chant:

Baby teeth, baby teeth, chew and smile
Stay strong and healthy for a long, long while
Baby teeth, baby teeth, brush and floss
Stay strong and clean every single day

Supplies

- “Baby Teeth, Baby Teeth” song page 130.

Baby teeth, baby teeth, wiggle each way

Are you ready to come out today?

Count with me...

One, two, three, four, five, six!

Extensions or Adaptations:

Repeat and vary how quickly you say six to increase children’s self-regulation.

Use as a regular part of your music and movement activities

Adjust the length of the chant for the level of your group’s language and waiting ability.

Domains and Domain Elements: Mathematics Knowledge and Skills, Number Concepts and Quantities; Creative Arts Expression, Music; Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills; Social Emotional Development, Self-Regulation



Happy Teeth Happy Smiles!



Be sure your class is familiar with the song "If You're Happy and You Know It"

Sing the first verse:

If you're happy and you know it, clap your hands! *Clap your hands.*

If you're happy and you know it, clap your hands! *Clap your hands.*

If you're happy and you know it then your face will surely show it, if you're happy and you know it, clap your hands! *Clap your hands.*

Ask if someone has another feeling they want to sing about. For example: If you're sad and you know it tell your friend "I'm sad"; If you're tired and you know it yawn real big...

Sing your second verse.

Today we have some new verses about TEETH!

If you're happy and you know it, show your teeth! *Show teeth.*

If you're happy and you know it, show your teeth! *Show teeth.*

Supplies

- "If You're Happy And You Know It" song with teeth-focused verses page 131.

If you're happy and you know it then your face will surely show it, if you're happy and you know it, show your teeth! *Show teeth.*

If you're happy and you know it, brush your teeth! *Make circular motions in front of face.*

If you're happy and you know it, brush your teeth! *Make circular motions in front of face.*

If you're happy and you know it then your face will surely show it, if you're happy and you know it, brush your teeth! *Make circular motions in front of face.*

If you're happy and you know it, smile big! *Smile big.*

If you're happy and you know it, smile big! *Smile big.*

If you're happy and you know it then your face will surely show it, if you're happy and you know it, smile big! *Smile big.*

Summarize: We sang about our teeth today. *Everyone point to your teeth. Encourage the children to point to their teeth.* One of the important jobs my teeth do is to help me SMILE!

Domains and Domain Elements: Creative Arts Expression, Music; Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills; Language Development, Receptive Language; Social and Emotional Development; Emotional and Behavioral Health



Brush the Cavity Germs Away!

To the tune of "Five Green and Speckled Frogs." Use hand motions to show numbers, brushing, and germs falling away.

Here is my toothbrush! Pretend you are holding your toothbrush! And pretend we have cavity germs in our mouths. In our song there are three cavity germs—count them with me! *Place the cavity germ felt pieces on the felt board as you count 1, 2, 3 with the children.* Let's see what happens to them.

Three tiny cavity germs

Sticking to all my teeth

Waiting for sweet and sticky treats

Oh, no!

One got all brushed away,

It simply could not stay. *Use the toothbrush to "brush" one germ piece off.*

Now there are two tiny cavity germs

Oh, no!

Two tiny cavity germs

Sticking to all my teeth

Waiting for chips and apple juice

Supplies

- "Three Tiny Cavity Germs" song page 132.
- "Brush the Cavity Germs Away" cutouts page 133. Use to cut story pieces out of felt for use on a flannel board.
- Large toothbrush.

Oh, no!

One got all brushed away,

It simply could not stay. *Use the toothbrush to "brush" one germ piece off.*

Now there is one tiny cavity germ

Oh, no!

One tiny cavity germ

Sticking to all my teeth

Waiting for one more treat to eat

Oh, no!

It's been brushed away,

It simply could not stay. *Use the toothbrush to "brush" one germ piece off.*

Now there are no more cavity germs

Yippee!

Domains and Domain Elements: Approaches to Learning, Persistence and Attention; Logic and Reasoning; Mathematics Knowledge, Number Concepts and Quantities; Physical Development and Health, Health Knowledge and Practice

Learning Center Activities



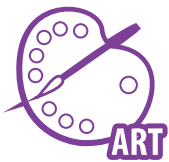
Happy Faces

Prompt discussions about the important jobs for teeth while children put together the puzzles. Ask open-ended questions. For example: **What do you notice about the children's teeth in the pictures? In what ways are teeth helping them?**

Supplies

- Use pictures from magazines or photos of faces that emphasize smiling, eating, singing and talking.
- Use pictures of children in your classroom.
- Attach the pictures to card stock or heavy paper.
- Cut the pictures to make puzzles.
- For younger children, cut the pictures in half or into quarters. For older children, cut into more pieces and more complex patterns.

Domains and Domain Elements: Approaches to Learning, Persistence and Attention; Physical Development and Health, Fine Motor Skills, Social and Emotional Development, Self-Concept and Self-Efficacy; Mathematics Knowledge and Skills, Geometry and Spatial Sense.



Self-Portrait

Introduce children to the idea of self-portraits prior to starting center activity. Show children the pictures you have collected of people smiling and define self-portraits: that it is making a picture of yourself. This can be done at circle time or as children choose this learning center.

Before using the materials, give each child in the center a mirror and encourage them to look at their own face. Ask child to describe what they see, repeat and expand their descriptions to help children focus on details including specific parts of the face (cheek, chin, eyebrow, etc.), colors and shapes. Provide each child with their

Supplies

- Photo of each child smiling.
- Two to six small mirrors.
- Colored pencils.

Alternate Materials: colored markers, pencils, paint, or collage materials are all options for creating self-portraits.

own photo and encourage them to recreate that photo with the colored pencils.

Ask each child to tell you about their picture and especially their smile. Write down what they have to say about their self-portrait. Post portraits with children's comments at eye-level so that conversations can be revisited.

Domains and Domain Elements: Creative Arts Expression, Art; Physical Development and Health, Fine Motor Skills; Language Development, Receptive and Expressive Language; Social and Emotional Development, Self-Concept



Germs on Stage

Encourage children to create plays about germs and cavities.

Build a theatre out of boxes or use tables.

Include signs, places to sell tickets, programs, and other things that will help children act out the play.

Children can be the actors as germs, teeth, toothbrushes, etc., or they can use puppets. Build off of circle time lessons to support role taking and development of a script.

Supplies

- “Germs on Stage” cutouts page 134, or allow children to draw their own germs.
- Cardboard boxes or tables for a stage.
- Finger puppets or craft supplies to make germ puppets.
- Cloth or paper to make costumes.
- Toothbrushes.
- Play food.
- Signs, tickets or programs that help with play acting.

Domains and Domain Elements: Symbolic Representation, Drama, Expressive Language, Print Concepts and Conventions, Cooperation, Self-Regulation, Persistence and Attentiveness



Ice Teeth

Place ice cubes (teeth) on the sensory table.

Sprinkle salt on top of the ice cubes.

Encourage children to squeeze a drop of food coloring on top of the ice cube and watch holes form.

Supplies

- Make ice cubes (teeth) before class.
- Salt.
- Food coloring.

The ice is like your tooth and the holes are like cavities forming when you do not brush your teeth after eating.

Domains and Domain Elements: Approaches to Learning, Persistence and Attentiveness, Knowledge and Skills, Conceptual Knowledge of the Natural and Physical World, Physical Health and Development, Fine Motor Skills, Science



Animals Have Teeth, Too

Show children the picture of a shark.

Ask: What do you notice in this picture of the shark?

Have children list everything they notice. Once the teeth are named highlight that the shark has many sharp teeth.

Show children the picture of the horse.

Ask: What do you notice about this picture of the horse?

Listen and respond to each of the comments and give children some time to come up with a comment about the horse's teeth.

Ask: What is different about the shark's teeth and the horse's teeth?

Listen and respond using guiding questions to see that the horse's teeth have flat tops and are not sharp.

Supplies

- "Animals Have Teeth Too!" cutouts page 135, or cut out pictures from magazines of animals showing their teeth. Laminate (optional).
- Two baskets for sorting.

Ask: And what do animals do with their teeth?

Encourage the use of descriptive words and include talk about eating and chewing. (Note: Elephant tusks ARE very long teeth but are primarily used for defense from predators rather than for eating.)

Ask: How are animal and human teeth alike? Different?

Talk about the different shapes of teeth and how they help animals eat different types of food.

Show children they can spend time in the discovery center deciding whether the animal is likely to eat meat or plants. Have children sort meat eaters (sharp teeth) from plant eaters (flat teeth) into the two baskets.

Domains and Domain Elements: Approaches to Learning; Initiative and Curiosity, Reasoning and problem Solving; Scientific Knowledge and Skills, Conceptual Knowledge of the Natural and Physical World



Germs + Food = Cavities

This small group demonstration shows children how the combination of germs and food cause cavities.

Imagine that this bowl is your mouth.

We know that germs live in this mouth (**add pepper to bowl**) the black dots are the germs. When we eat a little sugary food (**pour in baking soda**) the germs start eating the food (**pour in some vinegar.**)

What do you notice? What do you think is happening here? Encourage responses and look for what you have introduced to the children about germs “eating” teeth. Acknowledge responses and introduce or repeat that teeth are getting weak.

What happens if we add more food? (add more baking soda/vinegar)

Supplies

- Clear container.
- Baking soda.
- Ground black pepper.
- Vinegar.

Response: The tooth is even weaker. The tooth is getting holes. Cavities are forming.

Our teeth get holes when sticky, sweet food mixes with the germs in our mouth—they make an acid attack. The acid eats holes in our teeth. These holes are called cavities.

If we don't stop acid attacks, the decay becomes bigger holes, called cavities. What can we do to prevent acid attacks and cavities from forming?

Acknowledge children's responses.

Extension:

This activity is also appropriate for Family Nights.

Domains and Domain Elements: Approaches to Learning, Reasoning and Problems Solving; Physical Health and Development, Health Knowledge and Practice, Gross Motor Skills



Tooth, Tooth, Cavity!

This game is played like “Duck, Duck, Goose.” Start the game with the children sitting in a circle, facing the center. This can be played standing up as well.

The “germ” walks around tapping lightly on the head of each “tooth” in turn, calling each a “tooth” until finally picking one to get a “cavity.” The “cavity” then rises and tries to tag the “germ”, while the “germ” tries to run all around the circle and sit where the “cavity” was sitting.

If the “germ” gets to the open seat in the circle without being caught, the “cavity” is now the new “germ” and the process begins again. If the “cavity” tags the germ, the “cavity” sits back down in the spot and the “germ” goes again.

Everyone in the circle is a nice, clean tooth, but the GERM is trying to make a hole or cavity. When the germ says CAVITY you have to chase the “germ” around the circle and catch the “germ” before he or she gets back around to the empty space.

Supplies

- Regular or giant toothbrush.

Demonstrate the game while being the germ for the first round.

Children often need help to pick people who have not been chosen. You may use markers so children can tell who else has not been a “germ” yet.

Summarize: When all children have had a turn, you can bring the last “germ” into the circle and ask, “What should we do to make sure all the teeth are clean?” Pretend to brush everyone off with the giant toothbrush including the last germ.

Extensions or Adaptations:

Use smaller groups of children when they are younger or need more support for developing self-regulation. Play in groups of 4 or more.

Domains and Domain Elements: Approaches to Learning, Persistence and Attentiveness, Cooperation; Physical Health and Development, Gross Motor Skills; Social and Emotional Development, Social Relationships, Self-Regulation

Parent Practice Handouts

See pages 28-31.

Baby Teeth Are Important

Did You Know?

Never think they are just baby teeth! They have important jobs to do—they help children eat foods, form words, and hold a healthy space for adult teeth.

Take the Healthy Mouth Challenge!

I will:

- Look inside my baby's mouth to check for signs of teeth coming in.
- Ask family, friends, or my home visitor for the name of a dentist who works with young children.
- Schedule my baby's first dental visit by his/her first birthday.
- Hang the "My Baby's Teeth Are Important" sign in the bathroom to help us remember to wipe baby's gums or brush every morning and night (as soon as he/she gets teeth!)

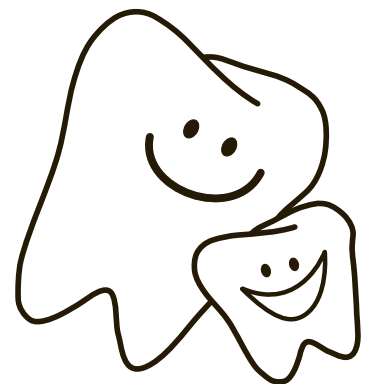


My baby's teeth are important and I will help keep them clean!

Sing "If You're Happy and You Know It" with the following verses while wiping baby's gums or brushing his teeth:

If you're healthy and you know it brush your teeth! If you're healthy and you know it brush your teeth, if you're healthy and you know it and you really want to show it, if you're healthy and you know it brush your teeth!

If you're healthy and you know it shout, happy teeth! If you're healthy and you know it wipe baby's gums! If you're healthy and you know it smile big!



Lift the Lip

Did You Know?

- Lift the Lip is one way for you to check your child's teeth for early signs of tooth decay.
- It's quick and easy to do—take a minute to Lift the Lip while you're reading or playing with your child, before bed, or during toothbrushing.
- By checking your child's teeth once a month, you can help identify early tooth decay and prevent cavities.



Ignoring early signs of decay can lead to cavities.

How to Lift the Lip

1. Lift or gently push the upper lip so the teeth and gums are visible.
2. Look at the upper teeth—the front and back of the teeth for plaque on the gum line, white, brown, or black spots.
3. Repeat the process with the lower teeth.
4. If you see spots or anything unusual, have your child's teeth checked by a dentist or medical provider as soon as possible.

Your child may fuss, cry or wiggle while you check his teeth. As you both get more comfortable with the process it will get easier.

Take the Healthy Mouth Challenge!

I will:

- Lift my child's lip at least once a month to check for early signs of tooth decay.
- Make an appointment with dentist or medical provider if I see white, brown or black spots or have other concerns.

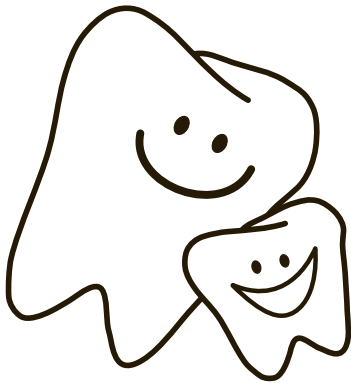


Germs and My Teeth

Did You Know?

- Germs cause cavities. We have germs in our mouths that use the food we eat to make acid. This acid weakens teeth and causes cavities.
- To prevent cavities, clean away food and germs. Brush every day—after breakfast and before bed.

Hi! I'm a cavity germ.



Do Together

Make toothbrushing a regular and fun part of your child's bedtime routine. When you brush your child's teeth tonight, tell him or her you're going to get all of the "cavity germs".

Say fun things like, "Oh, I got one!" or "Oh, there's another one, I'm going to get it!"

Take the Healthy Mouth Challenge!

I will:

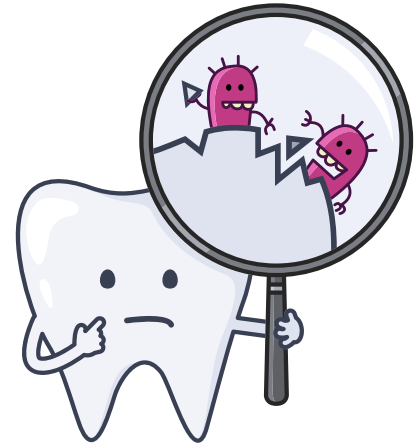
- Brush my child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth up to age three, the size of a pea after that.
- Make toothbrushing fun by telling my child "I'm going to get all of the cavity germs! Oh, I got one!"



Germs Make Cavities

Did You Know?

- **Germs plus food and drinks** high in sugar or carbohydrates cause cavities.
- White or brown spots on teeth may be early signs of tooth decay and a black spot is probably a cavity.
- Cavities get bigger and bigger until the dentist fixes them.



White spots
(the start of cavities)



Tooth decay

Cavities can be prevented!

Take the Healthy Mouth Challenge!

I will:

- Check my child's teeth for white, brown or black spots.
- Make an appointment with my child's dentist if I see any white, brown, or black spots.



Water for Thirst

2

Big Bites for Teachers

- **Water is the best drink** to keep your teeth and body healthy.
- Water may contain **fluoride**, a natural mineral that helps prevent cavities.
- Drinking **juice or soda throughout the day causes repeated acid attacks**. Repeated acid attacks cause cavities.
- Juice and soda pop have a lot of sugar in them and no nutritional value. Replace them with water!
- When baby **breastfeeds or sleeps with a bottle of milk**, the sugars stay on the teeth while the baby sleeps. This gives the germs time to attack and weaken the teeth and make cavities. If a baby goes to bed with a bottle, fill it only with water.
- **Encourage children to drink water for thirst** in between meals and at snack time. This will help prevent cavities.

Goals

- Children and families will understand that water helps to keep teeth healthy.
- Children will drink water at school and at home.

CFK for Infants and Toddlers

Daily Routines

- Have water available in children's bottles or sippy cups throughout the day. Use only water in naptime bottles. Talk about being thirsty for water and model drinking water.
- At meal time, offer water in addition to other beverages, like milk, that may be required by your program. Follow your program guidelines when only milk can be offered at a specific meal.
- While wiping the child's mouth or brushing their teeth, sing a song about water like "Water for our teeth, water for our teeth, hi-ho the derry-o, water for our teeth." (To the tune of "The Farmer in the Dell.")



Interactions

- Model drinking a sip of water and then vocalizing or commenting about it. "MMM-mmm" or "Ah, that's good!" Pause to let child copy your action and vocalizations. Repeat.

Activities

- In dramatic play include pretend bottles and sippy cups for the dolls. Ask children if they are giving their baby doll water and talk about how much the baby doll likes the water. If the toddler names a different drink follow their lead. Use parallel play to give your own baby doll some water and talk about how that's just what the baby wanted.
- Provide age appropriate water play opportunities, water in trays for the youngest with a gradual rise to two to three inches maximum for toddlers. Add nesting cups, funnels, colanders and sprinkling cans. Narrate the child's play. "You are pouring the water." "You poured it all out."
- When providing water play for infants and toddlers use individual basins to avoid spread of diseases. Replace the water after each use.

CFK throughout the Day for Preschool

Throughout the Classroom

- Have dispenser for water for the children to drink throughout the day or a water bottle for each child with their name on it.
- Make a poster with pictures of every child in your class drinking water and put it next to your water dispenser or where you keep your water bottles. Label the poster with the key message that “Water Keeps Our Teeth and Bodies Healthy.”
- When water play is available, review the reasons that children will not want to drink from the water table and post a picture of a child about to drink the water with a red circle or slash through the picture.
- Make a chart to track the water everyone drinks in one day. See if the class can drink as much as an elephant. (See the Circle Time Lesson “Drink Like an Elephant” on page 38.)
- Put a child-sized pitcher in dramatic play so that children can pretend to serve water in their “kitchen” or “restaurant.”

At Meals and Snacks

- Offer water in addition to other beverages, like milk, that may be required by your program. Follow your program guidelines when only milk can be offered at a specific meal.
- Give each child a straw and encourage them to “Drink Like an Elephant.” (See the Circle Time Lesson “Drink Like an Elephant” on page 38.)
- Ask children to name everything they can think of that needs water. Keep a list of their answers.



While Brushing Teeth

- Encourage children to pretend their teeth are elephant tusks and they need to clean them.
- Add a song to sing while brushing about how water can help our teeth. “Have you ever had some water, some water, some water, have you ever had some water with fluoride for your teeth?” (To the tune of “Have You Ever Seen a Lassie.”)

During Transitions

- Ask each child: “What animals do you think drink the most water? What animals drink the least water?” Write down the children’s ideas and look up the answers together. As their knowledge grows, ask them to also tell you why they think that.

Circle Time Lessons

Teacher led, interactive circle time activities introducing children to key oral health vocabulary and concepts.



Introductory Lesson

What Should I Drink?

Let children know that today (or this week) you are going to be talking about water.

Ask: Why is water important? Acknowledge their ideas by writing each comment on the chart.

Today we have a new song called “What Should I Drink, Dear Children?” You are going to listen for a special word in the song. When I say WATER you will stand up! Then when I say WATER again you will sit down! Stand up, sit down. That’s how it goes!

Sing song to the tune of “There’s a Hole in the Bucket, Dear Liza, Dear Liza.”

What should I drink, dear children, dear children, what should I drink to keep my teeth strong?

I better drink WATER (*pause for them to stand up*) drink WATER (*pause for them to sit down*) drink WATER (*pause for them to stand up*) I better drink WATER (*pause for them to sit down*) to keep my teeth strong.

Supplies

- “What Should I Drink Dear Children?” song page 136.
- Chart paper with “Why is Water Important?” written at the top.
- Marking pen.

This time you are going to have to concentrate because I am going to sing very quietly.

Repeat in a quiet voice.

What did the song tell us about water?

Add “Water keeps teeth strong” to your written list of why water is important.

Expansion:

Repeat the song going both faster and slower as children gain more and more self-control with listening for the word “water” before they stand up or sit down.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity, Persistence and Attentiveness; Literacy Knowledge and Skills, Print Concepts and Conventions; Science Knowledge and Skills, Conceptual Knowledge of the Natural and Physical World; Creative Arts Expression, Music; Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills



Let's Drink Water!



To the tune of "All the Fish Are Swimming in the Water."

Demonstrate drinking water as you sing the song, encourage children to demonstrate as well. Pretend to pour water between verses or use real water.

[Child's name] and [Child's name] are drinking up the water,
drinking up the water, drinking up the water.

[Child's name] and [Child's name] are drinking up the water, gulp, gulp, gulp, gulp,
Ahhhhh!

Let's pour some more! *Pour more water.*

Repeat until all children have been named.

Supplies

- "Drinking Up the Water" song page 137.
- Cups for pretend pouring (optional).

All the little children are drinking up the water, drinking up the water, drinking up the water.

All the little children are drinking up the water, gulp, gulp, gulp, gulp, Ahhhhh!

There! We drank up all the water...let's go play!

Extension:

This can also be used as a transition song from circle to the next activity. Children move to the next activity when their names are called.

