

# Dental Health

## (Final Project - Lesson Plan)

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**Title:** Dental Health Awareness

**Subject:** Science

**Intended Grade Level:** 4

### Description:

In this lesson, students in grade 4 will learn about good dental health habits. The students will use information gathered from web sites, dentist's office, materials supplied by the teacher, and Kid Pix. Working in groups of 3 - 4, they will prepare presentations such as skits, posters, songs, and poems.

### Faith Integration:

This lesson is intended to remind children in grades 4 of the marvelous handiwork of God when he created the human body and how He expects us to care for our body. An important way to care for our body is through good dental health.

### Curriculum Benchmarks:

#### NETS

- ? (Standard 1) Students demonstrate a sound understanding of the nature and operation of technology systems.
- ? (Standard 2) Students practice responsible use of technology systems, information, and software.
- ? (Standard 3) Students use technology tools to enhance learning, increase productivity, and promote creativity.
- ? (Standard 3) Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works
- ? (Standard 5) Students use technology to locate, evaluate, and collect information from a variety of sources.

## **Materials:**

- ? Computer with Internet access
- ? Color Printer / paper
- ? Kid Pix Deluxe 3 (Broderbund)
- ? Poster board
- ? Pencils, colored pencils, markers, glue, crayons, scissors
- ? Keyboard (for those writing music)
- ? Worksheets, handouts, and magazines, and encyclopedias
- ? Video/CD and TV for viewing
- ? Digital camera
- ? Science journals
- ? Dental floss, toothbrushes, toothpaste, and fluoride

## **Teacher Preparation:**

- ? Lead a discussion and show the video about dental health habits.
- ? Make arrangements for a dental hygienist to visit the class.
- ? Have all materials ready for the children to use.
- ? Schedule computer time for each group.
- ? Have all materials ready to perform the experiments.

## **Student Preparation:**

- ? Students will need knowledge of how to use Kid Pix, how to use the Text, Rubber Stamp, Background, Sticker, and how to save their work to their folders and how to print their project.
- ? Students who choose to use the digital camera will need to practice.
- ? Students will take notes on the video and the dental hygienist.
- ? Students will research dental health on the internet at [www.colgate.com](http://www.colgate.com) and [www.oralb.com](http://www.oralb.com)
- ? Students will need to gather supplies for drawing their posters.
- ? Students will work together in groups of three.

## **Activities / Procedures:**

- ? The lesson will begin with a discussion on humans being created in the image of God. Students will discuss how we are to care for our body because it is the Temple of the Holy Spirit.
- ? Students will watch a presentation from the dental hygienist of oral care.
- ? Students will watch a video presentation on dental health in the classroom.
- ? Conduct an experiment by having the students brush their teeth then use the "pink pill" that shows where plaque remains.
- ? Students will record in their science journals the results of each experiment.
- ? Students will be divided into groups of three

- ? The teacher and the students will use the class computers to access the web site -- [www.colgate.com](http://www.colgate.com) -- Kids -- where they will gather information
  - ? *"What Are the Different Parts of a Tooth?"*
  - ? *"What Are the Different Types of Teeth?"*
  - ? *"Parts of Your Teeth and Gums"*
- ? In their group of three the students will actually play some of the games at this site:
  - ? "Dr. Rabbit and the Plaque Monster"
  - ? "Dr. Rabbit's Dental Bag"
  - ? "Toothbrush Patch Time to Brush"
  - ? "Dental Office Treehouse"
  - ? "Smart Snack Orchard"
- ? Each group of students will select a project about dental health to complete
  - i.e. poster, poem, song, skit, slide presentation
  - ? Target audience will be K-4.
- ? Worksheets will be given from the teacher to complete individually,
- ? Experiment: **Plaque Attack**
- ? Use the digital camera to record the observations with/without sugar over a 30-minute timeframe.
- ? Conduct as many experiments during this unit as time allows --
  - <http://www.oralb.com/learningcenter/teaching> -- excellent source for easy experiments
- ? **Key Vocabulary:** cavity, crown, cusp, enamel, floss, fluoride, gingiva, plaque, saliva, tarter

## Assessment / Evaluation

- ? Participation in class discussions
- ? Participation in group activities
- ? Participation in experiments
- ? Completed worksheets
- ? Completed project i.e. poster, poem, song, skit, slide presentation
- ? Use rubric to evaluate

## Follow - Up Activities

- ? Write thank you notes to the dental hygienist
- ? Display completed posters.
- ? Invite K-3 classes for skit, poem, and song presentations.
- ? Survey and graph for math the oral health habits (daily brushing and flossing) of the class.
- ? Have toothbrushes and toothpaste as part of their school supplies and use daily.
- ? Ask class members for a report of any visits to their dentist in the next month.



## Plaque Attack Experiment Worksheet

TIME	OBSERVATIONS	
	WITHOUT SUGAR	WITH SUGAR

8 minutes

(paste digital photo here)

(paste digital photo here)

10 minutes

(paste digital photo here)

(paste digital photo here)

15 minutes

Continue taking pictures every 5 minutes for 45 minutes and chart them on another sheet of paper.

On the last sheet have a space for each group to write their conclusion.

## Oral Presentation Rubric : Dental Health

Teacher Name: **Mrs. Davis**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

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