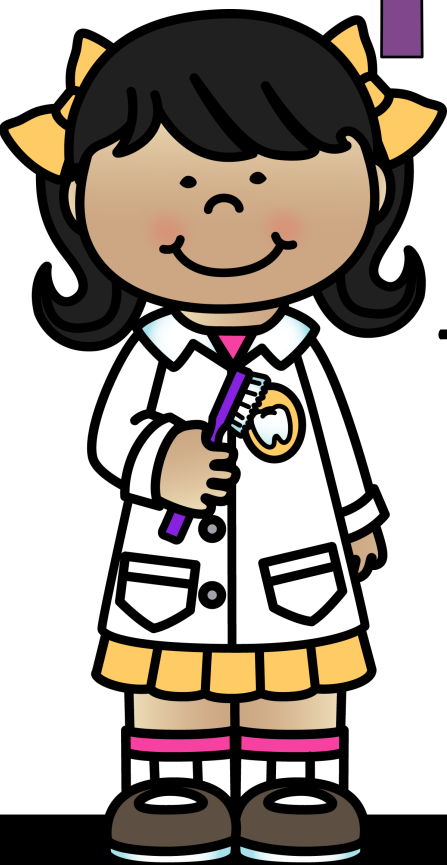


# Circle Time

# Dental Health Unit for Preschoolers




**Our Friend, the Dentist**  
To the tune of "Farmer in the Dell"

Let's go to the dentist.  
Let's go to the dentist.  
Hi-Ho-the-Derry-O,  
Let's go to the dentist.

Repeat the tune with these verses:


- She helps me brush my teeth.
- I lie down in the chair.
- He counts and checks my teeth.
- We take an x-ray picture.
- Someday, it'll lose a tooth.
- The dentist is our friend.



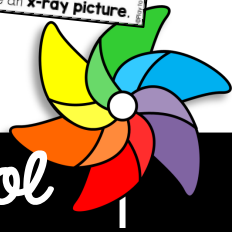
She helps to brush my teeth.  
She helps to brush my teeth.



We take an x-ray picture.  
We take an x-ray picture.



Hi-Ho-the-Derry-O  
We take an x-ray picture

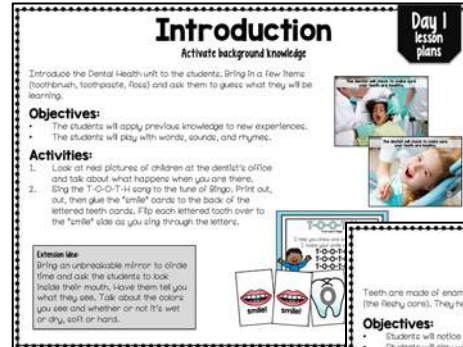


# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Dental Health

Introduce the new unit. Talk about teeth, toothbrushes, and dentists. Sing the "Tooth" song to spark excitement.



**Introduction**  
Activate background knowledge

Introduce the Dental Health unit to the students. Bring in a few items (toothbrush, toothpaste, floss) and ask them to guess what they will be learning.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.

**Activities:**

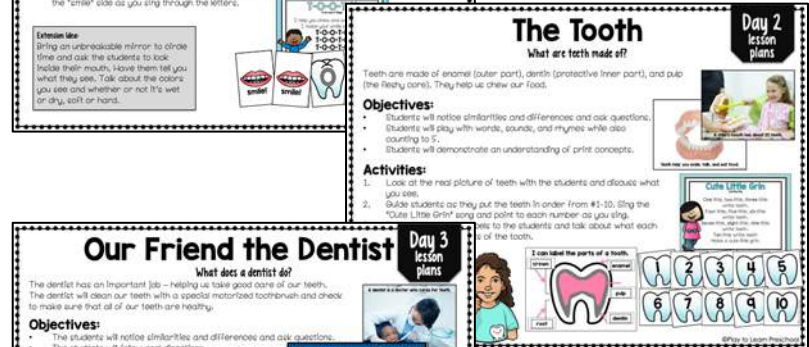
- Look at real pictures of children at the dentist's office and talk about what happens when you are there.
- Sing the T-O-O-T song to the tune of Singa. Print out, cut, then glue the "smile" cards to the back of the lettered tooth cards. Flip each lettered tooth over to the "smile" side as you sing through the letters.

**Extension Idea:**  
Bring an unbreakable mirror to circle time and ask the students to look inside their mouths. Have them tell you what they see. Talk about the colors you see and whether or not it's wet or dry, soft or hard.

**Day 1 lesson plans**

### Day 2 The Tooth

Look at the pictures of teeth, label a tooth, and play "Cute Little Grin" chip clip game about counting teeth.



**The Tooth**  
What are teeth made of?

Teeth are made of enamel (outer part), dentin (protective inner part), and pulp (the fleshy core). They help us chew our food.

**Objectives:**

- Students will notice similarities and differences and ask questions.
- Students will play with words, sounds, and rhymes while also counting to 5.
- Students will demonstrate an understanding of print concepts.

**Activities:**

- Look at the real picture of teeth with the students and discuss what you see.
- Guide students as they cut out the teeth in order from #1-10. Sing the "Cute Little Grin" song and point to each number as you sing.

**Extension Idea:**  
Use the real picture of teeth to label the parts of a tooth.

**Day 2 lesson plans**

### Day 3 Our Friend the Dentist

Look at the real photos of the dentist. Sing "Our Friend the Dentist". Take a poll to see who has been to the dentist.



**Our Friend the Dentist**  
What does a dentist do?

The dentist has an important job - helping us take good care of our teeth. The dentist will clean our teeth with a special motorized toothbrush and check to make sure that all of our teeth are healthy.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will answer questions.

**Activities:**

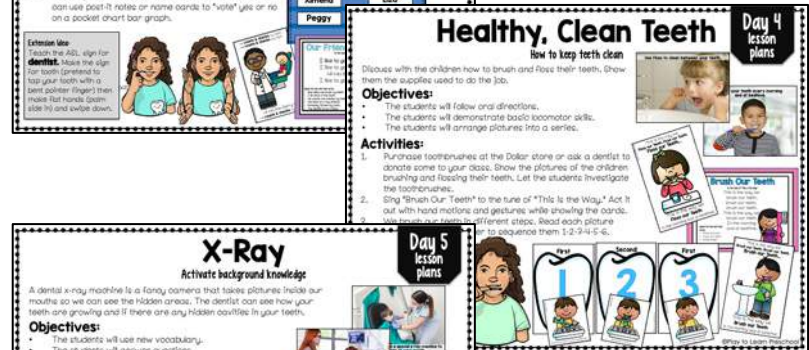
- Look at the real photo of the dentist. What do you see? Is it similar to your regular doctor?
- Sing "Our Friend the Dentist" to the tune of "The Farmer and the Sea". Add gestures or act it out!
- Take a poll to see who has been to the dentist. Students can use post-it notes or name cards to "vote" yes or no on a pocket chart bar graph.

**Extension Idea:**  
Have the students look at the real photo of the dentist. What do you see? Is it similar to your regular doctor?

**Day 3 lesson plans**

### Day 4 Healthy, Clean Teeth

Look at teeth cleaning items while looking at the real pictures. Sing the song "Brush Our Teeth" and then do the sequencing game on cleaning teeth.



**Healthy, Clean Teeth**  
How to keep teeth clean

Discuss with the children how to brush and floss their teeth. Show them the supplies used to do the job.

**Objectives:**

- The students will follow oral directions.
- The students will demonstrate basic locomotor skills.
- The students will arrange pictures into a series.

**Activities:**

- Purchase toothbrushes at the Dollar store or ask a dentist to donate some to your class. Show the pictures of the children brushing and flossing their teeth. Let the students investigate the tools/containers.
- Sing "Brush Our Teeth" to the tune of "This is the Way". Act it out with hand motions and gestures while showing the cards.

**Extension Idea:**  
Use the pictures of the children brushing and flossing their teeth to sequence them 1-2-3-4-5-6.

**Day 4 lesson plans**

### Day 5 X-Ray

Look at the real pictures of children getting x-rays. Sing "Twinkle Teeth" and play the "X-ray Fun" carpet game.



**X-Ray**  
Activate background knowledge

A dental x-ray machine is a fancy camera that takes pictures inside our mouths so we can see the hidden areas. The dentist can see how your teeth are growing and if there are any hidden cavities in your teeth.

**Objectives:**

- The students will use new vocabulary.
- The students will answer questions.

**Activities:**

- Look at the real pictures of children getting x-rays taken. Tell them an x-ray is a special picture of their mouth. Point out the x-ray photos in the girl's picture.
- Sing the song "Twinkle Teeth" to the tune of "Twinkle, Twinkle Little Star."
- Play the "X-ray Fun" carpet game. Line up the pictures of the cameras. Hide the x-ray under one of the colored cameras and recite the poem to find it. Children guess where the x-ray is hiding by identifying the color on the camera.

**Extension Idea:**  
Use this card regularly to show how to locate the teeth.

**Day 5 lesson plans**

# Circle Time Lessons

## Unit overview

### Day 6 Cavities

Play the "Sad Cavity" game. Talk about the tools that help keep your teeth clean.

**Cavities**  
What is a cavity?  
A cavity is a damaged spot found inside a tooth. The damage creates a hole that needs to be filled by a dentist. The food we eat can cause cavities if we don't brush and floss our teeth.

**Objectives:**

- The students will share and take turns with others.
- The student will notice and extend simple patterns.

**Activities:**

- Line up the pictures of the healthy teeth. Identify the numbers together. Hide the "Sad Cavity" under one of the teeth and recite the poem to the 1's. Children use a real toothbrush or the printed toothbrush (backpack or easelmate) to point to where they think the cavity is hiding.
- Talk about the tools that can keep cavities away while you play the Grid Game.

**To Play:**

- Copy template page onto 5 different colors of paper.
- Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
- Students close their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.

**Extension Idea:** Run an ongoing experiment with an apple in a clear container. Mark a hole in the side of the apple with a fork. Watch the apple start to brown over time. Compare the hole in the apple to a cavity and see what happens over time.

**Day 6 lesson plans**

**Sad Cavity**  
Every day we brush and floss our teeth. Every day we brush and floss our teeth. Every day we brush and floss our teeth.

1 2 3 4

### Day 7 Loose Tooth

Look at the pictures of the children. Play the "Tooth Fairy" counting game and sort the "T" and "F" words.

**Loose Tooth**  
Wiggly teeth

Talk about what happens when baby teeth start to wiggle.

**Objectives:**

- The students will follow and directions.
- The students will sort objects by property.

**Activities:**

- Look at the real pictures of the children and talk about what is missing in their mouths. Ask if anyone has ever lost a tooth.
- Play the Tooth Fairy Counting Game. Use it while rocks as teeth or cut apart the tooth template. Place a small pillow in the circle time area or make one with the template provided. A student picks and then counts the "teeth" to hide under the pillow. The class recites the "Tooth Fairy" poem then looks under the pillow to count.

**Extension Idea:** Copy things that begin with the letter T and the letter F. Print the pages. Mat and write the words on the mat. Use the words to make a sentence. Use the words to make a story.

**Day 7 lesson plans**

**Tooth Fairy**  
The night you sleep, I'll fly up to see you. I'll fly up to see you. I'll fly up to see you.

T F

### Day 8 Food for Healthy Teeth

Look at the pictures of children. Talk about cavity-causing foods and sing the "Healthy Food" song.

**Food for Healthy Teeth**  
Good Foods

Some foods keep our teeth healthy, while other foods might cause cavities.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at the photos of the children eating different foods. Which foods are good for our teeth? Which foods might cause cavities?
- Explain to the students that some foods keep our teeth healthy while other foods might cause cavities. Sort the food pictures into 2 groups: good for our teeth and not good for our teeth.
- Sing "The Healthy Food Song." Invite students to choose their favorite healthy food and sing a verse about each of them. Use props (real veggies, play food, picture cards) as much as possible.

**Extension Idea:** Put together a tray of 5-6 pieces of healthy play food. Talk about each piece and then take one item thing. See if they can remember which item is missing.

**Day 8 lesson plans**

**The Healthy Food Song**  
I like to eat my healthy food,  
I like to eat my healthy food,  
I like to eat my healthy food,  
I like to eat my healthy food.

### Day 9 Braces

Sing "Have You Ever Seen Braces?" song and talk about how to keep teeth clean, even with braces on.

**Braces**  
Straightening Things Out

Sometimes a person's teeth can be crooked. This can make it hard to chew food and brush one's teeth correctly. A special dentist called an orthodontist can put wires and brackets on the teeth to straighten them.

**Objectives:**

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Sing the song "Have You Ever Seen Braces?" and talk about how some people have braces to help straighten their teeth. Braces are made up of wires, brackets, and rubber bands.
- Explain to the students that even if someone has braces, they still need to keep their teeth healthy. Add each of the healthy teeth sentences to the pocket chart. Add the picture cards that go to help emergent readers remember.

**Extension Idea:** Use the words to make a sentence. Use the words to make a story.

**Day 9 lesson plans**

**Teeth**

### Day 10 Conclusion

Take a class poll on what the children have learned this unit. Practice active listening skills by solving riddles about all things teeth.

**Conclusion**  
What We Learned

To conclude the unit, ask the students what they have learned about teeth.

**Objectives:**

- The students will express themselves using words and sentences.
- The students will share and take turns with each other while participating in circle time.

**Activities:**

- Invite students to list the things they have learned about teeth. Write the ideas on index cards or on the tooth shapes provided.
- Create riddle bags. Place the items inside each bag and attach the riddle. (As an alternative, you can print the dentist pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. They guess a dentist object, then smack their!

**Extension Idea:** For a fun twist to the unit, make apple, sunflower butter, and marshmallow mummies. Cut an apple into 12 wedges and spread with sunflower butter. Line up an 8 inch marshmallow in the butter and top with another slice of apple. It looks like a mummy!

**Day 10 lesson plans**

**Riddle Bags**

# Introduction

Activate background knowledge

Day 1  
Lesson  
Plans

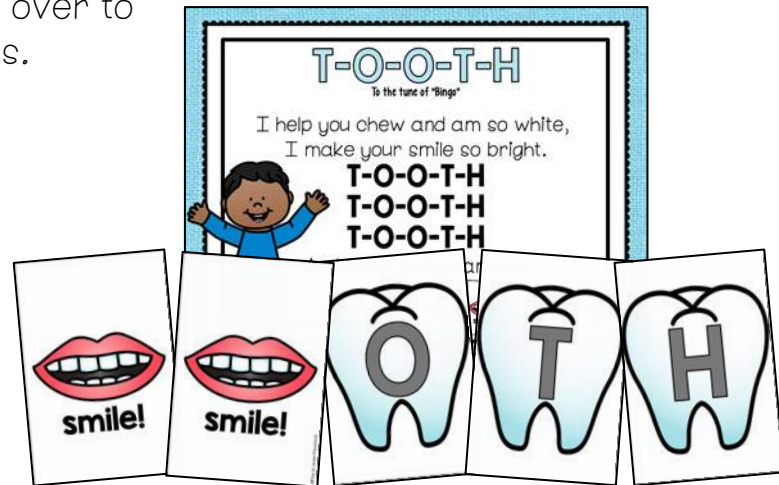
Introduce the Dental Health unit to the students. Bring in a few items (toothbrush, toothpaste, floss) and ask them to guess what they will be learning.

## Objectives:

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.

## Activities:

1. Look at real pictures of children at the dentist's office and talk about what happens when you are there.
2. Sing the T-O-O-T-H song to the tune of Bingo. Print out, cut, then glue the "smile" cards to the back of the lettered teeth cards. Flip each lettered tooth over to the "smile" side as you sing through the letters.



### Extension Idea:

Bring an unbreakable mirror to circle time and ask the students to look inside their mouth. Have them tell you what they see. Talk about the colors you see and whether or not it's wet or dry, soft or hard.

**The dentist will check to make sure  
your teeth are healthy.**



**The dentist uses special tools to count and check your teeth.**



T-O-O-T-H

To the tune of "Bingo"

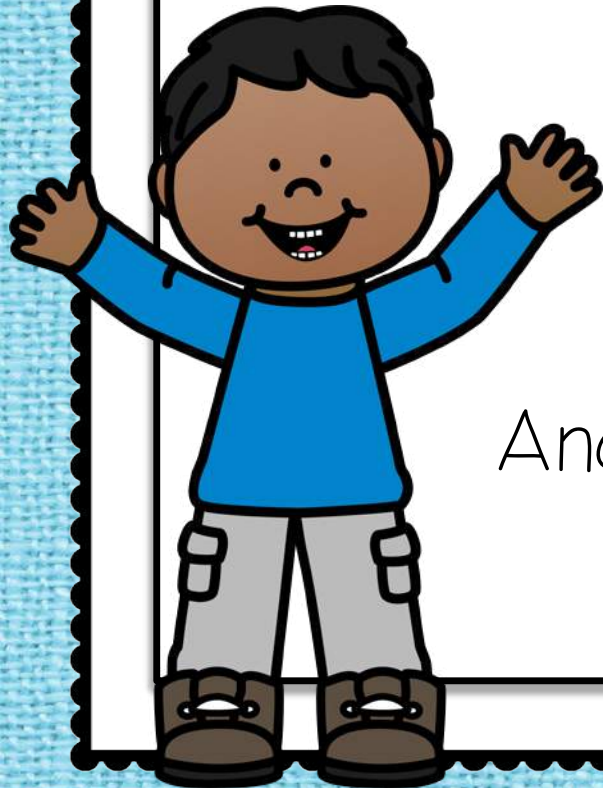
I help you chew and am so white,  
I make your smile so bright.

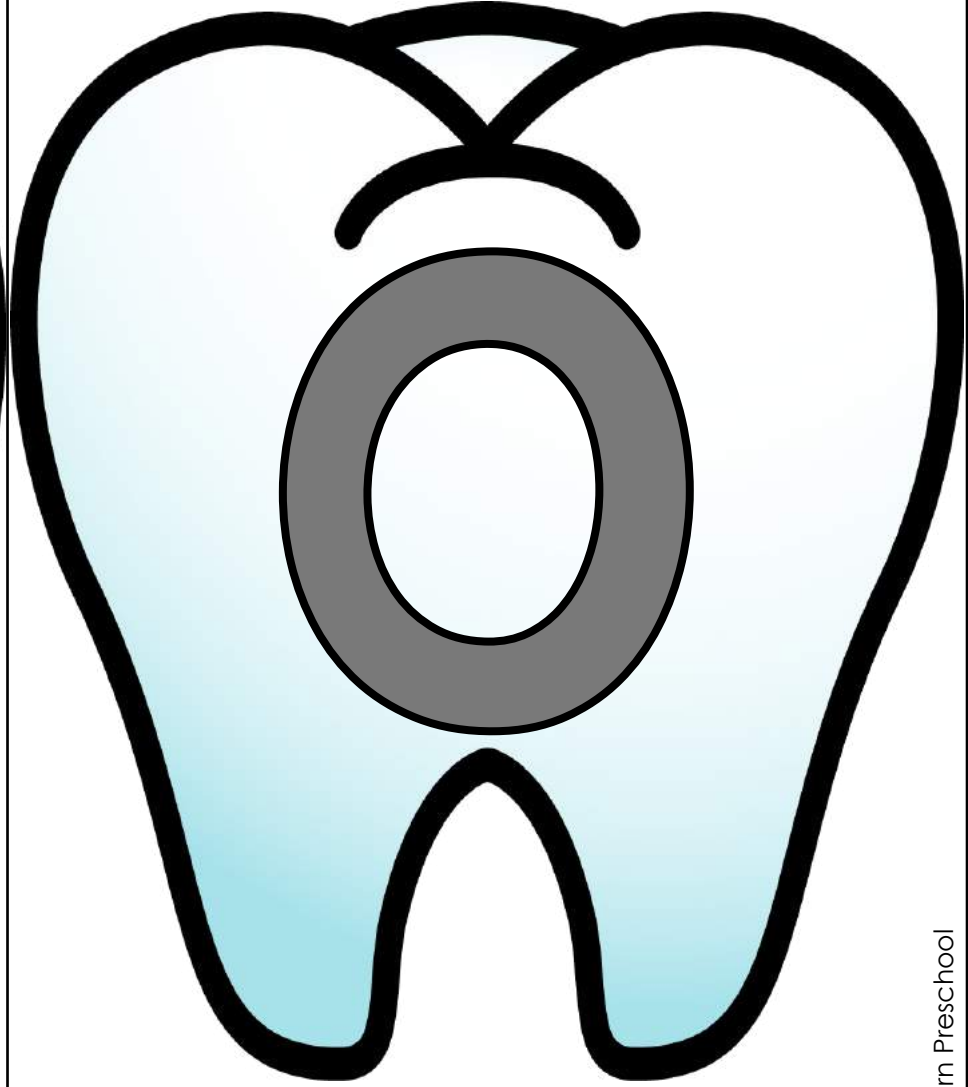
T-O-O-T-H

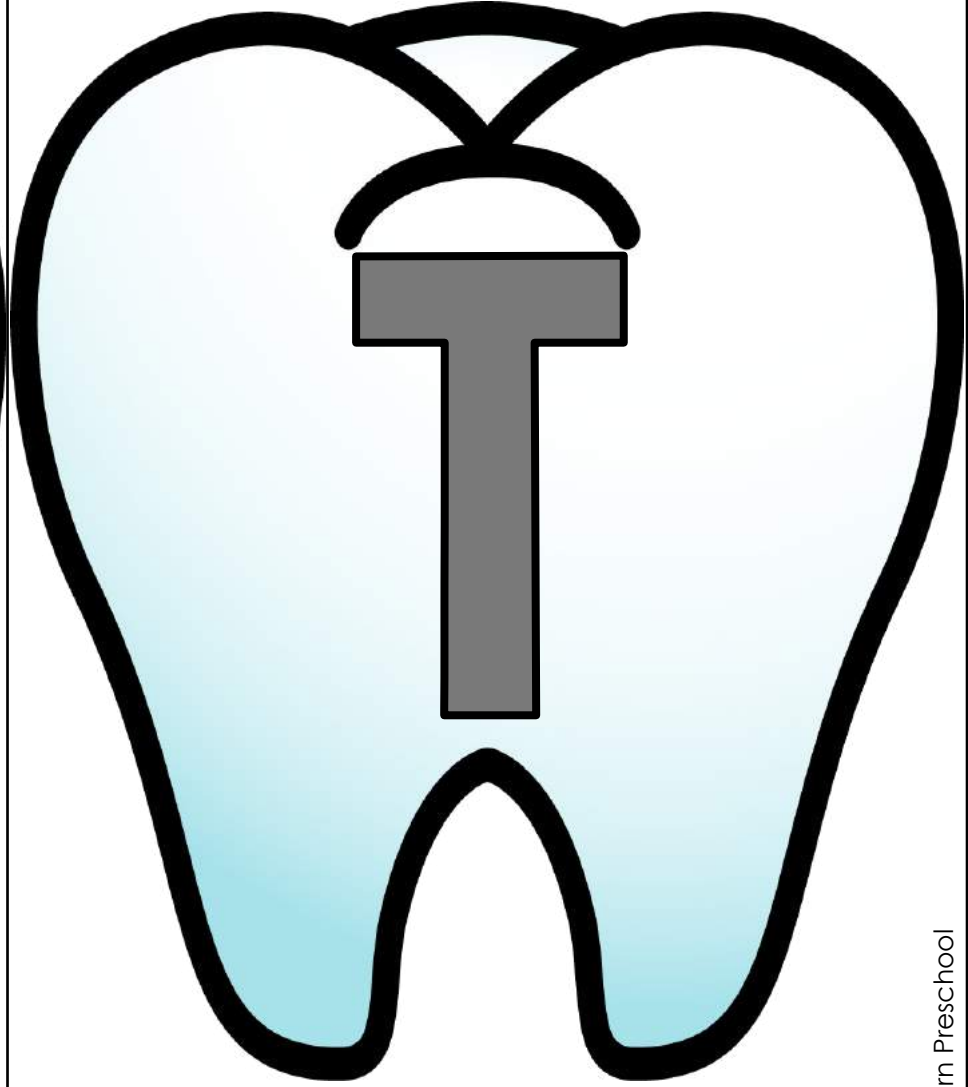
T-O-O-T-H

T-O-O-T-H

And tooth is my name-o!









**smile!**



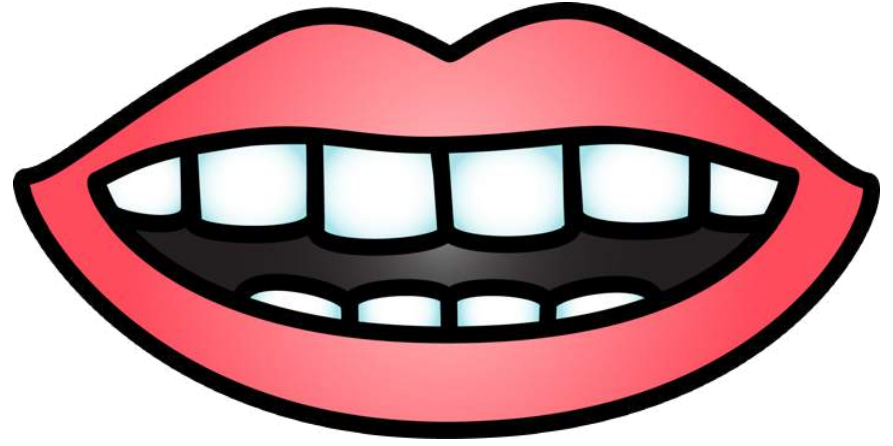
**smile!**



**smile!**



**smile!**



**smile!**

# The Tooth

What are teeth made of?