Domains and Domain Elements: Creative Arts Expression, Music; Physical Development and Health, Health Knowledge and Practice



Drink Like an Elephant

I wonder if anyone has an idea about “what is the biggest animal that lives on land?” *Acknowledge all responses and confirm that it’s the elephant.*

Show picture. Look how big his teeth are! Elephants have the largest teeth of any animal. They are called tusks. Say that with me...tusks. They also have teeth inside their mouths that they use for chewing food.

I wonder how this elephant takes care of his teeth. What do you think? *Wait for response.* If he lives in a zoo, the zookeeper brushes the elephant’s teeth with a super big toothbrush! And, the elephant drinks WATER to keep his teeth and body strong and healthy. Elephants need water, just like people. Drinking water helps our teeth stay strong and healthy.

Does anyone have an idea about how this elephant drinks water? *Acknowledge children’s creative thinking.* He has a trunk that is like a straw. He uses his trunk to suck in the water and then he squirts the water into his mouth.

What does an elephant do when he is playing with his elephant friends and gets thirsty? Does he drink juice? **NO.** Does he drink soda pop? **NO.** He doesn’t like juice or soda pop—he doesn’t want cavities. He drinks water with his trunk.

Supplies

- “Drink Like an Elephant” poster page 138.
- Small cups.
- Two or more gallons of water.
- Big container to dump water into.
- Straws.

Let’s see how much an elephant drinks compared to how much you drink. *Pour water into the type of cup children use at snack time.* You use these cups and drink about this much. If you are very thirsty, you might drink two cups of water. Water keeps our bodies strong like elephants!

I am going to pour the water an elephant can get into his trunk. You tell me when I have enough water. *Start pouring water into the big container. If children say stop or enough, say not yet, until you have poured two gallons of water.* This is how much an elephant can get into his trunk at one time. *Move the small cup next to the 2 gallon container so children can compare the amounts of water.*

What does an elephant do when he gets thirsty? Does he slurp soda with his trunk? **NO.** Does he slurp juice with his trunk? **NO.** When he wants something to drink, he slurps water into his trunk like a straw, and then puts it in his mouth. The elephant drinks water, just like you.

Look at all of this elephant water. Who would like a cup? *Pour a cup of the “elephant’s water” for each child to drink. Give each child a straw so they can “drink like the elephant.”*

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity, Persistence and Attentiveness; Mathematics Knowledge and Skills, Measurement and Comparison; Science Knowledge and Skills, Conceptual Knowledge of the Natural and Physical World, Social Studies Knowledge and Skills, Family and Community, Physical Development and Health, Health Knowledge and Practice



Water Flavors – Thumbs Up or Down!

We've been talking about water and how important it is. Who has tasted flavored water?

Today we are going to taste two different flavored waters and then count how many people like or don't like that flavor.

Pour some lemon water into each cup for children to taste.

Everyone who likes the lemon water put your thumbs up. *Have children count all the thumbs with you and write the number on your chart.* Who doesn't like the lemon water? Show me a thumb turned down. That means you don't like it. *Demonstrate.* Let's count all the thumbs down. *Have the children count with you and then write the number on your chart. Point at the number and say how many children liked the lemon water and then point at the next number and say how many children didn't like it.*

Repeat with the cucumber water.

Supplies

- Chart paper with two columns. Write Lemon Water at the top of one, Cucumber Water at the top of the other. Draw a lemon and cucumber or put up a picture of each next to the word.
- Markers.
- Prepare one pitcher of water with lemon slices and one pitcher of water with cucumber slices at least **one hour** in advance of the activity and refrigerate.
- Small cups for children to taste the waters.

Extension:

You can use other fruits and vegetables. Most children will like the water flavored with fruits such as strawberries, watermelon or oranges. Using lemon and cucumber gives you a chance to count likes and dislikes. (See "Yummy Water" Learning Center Activity on page 40.)

For younger children test one flavor per day to reduce wait time and reinforce the concepts of charting and counting.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Literacy Knowledge and Skills, Print Concepts and Conventions; Mathematics Knowledge and Skills, Number Concepts and Quantities, Physical Development and Health, Health Knowledge and Practice

Learning Center Activities



The Zoo Animals are Thirsty!

Set up a zoo using stuffed or plastic animals. Children become the zookeepers who give the animals their food and water for the day.

Include zoo maps, signs of animal names, and signs that reinforce key messages such as “Water for Animals,” “No Sugar Allowed!”

Include tickets, money, and signs indicating the name of each animal. Have children help you make these items to create the dramatic play area.

Supplies

- Stuffed or plastic animals.
- Pretend animal foods (hay, fruits, vegetables).
- Water troughs or bowls, boxes or blocks for animal homes.
- Signs, tickets, play money, maps.
- Zookeeper hats and gloves.

Join children in dramatic play to reinforce and extend their ideas about healthy food and drink for animals.

Domains and Domain Elements: Approaches to Learning, Symbolic Representation; Literacy Knowledge and Skills, Print Concepts and Conventions, Early Writing; Mathematics Knowledge and Skills, Number Concepts and Quantities; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice



Yummy Water!

Put different types of water in pitchers—warm water, ice water, and flavored water (add lemon, cucumber, mint leaves, watermelon, strawberries, orange slices, or other fruit). Cover the pitchers so children cannot see the contents.

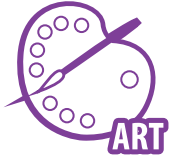
Pour samples into small cups and let children sample each of the types of water. Put pictures of what flavor is in the water on the table and have them match the picture to the water with that flavor.

Supplies

- “Yummy Water” cutouts on page 139 or cut out pictures of fruits and vegetables from magazines.
- Cups, pitchers.
- Fruits and vegetables to flavor water.
- Note cards.
- Paper to cover outside of pitcher if needed.
- Glue pictures of fruits and vegetables to notecards.

Consider doing this activity in a small group before putting it into the center as a choice activity.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Mathematics Knowledge and Skills, Measurement and Comparison; Science Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World



Spray Bottle Water Color Art

Let children spray colored water on paper, coffee filters, or paper. Watch how the water moves and fades.



Compare the water moving on the paper to how water moves in our bodies. Talk about how important it is for us to drink water.

Water spreads throughout our whole body to keep it healthy!

Supplies

- Spray bottles filled with water.
- Food coloring or diluted paint.
- Paper towels, coffee filters, or white paper.
- Place paper, coffee filters, or paper towels at easels or tables.
- Add food coloring or paint to water.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Science Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World Creative Arts Expression, Art; Physical Development and Health, Fine Motor Skills



Healthy Plants



Put one flower in a vase of water and another in an empty vase or place two healthy plants side by side and water only one. Watch them for several days.

Compare the plants and talk about what happens when flowers and plants (and children!) don't have water to drink.

Supplies

- Two flowers or plants.
- Two vases.
- Water.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Science Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World



Water Hoses

Encourage children to pour water out of hoses, like elephant trunks.

Encourage children to describe how much water the elephant is drinking.

Prompt more discussion by asking: **What kinds of things or tools help you drink water?** Look for responses such as: cups, straws, water bottles, sippy cups, drinking fountains.

Supplies

- Water table.
- Short hoses.
- Tubes of different lengths and diameters.
- Cups, small pitcher.
- Add supplies to the water table.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Cooperation, Language Development, Expressive Language, Mathematics Knowledge and Skill, Measurement and Comparison; Physical Development and Health, Gross Motor Skills



Thirsty for Water

Set up a race or obstacle course with cones and other objects. Encourage active participation and notice when children are ready for a break.

Help children recognize their own thirst by asking: **Who is thirsty? What should we drink to help our bodies and teeth stay strong and healthy?**

Give out water to quench their thirst!

Supplies

- Obstacle course supplies (cones, hula hoops, jump ropes, etc.).
- Water.
- Cups.

Domains and Domain Elements: Approaches to Learning, Cooperation; Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills; Social and Emotional Development, Self-Regulation

Parent Practice Handouts

See pages 43-44.

Bottles and Cups

Did You Know?

Breast milk, milk, formula, juice, and soda pop contain sugar. When your child breast feeds, or drinks out of bottles or cups (filled with breast milk, milk, formula, juice, or soda pop) all day or all night long, the sugars stay on your child's teeth. This causes cavities.

It is best to offer your child water in a bottle or cup between meals and snacks and at bedtime.



Take the Healthy Mouth Challenge!

I will:

- Offer my child water in a bottle or cup between meals and snacks.
- Not serve juice or other sweet drinks in a bottle or cup. *Save these drinks for special occasions.*



Water Is Best for Teeth

Did You Know?

- Water is the best drink for our teeth and bodies.
- Offer water to your child for thirst and throughout the day.
- Juice, soda pop, and sports drinks cause cavities. Save them for special days.
- Water may contain fluoride, a natural mineral that helps prevent cavities.



Take the Healthy Mouth Challenge!

I will:

- Drink and serve my child more water during the day instead of juice, soda pop, and sports drinks.
- Make drinking fun by giving my child a water bottle or straw.
- Make water more interesting for my child by adding slices of fresh lemon, cucumber, or strawberries.



Water Drinking Chart

Circle how many glasses of water your child drinks in a day!

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Tooth Healthy Foods

3

Big Bites for Teachers

- **Tooth healthy foods** are low in sugar and high in fiber and nutrients, such as fruits, vegetables, cheeses, meat, beans, and whole grain breads and pastas.
- **Tooth unhealthy foods** are starchy and high in sugar, such as crackers, dried fruit, chips, and cookies, as well as juice and soda pop.
- Eating “tooth unhealthy foods” creates an acid that attacks teeth.
- Continual snacking on tooth unhealthy foods or drinking juice or soda causes repeated acid attacks. **Repeated acid attacks cause cavities.**
- It is important to **eat meals and snacks at regularly scheduled times.** This reduces the number of acid attacks on teeth.
- Limit “tooth unhealthy foods” for special days or occasions.
- When a **pregnant woman** snacks frequently to ease nausea or other pregnancy issues, encourage her to rinse with water after eating.

Goals

- Children will understand what tooth healthy foods are and that they keep our teeth healthy.
- Children will eat tooth healthy foods at school and at home.



CFK for Infants and Toddlers

Daily Routines

- Establish a regular menu of tooth healthy foods for your meals and snacks.
- At mealtime encourage toddlers to try many types of tooth healthy foods.
- At mealtime describe what children are doing and feeling when they eat. **“You are chewing the noodle. It is soft and warm in your mouth.”**
- While wiping the child’s mouth or brushing their teeth, sing a song about healthy foods such as “Healthy foods, healthy foods, you help my teeth, you help my teeth, they are growing strong, they are growing strong, yum, yum, ____ (name food); yum, yum, ____ (name food.) (To the tune of “Freres Jacques.”)

Interactions

- When holding a child in your lap, bounce the child softly while you say rhythmically, “I love to eat my healthy _____.” (Name a healthy food the child likes.) Stop bouncing and say “umm-umm” then wait for the child to copy “ummm” or to ‘bounce’ their body indicating they want to go again. Repeat the bouncing game with a new healthy food.
- Include board books and picture books that have pictures of healthy foods in your classroom. During lap reading point at a picture and label it, name the item and have the child point at it, or ask the child “Where’s the _____?” (name food) based on the child’s developmental level and ability to respond to your prompt.

Activities

- Take pictures of children in your classroom eating the healthy foods you serve at your center and display them at children’s eye level. Talk about the pictures when children are in that area.
- Take advantage of children’s interest in dumping out containers. Put 3 or 4 “healthy food” replicas (wood or plastic) in a bowl. Show the child they can dump them out. As you pick them up and put them back in count the foods and name them. Repeat.



CFK throughout the Day for Preschool

Throughout the Classroom

- Send home paper and crayons or colored pencils for children to draw a picture of a tooth healthy food they eat at home.
- Display children’s drawings of tooth healthy foods on a bulletin board or display wall.
- Look for pictures of foods in magazines for children to cut out and glue onto large pieces of butcher paper. Label each food Tooth Healthy or Not Tooth Healthy or help them sort to make two different collages.
- Include pretend tooth healthy foods in the dramatic play area of your classroom or turn your dramatic play center into a healthy foods store or market. (See Healthy Food Market page 52.)
- Print the names of tooth healthy foods onto 3” x 5” cards and add them to your writing center for children to copy or use in writing stories. Add a line drawing or picture of the food to help children understand the meaning.

At Meals and Snacks

- Establish a regular menu of tooth healthy foods for meals and snacks in your classroom.
- Ask: **“What is the tastiest tooth healthy food on your plate?”**
- When introducing a new healthy food at meals let children know what it is. Talk about what kind of food it is, what it tastes like, what its texture is, and that it is healthy for their teeth. Model trying this food.

While Brushing Teeth

- Use both old and new songs to reinforce concepts about oral health. Changing songs adds new interest to your daily routines.

During Transitions

- For individual transitions, ask each child: **“What is a type of tooth healthy foods that starts with the letter ()?”** (Example: T—tomato) **“What is a tooth healthy food that is the color ()?”** (Example: red—apple) **“What is a fruit that is shaped like a ()?”** (Example: sphere—orange).
- While a group is waiting to go outside or to come into the classroom, sing “Old McDonald Had A Food Farm” from the Circle Time Lesson on page 50. Replace animals and animal sounds in the song with foods and food sounds.

Circle Time Lessons

Teacher led, interactive circle time activities introducing children to key oral health vocabulary and concepts.



Introductory Lesson Choose Healthy Foods

Let your class know that you will be talking about tooth healthy foods this week (or today). Give every child a piece of pretend food, real food, or a picture of food. Include more tooth healthy foods than tooth unhealthy foods.

There are some REALLY IMPORTANT things for you to know about tooth healthy foods. We are going to play a game with the foods you are holding to help us learn about what foods are healthy and what foods are not healthy for our teeth.

You will help me decide which foods to eat every day because they are healthy for our teeth and bodies (*smile*), and which foods we should eat just once in a while because they are not healthy for our teeth and our bodies (*frown*). Those foods are sweet and sticky foods.

Here is a tooth healthy food! *Show real or picture of a carrot.* It is full of nutrients and it doesn't stick to your teeth. It goes in the happy tooth basket. We can eat carrots every day.

Uh, oh, here is a not tooth healthy food. *Show example or picture of candy.* This goes in the sad tooth basket. We eat candy once in a while like at a party.

Supplies

- "Healthy/Unhealthy Foods Sorting" cutouts pages 139-143.
- Or use real foods, pretend foods, boxes or wrappers from foods, or pictures of foods.
- Two bags or baskets—one labeled with a happy tooth and the other with a sad tooth.

OK! Let's do this together! I see someone holding a _____. Do you think _____ is tooth healthy or not tooth healthy? Why do you think so. *Use prompts to help children categorize.* Is it crunchy? Is it sticky? Is it sweet?

When each food has been talked about summarize by saying: We sorted all the foods. Let's eat some foods today that will make our bodies and teeth healthy. What should we do with these? (*Point at sad tooth basket.*) Yes! Save them for a special day so our teeth will not be sad!

Extension:

Use this knowledge in conversations at meal and snack times.

Domains and Domain Elements: Approaches to Learning, Logic and Reasoning, Reasoning and Problem Solving; Language Development, Receptive Language; Science Knowledge and Skills, Conceptual Knowledge of the Natural and Physical World, Physical Development and Health, Health Knowledge and Practice



Healthy Foods for My Teeth

What is your favorite food to eat? *Listen for and acknowledge responses.*

Our class has lots of different favorite foods! Some foods are really good for our bodies and our teeth.

We have a song about Apples! Apples grow high in apple trees. Crunchy apples taste good. Crunchy apples keep our teeth and bodies strong!

Sing to the tune/rhythm of "5 Little Monkeys Swinging in the Tree."

Once there were...

Five little apples high in a tree.

[Name of child] ate one apple and said: "Hey, look at me!" *(How many now?)*



Domains and Domain Elements: Mathematics Knowledge and Skills, Number Concepts and Quantities; Creative Arts Expression, Music, Physical and Health Development, Health Knowledge and Practice

Supplies

- "Five Little Apples" song page 144.
- Five apples or apple pictures (optional).

Four little apples high in a tree.

[Name of child] ate one apple and said: "Crunchy apple just for me!" *(How many now?)*

Three little apples high in a tree.

[Name of child] ate one apple and said: "I'm as strong as I can be!" *(How many now?)*

Two little apples high in a tree.

[Name of child] ate one apple and said: "Healthy, I am going to be!" *(How many now?)*

One little apple high in a tree.

[Name of child] ate one apple and said: "This is good for me, you see!" *(How many now?)*

No more apples up in the tree,

No more healthy apples for you or me!

Oh, no! No apples left! What else can I eat? *(wait for responses of healthy foods)* Yes, let's eat a banana. Thank you. Let's eat some peas—so good for us! Here's an orange! *(pretend to eat)* —so yummy and good for our teeth!



Old MacDonald Had a Food Farm

To the tune of "Old MacDonald Had a Farm":

Take a piece of food out of the basket and have the children name the food in the line "on that farm he had some (apples)." Insert the sound you make eating the food in the line "With a (crunch-crunch) here and (crunch-crunch) there..."

Old MacDonald had a food farm, E-I-E-I-O,
And on that farm he had some _____, E-I-E-I-O,
With a _____, _____ here and a _____, _____ there,
here a _____, there a _____, everywhere a _____, _____.
Old MacDonald had a food farm, E-I-E-I-O.

Repeat several times, using different foods and sounds.

Supplies

- "Old MacDonald Had a Food Farm" song page 145.
- Healthy pretend foods or pictures. Use "Healthy/Unhealthy Foods Sorting" cutouts on pages 139-143.
- Basket.

Domains and Domain Elements: Language Development, Expressive Language; Creative Arts Expression, Music, Physical Development and Health, Health Knowledge and Practice



Healthy Foods Basket Upset

Children sit in chairs in a circle, facing in. *Give each child a picture of the foods used in the game.*

This is a circle game. Each of you has a picture. We are pretending we are a big bowl of healthy food. *Make sure children know which picture they have before starting the game.* Who has strawberries? Who has grapes?

When you hear me say strawberries, you get up and change seats with the other people who have strawberries. *Practice one example.*

Proceed to call out each of the foods that you have pictured. Make sure each group has at least two turns to move.

Supplies

- Two to four pictures of each type of healthy food with enough for one picture for each child. Use "Healthy Foods Sorting" cutouts on page 139.
- One chair for each child.

There is one more thing we do at the end of this game. I will say Healthy Foods Basket Upset and everyone will switch. Let's try it! Healthy Foods Basket Upset!

Extension:

Children will be able to play this game faster when they have had practice. Older children may be able to play this where there is one less chair. This makes the game competitive. One child starts as "it" in the middle and calls out a food. That child tries to take an empty chair when the children move. The child left standing calls out the next food.

Domains and Domain Elements: Approaches to Learning, Cooperation; Physical Development and Health, Gross Motor Skills; Social and Emotional Development, Self-Regulation

Learning Center Activities



Healthy Food Market

Encourage children to help you develop a new dramatic play center that is set up like a store or farmer's market.

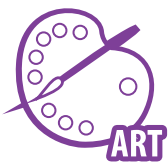
Take a walk or a field trip to a farmer's market or store and have children draw or take pictures of healthy foods and how they are displayed.

Help children create food labels and price signs based on their research.

Supplies

- Variety of tooth healthy pretend foods or real packages (apples, bananas, carrots, broccoli, oranges, cheese, whole grain breads, rice, beans).
- Grocery carts.
- Shopping bags.
- Play money.
- Cash register.
- Paper and pencils for shopping lists.
- Scale.
- Signs for items and prices.

Domains and Domain Elements: Approaches to Learning, Symbolic Representation; Language Development, Receptive and Expressive Language; Literacy Knowledge and Skills, Print Concepts and Conventions, Early Writing; Mathematics Knowledge and Skills, Number Concepts and Quantities, Measurement and Comparison, Number Concepts and Quantities Social Studies Knowledge and Skills, Family and Community, Health Knowledge and Practice



Healthy Food Water Color Art

This art project should be done over at least two days.

Have several bright colored fruits or vegetables with interesting shapes in the center of the table. Have children make a pencil drawing of the shape of one or more of the foods. Encourage them to notice shape, textures, etc. If children want to make multiple copies encourage them to practice on regular paper and then to make their final copy on water color paper.

Children outline the pencil drawing with extra fine point permanent marker.

Supplies

- Practice paper.
- 8½" × 11" water color paper cut in half.
- Pencils.
- Extra fine black Sharpie permanent marker.
- Water colors and brushes.
- Black construction paper for framing.

On day two the children add watercolor to their sketch using the real foods as a guide.

After they dry, mount the paintings on black construction paper and display in the classroom.

Domains and Domain Elements: Language Development, Receptive and Expressive Language; Creative Arts Expression, Art; Physical Development and Health, Health Knowledge and Practice, Fine Motor Skills

DISCOVERY & SCIENCE



Fresh Fruits and Vegetables



INFANTS & TODDLERS

Cut open fresh fruits or vegetables and let children see, touch, and scoop out what is inside.

Talk about each fruit and vegetable. Discuss how they are similar and different in color, texture, shape, seeds, peel and skin, strings, where they come from, and the nutrients.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Language Development, Receptive and Expressive Language; Scientific Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World

Supplies

- Pumpkin, sweet potato, cucumber, strawberries, grapes, apples, pears, peaches, bananas, carrots, spinach.
- Spoons.

DISCOVERY & SCIENCE



Sticky, Sticky!

In this small group activity, children feel different textures of food to determine which ones are sticky.

Place food in different bowls or cups. Children feel the food in each bowl.

There are some foods that are tooth healthy foods. They don't stick to our teeth and they can even help clean them off. There are other foods that are tooth unhealthy foods. Those foods stick to our teeth. What happens when food sticks to our teeth? Remind children of prior learning to help them remember: **Germs eat the food and make cavities.**

Which kinds of foods do you think we should we eat most of the time, tooth healthy or tooth unhealthy?

Domains and Domain Elements: Approaches to Learning, Reasoning and Problem Solving; Literacy Knowledge and Skills, Print Concepts and Conventions, Scientific Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World

Supplies

- Small plates, bowls, or cups.
- Sticky foods (corn syrup, jam or jelly, peanut butter, marshmallow, raisins).
- Non-sticky foods (grated cheese, carrot, beans, water, fruit, and vegetables).
- Make a T graph on chart paper with two columns. Write Sticky Foods in one column and Non-Sticky Foods in the other.
- Marking pen.

If children say they like the unhealthy, be prepared to ask them why and help them think about what would happen if they ate tooth unhealthy foods all the time? Remind children of prior learning to help them remember: **We eat tooth unhealthy foods just once in a while.**

Record children's findings on the T graph.



Tooth Healthy Foods Treasure Hunt



Set up the sand table with the foods covered by the sand. Let children use the shovels to find the foods. Encourage conversation that includes naming the food and talking about why it is tooth healthy.

Supplies

- Tooth healthy plastic or wood foods like fruits, vegetables, cheese, meats, beans, and whole grain breads and pastas.
- Place a basket, bowl or bag next to the sand table.
- Plastic shovels.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity, Persistence and Attentiveness, Physical Development and Health, Health Knowledge and Practice



Fruits and Vegetables Stop and Go

This game is a variation of "Stop and Go."

Children line up at one end of the play area and the teacher stands at the "finish" line.

Children are designated as either a fruit or a vegetable.

When I say fruits go and raise up the picture (raise the picture to illustrate). **everyone who is a fruit moves forward.** Listen for me to say fruit stop! Lower the picture when you say stop.

When I say vegetables go and raise the picture, everyone who is a vegetable moves forward. Listen for me to say vegetables stop! Then what do you do?

Supplies

- One large picture of fruits and one large picture of vegetables.
- Chalk for starting line and finish line (optional).

Listen for responses to be sure children understand.

Leader alternates saying fruit go and fruit stop with vegetables go and vegetables stop. Play until all children reach the finish line.

Extension:

As children show more self-control, mix up the order to encourage children to listen. If children have trouble controlling their excitement, try this in smaller groups.

Domains and Domain Elements: Approaches to Learning, Cooperation, Persistence and Attentiveness; Physical Health and Development, Gross Motor Skills; Social and Emotional Development, Self-Regulation

Parent Practice Handout

See page 55.

Tooth Healthy Foods



Did You Know?

- Tooth healthy foods include fresh fruit, vegetables and protein rich foods like nuts, cheese, and meats.
- Tooth unhealthy foods include crackers, chips, dried fruit, fruit leathers, fruit snacks, and cookies.

Teeth need breaks between meals and snacks to prevent cavities.

Schedule regular meals and snack times for your child.

Take the Healthy Mouth Challenge!

I will:

- Serve my family tooth healthy foods for snacks and meals.
- Hang up the Tooth Healthy and Tooth Unhealthy Foods list to remind me what to eat.



Tooth Healthy Foods



- Fruits and vegetables
- Cheese, milk, and plain yogurt
- Oatmeal, whole grain breads and pastas
- Beans
- Meats

Tooth Unhealthy Foods



- Sugary cereal
- Dried fruit and fruit snacks
- Crackers, pretzels, chips, and cookies
- Juice, soda pop, sports drinks, and flavored milks

★ Choose and prepare foods that are **age appropriate** for your child.

Brush, Floss, Swish

4

Big Bites for Teachers

- **Brush teeth for two minutes, two times a day** (after breakfast and before bed).
- **Use a smear of fluoridated toothpaste starting with the first tooth and until age 3; after that, use a pea-sized amount.**
- Brush all sides of each tooth. **Do not rinse your mouth out when you finish brushing.**
- Floss at least once a day to remove food and germs stuck between teeth. **Begin flossing a child's teeth when the teeth touch.**
- **Swish and swallow when brushing is not possible.** Swish water around your mouth and then swallow it. Children can usually swish and swallow at about age 3.
- **Adults should assist children with brushing until a child can tie their shoes, usually between 6 to 8 years old.**

Goals

- Children will understand why and how to brush, floss, and swish.
- Children will brush and swish at school.
- Families will brush, floss, and swish at home.



CFK for Infants and Toddlers

Daily Routines

- Establish a daily routine of wiping babies' gums or brushing teeth after at least one meal served in your classroom. (See page 60 for guidelines to follow in setting up an effective and sanitary routine.)
- At mealtime talk about what you do after meals **“next we will brush our teeth.”**
- Model brushing your own teeth to show you take care of your teeth, too.
- While wiping the child's mouth, or helping the child brush, sing a simple song. For example, *Brush, brush, brush our teeth to keep them strong and clean, healthy teeth is what we want to smile and talk and eat.* (To the tune of “Row, Row, Row Your Boat.”)



Interactions

- Help children who are learning to talk to share their classroom experience of oral health care with their parent or family member at the end of the day. Prompt child with a question such as **“How did you take care of your teeth today after breakfast?”** Use a motion or picture to prompt the child to say “brush”, “brush teeth” or “I brushed my teeth”, depending on their expressive language level.

Activities

- Gather a basket of a variety of types of (clean) brushes and let older infants and toddlers feel the bristles and handles. Comment on size, softness, stiffness and what it's for (paint brush, mushroom brush, dog brush) emphasizing the word brush. (Do not use toothbrushes in this basket as infants and toddlers will put them in their mouths.)
- Set up a water-painting activity outside with small house painting brushes and a bucket of water. Children will gain motor skills as they use the brushes to “paint” the building, playhouse structure or riding toys.
- Give each child an “I brushed my teeth today” sticker to wear home for the first 2-3 weeks after starting daily tooth brushing.

CFK throughout the Day for Preschool

Throughout the Classroom

- Hide cutouts of toothbrushes, toothpaste, floss and cups in different sizes and colors around the room and have the children find and then count them.
- Take pictures of children brushing their teeth. Create a display of the photos.

At Meals and Snacks

- **Ask:** How should we clean our teeth after we finish eating? What should we do?
- **Ask:** Who brushed their teeth this morning before they came to school? Does anyone floss their teeth at home?

While Brushing Teeth

- **Establish a daily routine of brushing teeth after at least one meal served in your classroom.** See the next page for guidelines to follow in setting up an effective and safe routine.
- Give each child an “I brushed my teeth today” sticker to wear home for the first 2-3 weeks after starting daily tooth brushing.
- Be a role model. Brush your teeth with the children to show you take care of your teeth, too.
- Talk about making tiny, tickly circles with a toothbrush to clean the food and germs away.



During Transitions

- Have children say as many words as they can think of about their teeth. “What are all the tooth words that start with the letter “T”?” Or prompt children with the first sound by saying **“I’m thinking of a word about teeth that starts with the sound /b/.**
- Sing “A Brushing We Will Go” when groups are walking together from outside to inside or on a walk. (See Circle Time Lesson “A Brushing We Will Go” on page 63.)

Daily Toothbrushing Routine: Supplies and Guidance

Establishing the daily routine of brushing teeth helps children learn about the importance of oral health. Making brushing as fun and interactive as possible sets you and the children up for success. Choose a time when it is most convenient for the classroom schedule. Brushing after meals or snacks may provide the most benefit from the fluoride toothpaste. Brushing may take place in the regular classroom, with children seated on the floor or at tables. Access to a sink is not necessary.

Be sure to write this activity into your daily schedule and plan for the time needed to do a thorough job.

Instructions

Birth to 1 Year:

- Wipe infants' gums daily using a damp, clean gauze pad or washcloth. Do not use toothpaste.

Age 1 and Above:

- Teachers should wear gloves while setting up and removing or replacing the toothbrush from the holder to prevent contamination. Only touch the toothbrush handle.
- Teacher or classroom assistant places the appropriate amount of fluoridated toothpaste on a plate or inside the rim of a cup. (Smear from age 1-3, pea-sized amount from 3-5)
- Teacher or assistant gives each child a napkin and toothbrush.
- Teachers or children apply the toothpaste from the plate or cup to the toothbrush.
- Tooth brushing should last for 2 minutes ensuring all sides of the tooth have been cleaned.
- Playing music, singing a song, or using a timer makes brushing more fun.
- Children spit the excess paste into the cup, use the napkin to wipe their mouth, and place the used napkin into the cup. Cups are thrown into the garbage.
- Children should not rinse after brushing. It is beneficial to leave the fluoride on the teeth.
- Teacher or children (with adult supervision) thoroughly rinse toothbrushes under running water. Teachers or assistant should return the brushes to the holder.
- Store toothbrushes in a holder with at least a two-inch distance between the brushes to avoid cross-contamination and to allow toothbrushes to dry completely between uses.
- Disinfect and sanitize the toothbrush holders according to center guidelines. Do not attempt to sanitize toothbrushes. Never spray toothbrushes directly with sanitizing solution.
- Replace toothbrushes every three months, when visibly worn, after illnesses, when dropped on the floor, or when contaminated.

Supplies

Birth to 1 Year

- Sterilized gauze pads or supply of washcloths.
- Latex gloves.

1 to 5 Years Old

- One toothbrush per child labeled with child's name. (www.smilemakers.com or www.plaksmacker.com)
- Toothbrush holder that prevents bristles between different toothbrushes from touching.
- Latex gloves.
- Fluoridated toothpaste.
- Paper plate or one small paper cup per child.

Teacher led, interactive circle time activities introducing children to key oral health vocabulary and concepts.

Circle Time Lessons



Introductory Lesson

This Is The Way We Brush Our Teeth

Let children know that this week (or today) the class will be talking about taking care of our teeth.

Morning is a good time to brush our teeth. We brush after breakfast *(or insert meal)* every day here at school. It's important to brush every night before you go to bed too. Let's learn more about how to brush really well.

I have a surprise here today to help you learn about how to brush. *Uncover the puppet/giant mouth and the giant toothbrush.*

Every day you will get a little bit of toothpaste for your brush, because you don't need very much. *Show children the small amount of toothpaste that they will use each day.*

This is how we brush the tooth clean! Make tiny, little circles, and gentle scrubs. We gently scrub with little circles on the side. Count with me: 1, 2, 3, 4, 5. *Move toothbrush in circles around each side of the tooth while children count with you.*

Let's do little tickly circles on the top. Count with me: 1, 2, 3, 4, 5. Tiny circles on the front. Count: 1, 2, 3, 4, 5. And tiny circles on the back. Count: 1, 2, 3, 4, 5.

Supplies

- "This is the Way We Brush Our Teeth" song page 146.
- Giant toothbrush.
- Mouth model or stuffed animal with teeth.
- Blanket or cloth to cover model or animal and giant toothbrush.
- Cup or plate with ½ pea size amount of toothpaste on it.

There! We did it! We gently scrubbed and tickled the food and germs all away with our toothbrush. We brush every tooth the same way. Remember, a grown-up needs to help you brush your teeth.

Let's practice all together while we sing a tooth brushing song!

Sing song to the tune of "Here We Go Round the Mulberry Bush."

Continue to demonstrate brushing as you sing, encourage children to hold up a finger and pretend to use it as a toothbrush, brushing the outside of their mouths.

This is the way we brush our teeth, brush our teeth, brush our teeth.

This is the way we brush our teeth so early in the morning!

That's what we will do every day. Now I give my toothbrush to the teacher to rinse and put away to dry.

Domains and Domain Elements: Physical Development and Health, Health Knowledge and Practice



Be A Super Tooth Hero!

Wear the cape. Put tooth protector tools in a bag. Show each tool as you talk about it. Adjust the script depending on which meal the children eat at school and when they brush their teeth.

To demonstrate flossing, choose two children who are sitting next to each other and place a piece of "food" between them. Wiggle the floss between them--down and up, popping out the piece of food.

I am the Super Tooth Hero! I am here to help you take care of your teeth. I brought my tooth protector tools with me.

I bet you can think of the tool you use every day to take care of your teeth? *Help children remember: Toothbrush.* That's right, a toothbrush! It is one of my best tooth protecting tools! Mine is ____ (*Say a color.*) What color are your toothbrushes? *Wait for responses.* I use something else with my toothbrush? Another special tool, it's called toothpaste. Excuse me while I put just a little bit of toothpaste on and brush my teeth. *Pretend to brush.*

I have another Super Tooth Hero tool. *Hold up cup.* It is water! There are some times when even I, Super Tooth Hero, can't brush my teeth. Does anyone have an idea of what I should do when I just ate something but I cannot brush my teeth? *Listen to ideas and summarize with swish and swallow. Take a "gulp" and pretend to swish dramatically.*

I have another tooth protecting tool. Hold up dental floss. It is dental floss! *Pull out a long piece.* With this strong piece of special string, I can reach into the little spaces between my teeth where my toothbrush can't reach. Food and germs might be stuck there! Let me show you how to floss.

Supplies

- Cape.
- Toothbrush.
- Toothpaste.
- Water cup.
- Floss.
- Several food items—real, pretend, packages or labels.

Name two children that are sitting close together and ask: Will you help me show everyone how the floss works? Here is some food that is stuck between *Name the children again.* They are sitting close together just like two teeth.

I will wiggle this floss right into that tight space, and then bring it back up, and out pops the food and germs! Even a Super Tooth Hero knows that flossing is a job for grownups. The grownups at your house can help you.

We brush after breakfast every day, who brushes before bed every night? Bedtime is the most important time to brush all the food and food germs away.

YOU can be Super Tooth Heroes, too! All you need is to have tooth protecting tools.

Help me name the tools.

- 1) Toothbrush
- 2) Toothpaste
- 3) Water—remember to swish with water
- 4) Floss—and, don't forget to let the grownups at your home help you brush and floss your teeth.

It's time for this Super Tooth Hero to go! Time to put away all my tooth protecting tools so that they are ready when I need them. Goodbye!

Extension:

Have materials for children to make Super Tooth Hero capes in the Art Center.

Domains and Domain Elements: Creative Arts Expression, Drama, Physical Development and Health, Health Knowledge and Practice



A Brushing We Will Go

To the tune of "A Hunting We Will Go".

Use as an active up-and-down song. Children start in a crouched position. Have children use their fingers to act out tooth care.



A brushing we will go, a brushing we will go.
My smile goes up, (*stand*) my smile goes down,
(*crouch*) a brushing we will go.

A brushing we will go, a brushing we will go.
My smile goes up, (*stand*) my smile goes down,
(*crouch*) a brushing we will go.

Supplies

- "A Brushing We Will Go" song page 147.

A brushing we will go, a brushing we will go.

My smile goes up, (*stand*) my smile goes down, (*crouch*) a brushing we will go.

Extension:

Use this song while walking and help children practice walking while crouched and walking while on tiptoe.

Domains and Domain Elements: Creative Arts Expression, Music, Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills



It's Time to Brush

To the tune of "She'll Be Coming Around the Mountain."

Use hand motions to brush your teeth.



It's time to brush your teeth with all your friends,

It's time to brush your teeth with all your friends,

It's time to brush your teeth, it's time to brush your teeth, it's time to brush your teeth with all your friends.

Supplies

- "It's Time to Brush Our Teeth" song page 148.

It's time to use your toothbrush before bed,

It's time to use your toothbrush before bed,

It's time to use your toothbrush, it's time to use your toothbrush, it's time to use your toothbrush before bed.

Domains and Domain Elements: Creative Arts Expression, Music; Physical and Health Development, Health Knowledge and Practice



Five Little Toothbrushes

Five little toothbrushes hanging in a row,
Red, orange, blue, green, and yellow.
Along comes Mommy to the bathroom door,
She brushes her teeth, and now there are four.

Four little toothbrushes hanging in a row,
Orange, blue, green, and yellow.
Along comes Daddy to look and see,
He brushes his teeth, and now there are three.

Three little toothbrushes hanging in a row,
Blue, green, and yellow.
Along comes brother, whose brush is blue,
He brushes his teeth, and now there are two.

Supplies

- “Five Little Toothbrushes” song page 149.

Two little toothbrushes hanging in a row,
Green and yellow.

Along comes sister to join in the fun,
She brushes her teeth, and now there is one.

One little toothbrush hanging you can see,
One yellow toothbrush waiting for me.
Along comes ME putting toothpaste on,
I brush my teeth and the whole family is done!

Domains and Domain Elements: Approaches to Learning, Persistence and Attentiveness; Mathematics Knowledge and Skills, Number Concepts and Quantities, Number Relationships and Operations; Creative Arts Expression, Music; Physical Health and Development, Health Knowledge and Practice

Learning Center Activities



Brushing Baby's Teeth

Set up a baby care area for children to pretend to feed and bathe a baby doll. Include toothbrushes, sponges and play food. Remind children we have to rinse mouths and/or brush after we eat to keep teeth clean.



Talk with children about why and how we keep our teeth and mouths clean and healthy.

Supplies

- Baby dolls.
- Toothbrushes.
- Baby bottles.
- Cups.
- Pretend foods.
- Washcloths.
- Sponges.
- Soap or bubbles.

Domains and Domain Elements: Approaches to Learning, Cooperation, Logic and Reasoning, Symbolic Representation, Language Development, Receptive and Expressive Language; Social Studies Knowledge and Skills, Family and Community, Health Knowledge and Practice



Keeping My Teeth Healthy

Set up a grocery store where children can pretend to shop for items that help keep teeth healthy.

Encourage children to shop for tooth healthy foods and toothbrushes, toothpaste, and floss.

Have children make signs for items and prices.

Supplies

- Healthy pretend foods (cheese, apples, bananas, grapes, broccoli, squash, cucumbers).
- Healthy drinks (water, milk).
- Dental hygiene items (toothbrushes, toothpaste, dental floss).
- Shopping supplies (bags, play money, purses, cash register, and grocery cart).
- Signs (food labels, prices, etc.).

Domains and Domain Elements: Approaches to Learning, Symbolic Representation, Literacy Knowledge and Skills, Print Concepts and Conventions, Early Writing; Mathematics Knowledge and Skills, Number Concepts and Quantities; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice



Tooth Protecting Tools

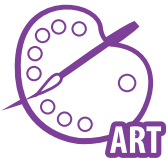
Play a matching game with the tooth protecting tools. Match the cups, floss, toothpaste, and toothbrush. Or match the first letter of each tool—C, T, F.

Supplies

- “Tooth Protecting Tools” cutouts pages 150-153, then cut them out.

Older children can place the cards face down and play the memory game.

Domains and Domain Elements: Approaches to Learning, Symbolic Representation; Physical Development and Health, Health Knowledge and Practice, Fine Motor Skills



Super Tooth Hero Capes

Encourage children to decorate capes.

Assist children in putting on their capes so they can become Super Tooth Heroes.

Supplies

- Fabric, felt, or paper for making capes.
- Ribbon or yarn to tie capes loosely around neck.
- A variety of age appropriate art supplies (markers, crayons, paint, colored and white paper, glue, etc.).

Domain Elements: Approaches to Learning, Symbolic Representation; Creative Arts Expression, Art; Physical Health and Development, Health Knowledge and Practice, Fine Motor Skills



Food on Our Teeth

What happens when we don't brush our teeth and the food stays on our teeth?

Help children to remember: **Cavity germs attack, we get cavities.**

Let's do an experiment and see. Hold up empty baggie. **This plastic bag is like our mouth. Today we ate some**—list different foods as you chop them or break them into small pieces and put them into the baggie. **We drank some milk.** Add some milk to baggie. **We close our mouth**—zip the baggies—allow some air to stay inside—**and chew really well**—squeeze the baggie several times to “chew” the mixture. **Then we go to sleep without brushing!**

What do you predict will happen to the food and drinks on our teeth? Write down all predictions on the chart paper.

Supplies

- Resealable bag(s) with mouth drawn on.
- Leftover food and drinks from meal time.
- Chart paper.
- Colored marker.
- Permanent marker.

We will put this away and check again in a day or two. Let the children decide where to set the bag so they can check on it, with your help.

At recheck open the bag and let the children smell the foods. Ask: **How does the “mouth” smell?** Wait for response.

What do you think happens to your mouth and teeth when you don't brush?

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity, Logic and Reasoning, Reasoning and Problem Solving, Symbolic Representation; Science Knowledge and Skills, Scientific Skills and Method, Conceptual Knowledge of the Natural and Physical World, Physical Development and Health, Health Knowledge and Practice



All Kinds of Brushes

Place a variety of brushes in a water table. Encourage children to explore different kinds of brushes and use them to clean different things. Talk about what the different brushes are used for, if they are hard or soft, etc, and link to how we use special brushes for our teeth. Suggest to children that they can practice using small scrubs or circles.

Supplies

- Variety of toothbrushes.
- Variety of scrub brushes.
- Pretend fruits and vegetables.

Note: Consider the age and experience of the children to determine if they can refrain from putting the toothbrushes in their mouths. If not, use only other brushes.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Language Development, Receptive and Expressive Language; Physical Development and Health, Fine Motor Skills



Find the Teeth!

Hide “teeth” in the sand table. Encourage children to find the teeth that are buried in the sand and place onto the numbered chart. At intervals, count the teeth that have been found with the children.

Prompt thinking through questions. **How many teeth did you find? Do you think you have more teeth in your mouth? How many do you think you will find? Why do you think that?**

Supplies

- White egg carton cut apart to look like teeth.
- Permanent markers to draw teeth on cups or plates.
- Chart paper that has been divided into 20 numbered boxes.

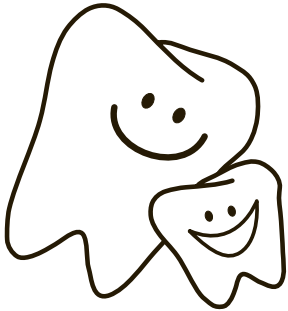
Domains and Domain Elements: Approaches to Learning, Cooperation; Mathematics Knowledge and Skills, Number Concepts and Quantities, Physical Development and Health, Health Knowledge and Practice, Fine Motor Skills

Parent Practice Handouts

See pages 69-70.

Brush the Food Away

Do Together



Brush your child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste. Use a smear of toothpaste from the first tooth through age 3, and a pea-sized amount after that.

Take turns with your child brushing their teeth. First, let your child brush his own teeth. Then take the toothbrush and brush the sides and biting surfaces of every tooth in little circles with gentle scrubs.

Here are a few tricks that might help you brush your child's teeth:

- Tell your child to open big and roar like a lion!
- Have your child lay down with his head in your lap and open wide.
- Brush your teeth in front of your child. You are an important role model and this shows you take care of your teeth.
- Sing your child's favorite song while brushing.

A child's toothbrush should be the last thing to touch his teeth before bedtime. **If your child goes to bed with a bottle or cup only give them water.**



Take the Healthy Mouth Challenge!