Day 2  
Lesson  
Plans

Teeth are made of enamel (outer part), dentin (protective inner part), and pulp (the fleshy core). They help us chew our food.

## Objectives:

- Students will notice similarities and differences and ask questions.
- Students will play with words, sounds, and rhymes while also counting to 5.
- Students will demonstrate an understanding of print concepts.

## Activities:

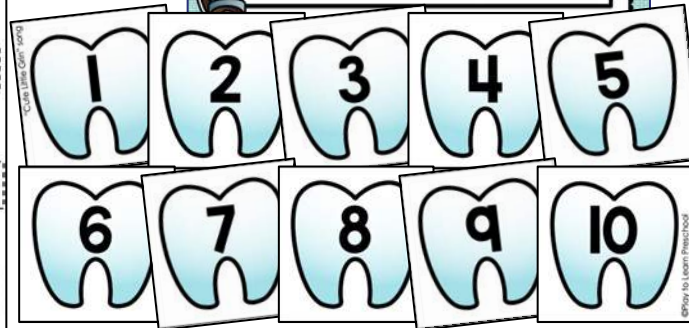
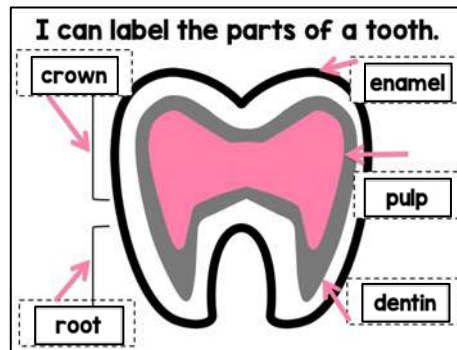
1. Look at the real picture of teeth with the students and discuss what you see.
2. Guide students as they put the teeth in order from #1-10. Sing the "Cute Little Grin" song and point to each number as you sing.
3. Show the tooth with labels to the students and talk about what each part is. Label the parts of the tooth.



### Cute Little Grin

Counting Song

One little, two little, three little white teeth.  
Four little, five little, six little white teeth.  
Seven little, eight little, nine little white teeth.  
Ten little white teeth  
Make a cute little grin.



### Extension Idea:

Teach the ASL sign for **tooth**. Pretend to tap your tooth with a bent pointer finger. (x2)





**Teeth help you smile, talk, and eat food.**



**A child's mouth has about 20 teeth.**

# Cute Little Grin

Counting Song

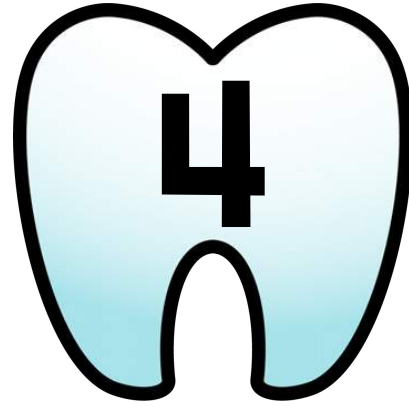
One little, two little, three little  
white teeth.

Four little, five little, six little  
white teeth.

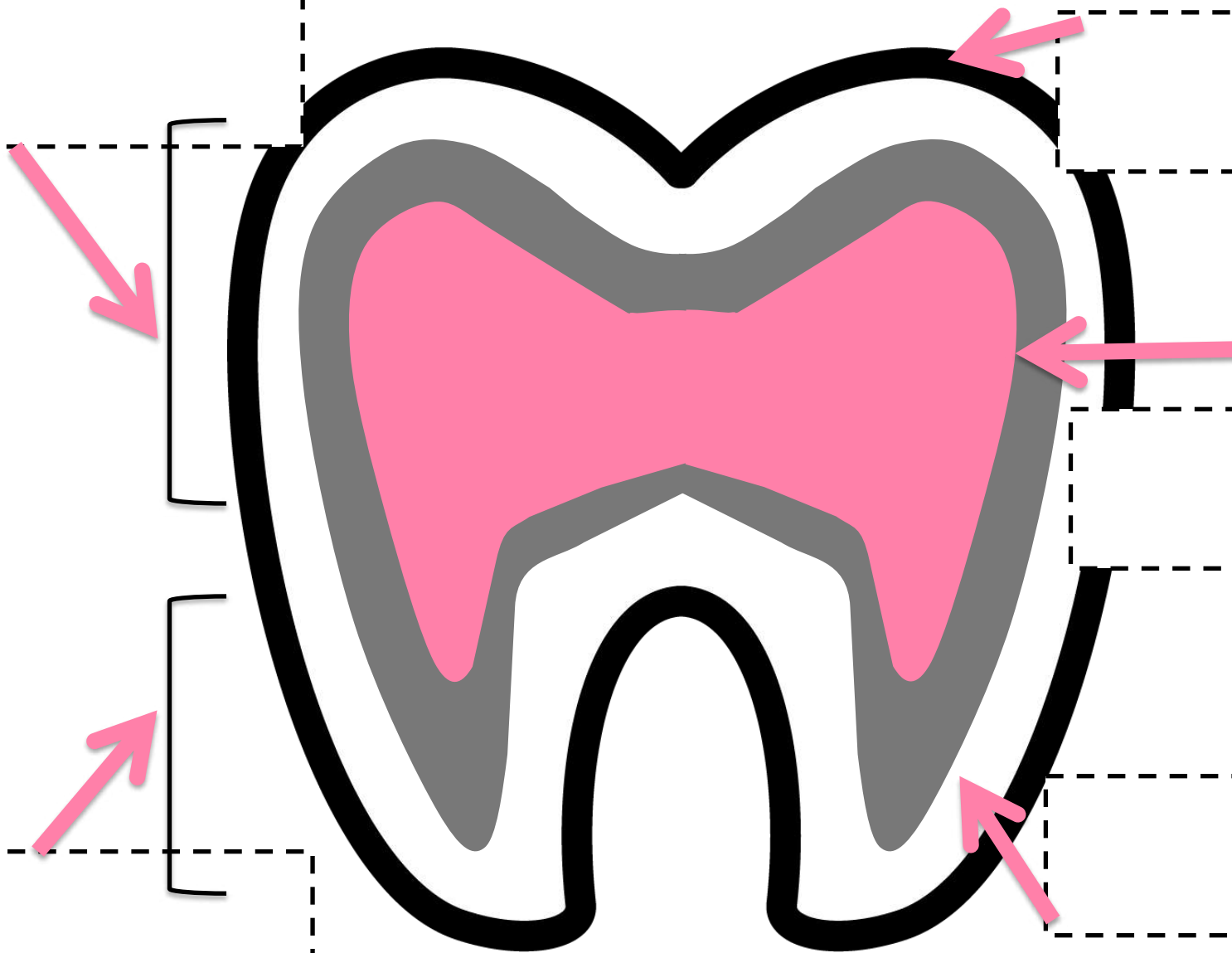
Seven little, eight little, nine little  
white teeth.

Ten little white teeth  
Make a cute little grin.

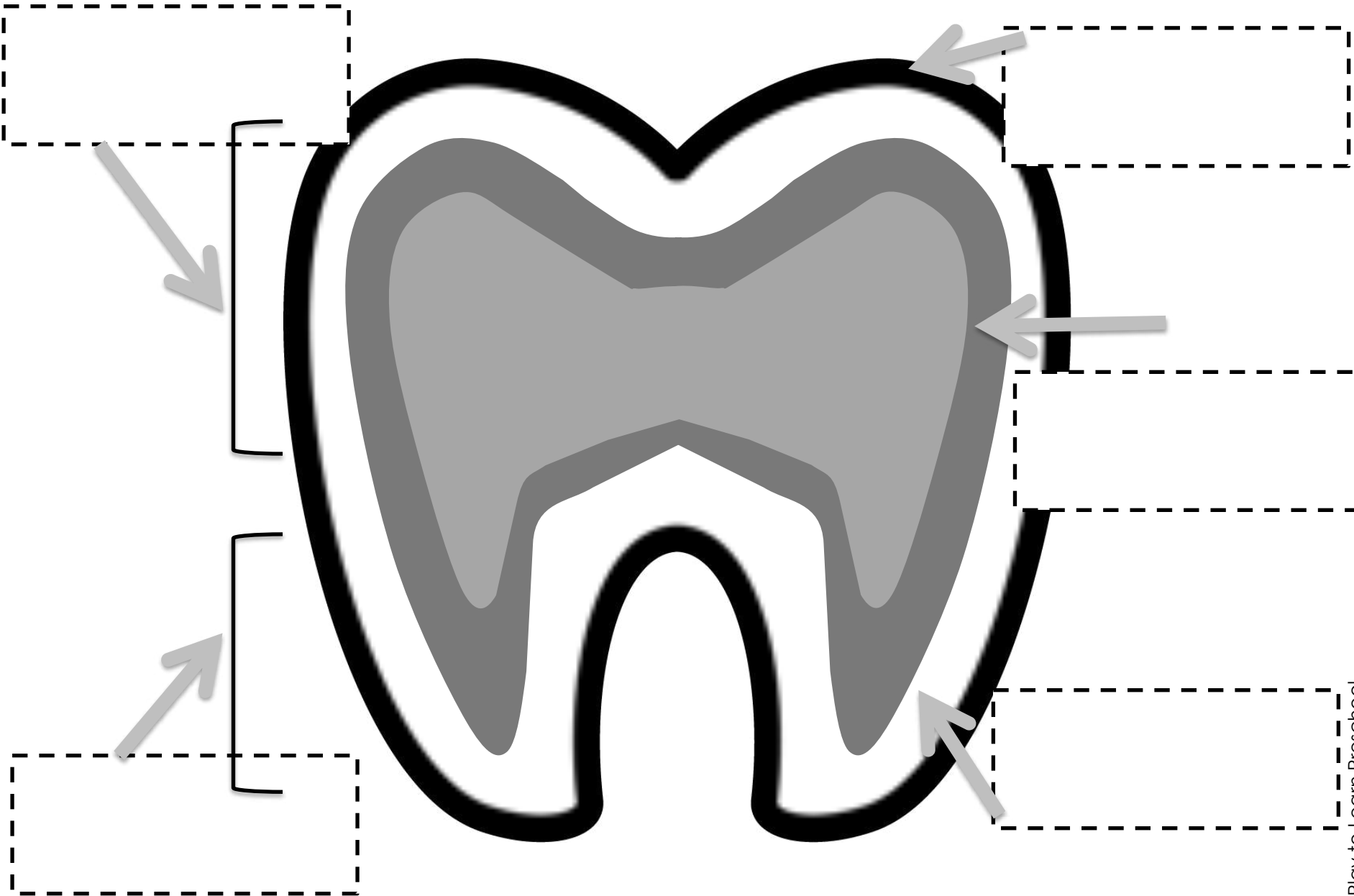




# I can label the parts of a tooth.



**I can label the parts of a tooth.**



Use these cards to label the parts of a tooth.

**crown**

**crown**

**crown**

**crown**

**root**

**root**

**root**

**root**

**enamel**

**enamel**

**enamel**

**enamel**

**pulp**

**pulp**

**pulp**

**pulp**

**dentin**

**dentin**

**dentin**

**dentin**

# Our Friend the Dentist

Day 3  
Lesson  
Plans

## What does a dentist do?

The dentist has an important job – helping us take good care of our teeth. The dentist will clean our teeth with a special motorized toothbrush and check to make sure that all of our teeth are healthy.



## Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will answer questions.

## Activities:

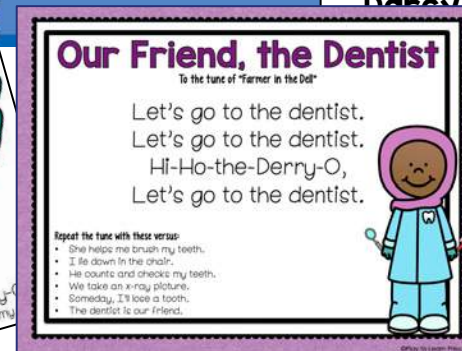
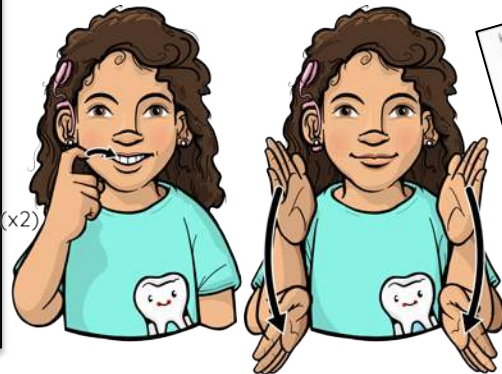
1. Look at the real photo of the dentist. What do you see? Is it similar to your regular doctor?
2. Sing “Our Friend the Dentist” to the tune of “The Farmer and the Dell.” Add gestures or act it out!
3. Take a poll to see who has been to the dentist. Students can use post-it notes or name cards to “vote” yes or no on a pocket chart bar graph.



Have you ever been to the Dentist?	
 Yes, I have.	 No, not yet.
Susan	Devin
Ximena	Liza
Peggy	Rita
	Darcy

### Extension Idea:

Teach the ASL sign for **dentist**. Make the sign for tooth (pretend to tap your tooth with a bent pointer finger) then make flat hands (palm side in) and swipe down.



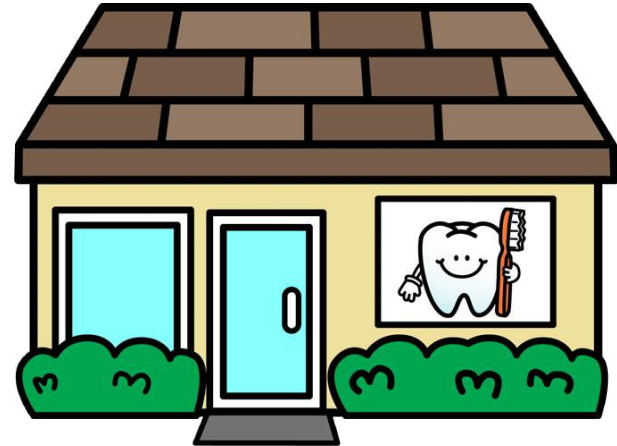
**A dentist is a doctor who cares for teeth.**



# Have you ever been to the Dentist?



**Yes,  
I have.**



**No, not yet.**

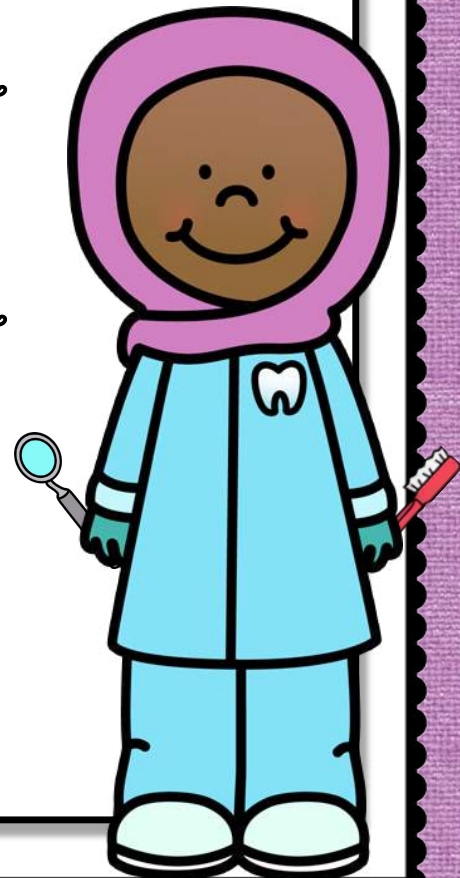
# Our Friend, the Dentist

To the tune of "Farmer in the Dell"

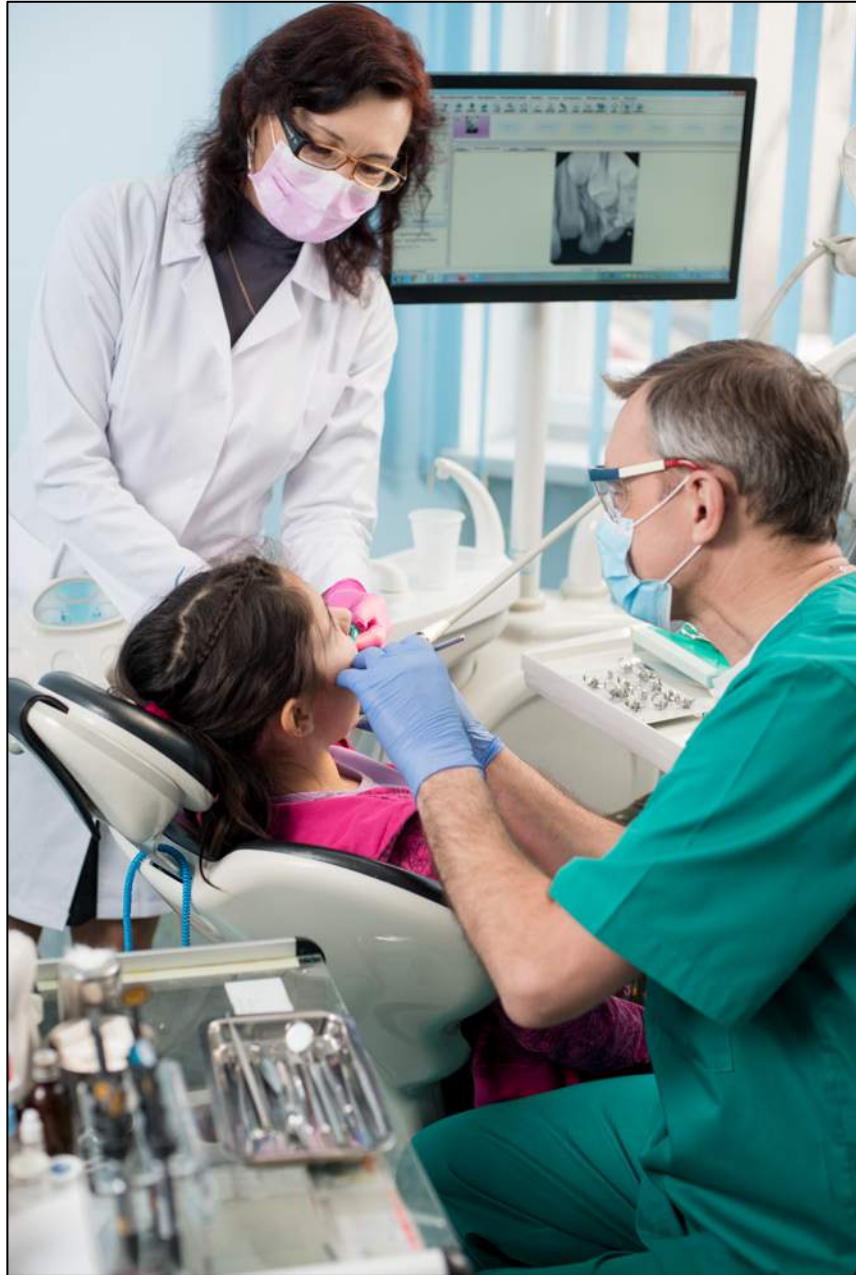
Let's go to the dentist.  
Let's go to the dentist.  
Hi-Ho-the-Derry-O,  
Let's go to the dentist.

**Repeat the tune with these verses:**

- She helps me brush my teeth.
- I lie down in the chair.
- He counts and checks my teeth.
- We take an x-ray picture.
- Someday, I'll lose a tooth.
- The dentist is our friend.



What does a **dentist** do?



Our Friend the Dentist song

Let's **go to the dentist.**  
Let's **go to the dentist.**



Our Friend the Dentist song

Hi-Ho-the-Derry-O  
Let's **go to the dentist.**

She helps to **brush my teeth.**  
She helps to **brush my teeth.**



Hi-Ho-the-Derry-O  
She helps to **brush my teeth.**

I lie down **in the chair.**  
I lie down **in the chair.**



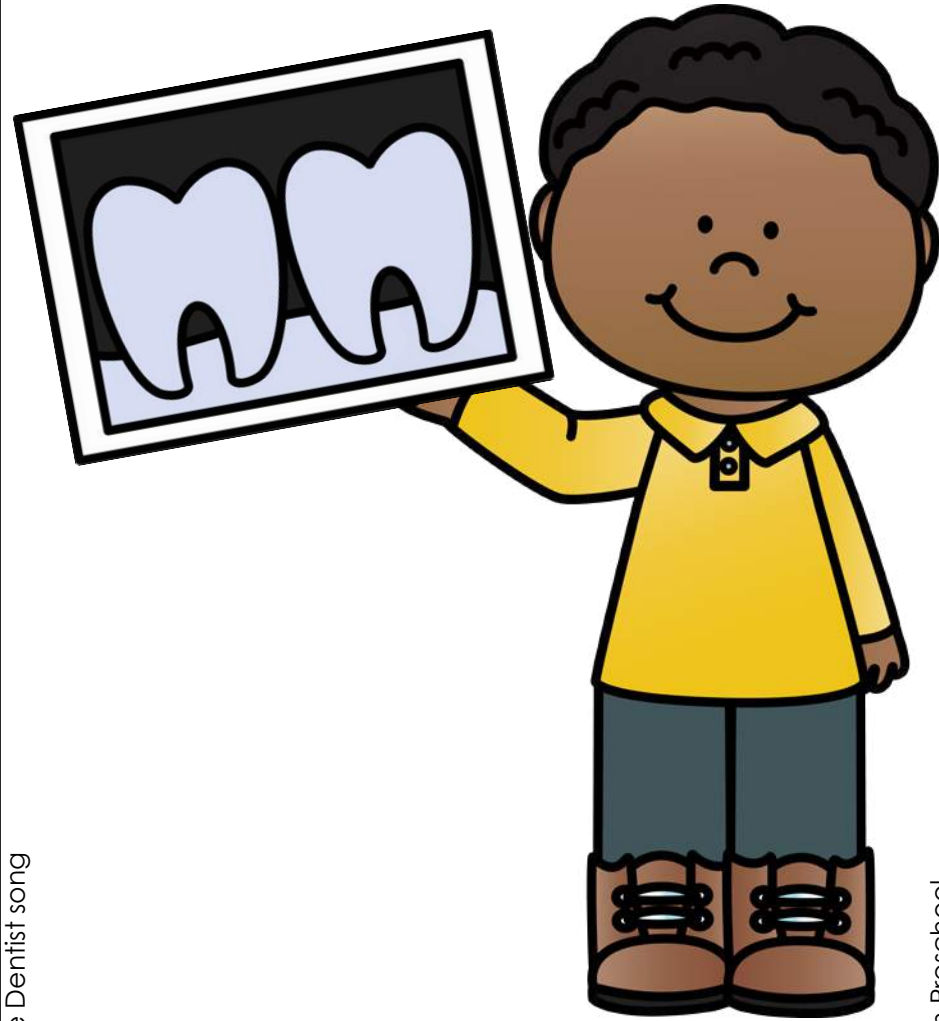
Hi-Ho-the-Derry-O  
I lie down **in the chair.**

He **counts & checks** my teeth.  
He **counts & checks** my teeth.



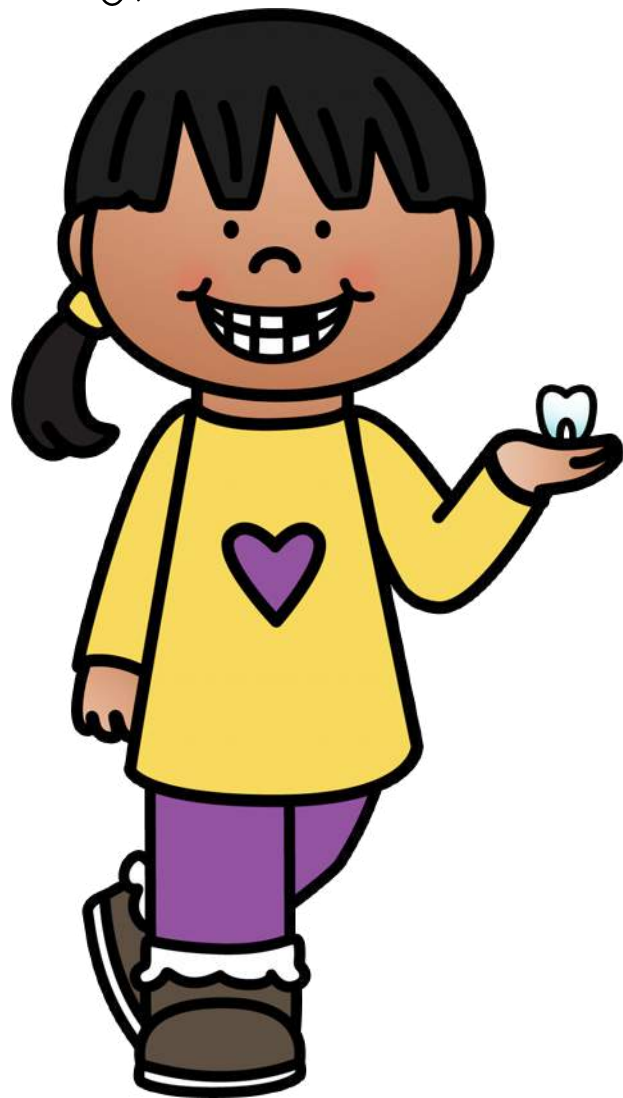
Hi-Ho-the-Derry-O  
He **counts & checks** my teeth.