I will:

- Brush my child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth up to age 3, a pea-sized amount after that.
- Make toothbrushing fun by telling my child to open big and roar like a lion!
- Make sure the toothbrush is the last thing to touch my child's teeth before bed.



Tooth Protecting Tools

Talk Together

Talk with your child about the tools we use to protect our teeth.

- A toothbrush cleans away food and germs.
- Toothpaste has fluoride to protect teeth from cavities.
- Dental floss gets out the foods and germs that get stuck between teeth.
- Swishing and swallowing helps rinse food off teeth when we can not brush.



Swish and Swallow when you don't have your toothbrush with you! Take a big drink of water and swish it all around your mouth.

Take the Healthy Mouth Challenge!

I will:

- Brush my child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth up to age 3, a pea-sized amount after that.
- Help my child floss his teeth once a day.
- Have my child swish and swallow when he eats and doesn't have his toothbrush.



Color in the box when you brush in the morning and night and when you floss.

Weekly Toothbrushing Chart

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Going to the Dentist

5

Big Bites for Teachers

- A dentist or medical provider **checks teeth** and applies fluoride varnish.
- The dentist or medical provider should check all children's mouths by their first tooth or first birthday.
- A dentist **takes x-rays and fixes cavities**.
- Regular dental checkups are important; follow your program's requirements for referrals and checkup
- Children and their parents may be nervous or fearful about going to the dentist.
- Families may need encouragement, support, and information about why dental visits are necessary and important.

Goals

- Children will understand what happens during a dental checkup.
- Children will receive their first dental checkup by their first birthday and regular dental checkups.



CFK for Infants and Toddlers

Daily Routines

- At mealtimes prompt children to show you their teeth multiple times by asking them to **“Show me your teeth.” “What do you smile with? “What do you chew with?” “What do we brush?” “What will the dentist check?”**
- Help children prepare for dental visits by getting them very used to having adults help them with their tooth care. Keep oral health care a calm, gentle, interactive, and playful routine.
- While wiping the child’s mouth or helping the child brush sing a simple song about visiting the dentist such as “The dentist’s chair goes up and down, up and down, up and down, the dentist’s chair goes up and down, when the dentist check’s my teeth.” (To the tune of “Wheels on the Bus.”)

Interactions

- Sing “The Dentist is My Pal” while holding a child facing you on your lap. Bounce them up higher when the “chair goes up” and let them slip down lower when “the chair goes down.” (See Circle Time Lesson: The Dentist Takes Care of My Teeth on page 74)
- Add simple picture books about going to the dentist to your library center. When reading with the children focus on pointing at and labeling who the people are and what the child will see there. For 2 year olds, tell the story of a visit – focusing on the order of events and the experiences.



Activities

- Ask parents to take a picture of their child at their dentist visit and make a class book. Add each child as their visit is completed.
- Develop a simplified version of the dentist’s office in dramatic play. Let children pretend to have their teeth examined by you. Follow a simple verbal script that you repeat with each child. As children develop an understanding of what each child’s “visit” looks like, give them the opportunity to be the “dentist” with a baby doll or stuffed animals as the “patient.”

CFK throughout the Day for Preschool

Throughout the Classroom

- Create a display of dental tools with a combination of pictures and real objects.
- As children complete dental visits, add their pictures to the display.
- Hang a chart in the classroom called “I had a dental check-up.” Create a thermometer that you color in as children get their dental check-ups.
- Set up a pretend dental office for dramatic play.

At Meals and Snacks

- Start a conversation around: **“Who’s been to the dentist?” “What do you remember about the visit?”** Children who have been to the dentist will likely have a lot to say. Help them name the tools that were used and describe who helped them and what they wore.

While Brushing Teeth

- Give each child an “I brushed my teeth today” sticker after they brush. Tell children the dentist will be so proud of them when he sees how well they have been brushing.
- Have children pretend their brushes are like the special spinning toothbrush the dentist uses and make a humming noise while they brush.

During Transitions

- Send home a sticker or note that says, “Today I learned about visiting the dentist!”

Circle Time Lessons

Teacher led, interactive circle time activities introducing children to key oral health vocabulary and concepts.



Introductory Lesson

The Dentist Takes Care of My Teeth

Let children know that today (or this week) the class will be talking about going to a special doctor that takes care of teeth.

Does anyone know what a doctor for your teeth is called? (*Listen for dentist*)

The dentist is a special doctor that takes care of our teeth. The dentist helps keep our teeth strong and healthy and fixes cavities. Have any of you been to the dentist before? *Wait for response. Children who have been to the dentist may want to talk about it. If many children want to talk, you can ask them to turn to a friend and tell them about their visit to the dentist.*

I've been to the dentist before, too! If you haven't been to the dentist before you can ask your parents to take you. (*Be prepared to respond to any fears that are expressed with empathy and reassurance.*)

You might remember your dentist has a big comfortable chair to sit in (*show picture*) and there is a big bib that you put on (*show picture or bib*) and you have to open your mouth really big for the dentist to clean your teeth. Open your mouths wide and show your teeth.

Supplies

- "The Dentist is My Pal" song page 154.
- Picture of dental chair.
- Dental bib (can use paper towel and yarn).

Now, we are ready to sing our song. We are going to stand up when the song says "The chair goes high" and we are going to crouch when the song says, "the chair goes low."

To the tune of "The Farmer in the Dell."

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

There is a waiting room, with lots of things to do,
Books and toys for girls and boys
Are waiting there for you. Oooohh!

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

They ask me to open wide, and then they look inside.
Carefully they check my teeth
And keep them healthy and bright. Oooohh!

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Creative Arts Expression, Music; Physical Development and Health, Health Knowledge and Practice; Gross Motor Skills



Going To The Dentist



Walk in a circle for the first verse. Sit and clap hands for the second verse.

To the tune of "Ring Around the Rosie".

Going to the dentist, going to the dentist
Walk in circle.

My turn! My turn! Let's sit down! *Children sit down.*

Supplies

- "Going to the Dentist" song page 155.

Getting my teeth cleaned, getting my teeth cleaned!

My turn! My turn! Open big! *Open mouth big.*

Domains and Domain Elements: Creative Arts Expression, Music, Physical Development and Health, Health Knowledge and Practice, Gross Motor Skills



Buzz Away the Germs

Children pretend to be cavity germs. They will dance and chomp when the music is on then freeze when the music stops.

Let children know you are going to be the "toothbrush."

Play an upbeat song for them to move. Stop the music.

When the music stops, go around the room and make brushing noises, tapping the cavity germs children. When children are tapped they can fall to the ground or crouch down.

Supplies

- Upbeat recorded song.

Extension:

Play the game several times, giving children the opportunity to be the "toothbrush."

Domains and Domain Elements: Creative Arts Expression, Music; Physical Development and Health, Gross Motor Skills, Social and Emotional Development, Self-Regulation



Visiting the Dentist—Who Will You Meet at the Dentist’s Office?

Consider these different, creative ways to tell this story.

- *Ask a few children to volunteer to dress up as the receptionist, dental assistant, hygienist.*
- *Use a puppet or stuffed animal to be the storyteller.*

The dentist has helpers working in the office. Today you can dress up like these workers. Let’s learn who they are!

The first person you will meet when you visit the dentist is the receptionist. Everybody say receptionist. *Wait for children to repeat.* He or she may have books and toys for you to play with while you are waiting your turn to see the dentist. *Show picture.*

It’s your turn to go in now! Here comes another dental worker. The dental assistant or hygienist will take you to sit in a really cool chair. Everybody say hygienist. *Wait for children to repeat.* That’s a new word, isn’t it?

Supplies

- Pictures of receptionist, hygienist, dental chair and dentist.
- “Today I learned about the dentist” stickers.
- Smocks, masks and hair covers (optional).

The chair can move up and down. The chair might even lay down flat, like your bed at home. *Show picture of hygienist and dental chair.*

Last comes the dentist. *Show a picture of the dentist.*

Let’s say the names of the three workers you will see at the dentist’s office together:

- 1) Receptionist
- 2) Dental hygienist
- 3) Dentist

Give children a sticker to take home after you have completed the lesson.

Extension:

Activity: Sing “Down at the Dentist”

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Language Development, Receptive and Expressive Language; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice



Down at the Dentist

To the tune of "Down at the Station."



Down at the dentist early in the morning,
I meet the receptionist in the waiting room.
Next I meet the hygienist who takes me to the big chair.
Hello dentist, I'm here for healthy teeth!

Supplies

- "Down at the Dentist" song page 156.

Domains and Domain Elements: Social Studies Knowledge and Skills, Family and Community Creative Arts Expression, Music



Visiting the Dentist—Checking and Cleaning Teeth

When you go to the dentist what do you think will happen? *Listen to children's ideas.* Let's see if your ideas fit with the things I brought to show you today.

When you go into the exam room and sit in the big chair, remember that? You will get one of these. *Hold up bib.* Remember this? Yes it's a bib.

When the hygienist or dentist is ready to check your teeth they may wear one of these. *Put mask on yourself or child.* Do you know what this is? *Pause.* That's right, it's a mask.

The dentist and the helpers also wear these gloves. *Show gloves, and put one on.* They also wear some funny glasses over their eyes. *Put on goggles.*

Why do you think dental workers wear those things and put a bib on you? *Pause for ideas and acknowledge.*

Dentists, hygienists, and dental assistants use these to keep you safe from germs.

Now they are ready to look in your mouth!

Supplies

- Dental bib (can use paper towel and yarn).
- Face mask (can use coffee filter and yarn).
- Gloves.
- Goggles or sunglasses.
- X-rays (real) or "Teeth X-rays" cutouts page 157.
- "Today I learned about the dentist" stickers.

The dentist and her helpers will ask you to open wide—everyone open wide - so they can check your teeth to make sure they are healthy. Let's all say, "Open Wide" together! *Pause for response.* Most of you have about 20 teeth—10 on the top and 10 on the bottom. Let's count to 20 together. *Count aloud with children.*

The dentist or her helpers may take pictures, called x-rays, of your teeth. They take an x-ray with a special camera. The x-ray pictures help them see in between and inside your teeth. *Show x-rays and allow for discussion.*

They might paint fluoride on your teeth with a little paint brush. *Show brush.* Fluoride is like a vitamin for your teeth that make teeth so strong that the cavity germs have a hard time making cavities in them.

Sometimes the dentist might find a cavity. If the dentist finds a cavity, she will ask you to come back on another day so she can fix it and make your teeth feel better.

If you don't have any cavities the dentist might give you a sticker—here is a sticker for everyone. *Pass out stickers.*

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Language Development, Receptive and Expressive Language; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice



What You Might See and Hear at the Dentist

Today we are look at pictures of some of the tools the dentist and his helpers might use to keep your teeth healthy and happy.

Hold up Explorer picture. This is called an Explorer. The dentist uses it to count your teeth. The dentist will touch and count every tooth in your mouth. Count the teeth with me. *Use the Explorer to point at each tooth on the mouth model to count the teeth.*

Hold up mirror. I bet everybody knows what this is? *Wait for response.* That's right, it's a mirror. The dentist uses this and a bright light to look all around your mouth for cavity germs. *Pretend to look at teeth using the mirror.*

Do we want cavity germs on our teeth? *Wait for response.* No! If the dentist sees cavity germs he needs to get rid of them. The best way to make cavity germs go away is to? *Wait for response.* Brush the germs away! What do you use at home to tickle and clean your teeth? *Wait for response.* Toothbrushes! When you visit the dentist, he uses a special spinning toothbrush to clean the cavity germs away. *Hold up spinning toothbrush picture.*

It is called a spinning toothbrush because it spins. The dentist puts toothpaste on the soft rubber tip and then pushes a button to make it spin around. It sounds like this. *Make a buzzing sound.* The dentist touches the brush on each tooth. *Buzz and move hand piece from tooth to tooth.*

When I come and touch your knee, make a buzzing sound like the Spinning Toothbrush. *Buzz and move spinning toothbrush from child to child.*

Supplies

- Tooth model or picture of mouth.
- "Dental Tools" cutouts page 158.
- Dental chair picture.
- "What You Might See and Hear at the Dentist" script.
- **Optional:** Prizes such as stickers or toothbrushes to give out to children at the end of the activity.

Should we swallow the toothpaste and germs to get rid of them? *Wait for response.* No! We don't want to swallow the toothpaste. The dentist brings in the water squirter to rinse out the germs. *Hold up water squirter picture.* I call her Mrs. Squirty because she squirts water all around your teeth.

Now the dentist needs the water out of your mouth. *Hold up Saliva Ejector picture.* Here is a special tool called a Saliva Ejector to get rid of the water. I call him Mr. Thirsty because he is so thirsty that he sucks up all the water, germs and toothpaste out of your mouth. He goes sluuurp! *Make a slurping sound with your mouth.* When I come and touch your knee, make a slurping or sucking sound like Mr. Thirsty. *Sluuuurp and move Saliva Ejector from child to child.*

Now, it's time to take pictures of your teeth. Who remembers what those special pictures are called? *Wait for response.* X-rays. That's right! First, the dentist's helper will put a heavy apron over your body. *Hold up picture of x-ray and apron.* The dentist will take a picture. *Make clicking sound.* The x-ray picture helps the dentist see if there are any cavities.

There is one more thing to do before you go home. You get to pick out a prize! *Hand out prizes.*

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Language Development, Receptive and Expressive Language; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice

Learning Center Activities



Classroom Dental Office

Set up pretend dental office and waiting room where children can pretend to visit the dentist.

Stuffed animals can be patients and children can be a dentist or dentists' helpers.

The circle time lessons you have led give children a rich amount of background knowledge about what happens at the dentist's office. Consider adding materials to your dramatic play center after each item and its use has been introduced at circle time.

Have children plan and make signs for the office.

Join the dramatic play area to support children in developing new language and more complex play schemes.

Supplies

- Doll or stuffed animal.
- Classroom chair or lounge chair.
- Cardboard tube for taking x-rays.
- Desk or table (reception desk).
- Phone.
- Note pads.
- Appointment cards.
- Magazines.
- Books.
- Chairs.
- Signs (Exit, Waiting room, Dentist, etc.).
- X-rays.
- Masks.
- Bibs.
- Light.
- Sunglasses.
- Mirrors.
- Toothbrushes.
- Lab coats or scrubs.
- Gloves.

Domains and Domain Elements: Approaches to Learning, Cooperation, Symbolic Representation, Language Development, Receptive and Expressive Language, Literacy Knowledge and Skills, Print concepts and Conventions, Early Writing; Social Studies Knowledge and Skills, Family and Community; Physical Development and Health, Health Knowledge and Practice



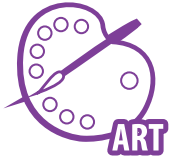
Teeth X-Rays

Play a matching game using the tooth x-ray cards. Have children match the cards by color or tooth shape. Older children can place the cards face down and play memory game.

Supplies

- "Teeth X-rays" cutouts page 157.

Domains and Domain Elements: Approaches to Learning, Logic and Reasoning, Persistence and Attention, Reasoning and Problem Solving, Mathematics Knowledge and Skills, Geometry and Spatial Sense



Dental Bibs

Give children the art supplies and an example or picture of a dental bib. Encourage them to figure out ways to make their own bibs.

Supplies

- Picture of, or actual dental bib
- Paper towels.
- Yarn.
- Markers, crayons.
- A variety of age appropriate art supplies (markers, crayons, paint, colored and white paper, glue, tape, etc.).

Domain and Domain Elements: Creative Arts Expression, Art; Physical Development and Health, Fine Motor Skills



Inside My Mouth

Provide hand mirrors to children so they can look inside their own mouths like a dentist does.

Supplies

- Hand mirrors.

Can you count your teeth? Help children count as needed.



Encourage children to smile and frown, stick their tongues in and out, open only a little and open wide.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Science Knowledge and Skills, Scientific Skills and Method; Physical Development and Health, Fine Motor Skills



Fluoride for Strong Teeth

Encourage children paint a thick amount of “fluoride” (glue) on some “teeth” and not on others. The glue will dry hard and shiny.

Supplies

- “Fluoride for Healthy Teeth” cutouts page 159.
- Teeth cut from white card stock or egg cartons.
- Small paint brushes.
- Clear liquid glue.

Check the next day to see which teeth are strong and protected (hard and shiny) from the cavity germs.

Explain to children that the dentist may paint fluoride on their teeth. This helps teeth stay strong and healthy.

Domains and Domain Elements: Approaches to Learning, Initiative and Curiosity; Science Knowledge and Skills, Scientific Skills and Method; Physical Development and Health, Fine Motor Skills



Meet Mrs. Squirty & Mr. Thirsty!

Encourage children dress up as dentists and helpers.

Demonstrate how to fill and then empty the turkey baster water into the empty bowl. Let children experiment with the turkey baster or other objects to see how water can be pulled into a syringe or dropper and squirted out to rinse—like the dental tools.

Supplies

- Scrubs or smocks.
- Disposable masks.
- Gloves.
- Turkey basters, bulb syringes, eye droppers or squirt bottles (dental tools).

Domains and Domain Elements: Approaches to Learning, Symbolic Representation, Mathematics Knowledge and Skills, Measurement and Comparison, Science Knowledge and Skills, Conceptual Knowledge of Natural and Physical World, Creative Arts Expression, Drama

Parent Practice Handouts

See pages 83-85.

First Dental Visit by First Tooth or First Birthday

Did You Know?

Infants should have their teeth checked by their first birthday. The first visit may be done by a dentist or a medical provider.

It is important to get regular checkups.



Take the Healthy Mouth Challenge!

I will:

- Put a reminder note on my calendar to schedule my baby's first dental visit. (Set the reminder note about 1 month in advance!)
- Schedule my baby's first visit with a dentist or medical provider.



My child's first dental visit is scheduled with

_____ (Dentist or Medical Provider Name)

on _____ at _____
(insert date) (insert time)

Dental Visits Are Important!

Did You Know?

- It is important for your child to get his first dental visit when his first teeth come in or by his first birthday. **After a child's first visit it is important for them to get regular checkups.**
- During a dental visit, a dentist may:
 - Count your child's teeth.
 - Check your child's teeth for cavities and if any are found, treat them.
 - Apply fluoride varnish to your child's teeth.
 - Take x-rays of your child's teeth.

Take the Healthy Mouth Challenge!

I will:

- Talk with my child's teacher if I have questions about taking my child to the dentist or need help finding a dentist.
- Make an appointment for my child's dental checkup!

My child's first dental visit is scheduled with

(Dentist or Medical Provider Name)

on _____ at _____

(insert date)

(insert time)

- Remember to bring my insurance card, photo ID, and money for co-payment (if needed) to my child's dentist appointment.



Get Ready to Visit the Dentist!

Talk Together

What are some things that might happen during a visit to the dentist?

Your child might respond:

- Count and check all of my teeth.
- Clean my teeth.
- Paint fluoride varnish (like a special vitamin) on my teeth to keep them strong and healthy.
- Take pictures of my teeth, called x-rays.



The dentist can stop small cavities from getting big by treating them early. That's why going to the dentist needs to be an important part of taking care of your child's health!

Take the Healthy Mouth Challenge!

I will:

- Schedule treatment appointment that my child needs.
- Talk with my child's teacher if I feel nervous about taking my child to the dentist.
- Use the "Let's Get Ready to Go to the Dentist" checklist.



Family Engagement Tools



This section contains:

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Little Bites	117

Goal

Reinforce oral health concepts taught in the classroom so families practice healthy oral health habits at home.



Frequently Asked Questions

Q: When should I start brushing baby's teeth?

A: Clean baby's mouth like you clean the rest of her/him—even before teeth come in. Wipe baby's gums and tongue with a clean, moist cloth. When the first teeth come in, brush gently with a soft baby toothbrush, with a smear (rice-sized) amount of fluoride toothpaste.

Q: My baby is teething and is so fussy. What can I do?

A: Teething biscuits or cookies are not good for teeth. Try a cold teething ring or a clean moist cloth.

Q: My grandma told me to dip the baby's pacifier in honey to help him sleep. Honey is a natural sugar, so it won't hurt his/her teeth, will it?

A: Any kind of sugar or sticky food can cause tooth decay. Besides creating a problem for your child's teeth, honey is not recommended for infants because it may contain certain bacteria that could make your child sick.

Q: I only brush my baby's teeth 3 or 4 days each week. The last time I brushed I saw some very white spots on the front of her teeth. Does this mean that her teeth are really healthy?

A: Those white spots may be the beginning stages of tooth decay. When the teeth aren't brushed every day, the cavity-causing germs stay on teeth and can start to destroy the teeth. Check with the dentist right away in order to keep the white spots from developing into cavities.

Q: My mother watches my 18-month-old while I work. She lets my daughter walk around with a bottle of apple juice because it's less messy than a cup. What do I say to my mom?

A: You could use 3 different approaches:

- The "natural" sugar in juice can cause tooth decay. Sipping on sweet drinks covers your child's teeth in cavity-causing acids again and again each time she takes a sip. Those repeated "acid attacks" can weaken and destroy her teeth.
- Juice has no nutritional value. Try to serve whole fruits and vegetables since they have more nutrients and are higher in fiber which is good for everyone! Between meals, "water is first for thirst." This helps establish a healthy, water-drinking habit.
- Suggest that your mother fill the bottle with water when your daughter is walking around, or try switching to a sippy cup filled with water.

Q: My two-year-old likes to eat toothpaste out of the tube. Will this help strengthen his teeth?

A: No. Children should not swallow toothpaste. Toothpaste is for teeth, not tummies. Remember—just a pea-sized amount! Putting the toothpaste on is a grown-up job. Keep toothpaste out of a child’s reach.

Q: My two year-old brushes all by himself! We don’t need to help him, do we?

A: It is wonderful that your child is showing independence, but two-year-olds do not have the coordination to brush well enough. After your child brushes, you can finish the job. Children need to be supervised and helped with brushing until they are between 6 and 8 years old or can tie their shoes.

Q: Why should I worry about baby teeth?

A: Baby teeth are important! They help children eat foods, form words, and hold space for adult teeth. Healthy baby teeth mean a healthy mouth for the adult teeth.

Q: We use a water filter at our house. Does this take out the fluoride?

A: The faucet or pitcher type filters do not remove fluoride from the water. Whole-house filtration or distilling systems usually remove fluoride. If your system removes the fluoride, check with your dentist or medical provider about giving your child fluoride drops or pills.

Bottled water seldom has fluoride. It is better than a soft drink, but does not help strengthen the teeth like water with fluoride does.

Q: I don’t know if we have fluoride in our water. How can I find out?

A: Call your water supplier—water company or city utility—to see if there is fluoride in the water.

Conversation Starters

Oral health is a topic that may not always come up naturally in a conversation with parents or families in your program. Tooth decay is almost 100 percent preventable, and if we can find ways to discuss oral health with families, we can promote and reinforce good oral health habits. Below are some questions to help start conversations about oral health.

General Oral Health

- Tell me about your child’s oral health.
- What is something about your child’s teeth or mouth that you have questions about?
- What is something that concerns you about your child’s oral health?
- What more do you want to learn about your child’s oral health?
- What is one thing you could do today to improve your child’s oral health?
- What type of support do you want with your child’s oral health?

Water and Tooth Healthy Foods

- Tell me about your child’s eating and drinking habits.
- What is something that concerns you about your child’s eating or drinking habits?
- What is one thing you could do today to support your child’s eating and drinking habits?
- What would be helpful to know more about nutrition and water?

Brushing and Flossing

- Describe what you do every day to take care of your child’s teeth.
- What is going really well with tooth brushing? Flossing?
- What questions do you have about brushing or flossing?

Going to the Dentist

- What do you remember about visiting the dentist when you were younger?
- What type of experience do you want your child to have at the dentist? What are some ways we can help make that happen?
- What concerns you about taking your child to the dentist?
- What do you have questions about?
- What can I do to support you in scheduling a dental appointment for your child?

Family Partnership for Oral Health

The Family Partnership for Oral Health can be found on the next page. This tool can help you work with families to set an oral health goal for their children and their whole family. It can be used at parent meetings, family nights, or in any other communications with families.

Family Partnership for Oral Health

Family Name: _____

Date: _____

Is there an oral health goal that you want to focus on for your child or family?

Here are a few oral health goal ideas:

- ★ Drink more tap water—one more glass a day!
- ★ Drink less juice or no juice.
- ★ Drink less soda pop or no soda pop.
- ★ Fill water in sippy cups or bottles for bedtime.
- ★ Brush teeth with fluoride toothpaste every morning.
- ★ Brush teeth with fluoride toothpaste before bed—the last thing to touch teeth should be your toothbrush!
- ★ Take my child to the dentist for a checkup.
- ★ Complete my child’s dental treatment.
- ★ Eat more “tooth healthy foods” for snacks and meals—fruits, vegetables, cheese, beans, whole grains.
- ★ Eat less candy, crackers, white bread, and cookies.
- ★ Check my child’s teeth—“Lift the Lip” at least once a month.



Family Goal:



Family Night Activities

This section includes Cavity Free Kids activities, discussion questions and parent practice handouts that you can use to educate families about oral health during Family Nights. Make the whole evening a Cavity Free Event! Try:

- Having children perform oral health songs they learned during circle time.
- Displaying artwork that children created during oral health activities in class.
- Serving tooth healthy foods and drinks.
- Offering toothbrushes and toothpaste to families for brushing after dinner.
- Setting up art activities from the curriculum such as creating self-portraits, germ puppets or dental bibs for children to engage in while you talk with parents.
- Inviting a dentist or hygienist to come speak to parents about oral health and the importance of regular dental visits.
- Inviting a representative from state Medicaid or ABCD program to discuss available dental care options.
- Providing brochures and a local dental resource list for families to take home.
- Giving everyone a toothbrush and floss to take home.



Basics of Oral Health 1

Baby Teeth Are Important

Instructions: Ask for three volunteers from the audience to line up next to each other. They will be the primary (baby) teeth. Each person will begin by holding a “tooth,” white side of paper toward the audience. The presenter is the permanent tooth.

These three volunteers are baby teeth that start out clean and healthy (*hold white side out toward audience*). But they go to bed with a bottle of juice or eat crackers all day long. The germs get fed and the food is not cleaned off—soon they begin to develop decay that looks like brown spots. (*turn papers over to colored side toward audience*)

One tooth has a really bad cavity and is ready to fall out or maybe it was taken out early because it was so decayed. (*center “tooth” moves away*)

What happens to the baby teeth that are left? (*ask for ideas from audience*) They shift in to fill the space. (*volunteers bend toward each other*) They might become crooked. They are hard to keep clean.

Supplies

- Four paper “teeth”—front side is white; the back side is brown (Four sheets each of white and brown paper) or pictures of food, and pictures of letters.
- “Baby Teeth Are Important” handout on page 95.

Pretty soon, children grow up and begin to lose their baby teeth. It is time for a permanent adult tooth to come in. The first two adult front teeth come in at about age 6. (*presenter becomes the Permanent Tooth and tries dramatically to squeeze in between the two baby teeth while holding white side of paper toward audience*)

What happens to that perfect new tooth? (*ask for ideas*) Yes, there is hardly room, it may come in crooked, hard to clean, etc. and it is coming into a mouth full of tooth decay! It hardly has a chance because there is so much decay in the mouth. Soon it will decay, too. (*flip to colored side of paper, so now the colored sides of all the teeth are facing the audience*)

Let’s remember baby teeth ARE important! Even though children’s baby teeth are only in their mouths for 6-12 years, they have really big jobs that will help protect and shape our permanent (adult) teeth. We need a healthy mouth!

Discussion

- What is something you learned about baby teeth tonight?
- Do you have any questions about baby teeth?
- What are some ways you could use this story with your children?
- Here is a handout for you to take home. This handout has some important reminders of the things you can do to keep baby teeth healthy!

Baby Teeth Are Important

Did You Know?

Never think they are just baby teeth! They have important jobs to do—they help children eat foods, form words, and hold a healthy space for adult teeth.

Take the Healthy Mouth Challenge!

I will:

- Look inside my baby's mouth to check for signs of teeth coming in.
- Ask family, friends, or my home visitor for the name of a dentist who works with young children.
- Schedule my baby's first dental visit by his/her first birthday.
- Hang the "My Baby's Teeth Are Important" sign in the bathroom to help us remember to wipe baby's gums or brush every morning and night (as soon as he/she gets teeth!)

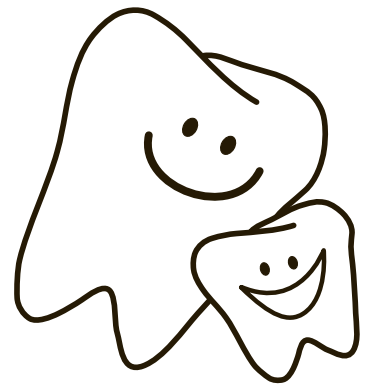


My baby's teeth are important and I will help keep them clean!

Sing "If You're Happy and You Know It" with the following verses while wiping baby's gums or brushing his teeth:

If you're healthy and you know it brush your teeth! If you're healthy and you know it brush your teeth, if you're healthy and you know it and you really want to show it, if you're healthy and you know it brush your teeth!

If you're healthy and you know it shout, happy teeth! If you're healthy and you know it wipe baby's gums! If you're healthy and you know it smile big!





Basics of Oral Health 1

Acid Attack!

This small group demonstration shows children and parents how the combination of germs and food cause cavities. In the demonstration, baking soda represents food, black pepper represents germs and vinegar is used to create the acid.

Demonstration

Imagine that this bowl is your child's mouth.

We know that germs already live in this mouth. *Sprinkle in pepper.*

Let's say this is a baby who is in the habit of going to sleep with a bottle of formula or milk. *Pour in some baking soda, which represents food.* Germs plus food make acid. *Pour small amount of vinegar in until it begins to bubble up.*

We call that the "acid attack" and it lasts for 20 minutes each time we eat or drink.

The bottle falls out of baby's mouth so the mother wakes up again. Mom pops the bottle back in. Baby drinks more milk. *Add more baking soda.* What happens? *Pour in more vinegar.* Twenty more minutes of acid attack.

Supplies

- Small bowl or vase.
- Baking soda.
- Black ground pepper.
- White vinegar.
- Spoon.
- "Germs and My Teeth" handout on page 97.

Later in the night, baby cries again. Mom stumbles in and props the bottle. What happens? *Repeat baking soda and vinegar—by now the container is pretty full of bubbles and looks dirty.*

By now, baby's teeth have been sitting in acid all night long, getting weak and soft.

This is how children get Baby Bottle Tooth Decay. You have probably seen it—you might have other names for it (bottle rot, etc.) The official name is Early Childhood Caries. But it isn't just milk in baby bottles that leads to decay. Think about the soda pop you sip on all afternoon. Or crackers your preschooler snacks on all morning. Each time we eat or drink—anything but water—our teeth get twenty minutes of acid attacks. If we eat too often we get acid attacks again and again. Eventually, our teeth get weak and can easily decay or get cavities.

Discussion and Handout

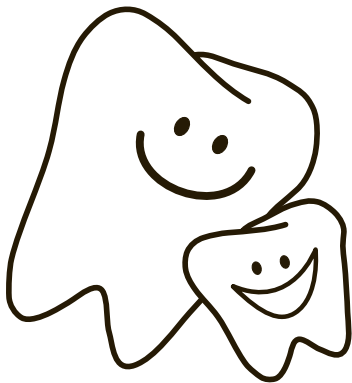
What can we do?

- Limit acid attacks. Clean teeth after eating.
- Serve food or drink at meal and snack time instead of all day or all night long—3 meals and 2 snacks (depending on the child's age).
- Avoid filling sippy cups with juice or sugary beverages—if children are thirsty, fill it with water.
- Avoid putting children to bed with a bottle unless it has water in it.
- During this discussion time, we've talked about some important things you can do to take care of your family's teeth. The handout provides reminders of things you can do to keep your family's teeth healthy.

Germs and My Teeth

Did You Know?

- Germs cause cavities. We have germs in our mouths that use the food we eat to make acid. This acid weakens teeth and causes cavities.
- To prevent cavities, clean away food and germs. Brush every day—after breakfast and before bed.



Do Together

Make toothbrushing a regular and fun part of your child's bedtime routine. When you brush your child's teeth tonight, tell him/her you're going to get all of the "cavity germs".

Say fun things like, "Oh, I got one!" or "Oh, there's another one, I'm going to get it!"

Take the Healthy Mouth Challenge!

I will:

- Brush my child's teeth every morning and night with a soft bristle toothbrush and fluoridated toothpaste—a smear from the first tooth up to age 3, a pea-sized amount after that.
- Make toothbrushing fun by telling my child "I'm going to get all of the cavity germs! Oh, I got one!"





Basics of Oral Health 2

Guess the Sugar in Drinks

Instructions: Prior to the family night, create a sugar board that displays the sugar content of different drinks that are common among the families in your program—set it up to show after your demonstration.

Use granulated sugar in plastic baggies or sugar cubes that are glued next to the beverage label or container. Drink examples are included on the following page: 4 grams of sugar equals one teaspoon—divide 4 into the number of grams to get the number of teaspoons. Remember, many drinks have two servings in one container, so multiply the sugar in one serving times the number of servings in the entire container.

Parent volunteers compare the content of different drinks and talk about which would be the healthier option. End with water and talk about why it is the healthiest option.

Opening

Here are a few questions to get us started:

How much of our body weight is made up of water?

Water makes up half of our body weight.

What is one thing that water does for our body?

- Helps digest food
- Moves nutrients through our blood
- Keeps our skin hydrated

Supplies

- Sample drink containers.
- Sugar—granulated or cubes.
- Teaspoons.
- Containers.
- "Water Is Best for Teeth" handout page 100.
- Beverage nutritional information page 101.
- Nutrition label page 102.
- Pitcher of water.
- Sugar display board.

How much water does an elephant drink in a day?

About 2 gallons.

How much water should each of us try to drink in a day?

8-10 glasses (8 ounces each; about 64 ounces).

Most drinks have a nutrition label on them. This label provides a lot of information about what is in the drink. We're going to focus on the sugar part of the label and how much sugar is in a serving of your favorite drink. When you look at the label, it will tell you how many grams of sugar are in each serving.

Grams? How do we know how much a gram is? We all know how much a teaspoon is, so let's figure out how to turn grams into teaspoons. Four grams of sugar equals one teaspoon. The label also tells you how many servings are in the bottle. Sometimes, there is more than one serving. So you might have to double or triple the amount of sugar to know how much sugar is in the whole bottle!



Basics of Oral Health 2

Guess the Sugar in Drinks

– continued

Demonstration

I am going to show you a drink—and I want you to guess the amount of sugar in each drink.

Ask for a parent volunteer to pile up the sugar cubes or scoop sugar into a container for each example. Hold up the tray or container each time so all of the parents can see.

Sample script: Here is a container of chocolate milk. How much sugar do you think is in this container? (*wait for responses*)

The label says there are [] grams of sugar. Let's use the conversion to figure out how many teaspoons that is.

Divide 4 into []. That means there are [] teaspoons of sugar in this drink.

But, we should look at the servings, too. How many servings do you think are in this container? It's two servings! It has [] grams of sugar in each serving, so we need to double that. [] for one serving plus [] for the other serving makes [] all together. That means there is two times as much sugar than you might think!

How many of us only drink one serving and save the rest for later? Would you ever think to spoon that much sugar into a glass and drink it? Would you want your child to drink that much sugar? Probably not!

Discussion

Let's talk about some ways that we could all drink more water and less sugar sweetened drinks during the day. Examples or points to mention if the group does not:

- Tap water is free!
- Tap water has no added sugar—it is calorie free!
- Water is good for our bodies.
- If children start drinking water, they will like it and ask for it. Once you introduce drinks that taste sweet because of added sugar, they'll probably want them.
- Save soda pop and juice for special days, like a party.
- Serve fresh fruit instead of juice—it has more vitamins and nutrients.
- Fill water in sippy cups and bottles for children to drink in-between meals.
- Make water fun! Serve water with straws or in refillable bottles.
- Add slices of cucumber, mint, or fruit like strawberries to add some flavor to water.
- Let's try to drink more water and less juice and soda pop. Try and save sweet drinks, like juice and soda pop for special days. When we find we're thirsty in between meals, reach for water.
- Pass out "Water Is Best for Teeth" handout.

(Repeat process with two or three other drinks or show the sugar board. Use water as the last example.)

This is a glass of water. How much sugar do you think is in this glass of water? That's right, there is none. Water has no sugar, which means it has no calories. And, we learned earlier that water is important for our bodies. Tap water is healthy to drink and may contain fluoride, a natural mineral that helps prevent cavities.

Water Is Best for Teeth

Did You Know?

- Water is the best drink for our teeth and bodies.
- Offer water to your child for thirst and throughout the day.
- Juice, soda pop, and sports drinks cause cavities. Save them for special days.
- Water may contain fluoride, a natural mineral that helps prevent cavities.



Take the Healthy Mouth Challenge!

I will:

- Drink and serve my child more water during the day instead of juice, soda pop, and sports drinks.
- Make drinking fun by giving my child a water bottle or straw.
- Make water more interesting for my child by adding slices of fresh lemon, cucumber, or strawberries.



Water Drinking Chart

Circle how many glasses of water your child drinks in a day!

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Drinks and Juices (non carbonated)

8 oz. serving unless otherwise noted

Name	Teaspoons of Sugar	Calories
Apple Juice, Tree Top	6 ½	120
Arizona Iced Tea	6	90
Capri Sun, Berry, 6.75 oz. serving	5	90
Capri Sun, Fruit Punch, 6.75 oz. serving	4	60
Capri Sun, Wild Cherry, 6.75 oz. serving	4	60
Country Time Lemonade	5	80
Gatorade	3	63
Grape Juice	9	152
Hawaiian Punch	7	120
Juicy Juice, Grape	7	140
Juicy Juice Punch	6 ½	120
Kool Aid Burst, 6.75 oz. serving	2 ¼	35
Kool Aid, Grape	4	60
Orange Juice	5	122
SoBe Strawberry Banana	6 ¼	100
SoBe Power Fruit Punch	6 ¼	100
SunnyD	3 ⅓	55
Tang	5 ½	90



Soda Pop (carbonated)

12 oz. servings

Name	Teaspoons of Sugar	Calories
Coca Cola, Classic	9 ¾	140
Coca Cola, Mexican	9 ¾	150
Cream Soda	11 ½	180
Crush, Orange	12 ½	180
Dr. Pepper	10	150
Fanta	10 ½	160
Mountain Dew	11 ½	170
Pepsi	10 ¼	150
Root Beer, A & W	11 ¼	170
Root Beer, Barq's	11 ¼	160
Root Beer, Mug	10 ¾	160
7-up	9 ¾	140
Sierra Mist	9 ¾	140
Sprite	9 ½	140
Sprite, Mexican	10	160
Squirt	9 ¼	140

Milk and Milk Drinks

8 oz. servings unless otherwise noted

Name	Teaspoons of Sugar	Calories
McDonalds chocolate shake, 12 oz.	19 ¼	560
McDonalds vanilla shake, 12 oz.	15 ¾	530
Nesquick chocolate milk	6	150
Starbucks Frappuccino, 9.5 oz.	8	200
Starbucks Vanilla Latte 9.5 oz.	4 ¼	120

Energy Drinks

8 oz. servings

Name	Teaspoons of Sugar	Calories
Monster Energy	6 ¾	110
Red Bull	6 ¾	110
Rock Star Energy	7 ¾	140



Chocolate Milk

Nutrition Facts

Serving Size 8 oz.

Servings Per Container 2

Amount Per Serving

Calories 180

Total Fat

Saturated

Unsaturated

Cholesterol

Sodium

Total Carbohydrate

Fiber 1 g

Sugar 28 g





Basics of Oral Health 3

The Sugar We Eat in One Day

Demonstration

Pretend that the clear container is a child's tummy. Give the container, the sugar, and the scoop to a parent.

Guess how many teaspoons of sugar are in a bowl of Trix? *(See page 105.)*

Tell families the answer, and tell the parent with the container to scoop the number of teaspoons of sugar in one bowl of Trix into the clear container.

Continue choosing foods and asking participants to scoop the sugar into the clear plastic container. Having participants scoop the sugar and see the sugar pile up is very powerful. Choose common foods that have surprisingly high sugar content to see how quickly the container fills up.

Supplies

- Sugar—granulated or cubes.
- Teaspoons.
- Clear plastic containers.
- "Tooth Healthy and Tooth Unhealthy Foods List" and "How Much Sugar in Common Foods" handouts on pages 104 and 105.

You don't have to go through the entire day to see that people can consume a lot of sugar. Stop whenever you feel that the participants have received the message.

We have a lot of choices in the types of foods we eat. Let's close by talking about some foods that are tooth healthy versus tooth unhealthy. Mention foods that children commonly eat that you may not have mentioned during the demonstration—fruit snacks, crackers, white bread

Discussion and Handouts

- What are some ideas you have on how to eat less sugar in a day?
- I have a couple of handouts for you to take home. The first is "Tooth Healthy and Tooth Unhealthy Foods List." You might want to stick it on your refrigerator to help remind you of the tooth healthy foods to eat. The second handout is "How Much Sugar Is in Common Foods."

Tooth Healthy Foods List



Apples
Bananas
Broccoli
Carrots
Cereals, low-sugar
Cheese
Cherries
Cottage cheese
Cucumber
Eggs
Fish
Grapes
Green beans
Lettuce
Meats
Melons
Nuts
Oranges
Peaches
Peas
Popcorn
Strawberries
Sweet potatoes
Tofu
Tomatoes
Whole grain breads,
crackers, rice and pastas
Yogurt



Beverages:

Water
Milk

Tooth Unhealthy Foods List



Breakfast cereal, sugary
Cake
Candy
Chips
Cookies
Crackers
Fruit snacks
Graham crackers
Granola bars
Gum - with sugar
Ice cream

Beverages:

Juice
Soda pop
Sports drinks
Sweet tea
Sweetened milk
Sweetened coffee



★ Choose and prepare foods that are **age appropriate** for your child.

How Much Sugar in Some Favorite Foods?



	Serving Size	Carbohydrates	Teaspoons of Sugar
Breakfast			
• Trix cereal	1 C	27 g	10 g sugar (2.5 tsp.)
• Milk (2%)	1 C	12 g	12 g sugar (3 tsp.)
• Orange juice	6 oz.	22 g	16 g sugar (4 tsp.)
Snack			
• Low-fat yogurt	6 oz.	32 g	32 g sugar (8 tsp.)
• Apple juice	1 C	28 g	24 g sugar (6 tsp.)
Lunch			
• Hamburger, fast food	1 regular	28 g	6 g sugar (1.5 tsp.)
• Fries, fast food	small	30 g	.15 g sugar (0 tsp.)
• Apple slices	½ C	9 g	6.5 g sugar (1.5 tsp.)
• Apple juice	6.75 oz.	24 g	20 g sugar (5 tsp.)
Snack			
• Chocolate milkshake	20	63 g	63 g sugar (16 tsp.)
• Graham crackers	2 whole	22 g	9 g sugar (2 tsp.)
Dinner			
• Chicken nuggets	5	15 g	.71 g sugar (0 tsp.)
• Hash browns	½ C	22 g	.75 g sugar (0 tsp.)
• Green beans	¼ C	2 g	.4 g sugar (0 tsp.)
• Chocolate milk	1 C	30 g	24 g sugar (6 tsp.)
Snack			
• Chocolate ice cream	½ C	19 g	17 g sugar (4.25 tsp.)
• Animal crackers	10	18.5 g	3.5 g sugar (1 tsp.)





Basics of Oral Health 4

How to Brush

Ask participants: (tell them to just think of the answer, not say it out loud)

- How often do you brush your teeth?
- How much toothpaste do you use?
- When do you think children can start brushing their teeth all by themselves?

There is a right way to brush so that every part of every tooth gets clean.

Use a soft toothbrush and toothpaste—a small smear when the first tooth appears and a pea-sized amount for three and older.

Fluoride in toothpaste helps strengthen teeth.

Everyone should brush at least two times every day—after breakfast and before bed. Bedtime is the most important time to brush so that food does not sit on teeth all night which can cause cavities.

Hold your brush against where the gum meets the tooth. The food and germs stick there.

Supplies

- Toothbrush.
- Mouth model.
- "How to Brush" handout on page 107.

Use small circles and count to 5 before moving to the next area. Move around in a pattern from tooth to tooth—inside, outside, top and bottom. With children we say: “make tiny, tickly, wiggly, circles” and we count out loud to 5 (*ask children or parents to count to 5 with you*) Do this until every side of every tooth has been cleaned. It usually takes about 2 minutes.