We take an **x-ray picture**.  
We take an **x-ray picture**.



Hi-Ho-the-Derry-O  
We take an **x-ray picture**.

Someday, I'll **lose a tooth.**  
Someday, I'll **lose a tooth.**



Hi-Ho-the-Derry-O  
Someday, I'll **lose a tooth.**

The dentist is our **friend.**  
The dentist is our **friend.**



Hi-Ho-the-Derry-O  
The dentist is our **friend.**

# Healthy, Clean Teeth

## How to keep teeth clean

Day 4  
lesson  
plans

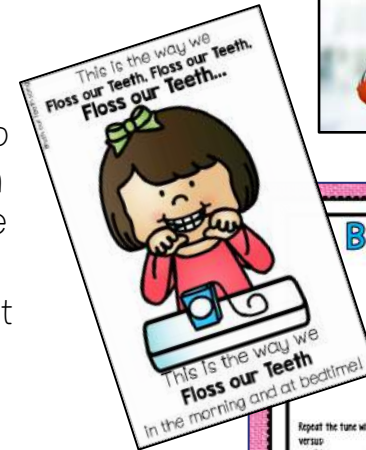
Discuss with the children how to brush and floss their teeth. Show them the supplies used to do the job.

### Objectives:

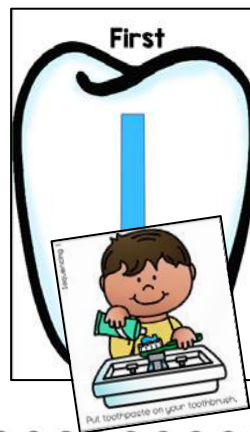
- The students will follow oral directions.
- The students will demonstrate basic locomotor skills.
- The students will arrange pictures into a series.

### Activities:

1. Purchase toothbrushes at the dollar store or ask a dentist to donate some to your class. Show the pictures of the children brushing and flossing their teeth. Let the students investigate the toothbrushes.
2. Sing "Brush Our Teeth" to the tune of "This is the Way." Act it out with hand motions and gestures while showing the cards.
3. We brush our teeth in different steps. Read each picture card, then work together to sequence them 1-2-3-4-5-6.



**Extension Idea:**  
Teach the ASL sign for **brush teeth**. Mimic brushing your teeth by sliding your pointer finger back and forth in front of your teeth.



**Brush your teeth every morning  
and at bedtime.**



**Use floss to clean between your teeth.**



# Brush Our Teeth

To the tune of "This is the Way"

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

This is the way we  
brush our teeth,  
In the morning  
and at bedtime.

Repeat the tune with these

versus:

- Rinse and spit
- Floss our teeth
- Smile bright



This is the way we  
**Brush our Teeth, Brush our Teeth,  
Brush our Teeth...**



This is the way we  
**Brush our Teeth**

in the morning and at bedtime!

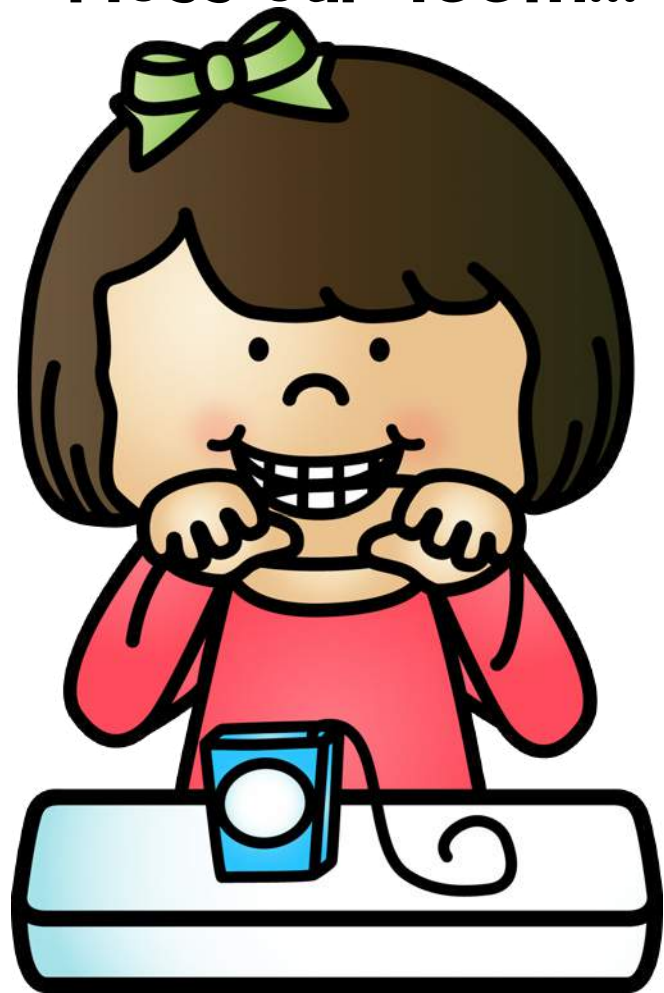
This is the way we  
**Rinse and Spit, Rinse and Spit,  
Rinse and Spit...**



This is the way we  
**Rinse and Spit**

in the morning and at bedtime!

This is the way we  
**Floss our Teeth, Floss our Teeth,  
Floss our Teeth...**



This is the way we  
**Floss our Teeth**  
in the morning and at bedtime!

This is the way we  
**Smile Bright, Smile Bright,  
Smile Bright...**



This is the way we  
**Smile Bright**  
in the morning and at bedtime!

**First**

1

**Second**

2

**Then**

**3**

**Next**

**4**

Later

5

Finally

6

Sequencing 1



Put toothpaste on your toothbrush.

Sequencing 2



Brush for 2 minutes.

Sequencing 3



Rinse with water and spit.

Sequencing 4



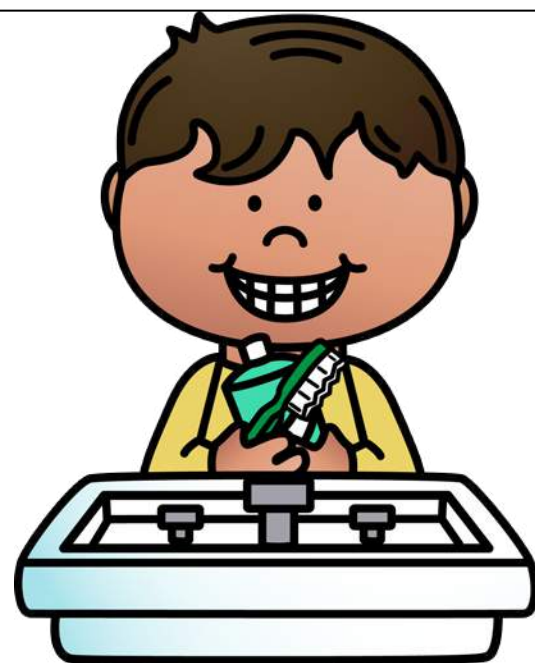
Floss between your teeth.

Sequencing 5



Rinse with mouthwash. Don't swallow!

Sequencing 6



Show off your bright, clean smile.

# X-Ray

## Activate background knowledge

Day 5  
lesson  
plans

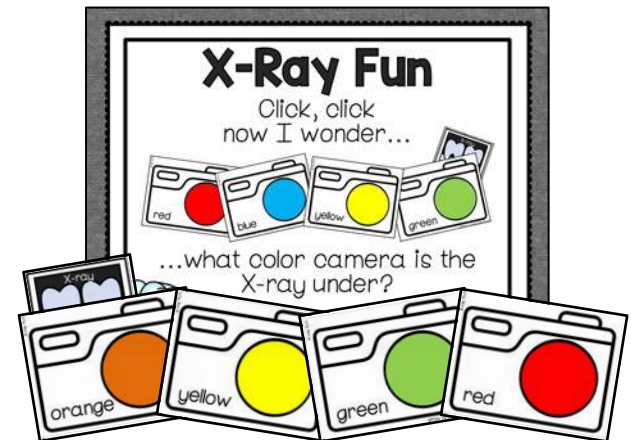
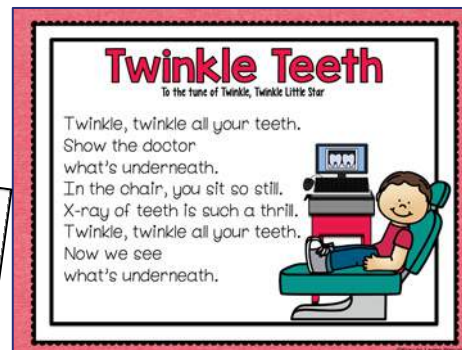
A dental x-ray machine is a fancy camera that takes pictures inside our mouths so we can see the hidden areas. The dentist can see how your teeth are growing and if there are any hidden cavities in your teeth.

### Objectives:

- The students will use new vocabulary.
- The students will answer questions.

### Activities:

1. Look at the real pictures of children getting x-rays taken. Tell them an x-ray is a special picture of their mouth. Point out the x-ray photos in the girl's picture.
2. Sing the song "Twinkle Teeth" to the tune of "Twinkle, Twinkle Little Star."
3. Play the "X-ray Fun" carpet game. Line up the pictures of the cameras. Hide the x-ray under one of the colored cameras and recite the poem to find it. Children guess where the x-ray is hiding by identifying the color on the camera.



**Extension Idea:**  
Use this art activity to show how to brush the teeth.  
<https://playtolearnpreschool.us/dental-health-art/>





**The dentist may use a special x-ray machine to take pictures of your mouth.**



**The dentist can look at the x-ray pictures to see how your teeth are growing.**

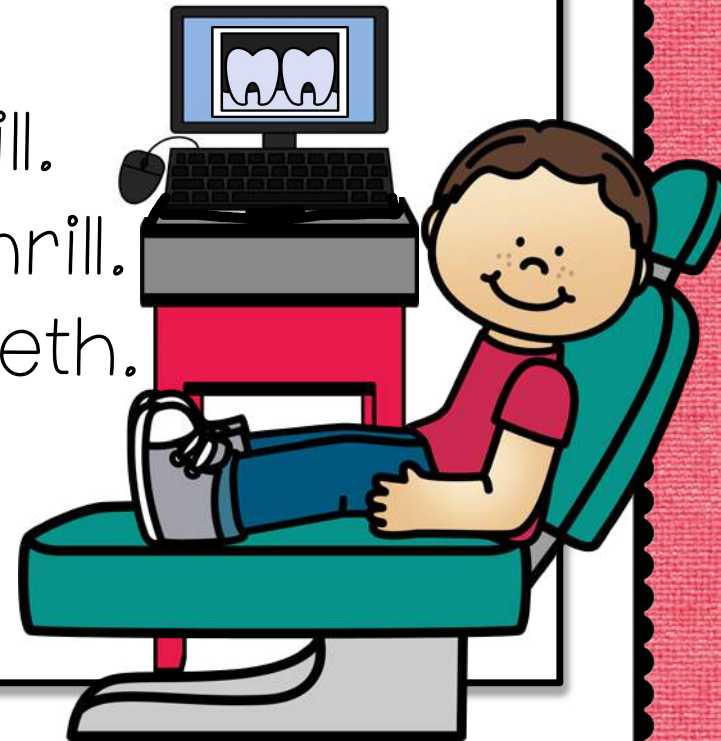


**The dentist can show you what  
your teeth look like.**

# Twinkle Teeth

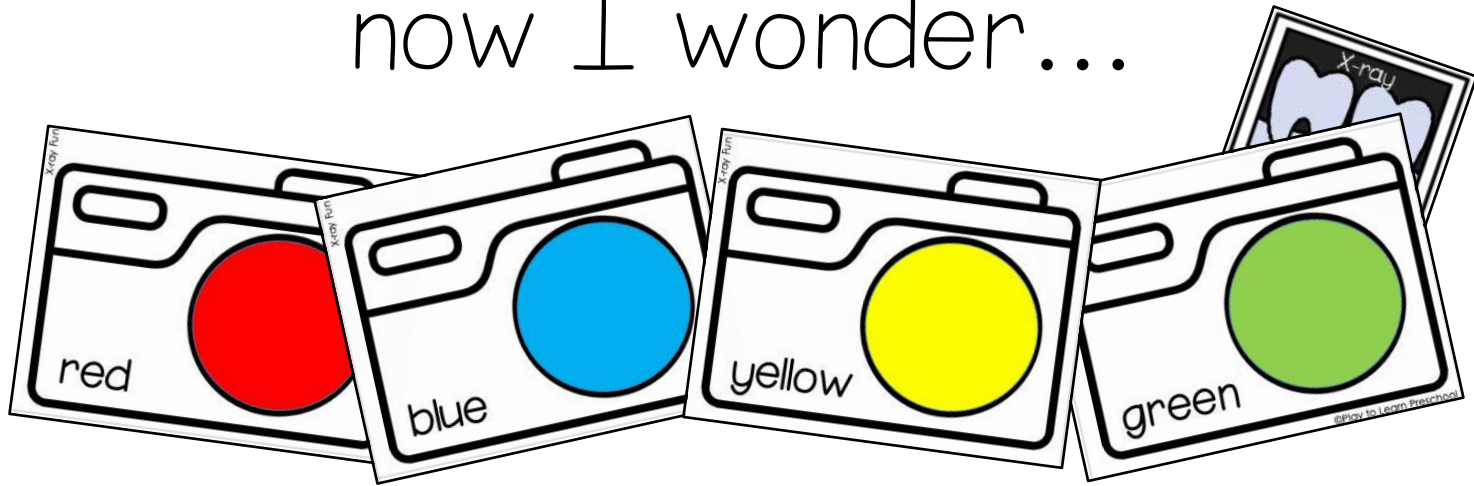
To the tune of Twinkle, Twinkle Little Star

Twinkle, twinkle all your teeth.  
Show the doctor  
what's underneath.  
In the chair, you sit so still.  
X-ray of teeth is such a thrill.  
Twinkle, twinkle all your teeth.  
Now we see  
what's underneath.

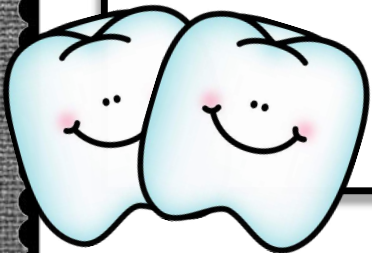


# X-Ray Fun

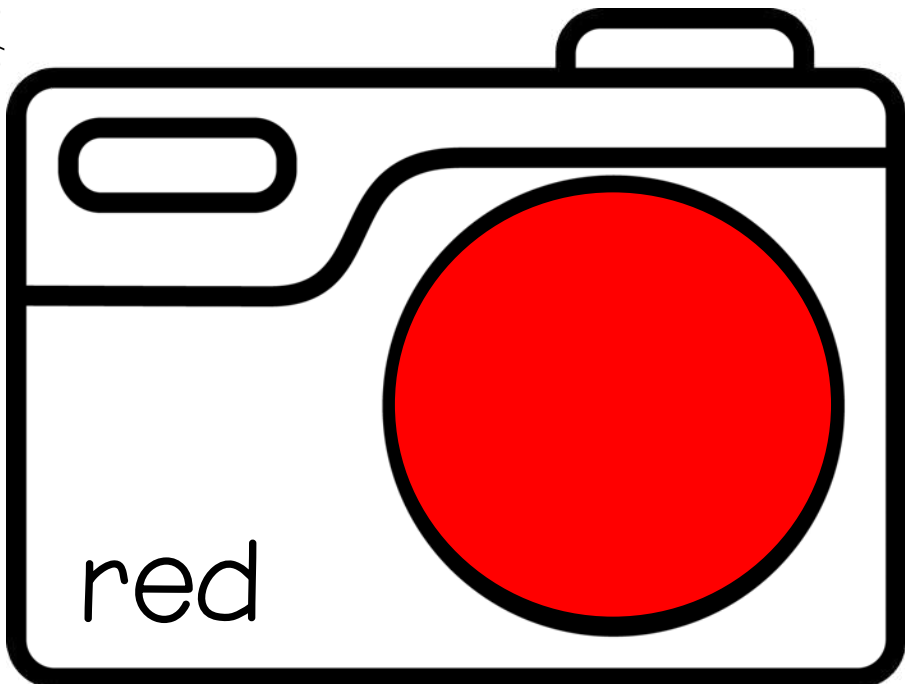
Click, click  
now I wonder...



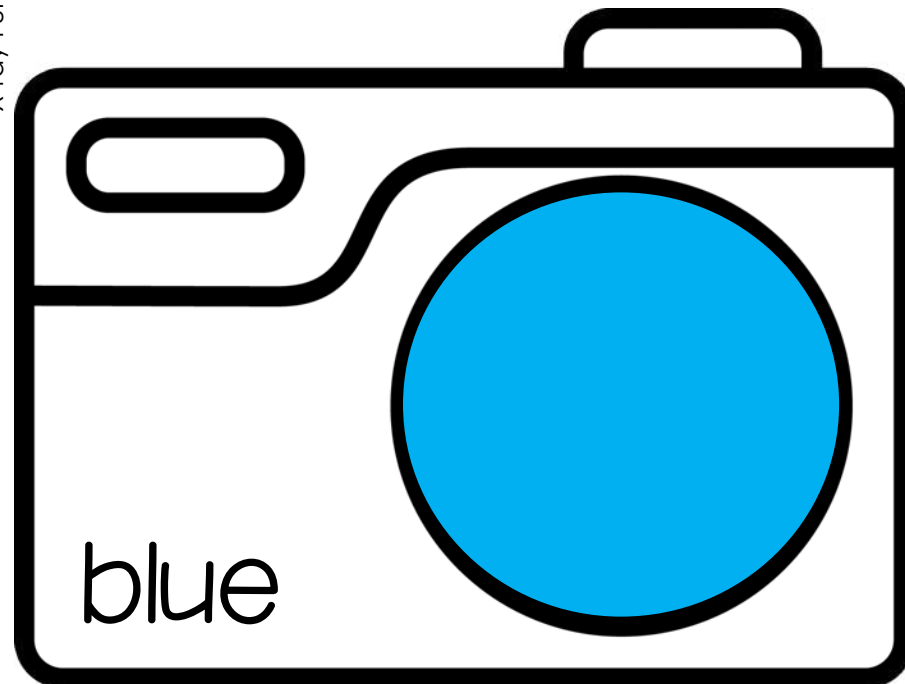
...what color camera is the  
X-ray under?