It is not easy for children—parents need to brush until children are between 6 and 8 years old or they can tie their shoes.

Remember the biting surfaces. Those teeth have bumps and grooves where food gets stuck and germs are hiding.

Remember to brush your tongue too! (*pretend to brush tongue*)

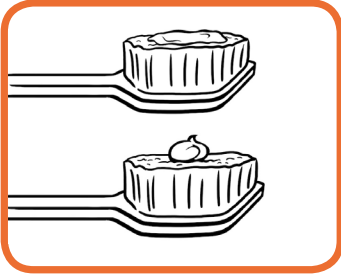
This time (hold up your “pointer” finger) let’s pretend this is your toothbrush. Keep your finger outside of your mouth. Let’s brush and count together—round and round:

1 - 2 - 3 - 4 - 5.

Discussion and Handout

- What questions do you have about toothbrushing?
- This handout has some helpful brushing tips.

How To Brush



Use a soft bristle toothbrush and fluoridated toothpaste.

Use a smear of toothpaste from the first tooth up to age 3, a pea-sized amount after that.



Hold your brush at an angle where the gum meets the tooth.

Food and germs like to stick there.



Move the toothbrush in small circles.

Count to 5 before moving the brush to another spot.



Remember the biting surfaces.

That is where the food gets stuck and germs hide.



Brush the tongue.

Germs hide there.

Brush after breakfast and before bed.





Basics of Oral Health 4

How to Floss

Explain that good home care can really make a difference to prevent cavities and keep a mouth healthy. Brushing is one part—flossing is the other. Flossing cleans off the food and germs where the toothbrush cannot reach in between the teeth.

You won't get rid of all the germs but you can sure make it hard for those germs to take over! The germs are like these plastic cups (*hold up plastic cups*)—they get together and build sticky plaque walls. (*stack the cups on a table*) If we leave them there they will get stronger and stronger and take over the whole mouth. If we floss them every day we can break down their walls (*knock cups over*).

Every day they will start over again (*build a smaller stack*), but if we keep flossing them away every day we can keep them under control. (*knock them down again*)

When flossing, at first the gums may bleed. This is normal.

Don't worry and don't stop flossing! Floss every day and the gums will get healthier and will stop bleeding.

Supplies

- Plastic cups that stack.
- A piece of yarn about 12-18" long.
- "How to Floss" handout on page 109.

Let's learn the right way to floss. Working with a partner, one of you uses your yarn as floss. The other one holds up your fingers as if they were teeth lined up in a mouth and your partner will floss between your fingers. Some teeth are very tight together!

Wrap "floss" around your middle or index fingers to get a firm grip. Hold between thumb and finger. (*show*)

Gently slide the floss down between two teeth (*two fingers*); now wrap the floss toward one tooth, (*finger*) hugging it as you gently slide it back up and out.

Gently slide it down in the same place; wrap it toward the neighbor tooth, hugging that one as you gently slide it back up and out.

Repeat this process to all teeth—remember to hug that back tooth even if it is the last one in line.

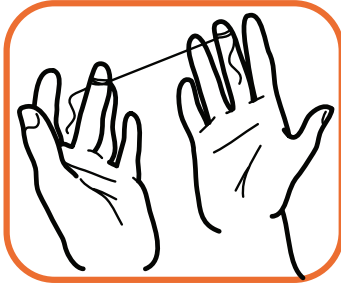
Always use a clean piece of floss between teeth.

Never snap or force floss as this may cut or bruise gum tissue.

Discussion and Handout

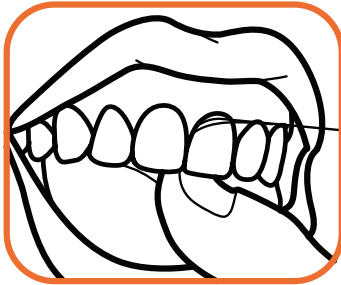
- Children cannot floss by themselves. It is a parent's job. Floss your child's teeth when the sides of your child's teeth touch each other.
- And remember, you're an important role model for your child! Children need to see you floss your teeth, too.
- Open the discussion up for questions.
- This handout has some helpful flossing tips.

How To Floss



Wrap the floss around your middle or index fingers to get a firm grip.

Hold between your thumbs and fingers.



Gently slide the floss between two teeth. Then wrap the floss toward one tooth, hugging it as you gently slide it up, back, forth, and down.



Repeat this process on all teeth. Remember to hug that back tooth even though it is the last one in line.

Remember...

- ✓ Always use a clean piece of floss between teeth.
- ✓ Never snap or force floss as this may cut or bruise gum tissue.
- ✓ Children cannot floss by themselves, they need your help.
- ✓ Start flossing your child's teeth as soon as teeth touch.
- ✓ It will help your child learn good habits if they see you floss.





Basics of Oral Health 5

Make and Keep a Dental Appointment

Tonight, we are going to talk about going to the dentist and why it's important for you as parents to know how to find a dentist, schedule, and keep dental appointments for your child.

Here are a few questions to get us started:

Why is it important for your child to go to the dentist? (*wait for responses*)

Answer: Check for cavities, fix cavities, paint on fluoride, regular checkup, keep my child from getting cavities.

In your child's class, the children are learning that it's important to go to the dentist and what might happen when they visit the dentist. Some of your children may even ask, "When can I go to the dentist?" The dentist wants to keep your child's teeth healthy and strong. Regular visits to the dentist can help prevent cavities if they are caught early!

It's recommended that children be seen by a dentist or medical provider by their first tooth or first birthday. You may find this message surprising. You might even have heard that your child doesn't need to see the dentist until he is three years old. However, starting regular dental visits early allows the dentist or medical provider to check your child's teeth for early signs of tooth decay or catch any cavities when they are still very small.

Supplies

- Copies of local community dental resources.
- Community dental clinics information.
- Medicaid enrollment information.
- Appointment reminder cards.
- Pens.
- "Reminder" handout on page 112.

If you don't have a dentist for your child, tonight we will talk about ways to identify a dentist, schedule an appointment for your child, and prepare for the visit.

Locate a Dentist or Dental Resources

We are fortunate to have dentists who are trained to work with children in our community. Have you heard of the Access to Baby and Child Dentistry (ABCD) program before? (*wait for responses*)

The ABCD program is for children ages birth to six on Medicaid (ProviderOne). The ABCD dentist will see your child in his or her office. The dentist and staff have had training on how to care for young children.

Before you schedule an appointment with an ABCD dentist you need to enroll in the ABCD program. I can help you enroll in the ABCD program with our local ABCD coordinator (*pass out the ABCD enrollment forms to the families and fill out*).

ABCD is a Washington state program. Share resources and information on what's happening and available in your community.



Basics of Oral Health 5

Make and Keep a Dental Appointment

– continued

If your child is not on Medicaid we have local community dental clinics (share list of clinics) that will see your child based on family size and income. You do not need to enroll; you can call them directly.

Scheduling Your Child’s Dental Appointment:

Once your child is enrolled in ABCD and has a dentist, you can call and schedule an appointment. Before you call to schedule decide what days and times work best for you. What are some other things that you want to think about when you schedule an appointment? (*wait for responses, ideas may include transportation, evening hours, getting off work*) Figuring these things out ahead of time can help make sure you can keep the appointment.

When you call to make the dental appointment, have the appointment reminder card (*pass out a card for each family*) ready to fill in. Or put it on your calendar. Post the card on the refrigerator as a reminder of the upcoming appointment.

Consider the time you need to get there. Do you need to take a bus or pick up your child from child care? You want to arrive about 5 to 10 minutes early for your child’s dental appointment.

The dentist has scheduled time just for your child’s visit. Make the appointment a priority.

What are some ways you can make the appointment go smoothly? (*wait for responses*) Consider packing a bag with your child’s favorite toy, books, a water cup, extra diapers and wipes, and anything else that can make the waiting time be pleasant.

During your child’s checkup, the dentist and his or her team will look for early signs of decay, talk with you about how to brush and floss your child’s teeth, and may paint fluoride on their teeth to help prevent cavities. If your child has a cavity or cavities they will schedule your child to come back for treatment appointment.

And one last thing—if something comes up and you need to cancel your child’s appointment, call the dental office at least a full day (24 hours) ahead of the appointment. This is very important—some offices charge a fee when you don’t cancel the appointment in advance.



Discussion and Handout

- What type of support do you need to help schedule an appointment?
- What questions do you have about taking your child to the dentist?

REMINDER

Your Child Has a Dental Visit Coming Up!

(Child's Name) _____

HAS A DENTAL APPOINTMENT

On (date) _____ at (time) _____

With Dr. _____

(Address) _____

(Phone) _____

Remember to bring: *(Circle applicable items)*

- Insurance card
- Photo ID
- Money for co-payment
- Other: _____

Reminders:

- Arrive 15 minutes early to complete paperwork.
- Bring some small toys or a book for your child to play with during the waiting time.



Information Bites

The following are examples of suggested ways to share Information Bites with families:

- Bulletin Board—Display Bites on a bulletin board or an entry way. Add new Bites weekly or monthly.
- Parent Newsletters—Include Bites in parent newsletters. Parents will begin to look for Bites in future newsletters when there is a recurring Cavity Free Kids corner in the newsletter.
- Parent Notes—Include a Bite of information that correlates to a current or upcoming classroom lesson.
- Program/Center Website—Insert a new Bite of information on your program’s website every week/month.
- Email—Include Bites in messages to parents.
- Parent Meeting and Family Night—Include Bites in parent meeting agendas or within presentation materials.
- Posters—Create a series of Bites posters to hang on walls where parents will be likely to see them during a parent meeting or when they visit the classroom.

Baby Teeth are Important

- Tooth decay is the most common chronic disease of young children. However, it is almost 100% preventable!
- Healthy baby teeth are important—they help us eat foods, form words, and hold space for adult teeth.
- Healthy baby teeth mean a healthy mouth for adult teeth.
- Tooth decay can affect your child’s overall health and ability to learn. Children with pain caused by cavities have a hard time paying attention in class and miss more school days than other children.

What Causes Cavities?

- We all have germs in our mouths called “Strep Mutans” and “Lactobacilli.”
- The combination of germs and carbohydrates (sugar and starches) creates an acid that attacks teeth for up to 20 minutes.
- Plaque is a sticky film that is constantly building up on our teeth, and is made from the germs and their byproducts.
- Germs will never be completely gone from our mouths—the goal is to keep them under control by brushing and flossing.
- Repeated acid attacks on our teeth can make cavities.
- Cavities must be treated by a dentist.

Cavities are Preventable!

- Cavities are almost 100% preventable.
- Brush twice a day, two minutes at a time, with small amount of fluoride toothpaste—smear the size of a grain of rice until age 2, the size of a pea after that. Floss once a day as soon as teeth touch!
- Get a dental checkup twice a year. Medicaid and most dental insurance plans cover two preventive visits each year.
- Ask the dentist about fluoride varnish and sealants—they help protect the teeth from cavities.

Drink More Water—Less Juice and Soda Pop!

- Nutrition plays a key role in oral and overall health. Foods and drinks high in sugar and lower in fiber can cause acid attacks on your teeth, leading to cavities.
- Water is the best drink for your body. It makes up half of our body weight and it helps digest food and moves nutrients through our body.
- Water may contain fluoride, a natural mineral that helps prevent cavities.
- Juice and soda have a lot of sugar in them and no nutritional value. Replace them with water!

Tooth Healthy Everyday Foods

- “Tooth healthy” foods and drinks are lower in refined carbohydrates and include fruits, vegetables, cheese, meat and beans, and whole grain breads and pastas. “Tooth unhealthy” foods and drinks include crackers, dried fruit, fruit snacks, chips, cookies, juice, and soda pop.
- A treat every once in a while is okay! Instead of not allowing certain foods or drinks or labeling them as unhealthy, save them for special days.
- It is important to have meals and snacks at regularly scheduled times. This limits the number of acid attacks on teeth, giving teeth time to rest and rebuild.

Snacking for Healthy Teeth

Here are some tooth healthy snack ideas:

- Cheese and yogurt
- Vegetables
- Fresh fruit
- Water
- Unflavored milk
- Whole grain breads and cereals
- Meat
- Beans

Frequency of Snacking

- How often kids snack—not just what they eat—can be harmful to their teeth.
- Teeth need breaks between meals and snacks to prevent cavities.
- Grazing on snacks or sipping juice all day causes cavities.
- Eat and drink in one sitting instead of sipping and snacking all day long.

Brushing and Flossing

- Brushing and flossing our teeth are two important ways to prevent tooth decay.
- Brush all sides of every tooth using a small smear of fluoridated toothpaste, which takes about two minutes, two times a day. Don't rinse the toothpaste from the teeth.
- A parent should assist with brushing until a child is between 6 and 8 years old or can tie shoes.
- Brush your teeth with the kids! You are an important role model and this shows that you take care of your teeth, too.
- Each family member should have their own toothbrush. Replace each toothbrush every 3 to 4 months.
- When the sides of teeth touch, it is important to floss at least once a day to remove food and germs stuck between teeth.

Swish and Swallow

- After you eat and when brushing is not possible, rinse your mouth with water, a technique called swish and swallow. Kids can usually swish and swallow at about age 3.
- Swish and swallow does not replace brushing, but helps rinse food off teeth and decrease the acid.

Lift the Lip and Look!

- At least every month, lift your child's lip and take a close look at the teeth and gums.
- Tooth decay often starts along the front or back side of the front teeth or along the gums. The first sign of early tooth decay is a white spot. If you notice white or brown spots on the teeth or see anything unusual, contact your child's dentist or medical provider.
- A dentist or medical provider may be able to stop or reverse decay if it is caught early by applying fluoride varnish.

Visiting the Dentist

- Children should have their teeth checked by a dentist or medical provider by their first birthday or when the first tooth comes in.
- Regular dental checkups are important for every child because changes in teeth can happen quickly.
- A dentist focuses on preventing and treating problems with your teeth and gums.
- Other members of the dental team assist the dentist—they may brush and clean the teeth, apply fluoride varnish, or take x-rays of the teeth.
- Be aware of children's feelings about going to the dentist—some may feel nervous, some may feel excited.
- The more children understand about visiting the dentist, the more comfortable they may feel.

Get the Most Out of Your Child's Dental Visit

During your child's checkup:

- Talk about your child's eating and snacking habits.
- Ask the dentist if you are brushing your child's teeth correctly.
- Share any concerns or questions about your child's oral health. Is he at high risk for tooth decay? What can you do to reduce the risk?
- Discuss whether your child needs fluoride. If your water doesn't contain fluoride, drops or tablets may be recommended.
- Ask about fluoride varnish.

Fluoride

- Fluoride is a natural mineral that helps prevent cavities and can even reverse early tooth decay!
- Find out if your water is fluoridated. If it is not, your child may need to get fluoride from another source, such as fluoride drops or tablets from your dentist or medical provider.
- It is important to use fluoride toothpaste when you brush. It helps prevent cavities by strengthening teeth.
- Ask your dentist or medical provider about fluoride varnish to protect against cavities. Fluoride varnish is like a special vitamin that keeps our teeth strong, happy and healthy. It is "painted" on the child's teeth during a dental checkup or at the doctor's office during a well-child visit.

Little Bites

Little Bites are designed to be shared with families when they ask or when the need arises.

These additional parent practice handouts address the following topics:

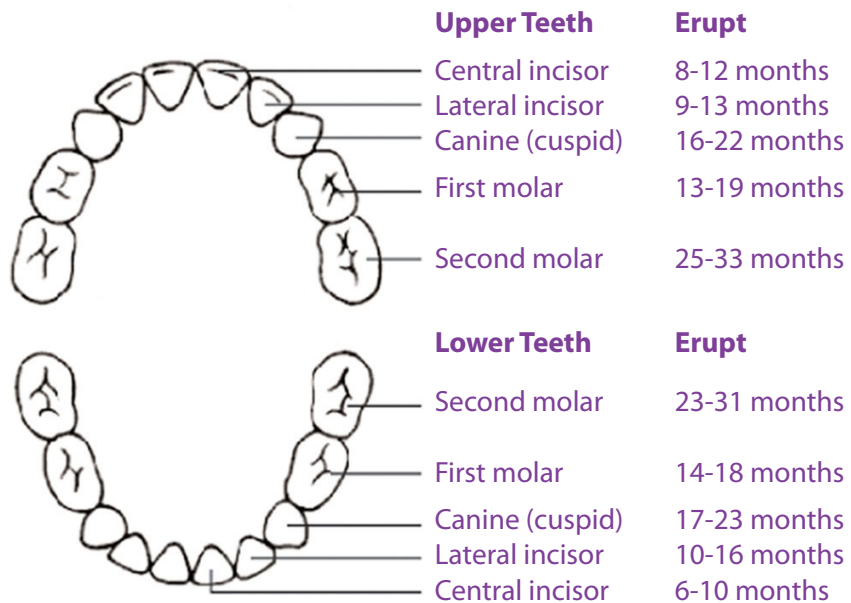
- **Teething**
- **Lift the Lip**
- **Fluoride**
- **Sealants**
- **Accidents**

Teething

Did You Know?

- Babies will usually begin to get their teeth around 6 months of age.
- While teething, babies may chew on their fingers, hands, or anything that they can get into their mouths.
- Comfort a teething baby by offering a cold, firm, safe and clean teething object, like a teething ring or slightly frozen damp washcloth.
- Drooling and fussiness are normal signs of teething.

Teething biscuits and crackers are often sticky and sugary and can cause cavities. **Do not offer them for teething.**



Upper Teeth	Erupt
Central incisor	8-12 months
Lateral incisor	9-13 months
Canine (cuspid)	16-22 months
First molar	13-19 months
Second molar	25-33 months
Lower Teeth	Erupt
Second molar	23-31 months
First molar	14-18 months
Canine (cuspid)	17-23 months
Lateral incisor	10-16 months
Central incisor	6-10 months

Take the Healthy Mouth Challenge!

I will:

- Get a teething ring or put a washcloth in the freezer to comfort my teething baby.



Lift the Lip

Did You Know?

- Lift the Lip is one way for you to check your child's teeth for early signs of tooth decay.
- It's quick and easy to do—take a minute to Lift the Lip while you're reading or playing with your child, before bed or during toothbrushing.
- By checking your child's teeth once a month, you can help identify early tooth decay and prevent cavities.



Ignoring early signs of decay can lead to cavities.

How to Lift the Lip

1. Lift or gently push the upper lip so the teeth and gums are visible.
2. Look at the upper teeth—the front and back of the teeth for plaque on the gum line, white, brown or black spots.
3. Repeat the process with the lower teeth.
4. If you see spots or anything unusual, have your child's teeth checked by a dentist or medical provider as soon as possible.

Your child may fuss, cry or wiggle while you check his teeth. As you both get more comfortable with the process it will get easier.

Take the Healthy Mouth Challenge!

I will:

- Lift my child's lip at least once a month to check for early signs of tooth decay.
- Make an appointment with dentist or medical provider if I see white, brown or black spots or have other concerns.



Fluoride Facts

Did You Know?

- Fluoride is a natural mineral that helps prevent cavities and can even reverse early tooth decay
- Sources of fluoride include fluoridated water, varnish, rinse, toothpaste, drops, and pills
- It is important to use fluoride toothpaste when you brush.



Ask your dentist or medical provider about fluoride varnish to protect against cavities. Fluoride varnish is like a special vitamin that keeps our teeth strong, happy and healthy. It is “painted” on teeth during a dental checkup or at the doctor’s office during a well-child visit.

If your water is not fluoridated, your child may need to get fluoride from another source such as fluoride drops or tablets from your dentist or medical provider.



Take the Healthy Mouth Challenge!

I will:

- Brush my child’s teeth with fluoridated toothpaste.
- Call my local health department or water department to find out if my water is fluoridated.
- If my water is fluoridated, make sure my child drinks it when he is old enough to drink water.
- If my water is not fluoridated, ask my dentist or medical provider for fluoride supplements for my child.



Sometimes Accidents Happen

If a baby tooth is knocked out:

- If your child knocks out a baby tooth, take him and the tooth to the dentist right away.
- The tooth cannot be put back in, but the dentist can determine whether any care is needed.

If a permanent tooth is knocked out:

- Pick up the tooth by its biting end (not the root). Do not wash or handle it. Gently rinse it with milk (if available), and place the tooth back in the hole in the gum until you can get to the dentist.
- If the tooth cannot be put back into the hole, place it in a container of cold milk.
- Take the child and the tooth to the dentist immediately.

If a tooth is broken:

- Save tooth fragments you can find and place them in a cup of milk or water.
- Rinse the injured tooth and area with warm water to remove dirt and debris.
- Place a clean, cold compress on the injured area.
- Take the child and the tooth fragments to the dentist immediately.

Take the Healthy Mouth Challenge!

I will:

- Keep my dentist's name and phone number handy in case of an emergency.

- My dentist's name: _____

- My dentist's phone number: _____

- Office hours: _____



Sealants

Did You Know?

- Sealants are thin protective coatings that are simply painted on the chewing surfaces of the back teeth to prevent cavities.
- Sealants help keep cavity-causing germs out of the grooves of the molars, areas that can be difficult to keep clean.



Take the Healthy Mouth Challenge!

I will:

- Talk to my child's dentist about applying sealants on my child's teeth.