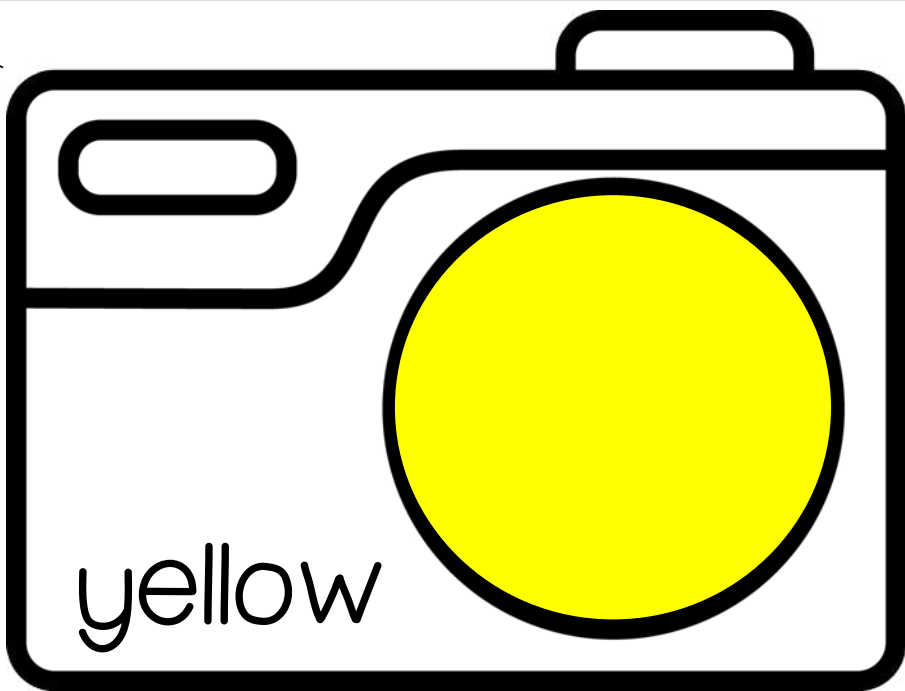
X-ray Fun



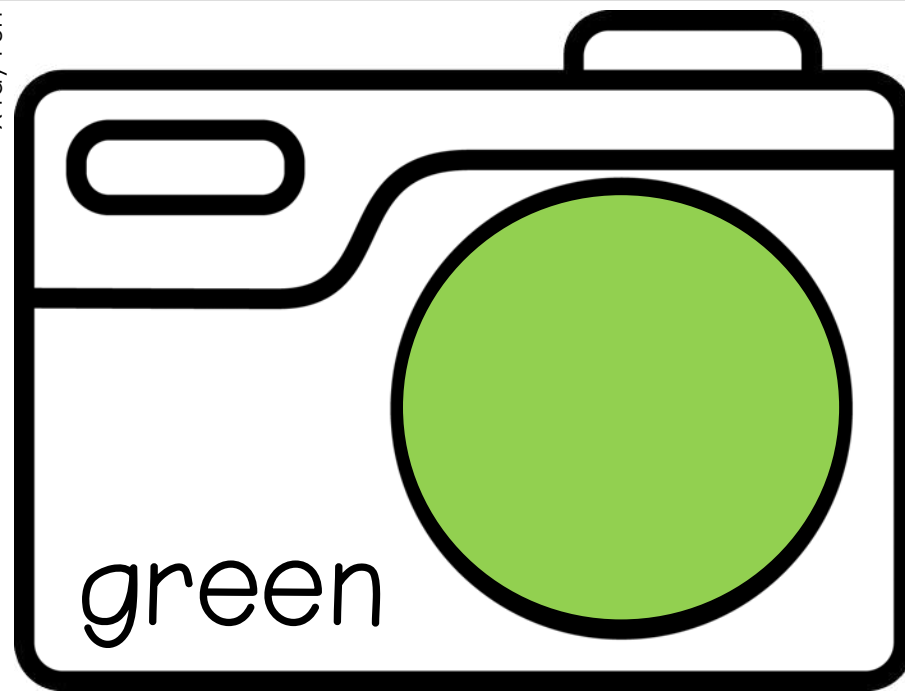
X-ray Fun

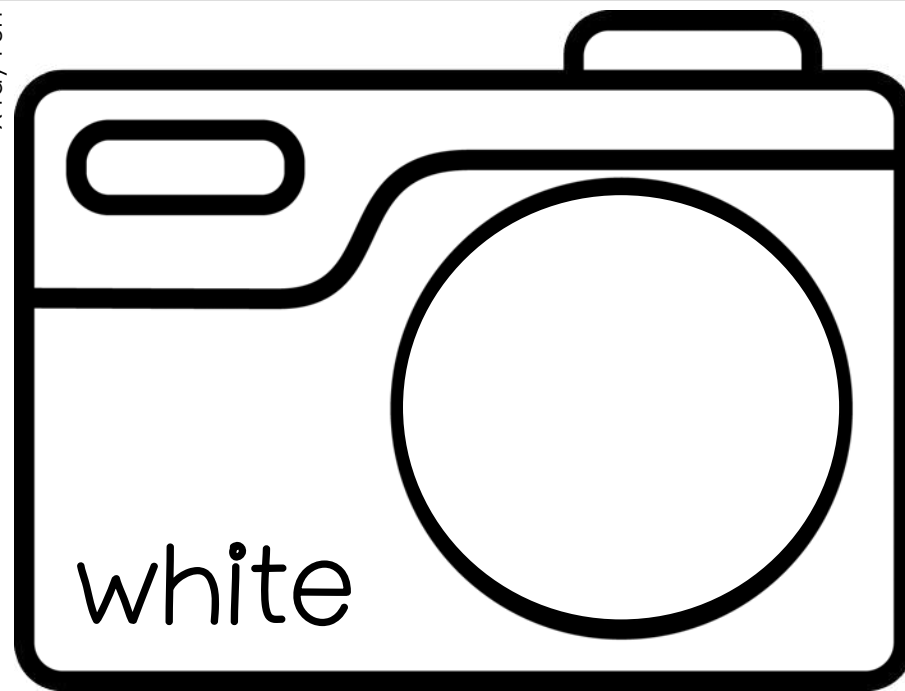
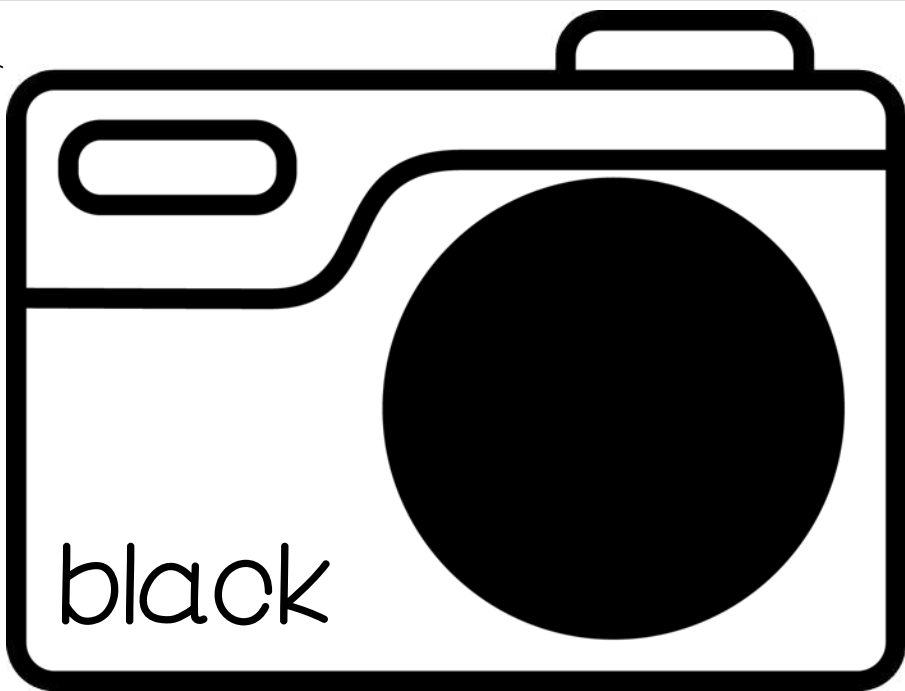
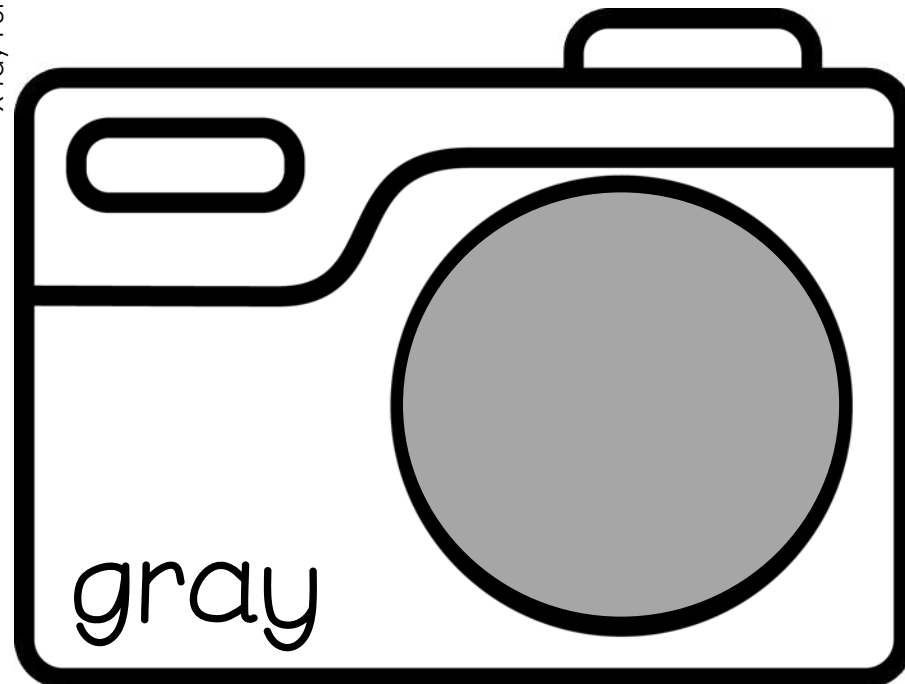
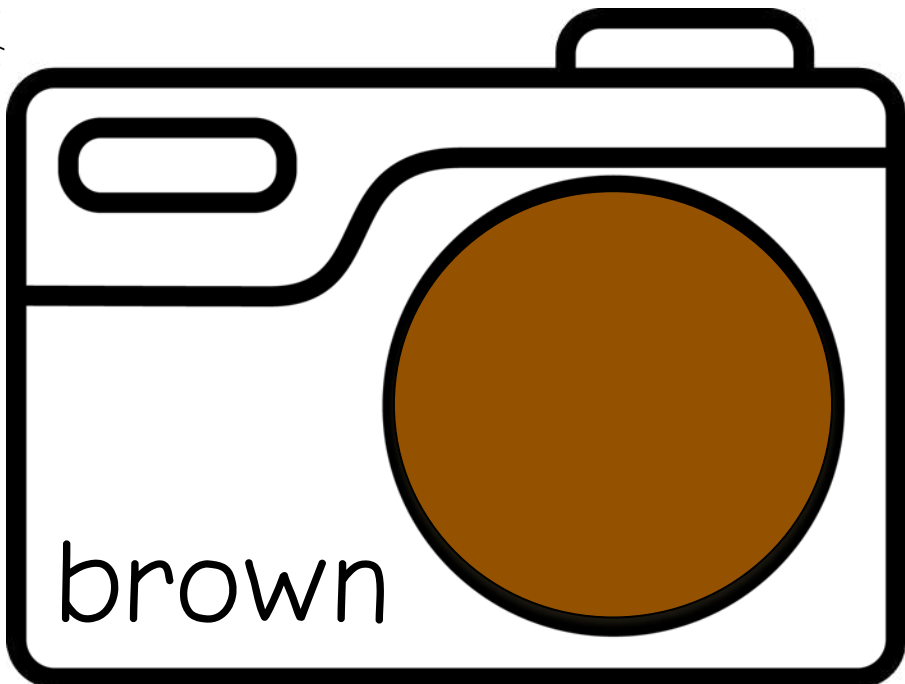


X-ray Fun

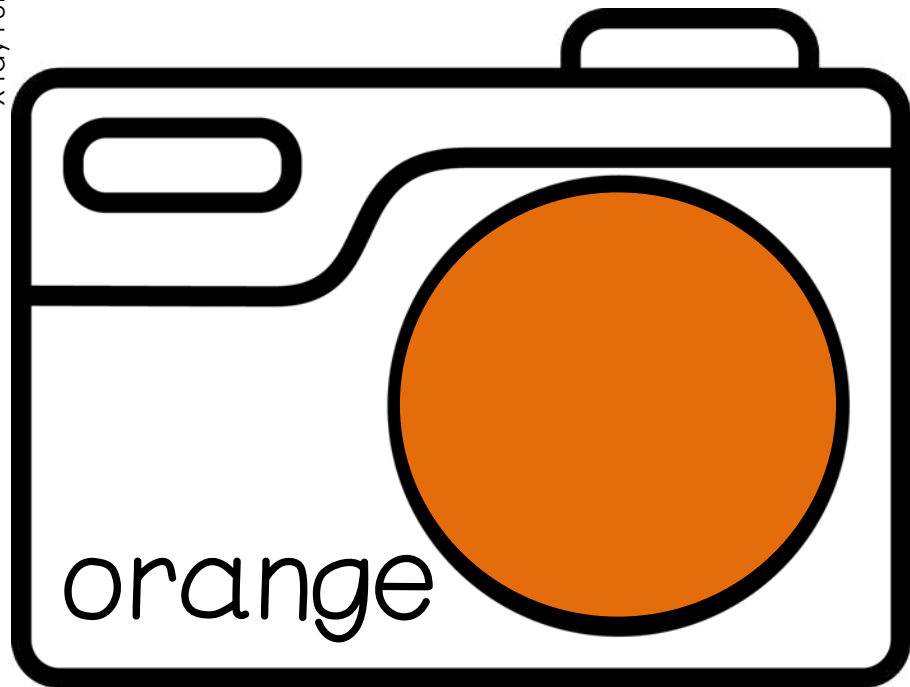


X-ray Fun



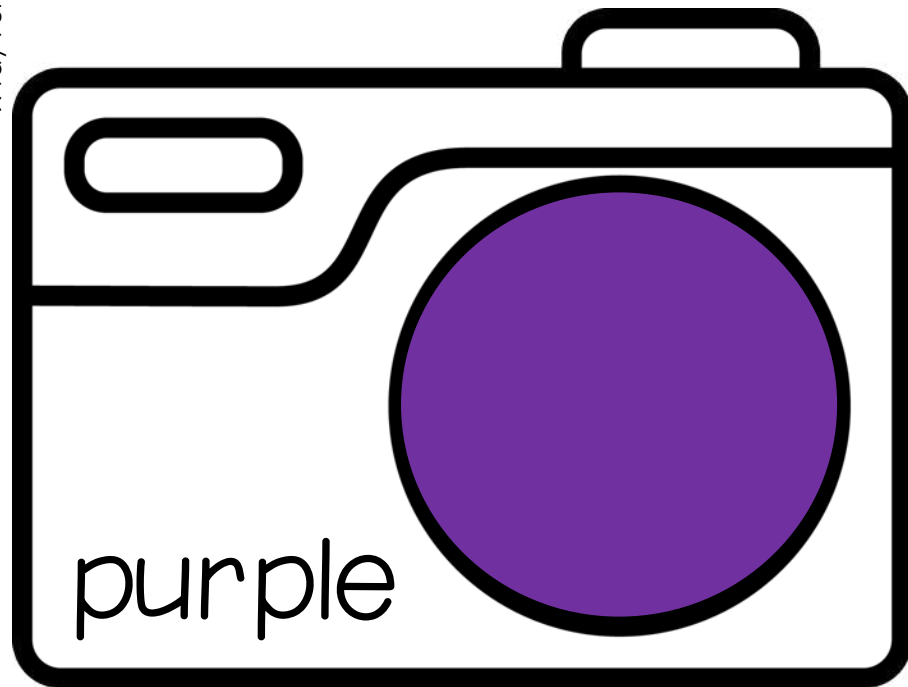


X-ray Fun



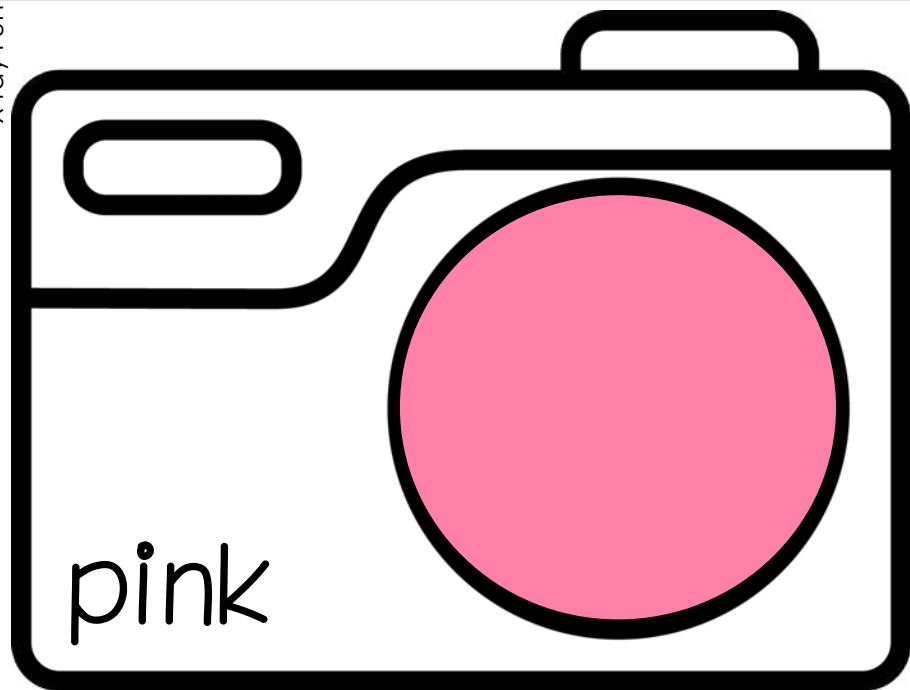
orange

X-ray Fun



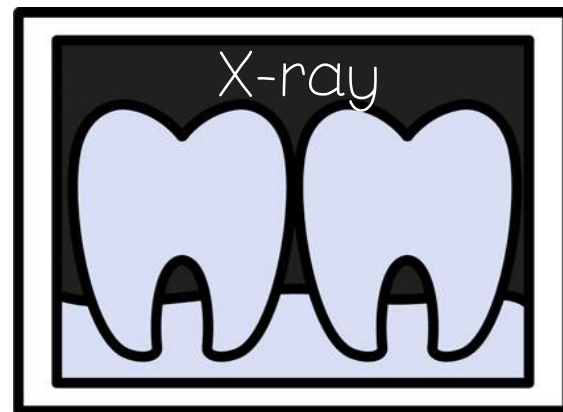
purple

X-ray Fun

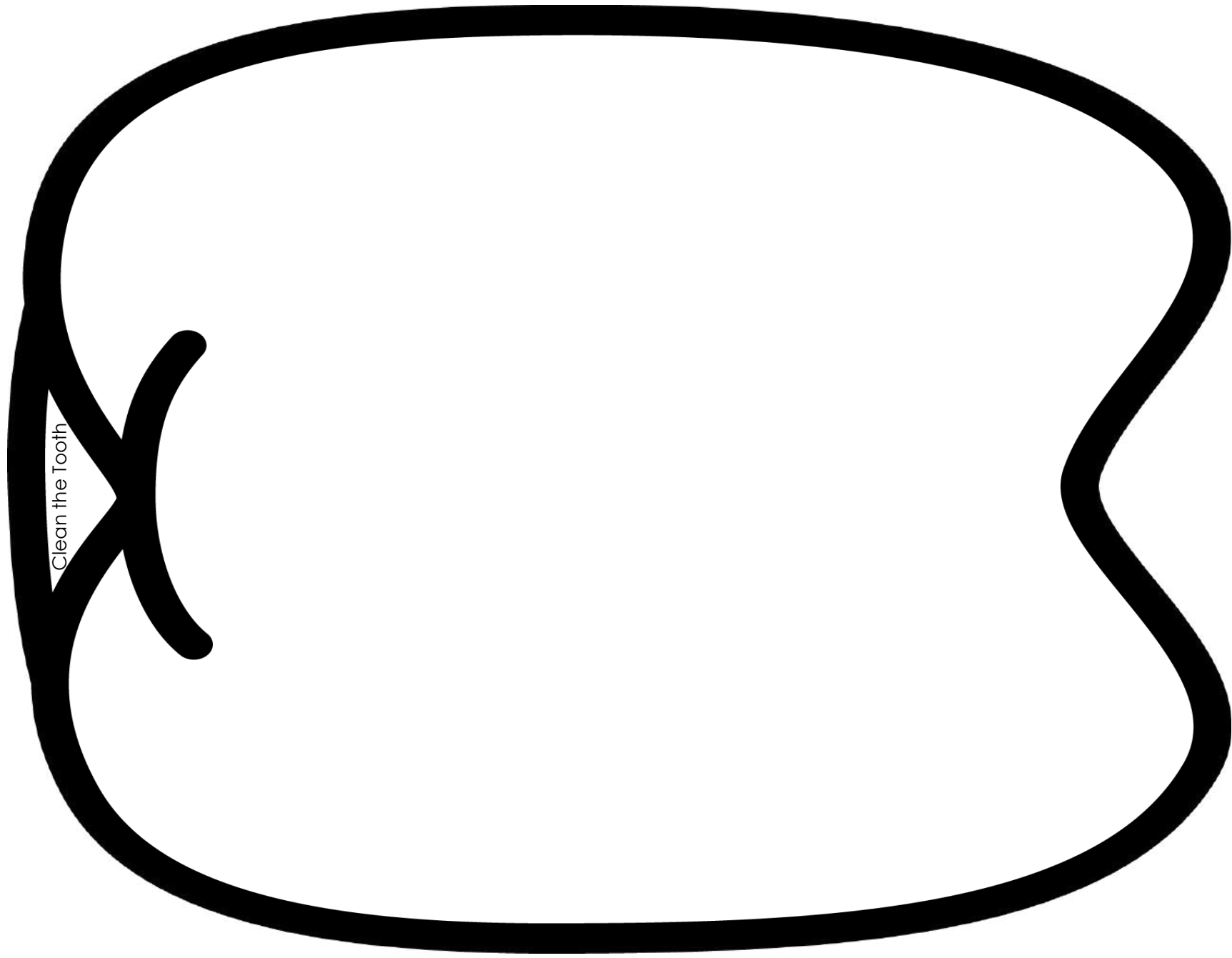


pink

X-ray Fun



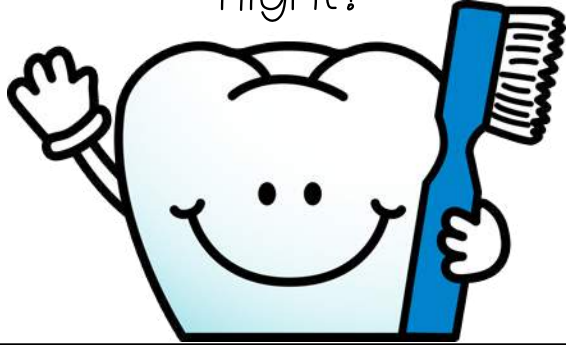
Cut out this x-ray.



Clean the Tooth

I want my teeth  
to be healthy & white.

I promise to brush  
them morning and  
night!



©Play to Learn Preschool

I want my teeth  
to be healthy & white.

I promise to brush  
them morning and  
night!



©Play to Learn Preschool

I want my teeth  
to be healthy & white.

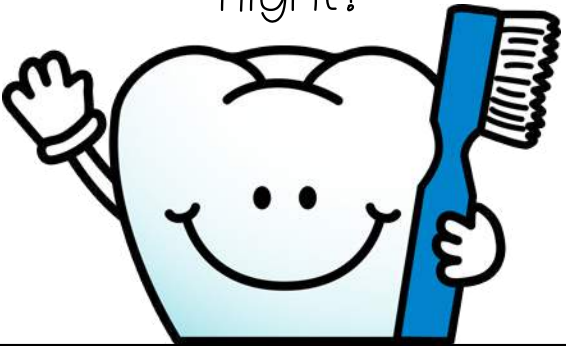
I promise to brush  
them morning and  
night!



©Play to Learn Preschool

I want my teeth  
to be healthy & white.

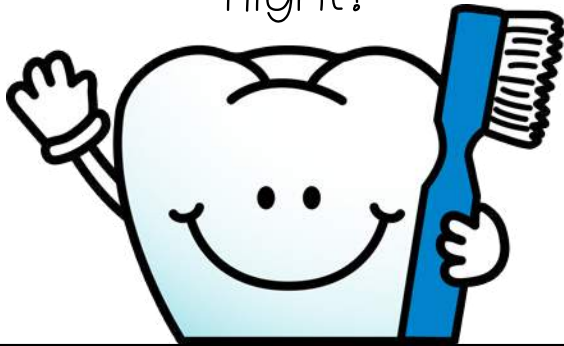
I promise to brush  
them morning and  
night!



©Play to Learn Preschool

I want my teeth  
to be healthy & white.

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them morning and  
night!



©Play to Learn Preschool

I want my teeth  
to be healthy & white.

I promise to brush  
them morning and  
night!



©Play to Learn Preschool

# Cavities

## What is a cavity?

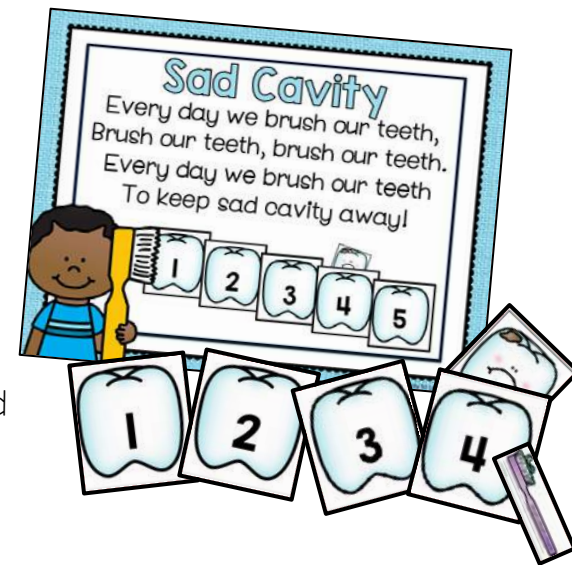
A cavity is a damaged spot found on or inside a tooth. The damage creates a hole that needs to be filled by a dentist. The food we eat can cause cavities if we don't brush and floss our teeth.

### Objectives:

- The students will share and take turns with others.
- The student will notice and extend simple patterns.

### Activities:

1. Line up the pictures of the healthy teeth. Identify the numbers together. Hide the "Sad Cavity" under one of the teeth and recite the poem to find it. Children can use a real toothbrush or the printed toothbrush (backup on cardstock and laminate) to point to where they think the cavity is hiding.
2. Talk about the tools that can keep cavities away while you play the Grid Game.

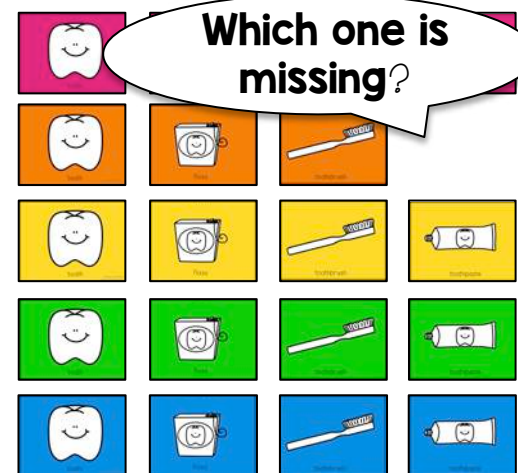


### To Play:

- a. Copy template page onto 5 different colors of paper.
- b. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
- c. Students close their eyes while the teacher removes 1 card.
- d. Students use their knowledge of patterns to determine which card (color and picture) is missing.

### Extension Idea:

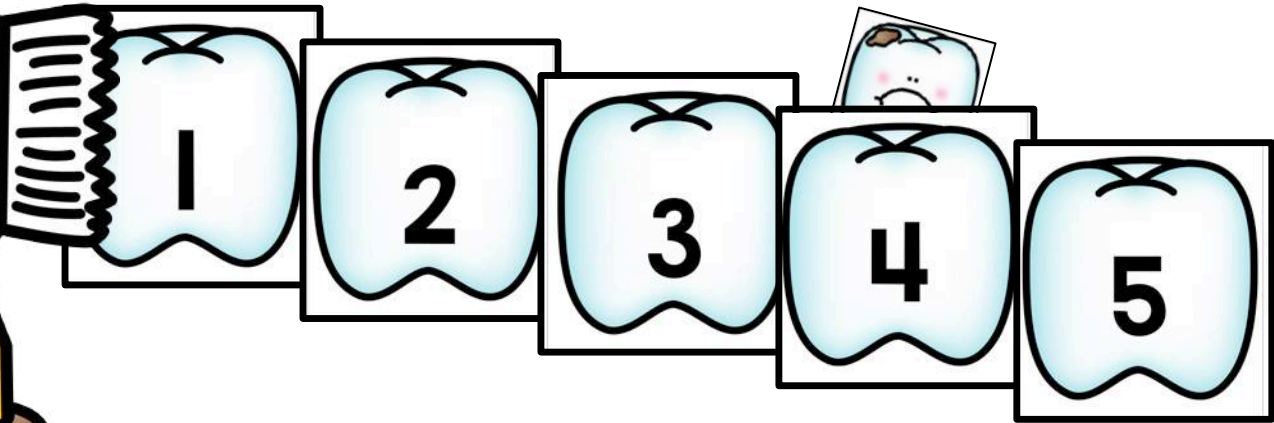
Run an ongoing experiment with an apple in a clear container. Mark a hole in the side of the apple with a fork. Watch the apple start to decay over time. Compare the hole in the apple to a cavity and see what happens over time.

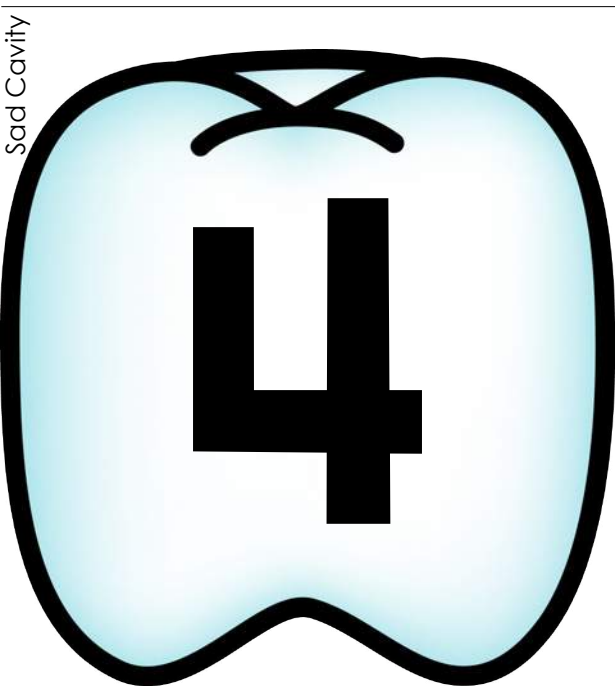
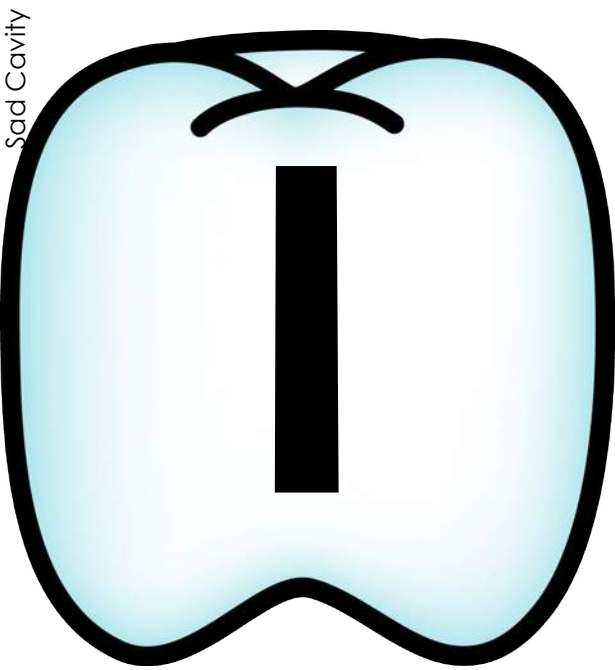


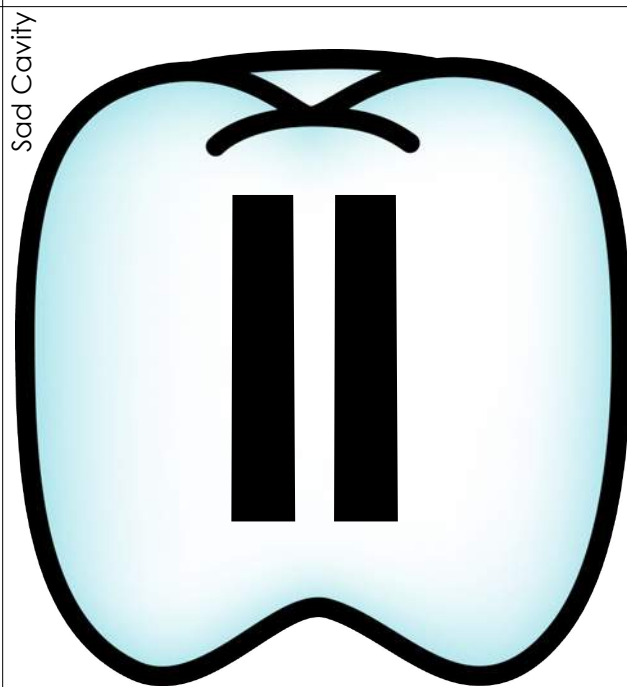
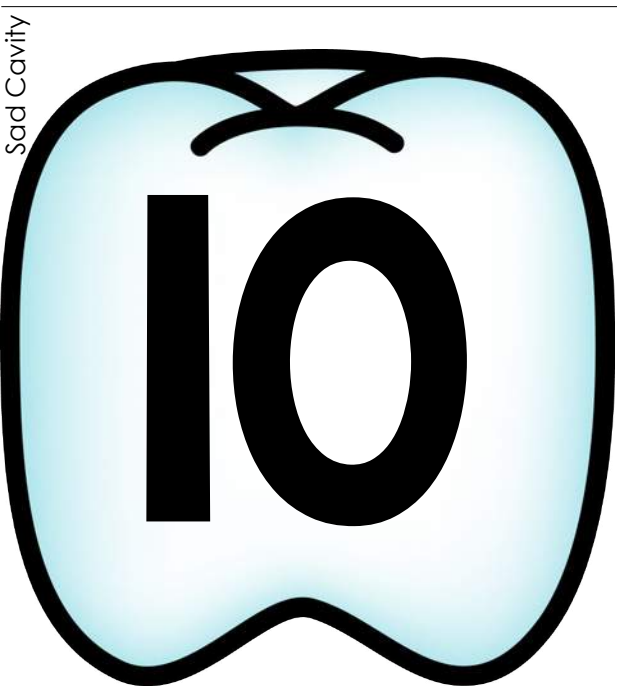
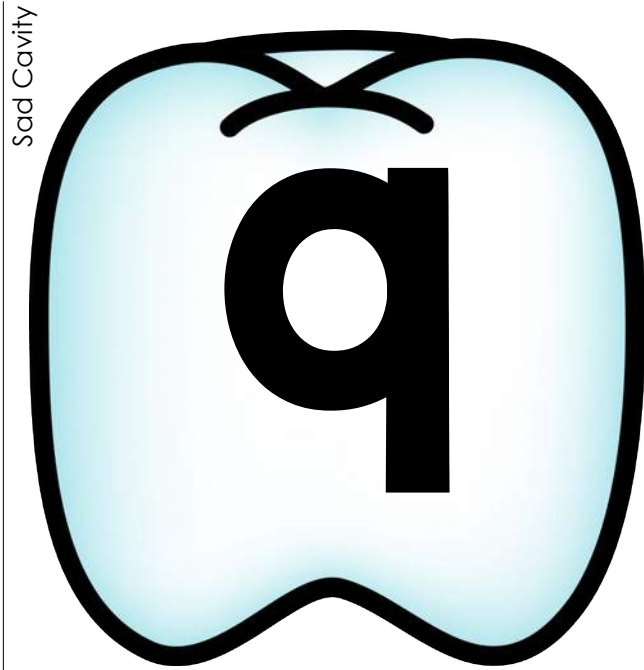
# Sad Cavity

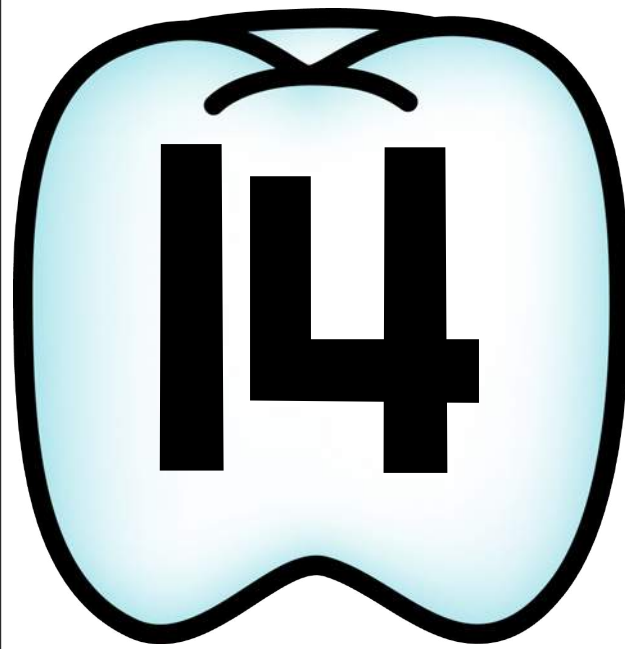
Every day we brush our teeth,  
Brush our teeth, brush our teeth.

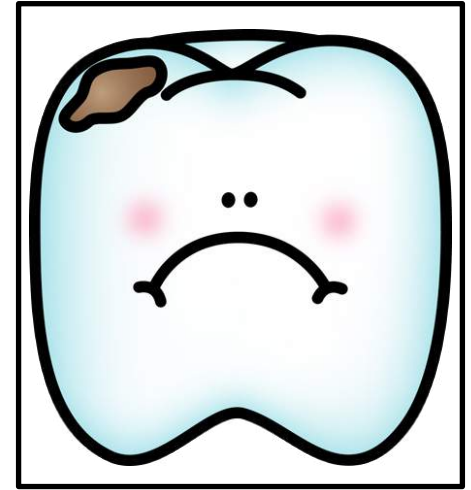
Every day we brush our teeth  
To keep sad cavity away!



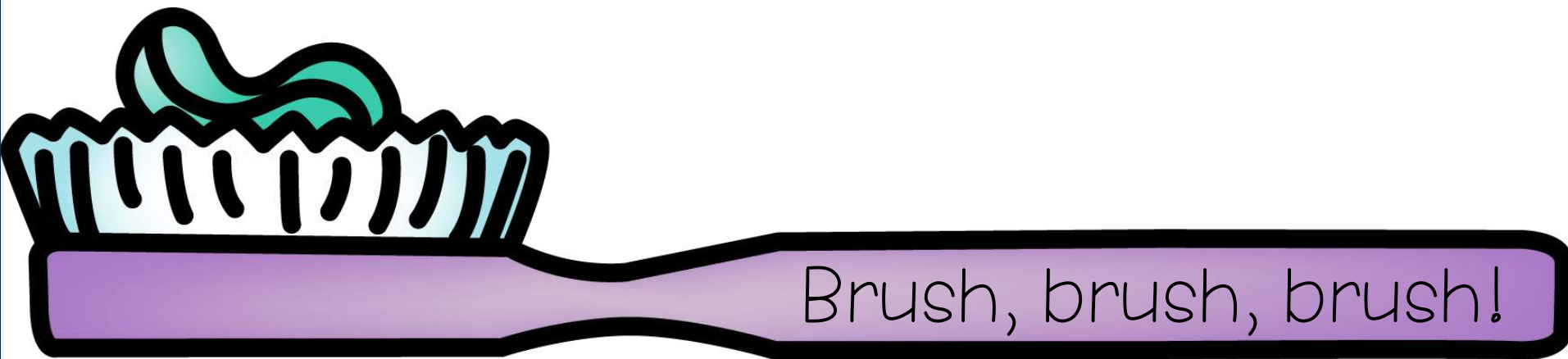




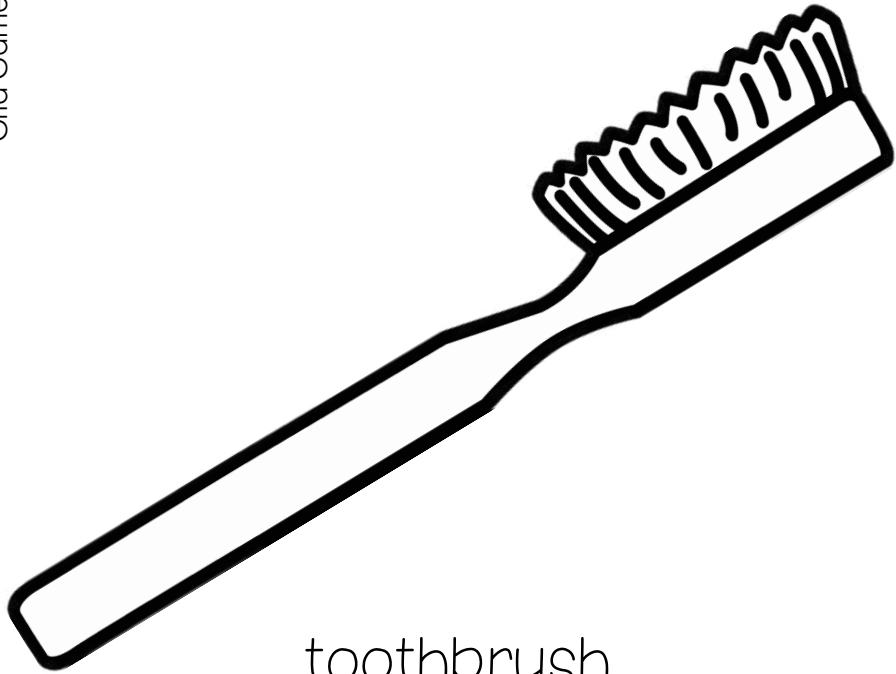




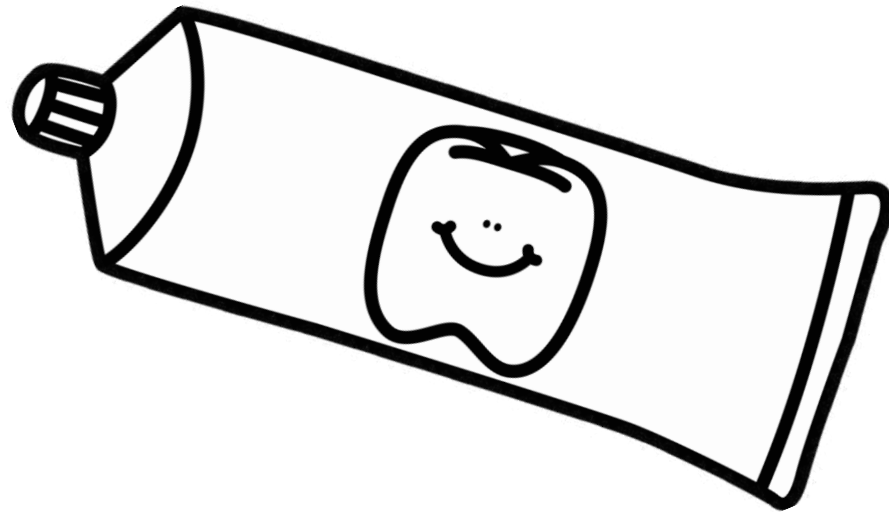
Cut out this cavity.



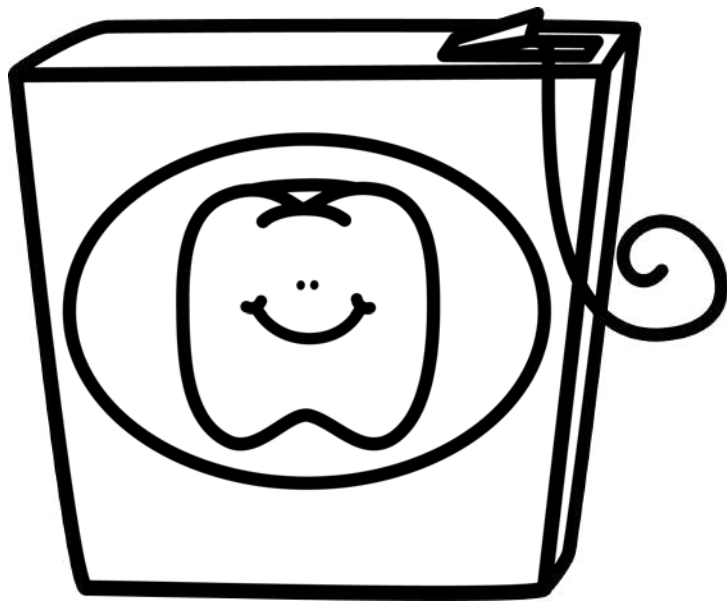
Use a real toothbrush as a pointer or cut out the attached toothbrush, back it to cardstock (or a thin foam sheet), and laminate. When it's their turn, the students can use the toothbrush to point to the tooth that they guess.



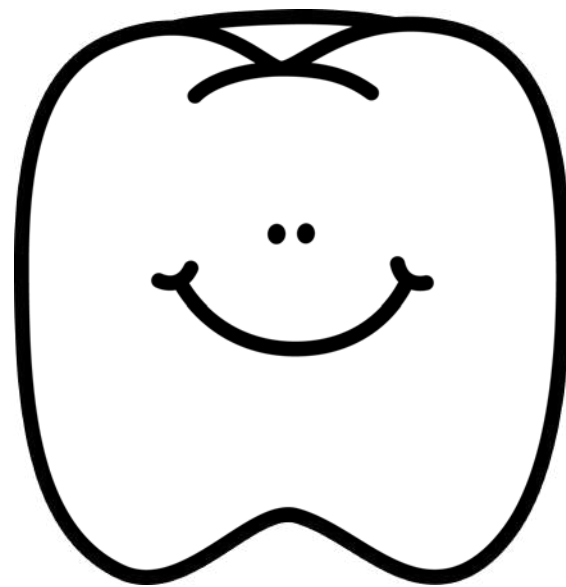
toothbrush



toothpaste



floss



tooth

# Loose Tooth

## Wiggly teeth

Day 7  
lesson  
plans

Talk about what happens when baby teeth start to wiggle.

### Objectives:

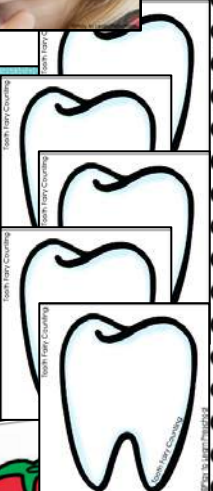
- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will sort objects by property.

### Activities:

1. Look at the real pictures of the children and talk about what is missing in their mouths. Ask if anyone has ever lost a tooth.
2. Play the Tooth Fairy Counting Game. Use 6 white rocks as teeth or cut apart the tooth template. Place a small pillow in the circle time area. A student spins and then counts the “teeth” to hide under the pillow. The class recites the “Tooth Fairy” poem then looks under the pillow to see if the number is correct.
3. Sort the pictures into 2 groups: Things that begin with the letter T and things that begin with the letter F. Print the pages. Mat and laminate as desired.

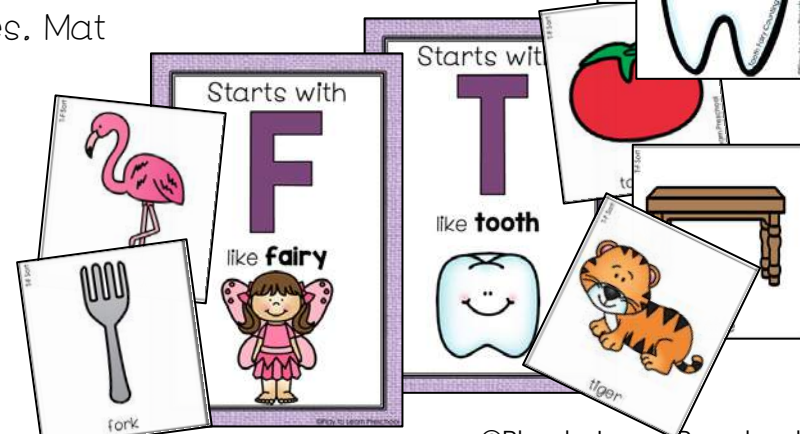


teeth will get loose and fall out one bigger teeth will grow in the space.



**Extension Idea:** Use the play dough recipe from the website below to make pink play dough. Add white beans for teeth and let the children pretend to make a mouth. They can count the teeth, brush them, and pretend a tooth is loose.

<https://playtolearnpreschool.us/best-play-dough-recipe/>





**A child's first set of teeth start to fall out at the age of 5 or 6.**

**It is normal for the little teeth to be pushed out by the permanent teeth growing in.**

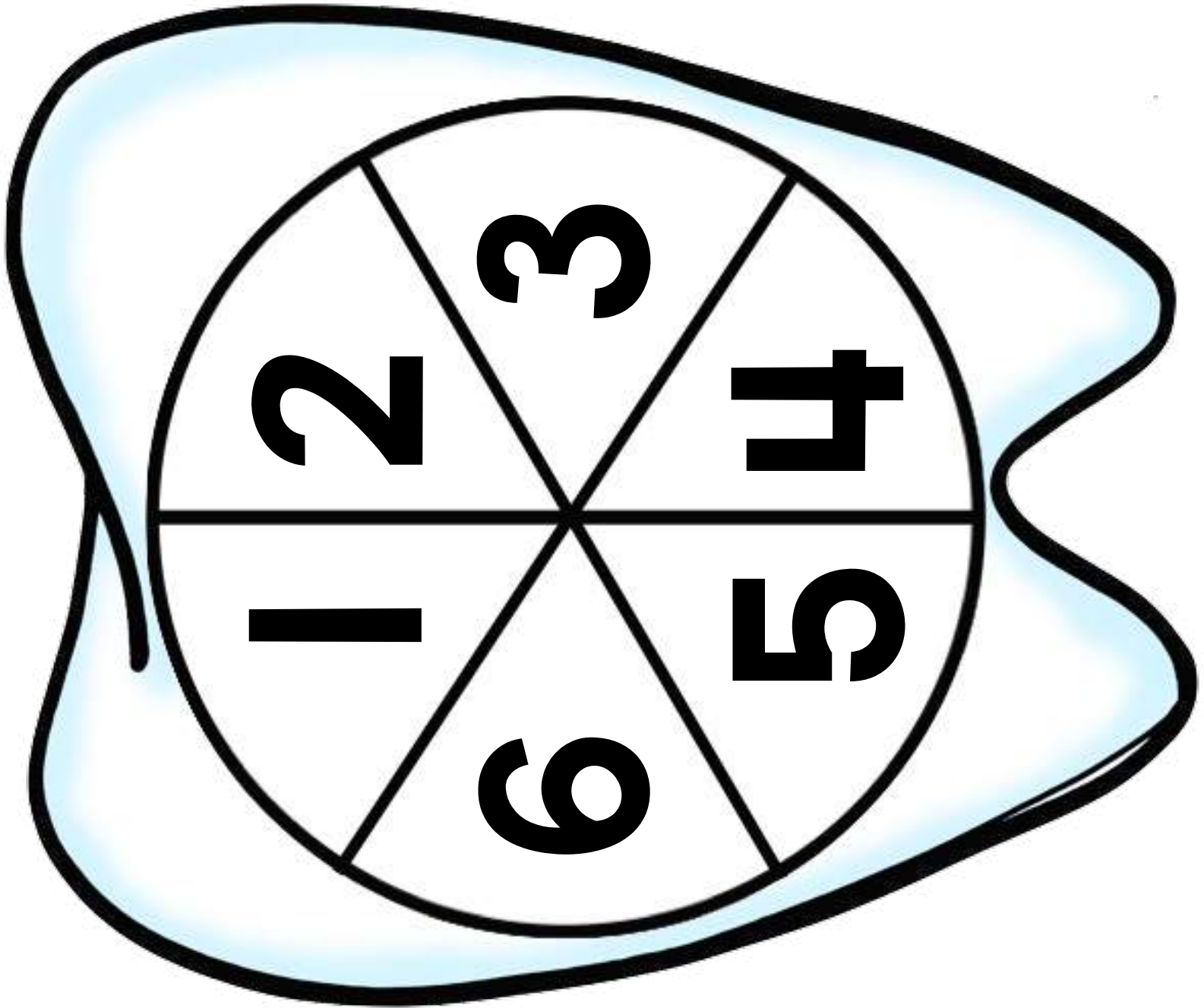


# Tooth Fairy

Tiny, twinkling Tooth Fairy  
Comes to get your teeth.

Lift the pillow up to see  
how many are underneath!





Make the tooth spinner by adding a brad fastener and a paper clip to the middle of the numbered pie.