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Early Learning Domain Crosswalk

The Head Start Child Development and Early Learning Framework (2011)	Washington State Early Learning and Development Guidelines (2012)	National Education Goals Panel: Five Essential Domains of School Readiness*
<p>1 Approaches to Learning</p> <ul style="list-style-type: none"> Initiative and Curiosity Persistence and Attentiveness Cooperation <p>Logic and Reasoning</p> <ul style="list-style-type: none"> Reasoning and Problem Solving Symbolic Representation 	<p>About Me and My Family and Culture</p> <ul style="list-style-type: none"> Self Management Learning About Learning <p>Learning about my world</p> <ul style="list-style-type: none"> Knowledge (Cognition) 	<p>Approaches to Learning</p>
<p>2 Language Development</p> <ul style="list-style-type: none"> Receptive Language Expressive Language <p>Literacy Knowledge and Skills</p> <ul style="list-style-type: none"> Book Appreciation Phonological Awareness Alphabet Knowledge Print Concepts and Conventions Early Writing 	<p>Communicating</p> <ul style="list-style-type: none"> Speaking and Listening (Language Development) Reading Writing 	<p>Language and Literacy</p>
<p>3 Mathematics Knowledge and Skills</p> <ul style="list-style-type: none"> Number Concepts and Quantities Number Relationships and Operations Geometry and Special Sense Patterns Measurement and Comparison 	<p>Learning About My World</p> <ul style="list-style-type: none"> Math 	<p>Cognition and General Knowledge</p>
<p>4 Science Knowledge and Skills</p> <ul style="list-style-type: none"> Scientific Skills and Method Conceptual Knowledge of the Natural and Physical World 	<p>Learning About My World</p> <ul style="list-style-type: none"> Science 	<p>Cognition and General Knowledge</p>
<p>5 Social Studies Knowledge and Skills</p> <ul style="list-style-type: none"> Family and Community History and Events People and the Environment 	<p>Learning About My World</p> <ul style="list-style-type: none"> Social Studies 	<p>Cognition and General Knowledge</p>

The Head Start Child Development and Early Learning Framework (2011)	Washington State Early Learning and Development Guidelines (2012)	National Education Goals Panel: Five Essential Domains of School Readiness*
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- 6 Creative Arts Expression**
- Music
 - Creative Movement and Dance
 - Art
 - Drama

Learning About My World

- Arts

Approaches to Learning

- 7 Physical Development and Health**
- Physical Health Status
 - Health Knowledge and Practice
 - Gross Motor Skills
 - Fine Motor Skills

Touching, Seeing, Hearing and Moving Around

- Using the Large Muscles (Gross Motor Skills)
- Using the Small Muscles (Fine Motor Skills)
- Using the Senses (Sensorimotor Skills)

Physical Development and Health

Growing Up Healthy

- Daily Living Skills (Personal Health and Hygiene)
- Nutrition and Health
- Safety

- 8 Social and Emotional Development**
- Social Relationships
 - Self-Concept and Self-Efficacy
 - Self-Regulation
 - Emotional and Behavioral Health

About Me and My Family and Culture

- Family and Culture
- Self Concept

Social and Emotional Development

Building Relationships

- Interactions with Adults
- Interactions with Children
- Social Behavior

Other Notes

Domains and Domain Elements (apply to all 3 to 5 year olds in Head Start and other early childhood programs; not appropriate for infants and toddlers)

* Identified by the National Education Goals Panel and lays out essential areas of learning and development

Reference Website

<http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach>

<http://www.del.wa.gov/publications/development/docs/Guidelines.pdf>

<http://govinfo.library.unt.edu/negp/reports/child-ea.htm>

Suggested Books

Infant and Toddlers

- Smile, Roberta Grobel, 1995
- My Teeth, Milestones Project, 2007
- Eating the Rainbow (Babies Everywhere), Star Bright Books, 2009
- Eating the Alphabet, Lois Ehlert, 1995

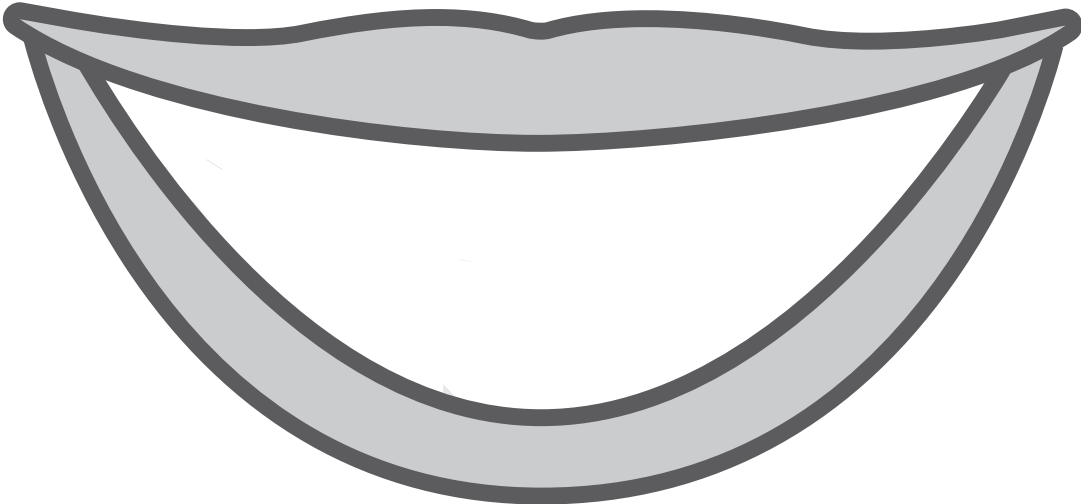
Preschool

- Ready, Set, Brush: A Pop-Up Book, Sesame Street, Che Rudko, 2008
- Chomp and Chew, to a Healthy You!, Molly Carroll, 2011
- Max Goes to the Dentist, Adria F. Klein, 2006
- The Going to Bed Book, Sandra Boynton, 1995
- Dinosaur vs. Bedtime, Bob Shea, 2008
- All About Teeth, Mari Schuh, 2006
- At the Dentist, Mari Schuh 2007
- Going Greenie: Are You Eating Something Red?, Ryan Sias, 2010
- Your Teeth, Helen Frost, 1995
- Brushing Well, Helen Frost, 2004
- Dentist, Jacqueline Laks Gorman, 2002
- My Tooth Is About to Fall Out, Grace Maccarone, 1995
- Snacks for Healthy Teeth, Mari Schuh, 2008
- Potter the Otter, a Tale About Water, Shalini Singh, 2011
- Buddy's Teeth, Andrea Posner-Sanchez, 2012
- Brush Your Teeth Please, Leslie McGuire, 1993
- Clarabella's Teeth, An Vrombaut, 2003

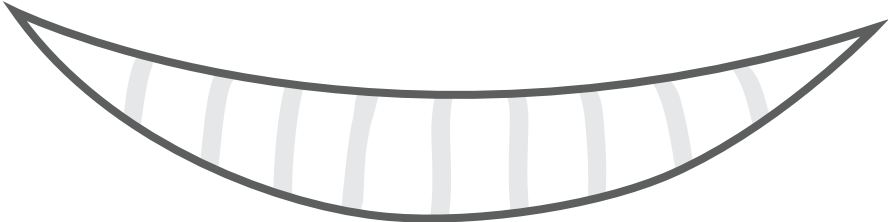
Circle Time and Learning Center Cutouts, Songs and Posters

Basics of Oral Health 1: Baby Teeth Are Important

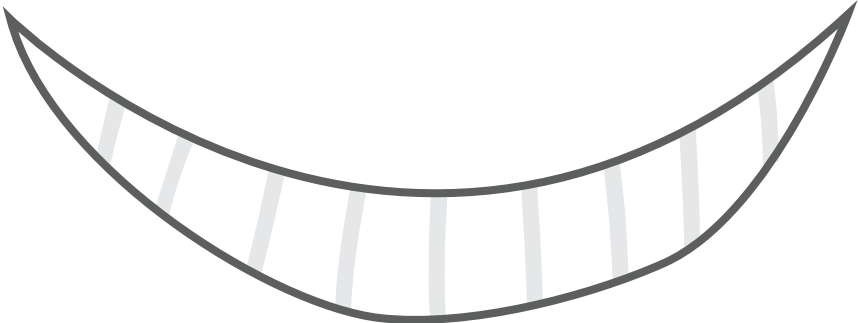
Teeth Have Important Jobs 1



Upper Teeth

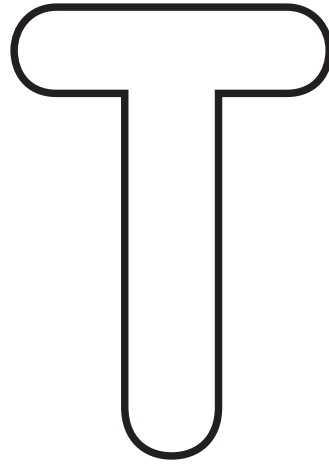
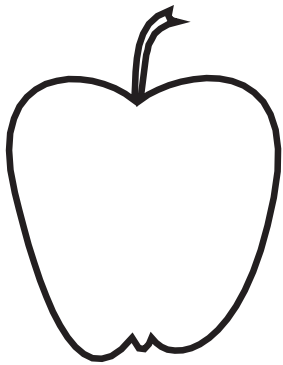


Lower Teeth

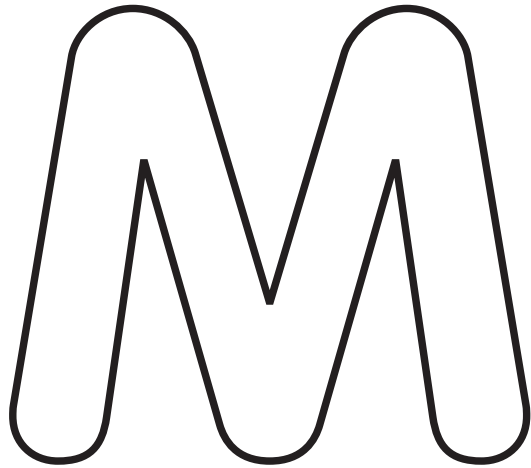


Teeth Have Important Jobs 2

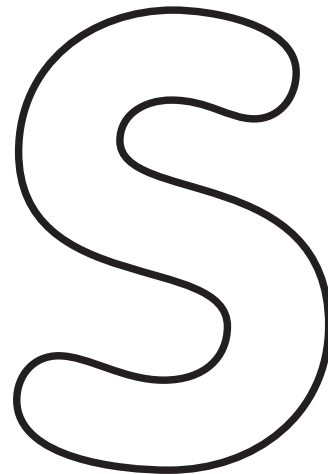
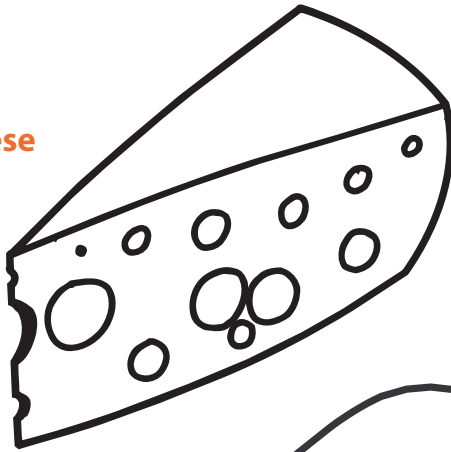
Apple



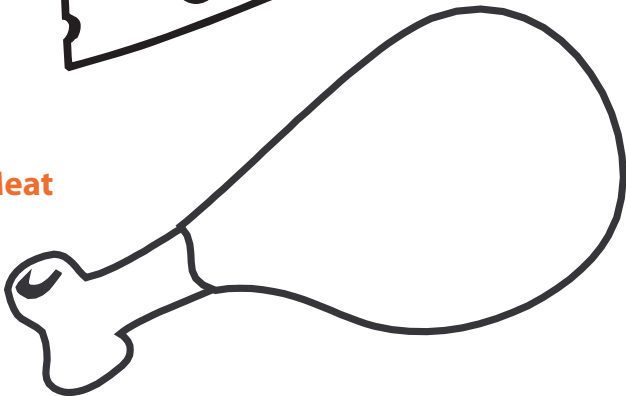
Carrot



Cheese



Meat



My 20 Teeth Have Important Jobs



My 20 Teeth Have Important Jobs

To the tune of "To, Market, To Market."

- 1, 2, 3, 4, 5, 6, 7 health teeth (repeat).
- 8, 9, 10, 11, 12 chewing our food (repeat).
- 13, 14, 15, 16, helping us talk (repeat).
- 17, 18, 19, 20 with healthy, happy smiles (repeat).

Baby Teeth, Baby Teeth



Baby Teeth, Baby Teeth

Baby teeth, baby teeth, chew and smile
Stay strong and healthy for a long, long while
Baby teeth, baby teeth, brush and floss
Stay strong and clean every single day
Baby teeth, baby teeth, wiggle each way
Are you ready to come out today?
Count with me...
One, two, three, four, five, six!

If You're Happy and You Know It



If You're Happy and You Know It

First verse:

If you're happy and you know it, **clap your hands!**
If you're happy and you know it, clap your hands!
If you're happy and you know it then your face will surely show it,
if you're happy and you know it, clap your hands!

Possible additional verses:

If you're ____ and you know it:

- **Sad** » tell your friend "I'm sad"
- **Tired** » yawn real big

End verses:

If you're happy and you know it, **show your teeth!**
If you're happy and you know it, show your teeth!
If you're happy and you know it then your face will surely show it,
if you're happy and you know it, show your teeth!

If you're happy and you know it, **brush your teeth!**
If you're happy and you know it, brush your teeth!
If you're happy and you know it then your face will surely show it,
if you're happy and you know it, brush your teeth!

If you're happy and you know it, **smile big!**
If you're happy and you know it, smile big!
If you're happy and you know it then your face will surely show it,
if you're happy and you know it, smile big!

Three Tiny Cavity Germs



Three Tiny Cavity Germs

Sing to the tune of "Five Green and Speckled Frogs". Use hand motions to show numbers, brushing and germs falling away.

Three tiny cavity germs

Sticking to all my teeth.
Waiting for sweet and sticky treats.
Oh, no!
One got all brushed away,
It simply could not stay.
Now there are two tiny cavity germs.
Oh, no!

One tiny cavity germ

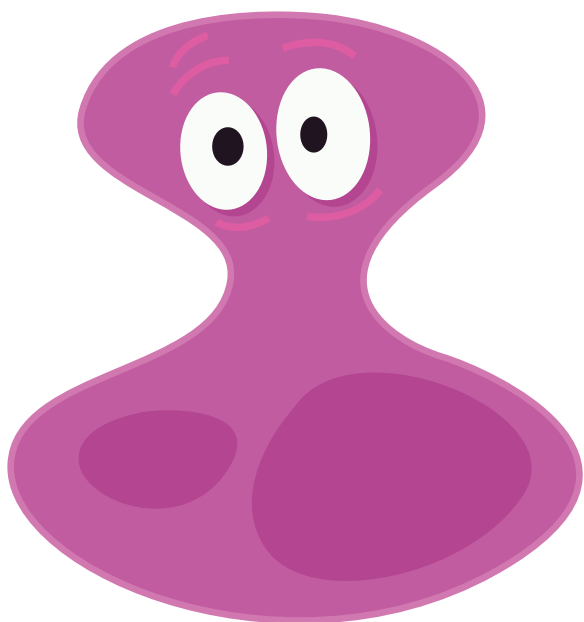
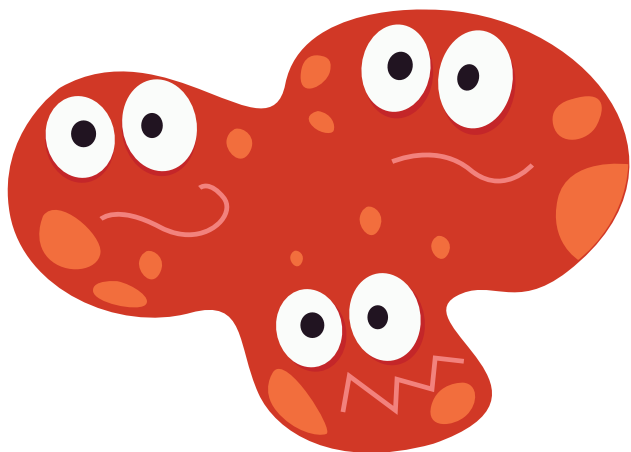
Sticking to all my teeth,
Waiting for one more treat to eat.
Oh, no!
It's been brushed away,
It simply could not stay.
Now there are no more cavity germs.
Yippee!

Two tiny cavity germs

Sticking to all my teeth.
Waiting for chips and apple juice.
Oh, no!
One got all brushed away,
It simply could not stay.
Now there is one tiny cavity germ.
Oh, no!

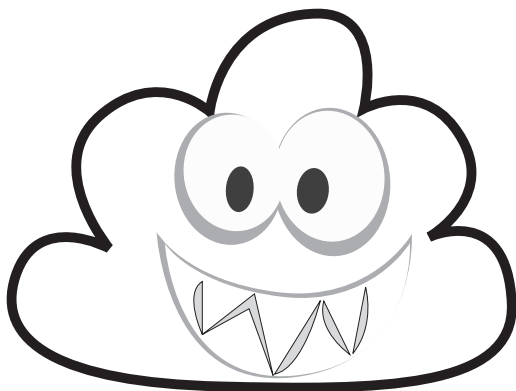
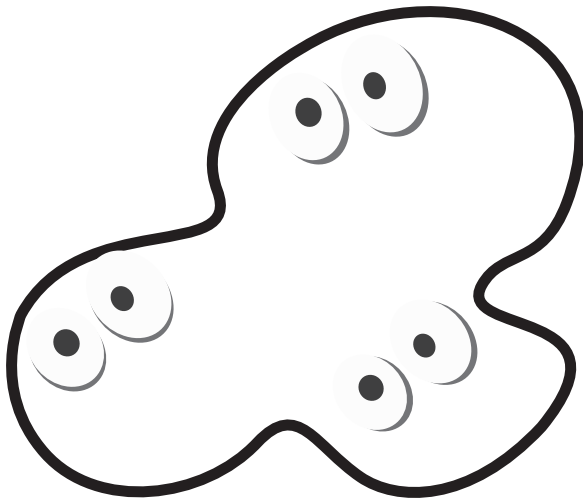
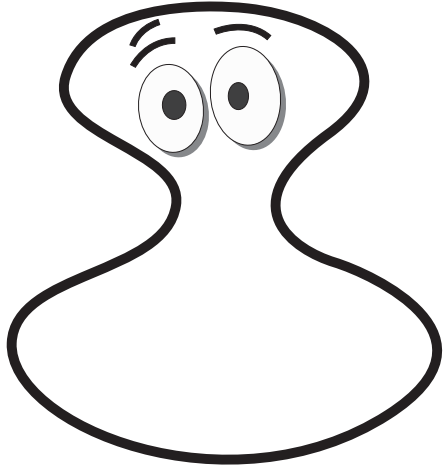
Basics of Oral Health 1: Baby Teeth Are Important

Brush the Cavity Germs Away



Basics of Oral Health 1: Baby Teeth Are Important

Germs on Stage



Basics of Oral Health 1: Baby Teeth Are Important

Animals Have Teeth, Too!



What Should I Drink Dear Children?



What Should I Drink Dear Children?

To the tune of "There's a Hole in the Bucket, Dear Liza, Dear Liza."

What should I drink, dear children, dear children,
What should I drink to keep my teeth strong?
I better drink **WATER**, drink **WATER**, drink **WATER**
I better drink **WATER** to keep my teeth strong.

Drinking Up the Water



Drinking Up the Water

To the tune of "All the Fish Are Swimming in the Water."

[Child's name] and [Child's name] are drinking up the water,
drinking up the water, drinking up the water.

[Child's name] and [Child's name] are drinking up the water, gulp,
gulp, gulp, gulp,
Ahhhhh!

Let's pour some more!

All the little children are drinking up the water, drinking up the
water, drinking up the water.

All the little children are drinking up the water, gulp, gulp, gulp,
gulp, Ahhhhh!

There! We drank up all the water...let's go play!

Drink Like an Elephant

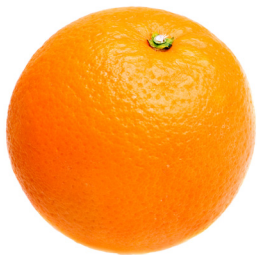


Basics of Oral Health 3: Tooth Healthy Foods

Yummy Water

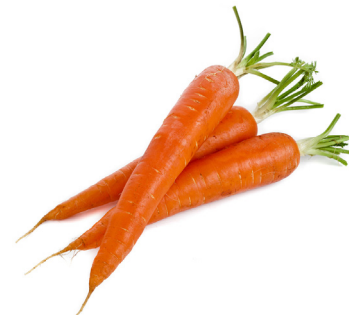
Healthy/Unhealthy Foods Sorting 1

Healthy Foods Basket Upset



Basics of Oral Health 3: Tooth Healthy Foods

Healthy/Unhealthy Foods Sorting 2



Basics of Oral Health 3: Tooth Healthy Foods

Healthy/Unhealthy Foods Sorting 3



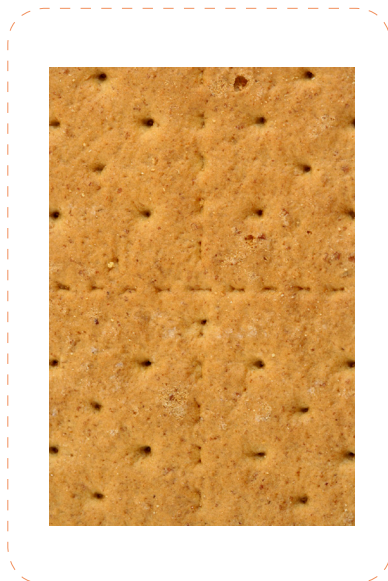
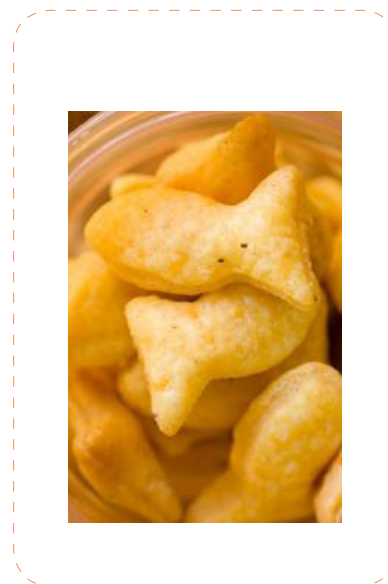
Basics of Oral Health 3: Tooth Healthy Foods

Healthy/Unhealthy Foods Sorting 4



Basics of Oral Health 3: Tooth Healthy Foods

Healthy/Unhealthy Foods Sorting 5



Five Little Apples



Five Little Apples

Sung to the tune/rhythm of "5 Little Monkeys Swinging in the Tree."