Tooth Fairy Counting



Tooth Fairy Counting



Tooth Fairy Counting



Tooth Fairy Counting



Tooth Fairy Counting



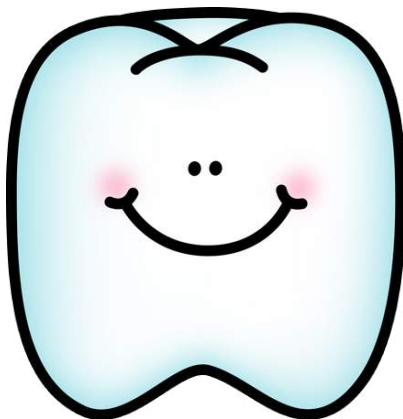
Tooth Fairy Counting



Starts with

T

like **tooth**



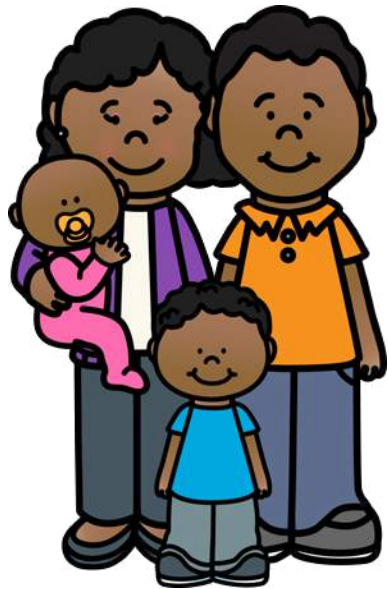
Starts with

F

like **fairy**



T-F Sort



family

T-F Sort



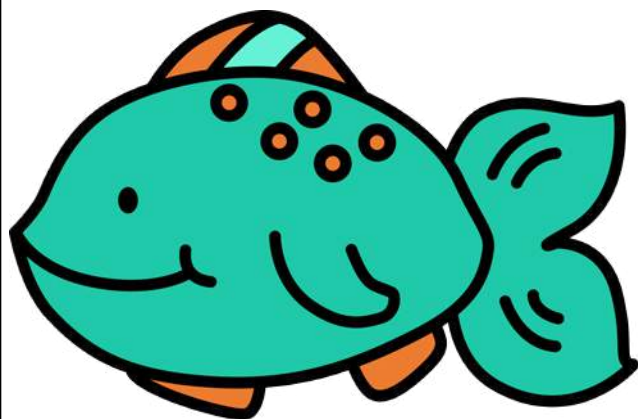
frog

T-F Sort



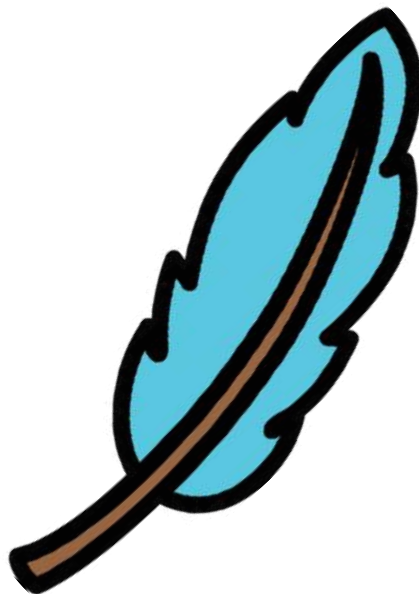
football

T-F Sort



fish

T-F Sort



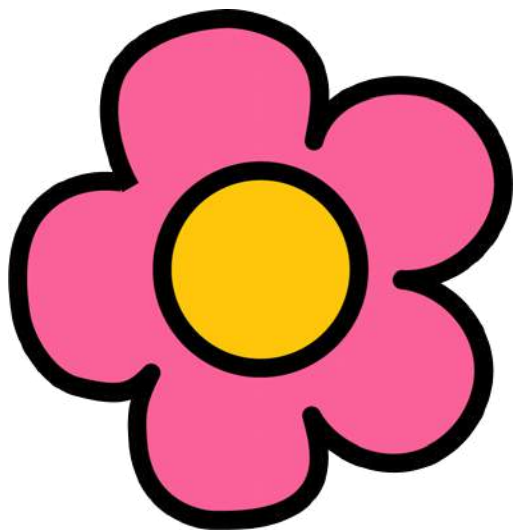
feather

T-F Sort



feet

T-F Sort



flower

T-F Sort



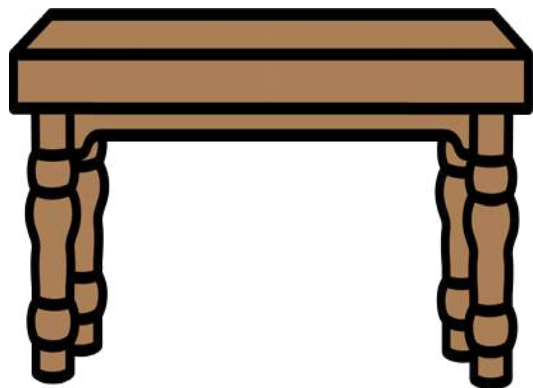
fork

T-F Sort



flamingo

T-F Sort



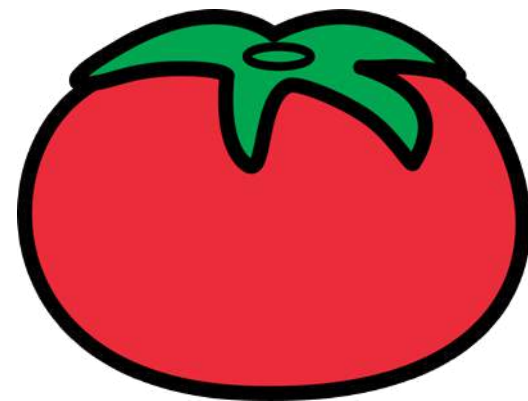
table

T-F Sort



tiger

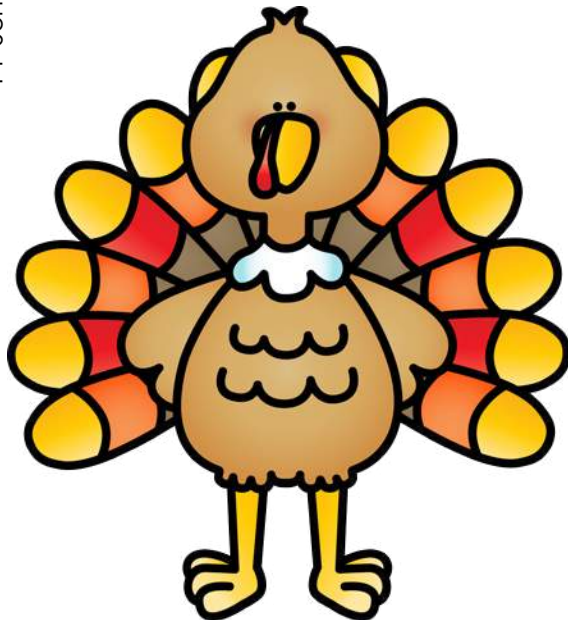
T-F Sort



tomato



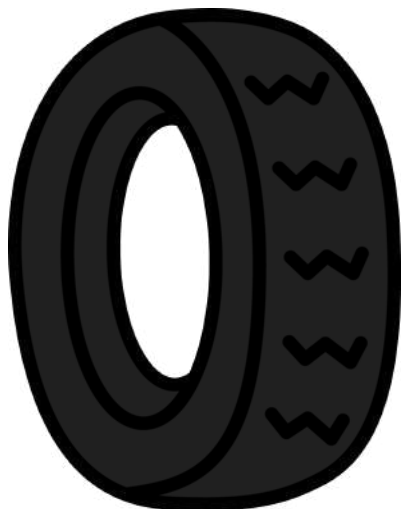
teddy bear



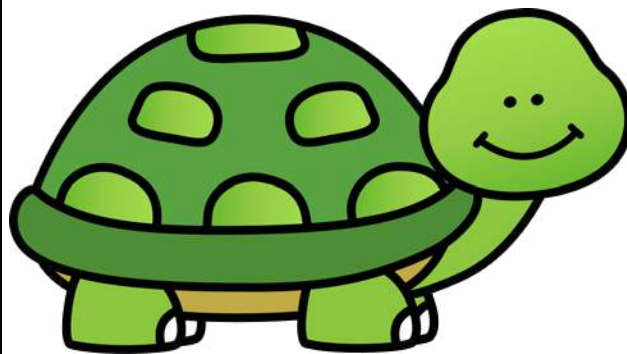
turkey



toilet



tire



turtle



taxi

# Food for Healthy Teeth

Day 8  
Lesson  
Plans

## Good Foods

Some foods keep our teeth healthy, while other foods might cause cavities.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Look at the photos of the children eating different foods. Which foods are good for our teeth? Which foods might cause cavities?
2. Explain to the students that some foods keep our teeth healthy while other foods might cause cavities. Sort the food pictures into 2 groups: good for our teeth and not good for our teeth.
3. Sing "The Healthy Food Song." Invite students to choose their favorite healthy food and sing a verse about each of them. Use props (real veggies, play food, picture cards) as much as possible.



**Extension Idea:**  
Put together a tray of 6-8 pieces of healthy play food. Talk about each piece and then take one item away. See if they can remember which item is missing.

**The Healthy Food Song**  
(to the tune of "Do you Know the Muffin Man")  
Do you eat healthy foods,  
healthy foods, healthy foods?  
Do you eat healthy foods that make your teeth so strong?  
Oh yes, we eat healthy foods,  
healthy foods, healthy foods.  
Oh yes, we eat healthy foods every single day!  
Michael likes apples, apples, apples.  
Michael likes apples! Every single day!  
Zelda likes carrots, carrots, carrots.  
Zelda likes carrots! Every single day!



These foods are  
**good**  
for our  
**Teeth**

These foods are  
**not good**  
for our  
**Teeth**

candy  
cotton candy

**Healthy foods like apples are good for our teeth.**

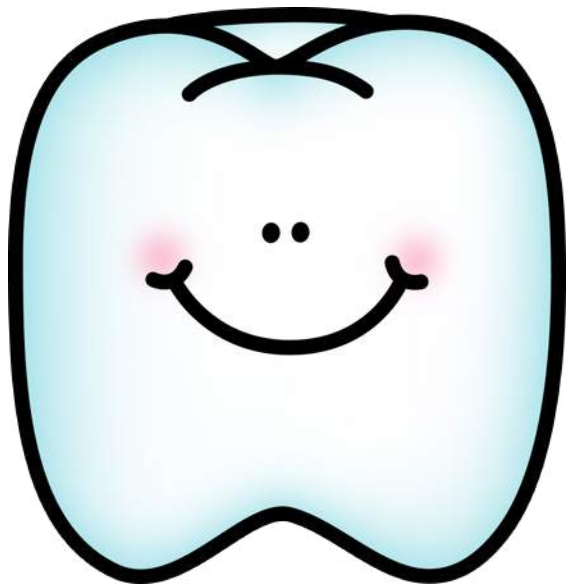


**Sticky and sugary foods are not good for our teeth. They might cause cavities.**



These foods are

**good**



for our

**teeth.**

These foods are

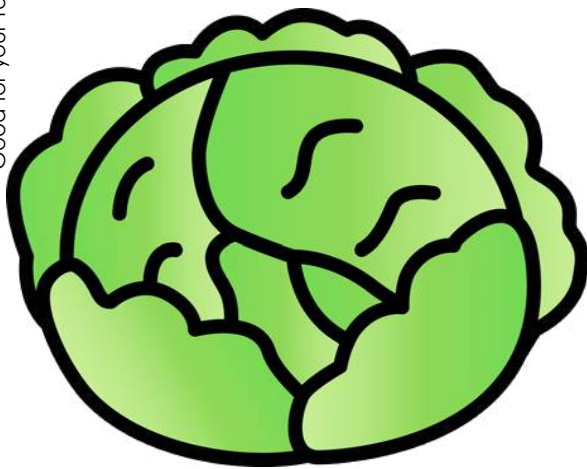
**not good**



for our

**teeth.**

Good for your Teeth Sort



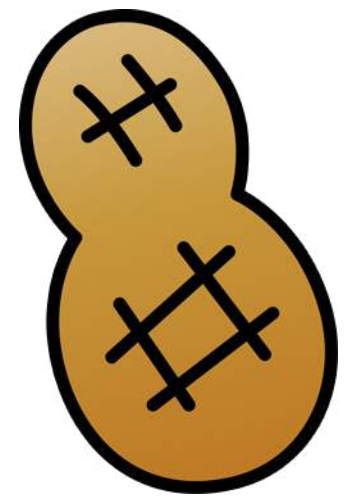
lettuce

Good for your Teeth Sort



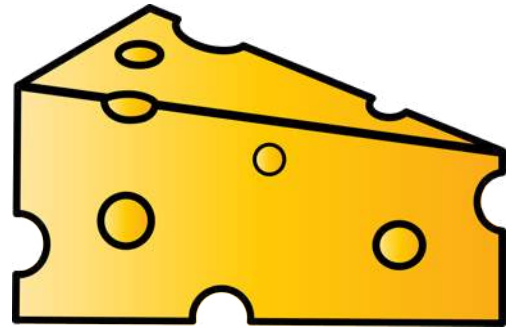
apple

Good for your Teeth Sort



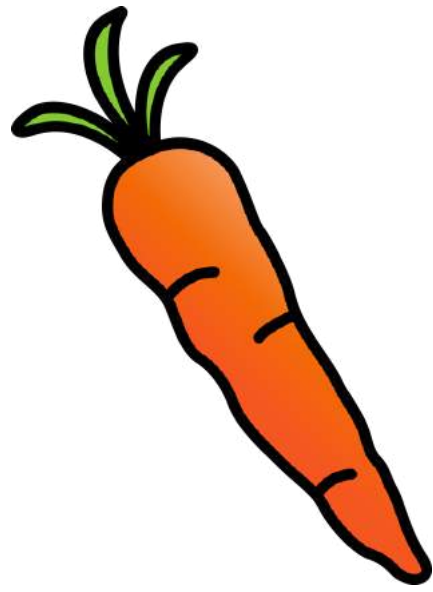
nut

Good for your Teeth Sort



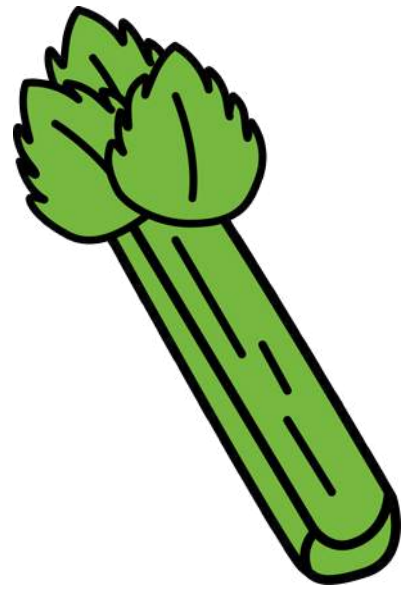
cheese

Good for your Teeth Sort



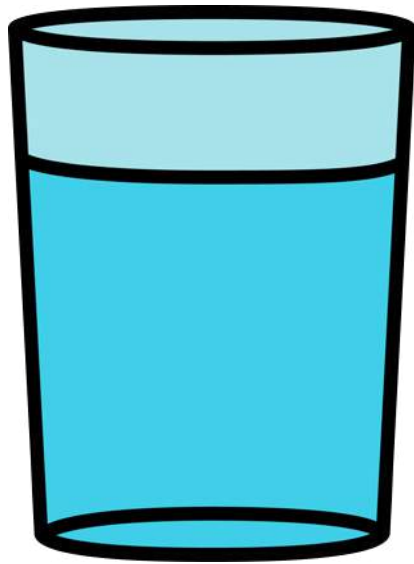
carrot

Good for your Teeth Sort



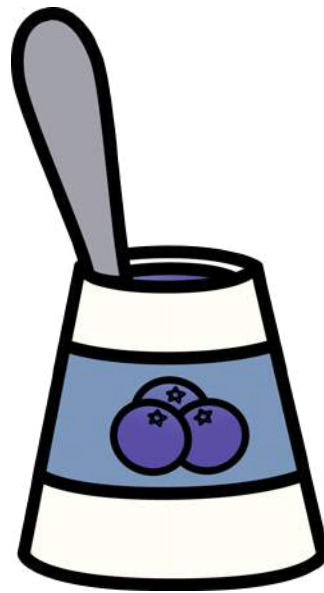
celery

Good for your Teeth Sort



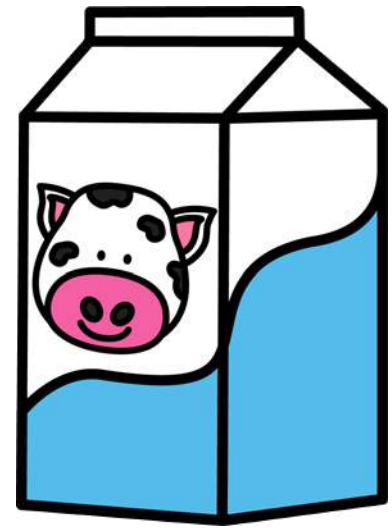
water

Good for your Teeth Sort



yogurt

Good for your Teeth Sort



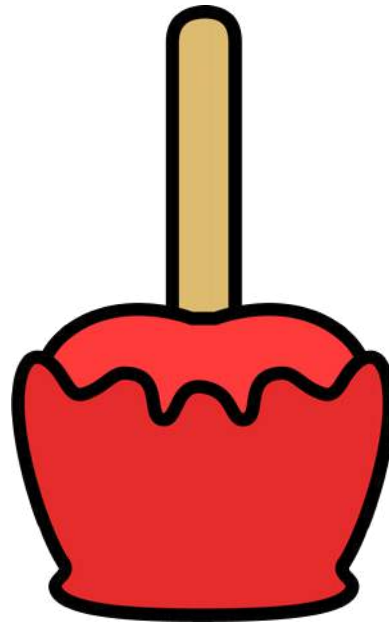
milk

Good for your Teeth Sort



cookies

Good for your Teeth Sort



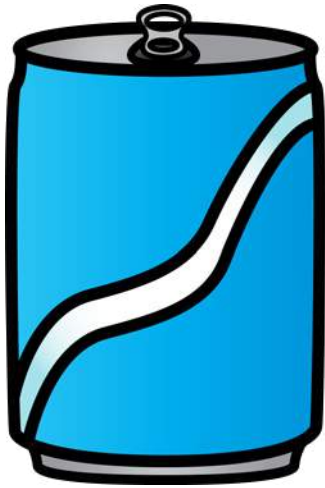
candy apple

Good for your Teeth Sort



cotton candy

Good for your Teeth Sort



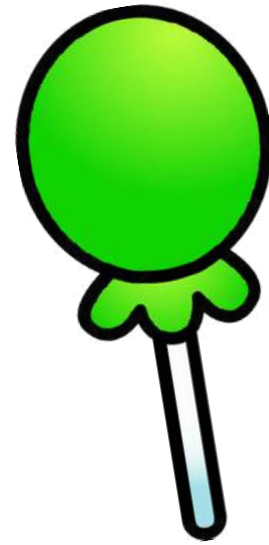
soda

Good for your Teeth Sort



chocolate

Good for your Teeth Sort



lollipop

Good for your Teeth Sort



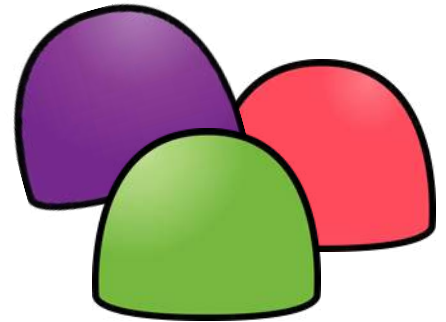
candy

Good for your Teeth Sort



donut

Good for your Teeth Sort



gumdrops

# The Healthy Food Song

(to the tune of "Do you Know the Muffin Man?")

Do you eat healthy foods,  
healthy foods, healthy foods?

Do you eat healthy foods that make your teeth so strong?

Oh yes, we eat healthy foods,  
healthy foods, healthy foods.

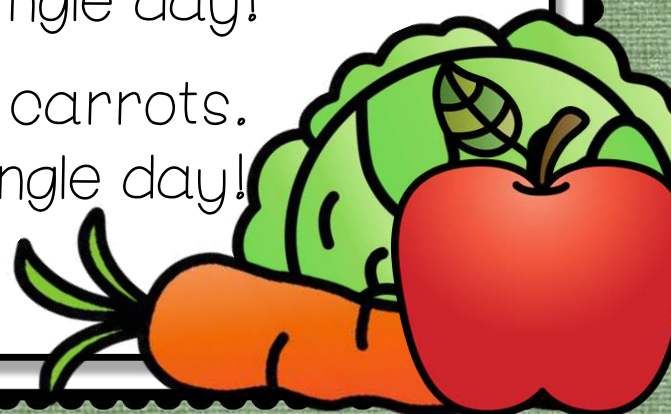
Oh yes, we eat healthy foods every single day!

Michael likes apples, apples, apples.

Michael likes apples! Every single day!

Zelda likes carrots, carrots, carrots.

Zelda likes carrots! Every single day!



# Braces

## Straightening Things Out

Sometimes a person's teeth can be crooked. This can make it hard to chew food and brush the teeth correctly. A special dentist called an orthodontist can put wires and brackets on the teeth to straighten them.

### Objectives:

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.

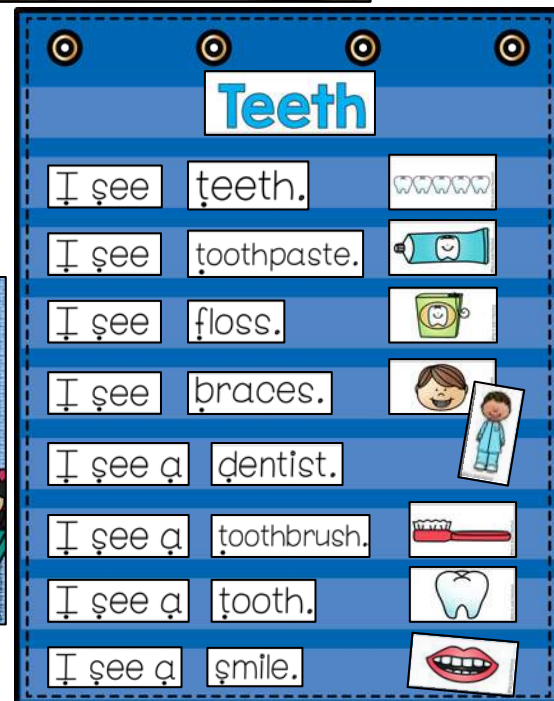
### Activities:

1. Sing the song "Have You Ever Seen Braces?" and talk about how some people have braces to help straighten their teeth. Braces are made up of wires, brackets, and rubber bands.
2. Explain to the students that even if someone has braces, they still need to keep their teeth healthy. Add each of the healthy teeth sentences to the pocket chart. Add the picture cards that match each ending word to help emergent readers remember each line.



#### Extension Idea:

Teach the ASL sign for **braces**. Make a V with your pointer and middle finger. Bend them and "rake" them across your mouth.



**Braces can help straighten crooked teeth by using wires, brackets, and tiny bands.**



**Children, teenagers, and adults can all wear braces if the dentist recommends it.**



# Have You Ever Seen Braces?

To the tune of "Did You Ever See a Lassie?"

Have you ever seen braces, braces, braces?  
Have you ever seen braces on anyone's teeth?

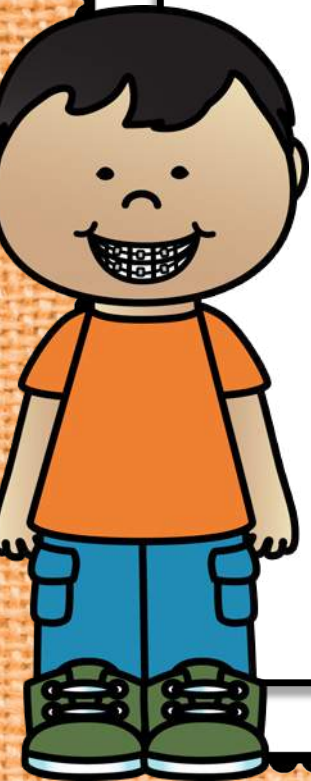
They go this way and that way,  
And that way and this way.

Have you ever seen braces  
Straighten someone's teeth?

Have you ever seen braces, braces, braces?  
Have you ever seen braces on anyone's teeth?

The wires and the brackets  
Pull all the teeth straight.

Have you ever seen braces  
Straighten out someone's teeth?



# Teeth

Concept of word

I see teeth.

I see toothpaste.

I see floss.

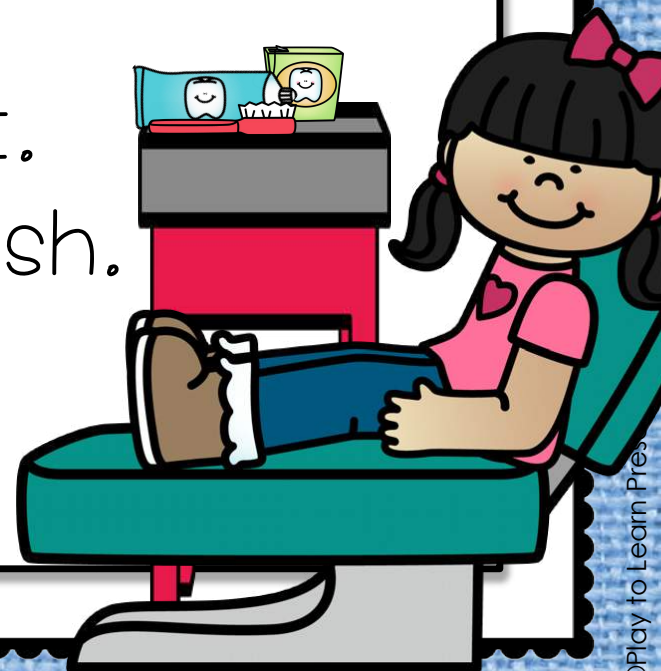
I see braces.

I see a dentist.

I see a toothbrush.

I see a tooth.

I see a smile!



Teeth

I see

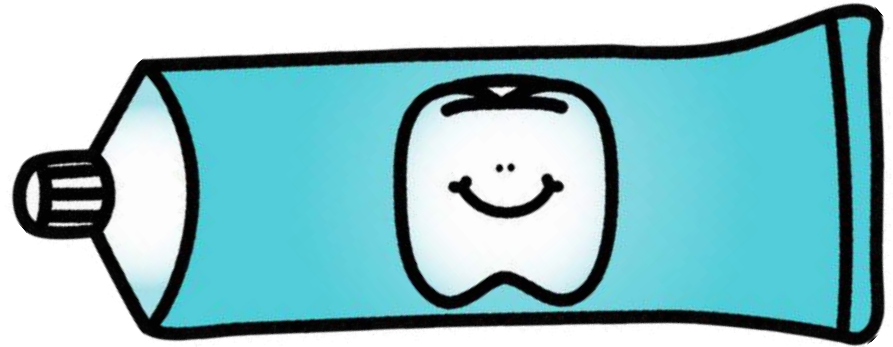
teeth.

I see

toothpaste.



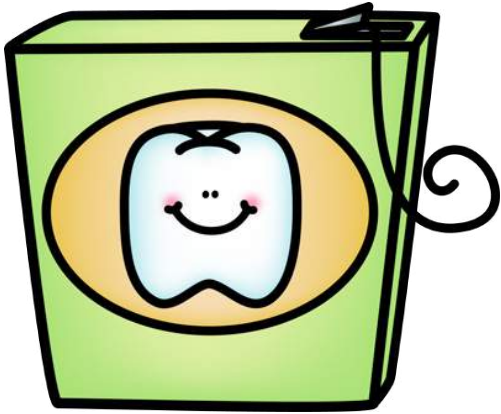
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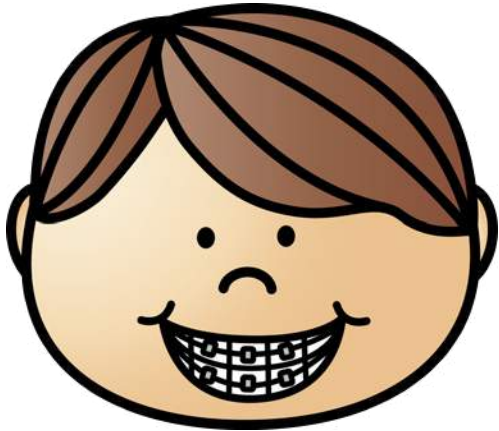
I see

floss.



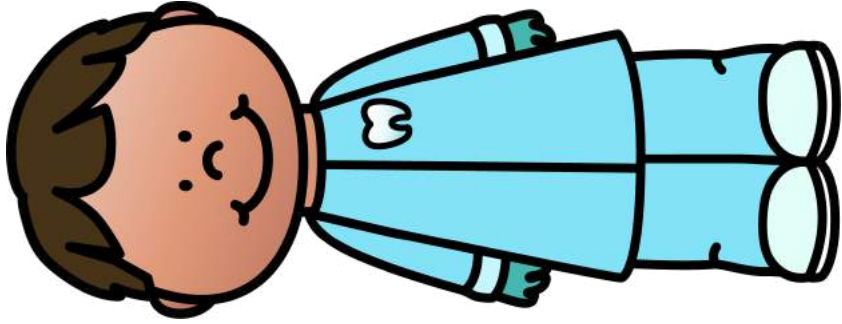
I see

braces.



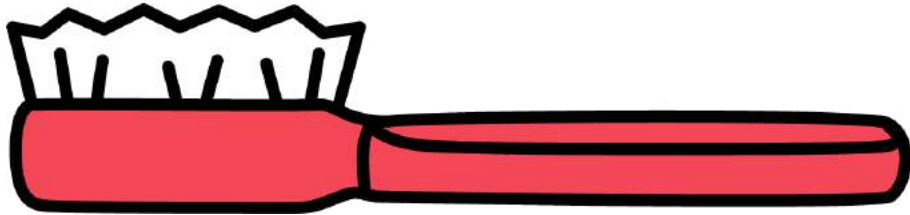
I see a

dentist.



I see a

toothbrush.



I see a

tooth.



I see a

smile!



# Conclusion

## What We Learned

Day 10  
lesson  
plans

To conclude the unit, ask the students what they have learned about teeth.

### Objectives:

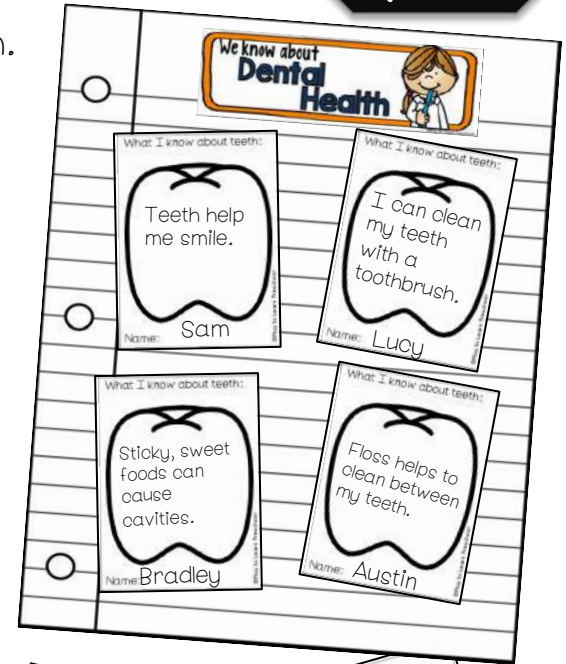
- The students will express themselves using words and sentences.
- The students will share and take turns with each other while participating in circle time.

### Activities:

1. Invite students to list the things they have learned about teeth. Write the ideas on index cards or on the tooth shapes provided.
2. Create riddle bags. Place the items inside each bag and attach the riddle. (As an alternative, you can print the dental pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. They guess a dental object, then check inside!

#### Extension Idea:

For a fun finish to the unit, make apple, sunflower butter, and marshmallow mouths. Cut an apple into 12 wedges and spread with sunflower butter. Line up 6 or so mini marshmallows in the butter and top with another slice of apple. It looks like a mouth!



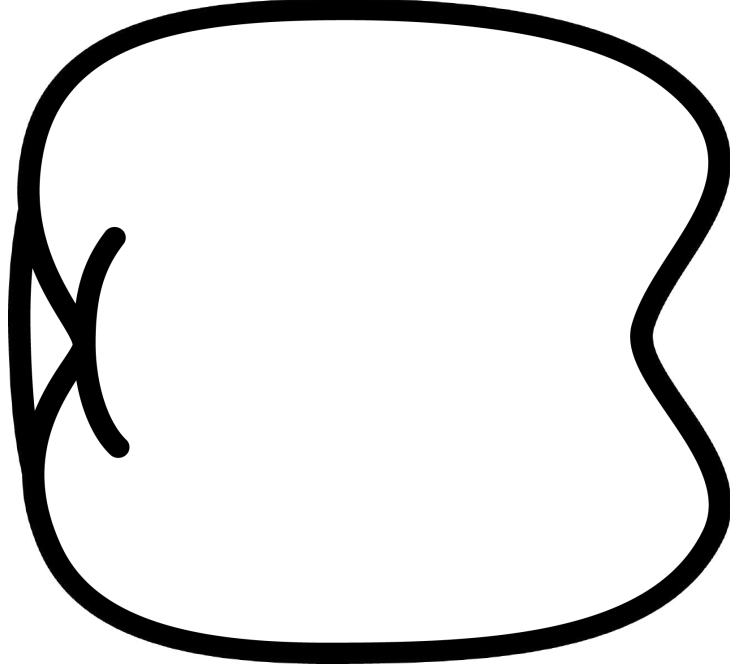
# We know about Dental Health



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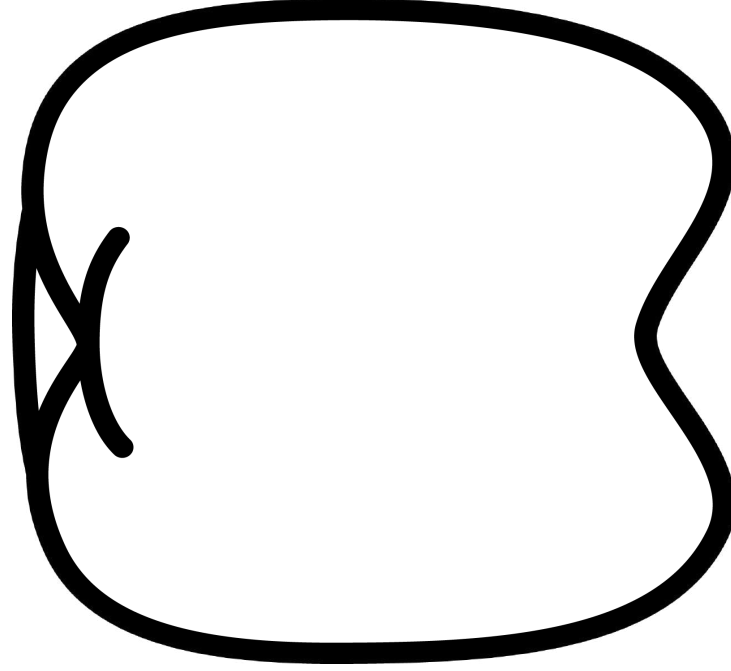


What I know about teeth:



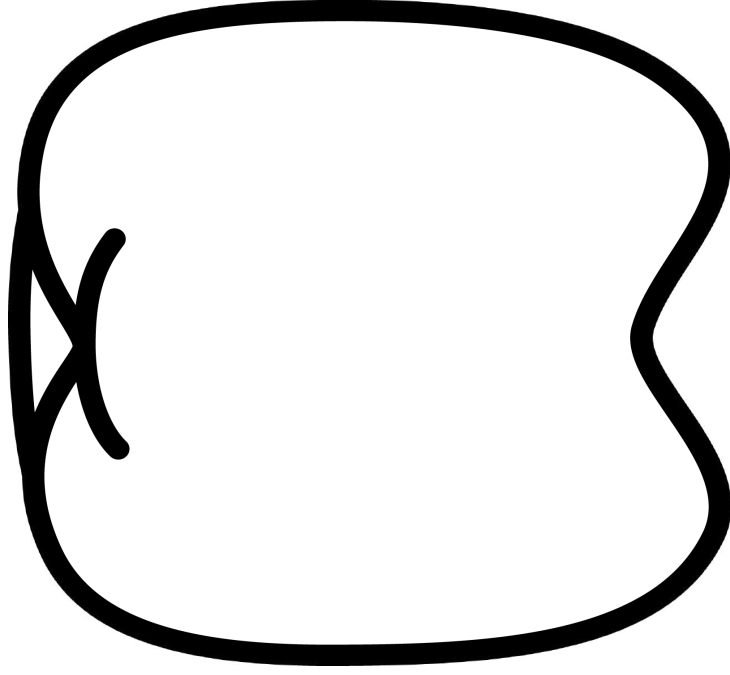
Name:

What I know about teeth:



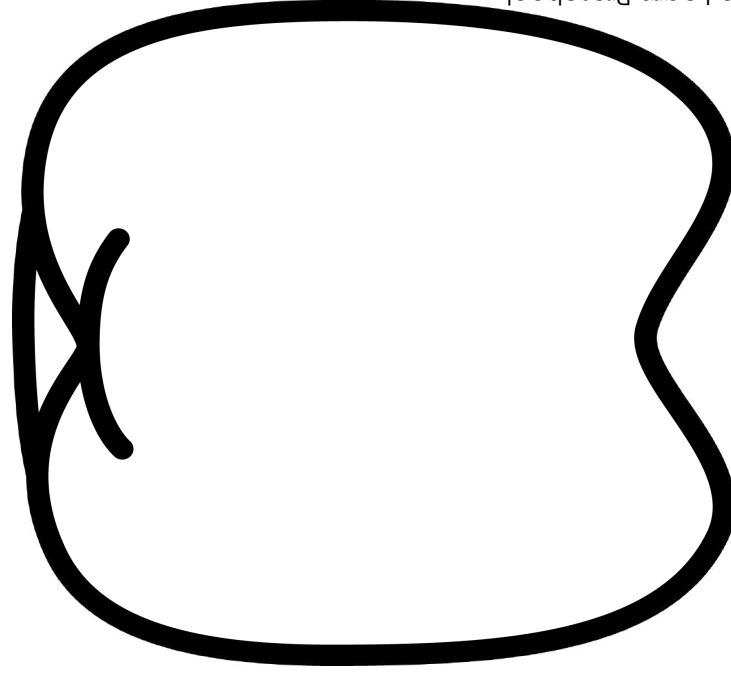
Name:

What I know about teeth:



Name:

What I know about teeth:



Name:

## Riddle #1

I am a doctor who is specially trained to care for teeth.

**Answer:** dentist

## Riddle #2

This is a hard white thing found in your mouth that helps you chew.

**Answer:** tooth

## Riddle #3

This is a plastic handle with bristles at the end that cleans your teeth.

**Answer:** toothbrush

## Riddle #4

This is a special thread used for cleaning between your teeth.

**Answer:** floss

## Riddle #5

This comes in a tube and gets squeezed out onto a toothbrush. It helps to clean your teeth.

**Answer:** toothpaste

## Riddle #6

This is a special picture of the inside of your mouth or body.

**Answer:** x-ray

## Riddle #7

This is a hole in a tooth caused by eating sugary foods.

**Answer:** cavity

## Riddle #8

These wires, brackets, and rubber bands help to straighten a person's crooked teeth.

**Answer:** braces

Dental riddle #1



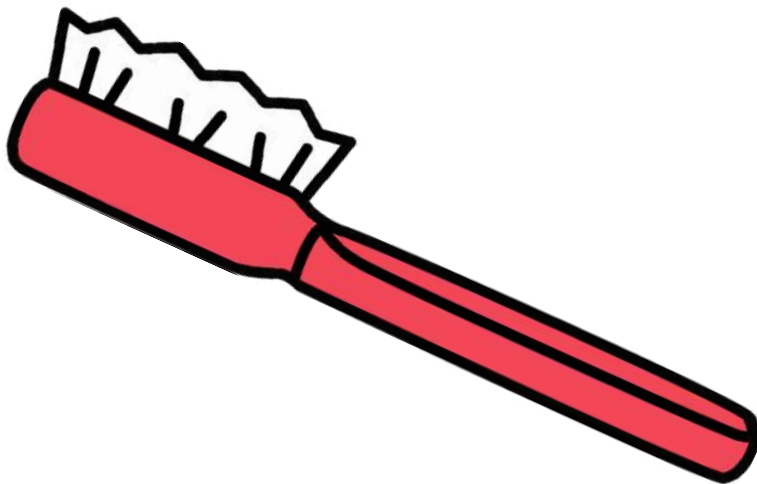
dentist

Dental riddle #2



tooth

Dental riddle #3



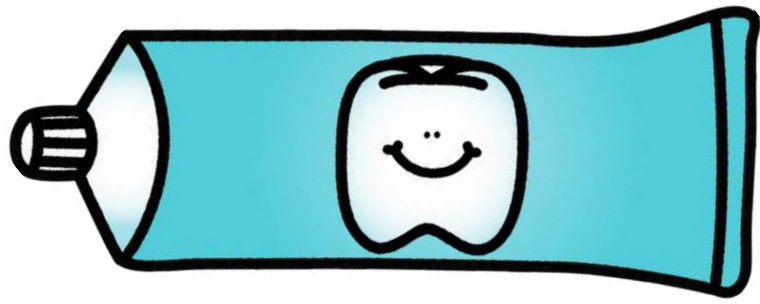
toothbrush

Dental riddle #4



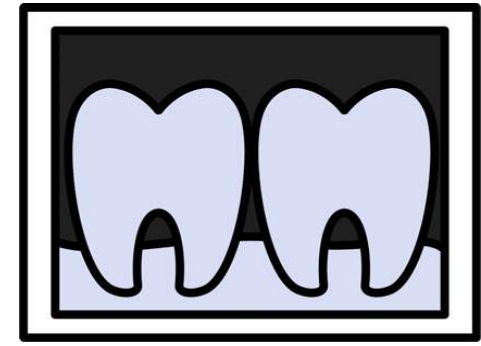
floss

Dental riddle #5



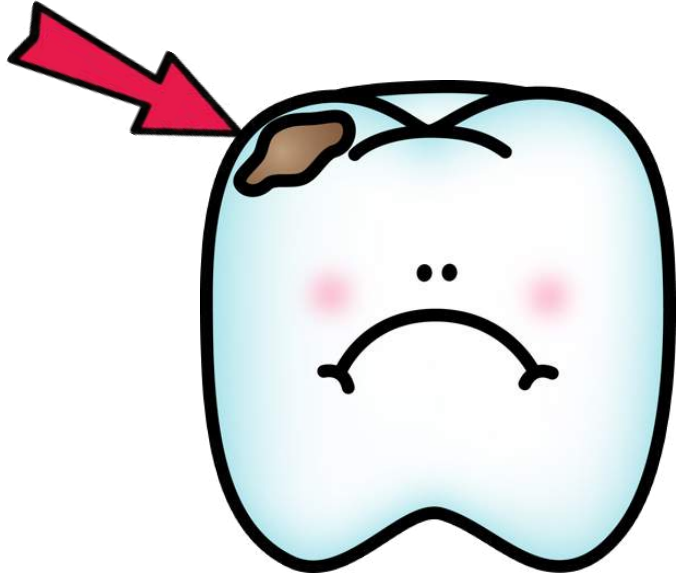
toothpaste

Dental riddle #6



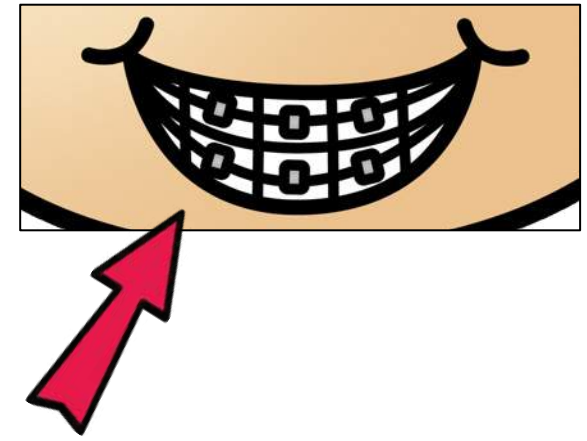
X-ray

Dental riddle #7



cavity

Dental riddle #8



braces

# Centers

- Word Wall Cards
- ABC Puzzles
- Line Tracing
- Concentration
- Count & Clip Cards
- Dental Floss Shapes
- Color Matching Folder
- Visual Discrimination
- Number Order
- Write & Wipe Math Mats
- Tooth Brushing Charts
- Book list (recommendations)

## Center Activities

### Word Wall Cards

**Literacy Center**

Use the cards in a pocket chart to make a Dental Health word wall.

Provide pencils, crayons, paper, markers, etc. In the writing center and encourage the students to write letters and words from the wall.

### ABC Puzzles

Identify Beginning Sounds

**Objective:** The students will use their knowledge of the alphabet to match the upper and lower case letters.

**Preparation:** Copy the puzzles. Mat and laminate them. Cut them apart on the zigzag lines.

**Procedure:** Students match the puzzle pieces together.

### Line Tracing

**Literacy Center**

**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. (Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Give a pom-pom onto the lid of the marker for the students to use as an eraser!)

**Procedure:** The student from left to right to practice.

### Concentration

**Working memory**

**Objectives:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If not, the face-down position and try again.

### Count and Clip Cards

**Math Center**

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

**Preparation:** Print the cards, mat, laminate and cut out.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.

**Helpful Tip:** For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.

### Floss Shapes

**Math Center**

**File Folder Game**

**Objective:** The students will notice and recognize shapes.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside of a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students will choose the correct shape.

**Shape Matching**

### Color Matching

**File Folder Game**

**Objective:** The students will use visual discrimination skills to match the colors.

**Preparation:** Copy the picture cards. Glue the tooth fairy colors inside a file folder. Cut and laminate the smaller colored toothbrushes.

**Procedure:** Students place matching colors together.

**Tooth Fairy Color Matching**

### Visual Discrimination

"Which One is Different?"

**Objectives:** The students will compare objects.

**Preparation:** Print out the cards and cut to separate.

**Procedure:** Students place a mini eraser on other corners different.

### Healthy Food Count

**Number Order**

**Objectives:** The students will identify the missing number and locate the correct bottom.

**Preparation:** Copy the broccolli and cut apart on the number line for additional support.

**Procedure:** Students match the broccolli top to the number.

**Number Order**

### Write & Wipe Math Mats

**Objectives:** The students will count sets to 10, trace the number, and color a tens frame to represent a number.

**Preparation:** Print the write & wipe math mats. Laminate. Provide dry erase markers.

**Procedure:** Students choose a math mat. They count, write the number.

**Write & Wipe Math Mats**

### Tooth Brushing Charts

**Literacy Center**

**Objective:** Students will chart their tooth brushing habits at home.

**Preparation:** Print certificate and write student's names on them. (These are like saving black and white. Print on colored paper if desired.)

**Procedure:** Send the brushing charts home and encourage students to mark down each day that they brush in the morning and at bedtime. Reward students with a sticker or high-five when they return their completed charts.

**Tooth Brushing Super Star**

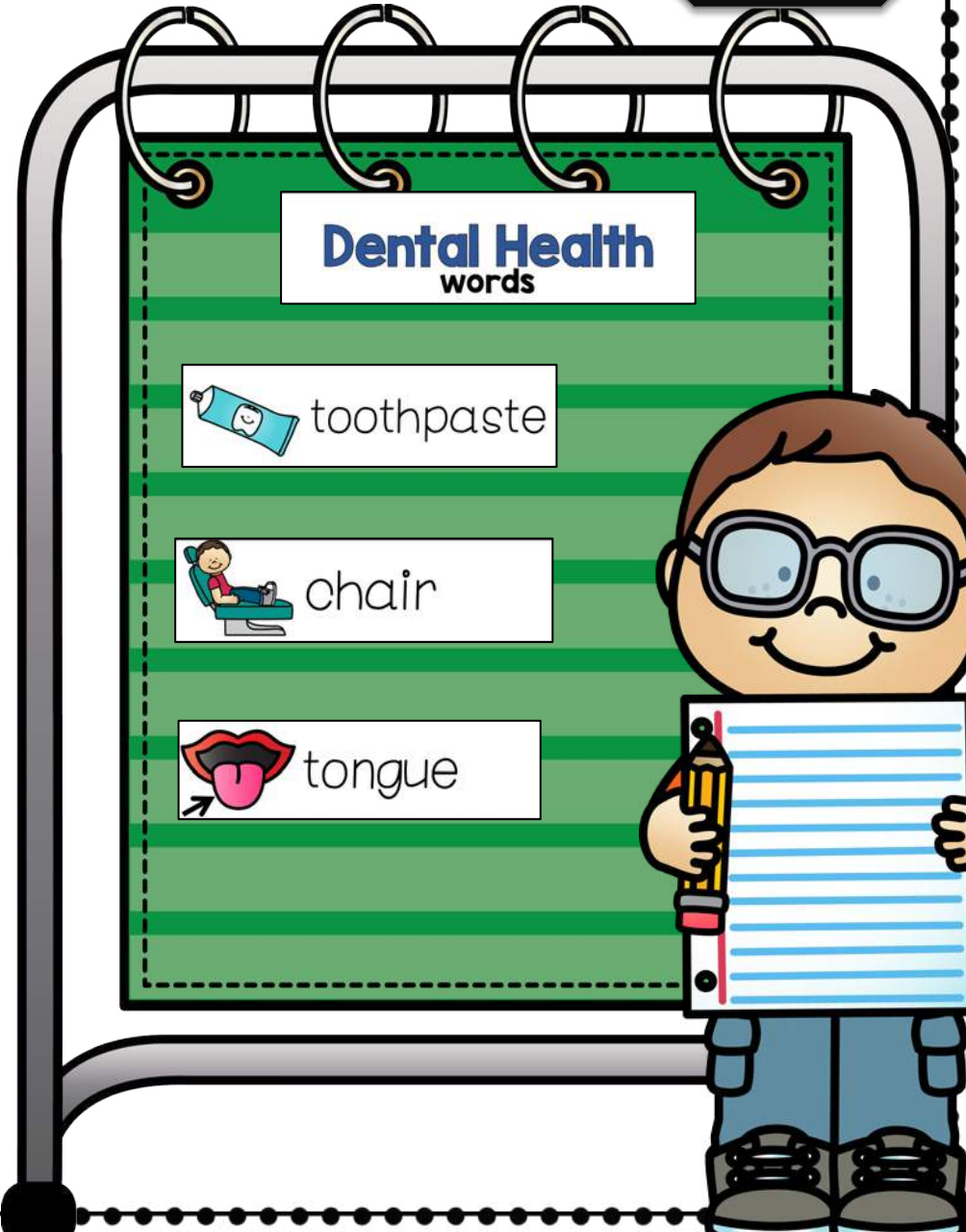
Name: \_\_\_\_\_

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

# Word Wall Cards

Use the cards in a pocket chart to make a Dental Health word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.