Once there were...
Five little apples high in a tree.
[Name of child] ate one apple
and said: "Hey, look at me!"
Four little apples high in a tree.
[Name of child] ate one apple and said: "Crunchy apple just for
me!"
Three little apples high in a tree.
[Name of child] ate one apple and said: "I'm as strong as I can be!"
Two little apples high in a tree.
[Name of child] ate one apple and said: "Healthy, I am going to
be!"
One little apple high in a tree.
[Name of child] ate one apple and said: "This is good for me, you
see!"
No more apples up in the tree,
No more healthy apples for you or me!

Old MacDonald Had a Food Farm



Old MacDonald Had a Food Farm

Old MacDonald had a food farm, E-I-E-I-O,
And on that farm he had some _____, E-I-E-I-O,
With a _____, _____ here and a _____, _____ there,
here a _____, there a _____, everywhere a _____, _____.
Old MacDonald had a food farm, E-I-E-I-O.

This Is the Way We Brush Our Teeth



This Is the Way We Brush Our Teeth

Sung to the tune of "Here We Go Round the Mulberry Bush."

This is the way we brush our teeth, brush our teeth,
brush our teeth.

This is the way we brush our teeth so early in the morning!

A Brushing We Will Go



A Brushing We Will Go

Sung to the tune of "A Hunting We Will Go."

A brushing we will go, a brushing we will go.
My smile goes up, my smile goes down,
A brushing we will go.
A brushing we will go, a brushing we will go.
My smile goes up, my smile goes down,
A brushing we will go.
A brushing we will go, a brushing we will go.
My smile goes up, my smile goes down,
A brushing we will go.

It's Time to Brush Our Teeth



It's Time To Brush Our Teeth

Sung to the tune of "She'll Be Coming Around the Mountain."

It is time to brush your teeth with all your friends,
It is time to brush your teeth with all your friends,
It is time to brush your teeth, it is time to brush your teeth,
it is time to brush your teeth with all your friends.
It is time to use your toothbrush before bed,
It is time to use your toothbrush before bed,
It is time to use your toothbrush, it is time to use your toothbrush,
it is time to use your toothbrush before bed.

Five Little Toothbrushes



Five Little Toothbrushes

Five little toothbrushes hanging in a row,
Red, orange, blue, green, and yellow.
Along comes Mommy to the bathroom door,
She brushes her teeth, and now there are four.

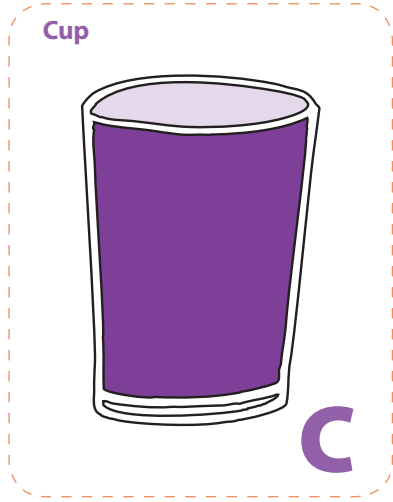
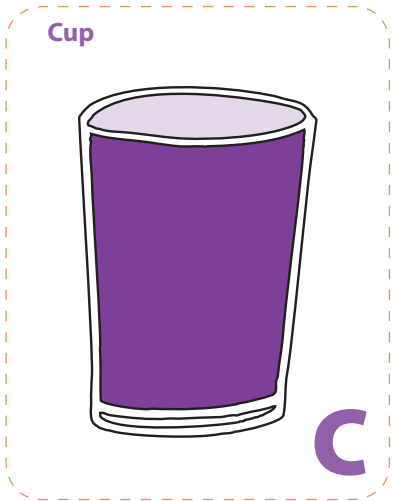
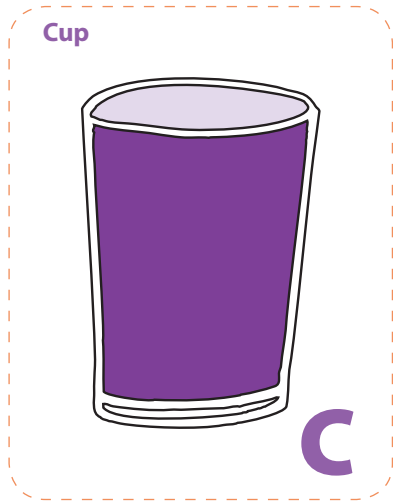
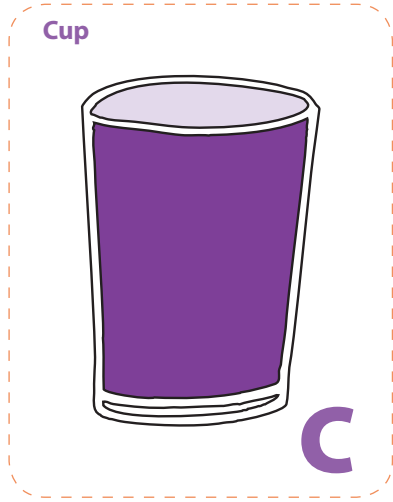
Four little toothbrushes hanging in a row,
Orange, blue, green, and yellow.
Along comes Daddy to look and see,
He brushes his teeth, and now there are three.

Three little toothbrushes hanging in a row,
Blue, green, and yellow.
Along comes brother, whose brush is blue,
He brushes his teeth, and now there are two.

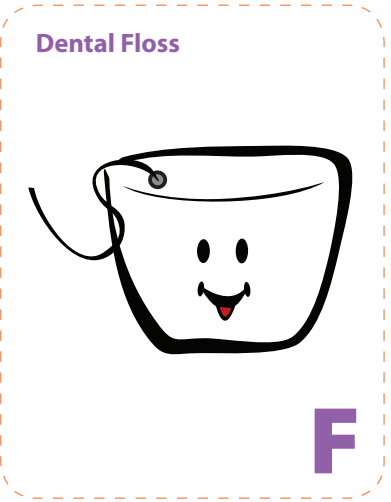
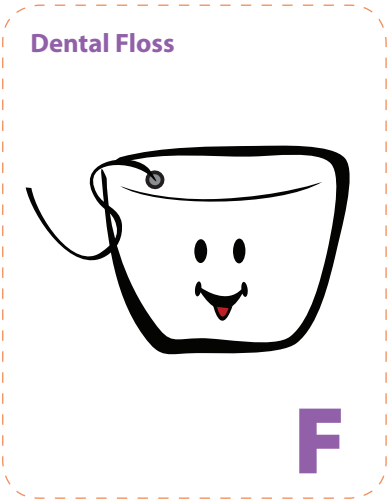
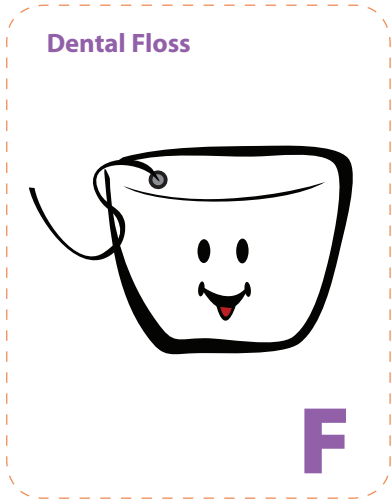
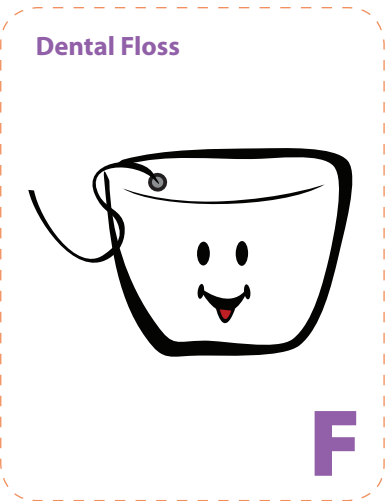
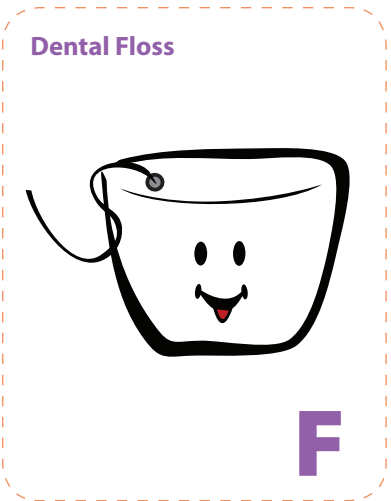
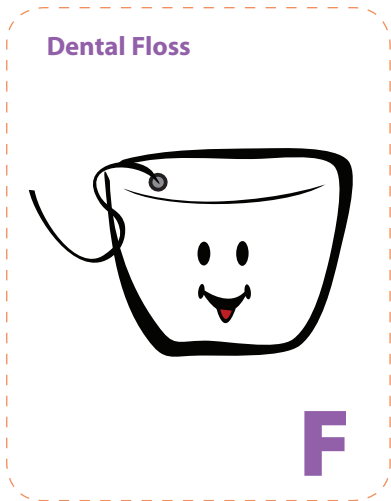
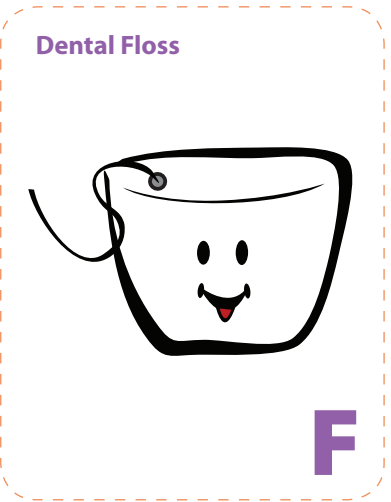
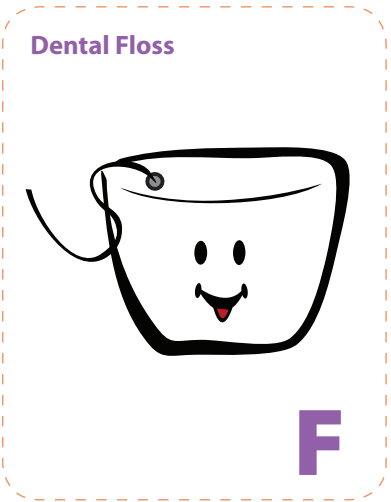
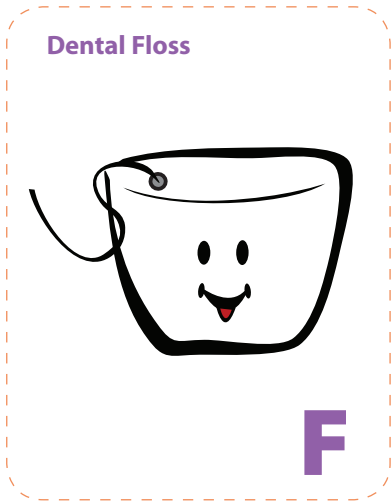
Two little toothbrushes hanging in a row,
Green and yellow.
Along comes sister to join in the fun,
She brushes her teeth, and now there is one.

One little toothbrush hanging you can see,
One yellow toothbrush waiting for me.
Along comes ME putting toothpaste on,
I brush my teeth and the whole family is done!

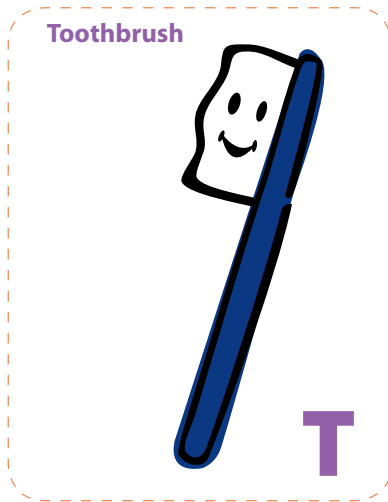
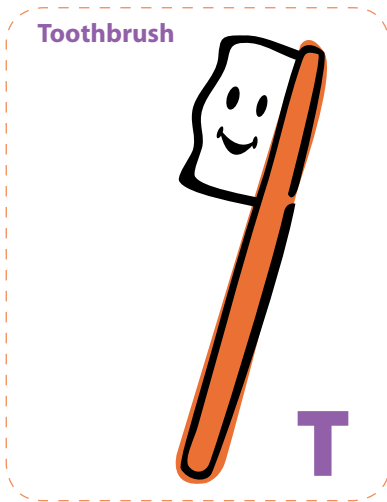
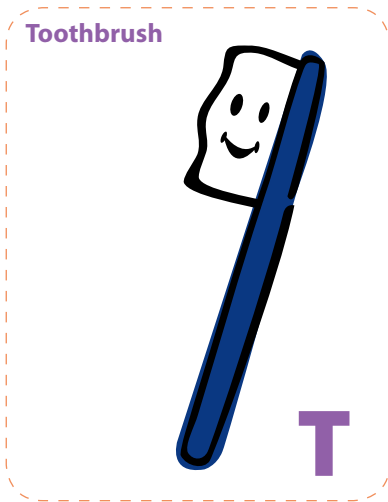
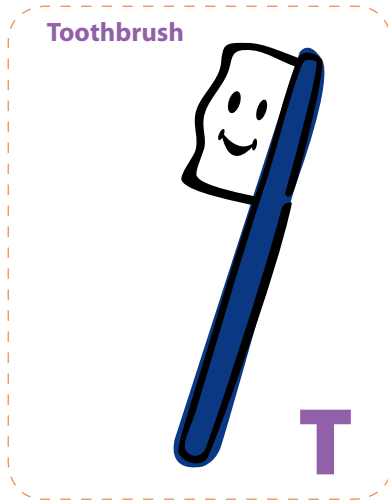
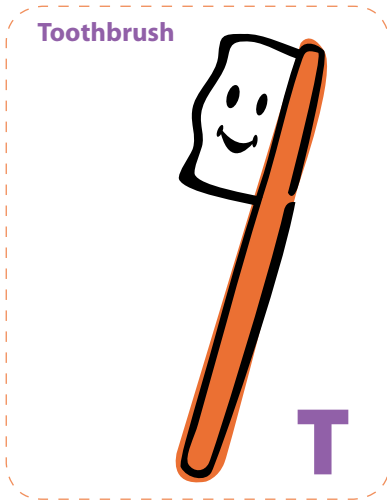
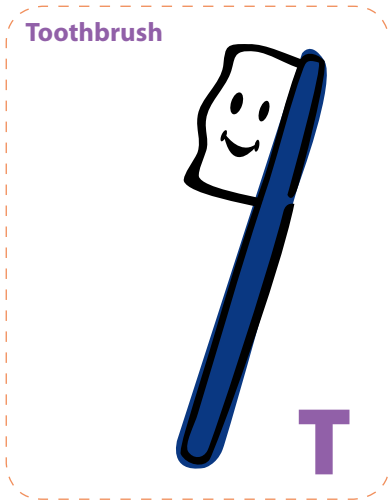
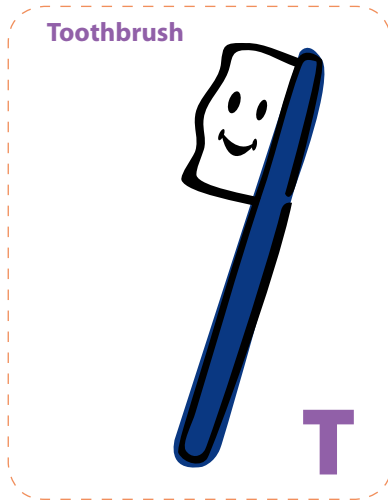
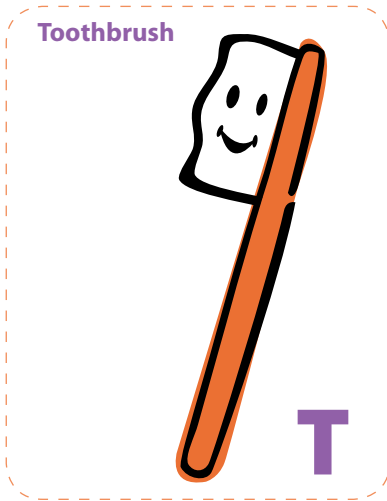
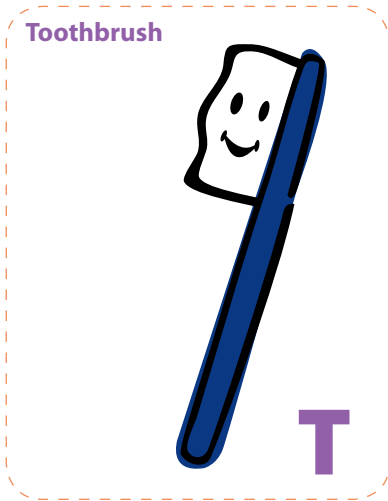
Tooth Protecting Tools



Tooth Protecting Tools 2



Tooth Protecting Tools 3



Tooth Protecting Tools 4



The Dentist Is My Pal



The Dentist Is My Pal

Sung to the tune of "The Farmer in the Dell."

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

There is a waiting room, with lots of things
to do,
Books and toys for girls and boys
Are waiting there for you. Oooohh!

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

They ask me to open wide, and then they look inside.
Carefully they check my teeth
And keep them healthy and bright. Ooohhh!

The dentist is my pal, the dentist is my pal,
The chair goes high, the chair goes low.
The dentist is my pal.

Going to the Dentist



Going to the Dentist

Sung to the tune of "Ring Around the Rosie."

Going to the dentist, going to the dentist
My turn! My turn! Let's sit down!
Getting my teeth cleaned, getting my teeth cleaned!
My turn! My turn! Open big!

Down at the Dentist



Down at the Dentist

Sung to the tune of "Down at the Station."

Down at the dentist early in the morning,
I meet the receptionist in the waiting room.
Next I meet the hygienist who takes me to the big chair.
Hello dentist, I'm here for healthy teeth!

Basics of Oral Health 5: Going to the Dentist

Teeth X-rays



Basics of Oral Health 5: Going to the Dentist

Dental Tools

EXPLORER



X-RAY



SPINNING TOOTHBRUSH



WATER
SQUIRTER

Mrs. Squirty



WATER
SUCTION

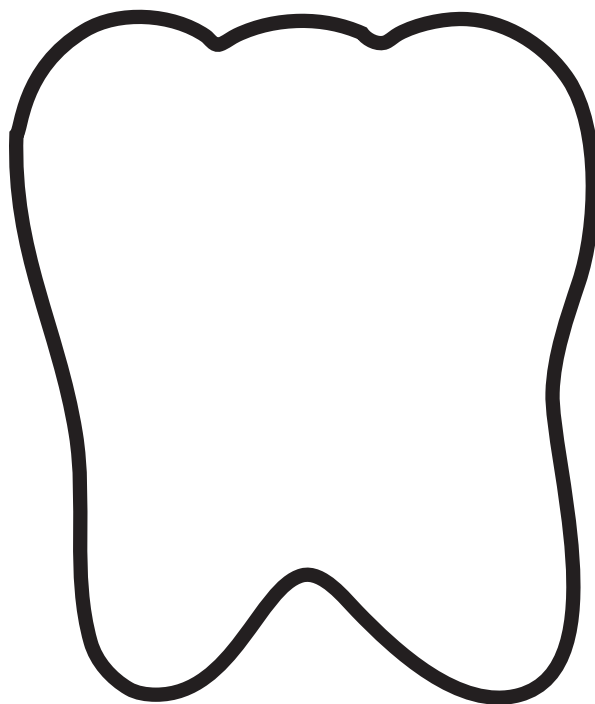
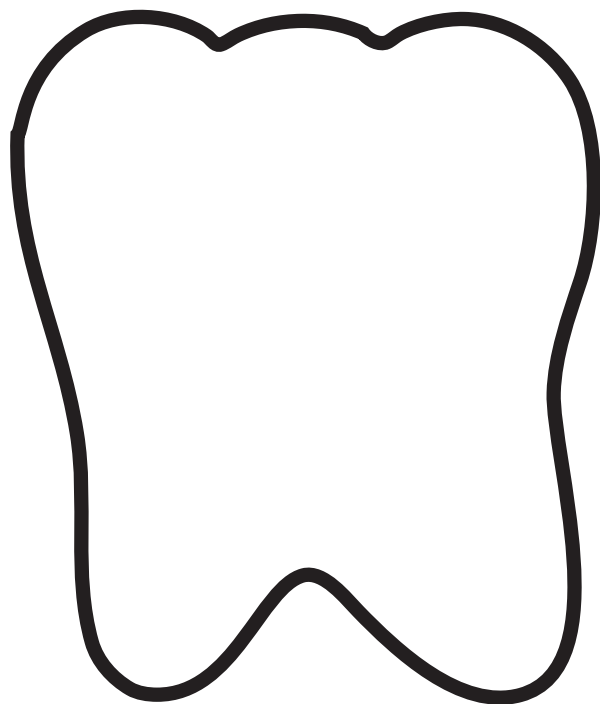
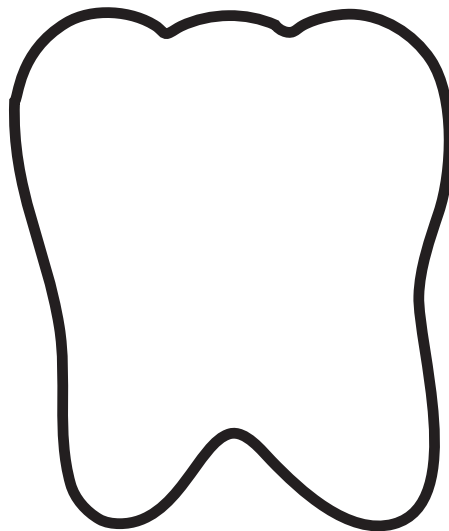
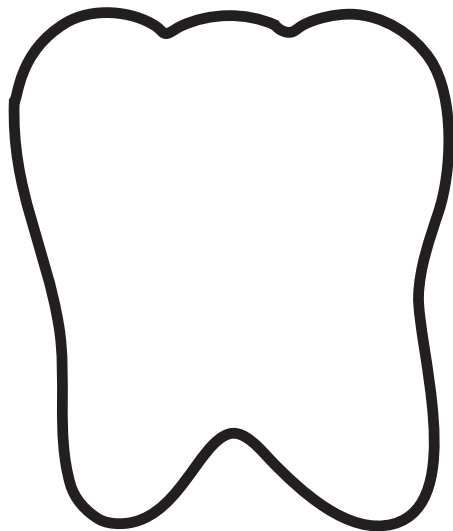
Mr. Thirsty



MOUTH MIRROR



Fluoride for Strong Teeth



Notes

Notes

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