# Dental Health

words



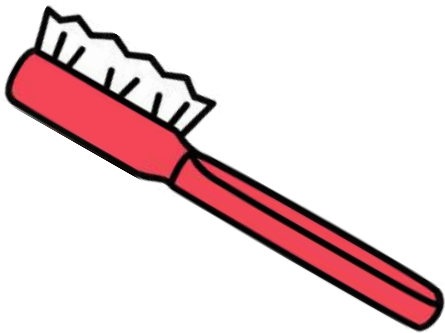
dentist



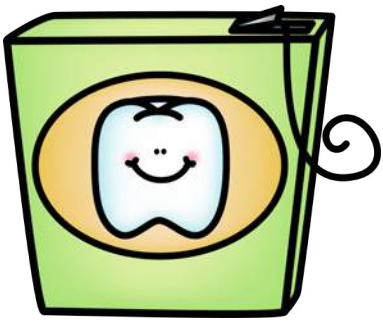
tooth



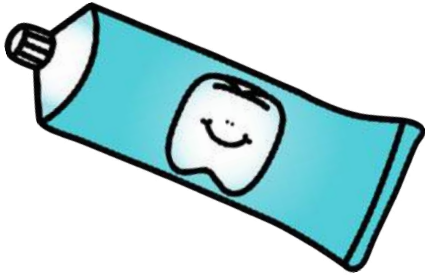
cavity



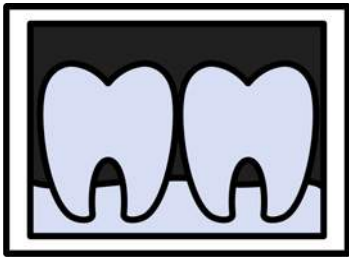
toothbrush



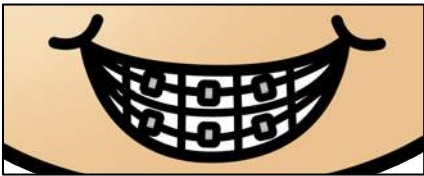
floss



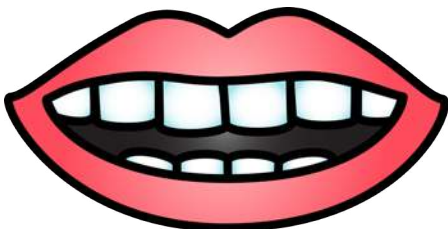
toothpaste



x-ray



braces



smile



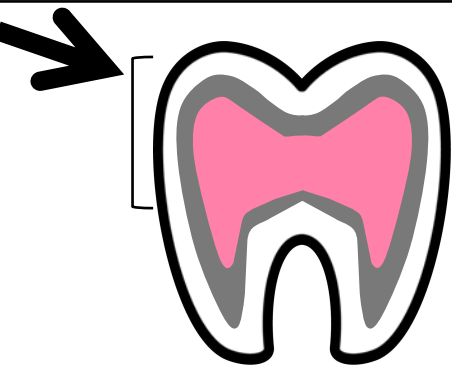
rinse



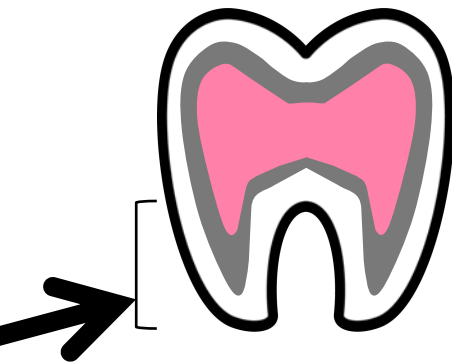
mouthwash



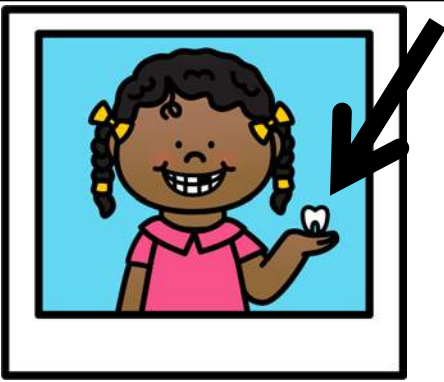
chair




crown

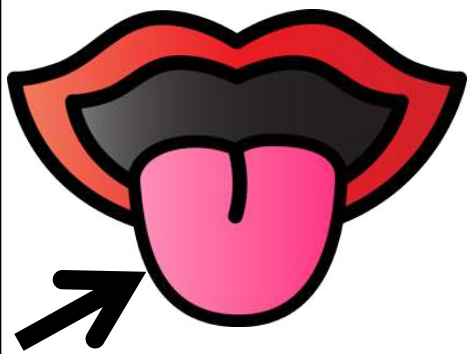


root

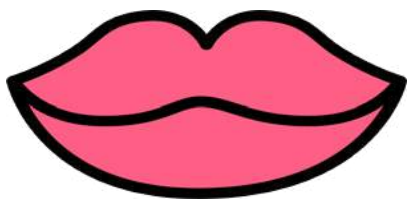


lost tooth

 teeth



tongue



lips



brushing

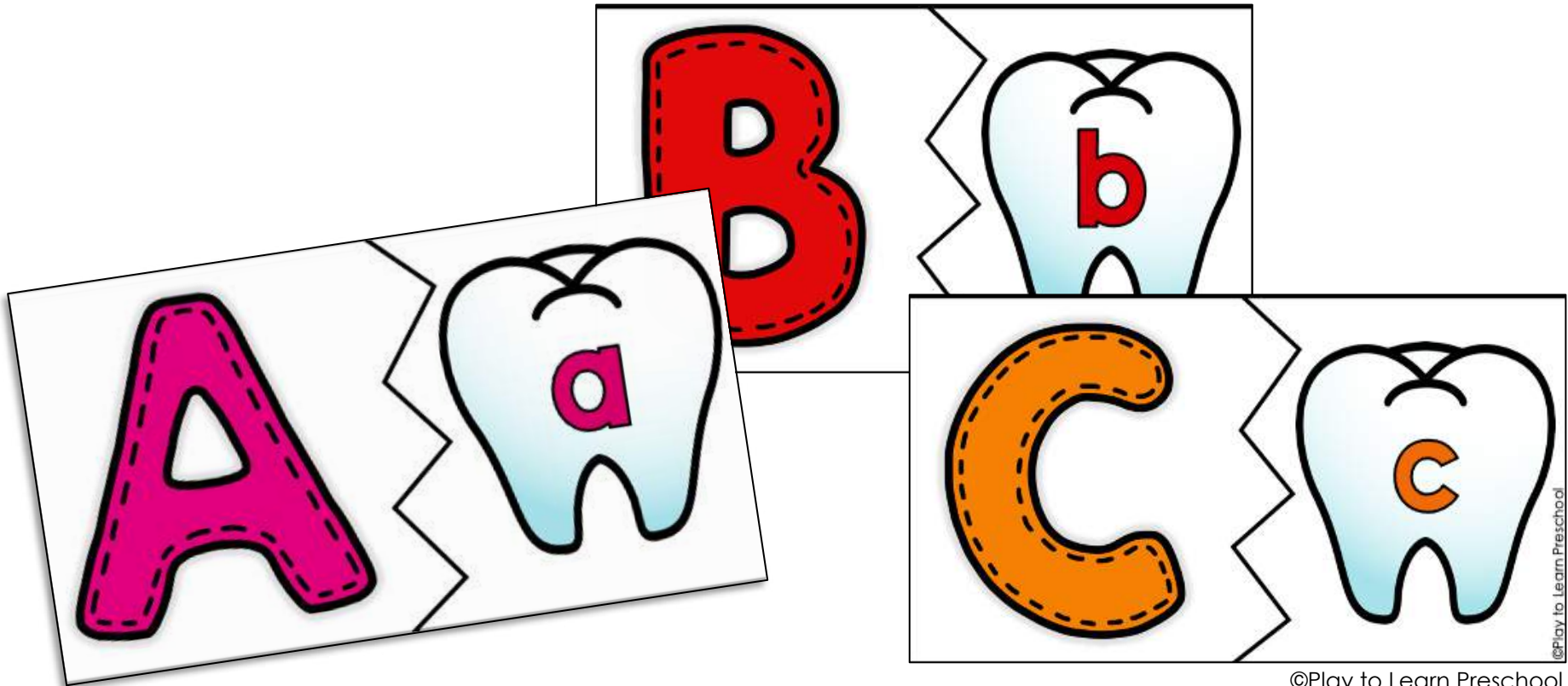
# ABC Puzzles

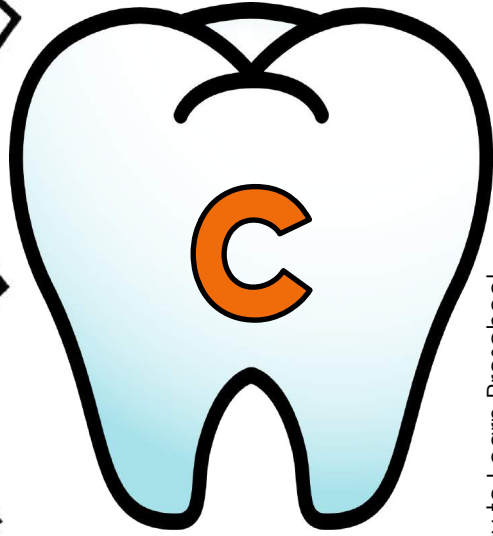
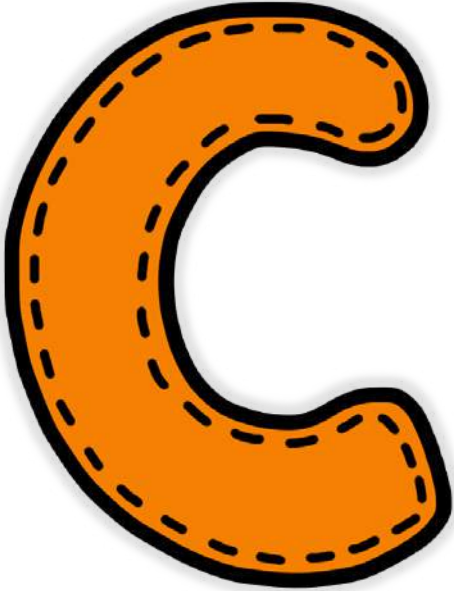
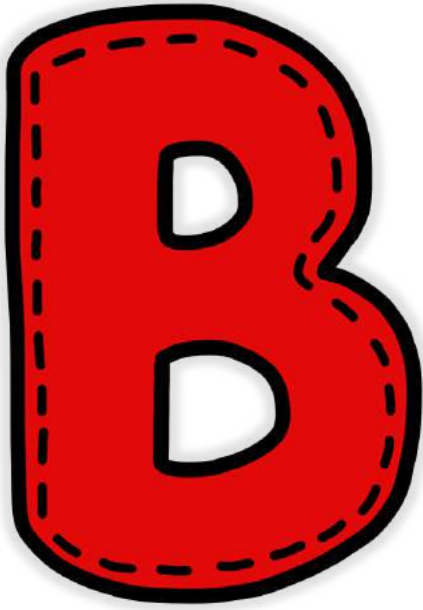
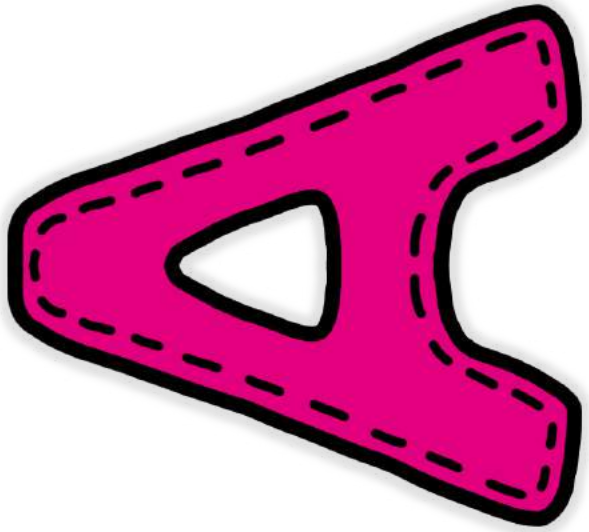
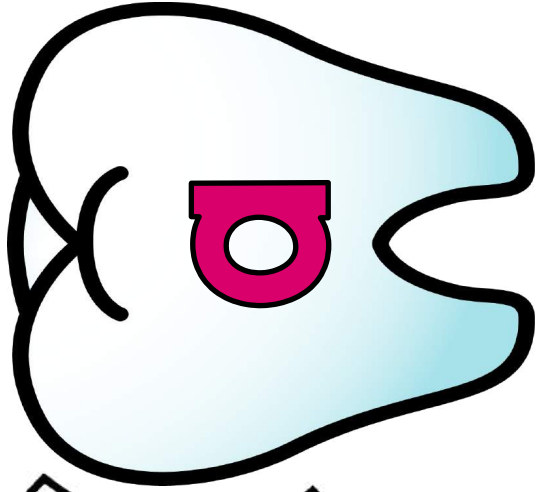
## Identify Beginning Sounds

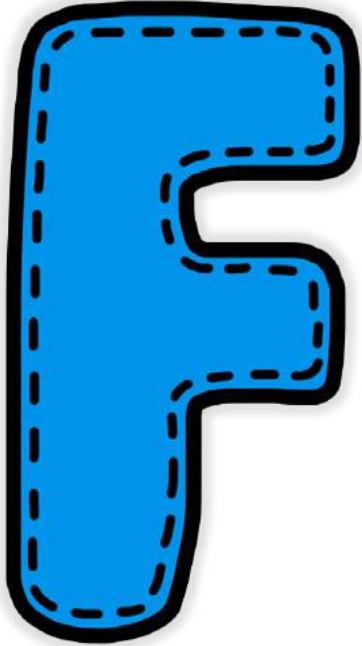
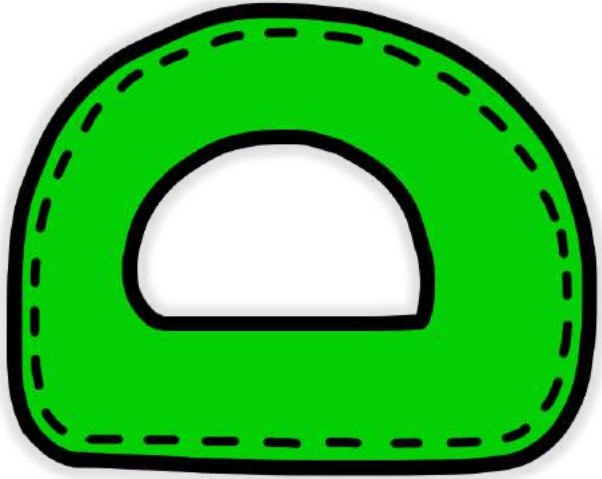
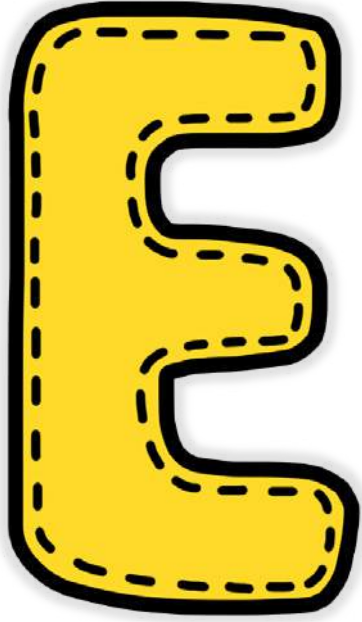
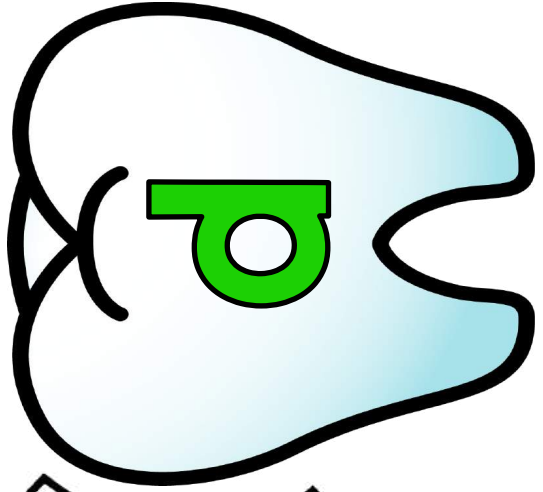
**Objective:** The students will use their knowledge of the alphabet to match the upper and lower case letters.

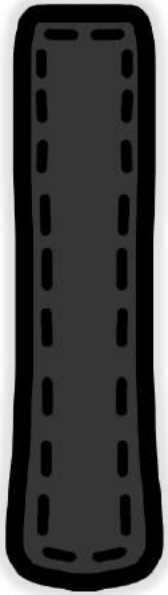
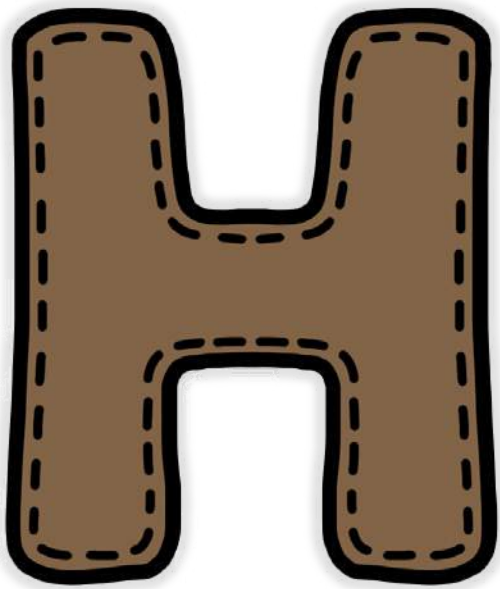
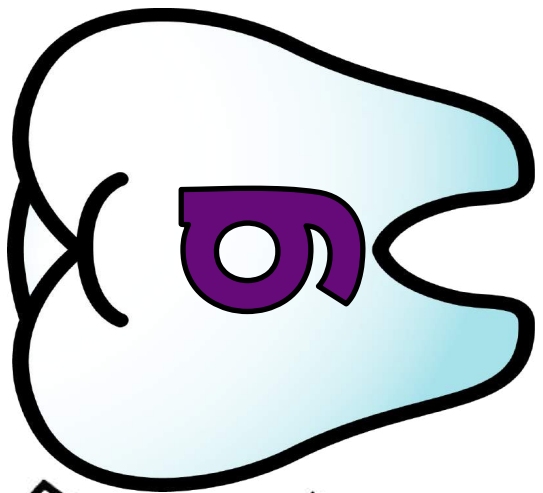
**Preparation:** Copy the puzzles. Mat and laminate them. Cut them apart on the zigzag lines.

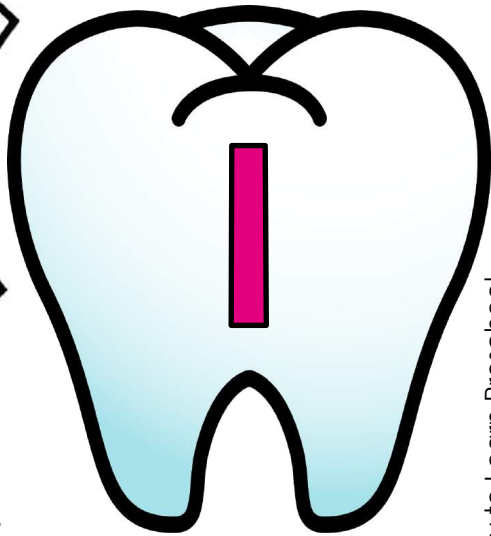
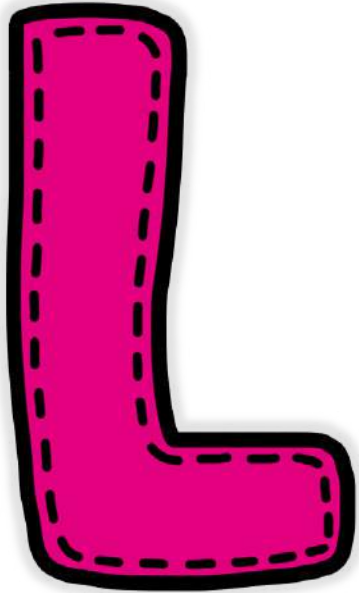
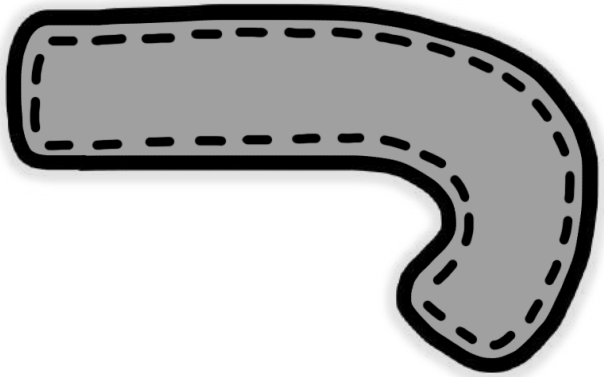
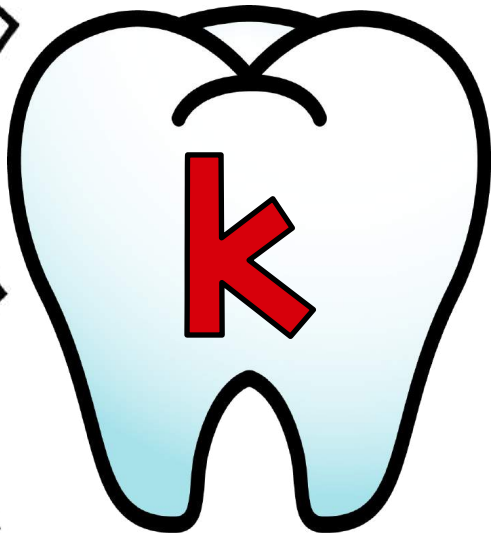
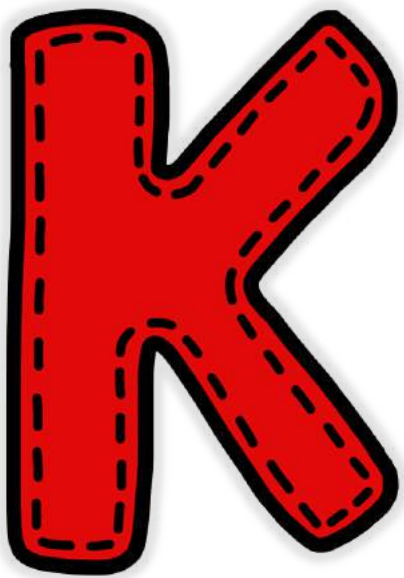
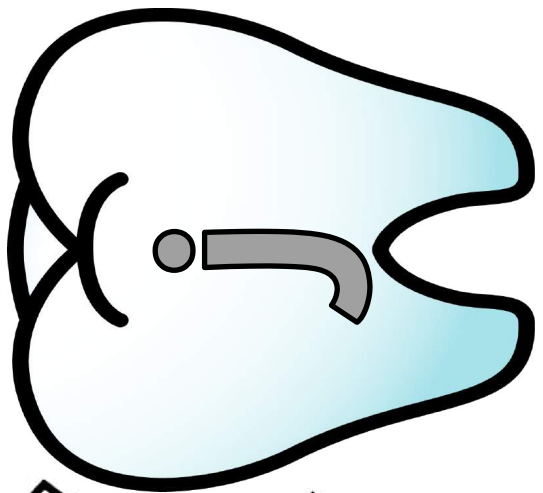
**Procedure:** Students match the puzzle pieces together.

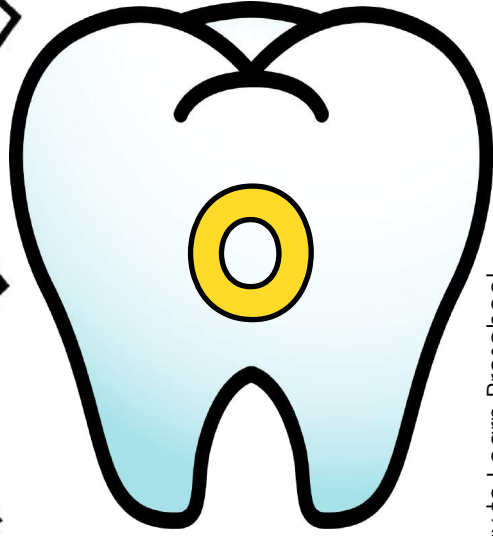
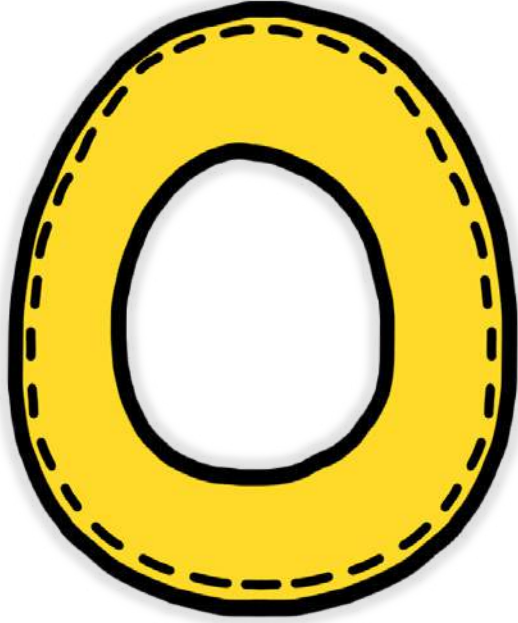
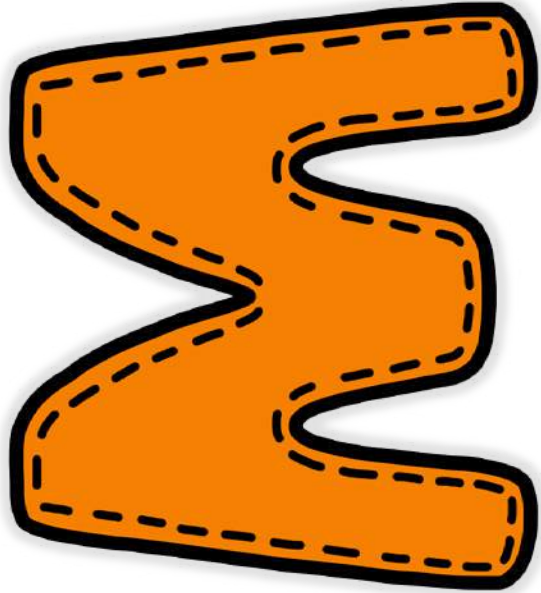
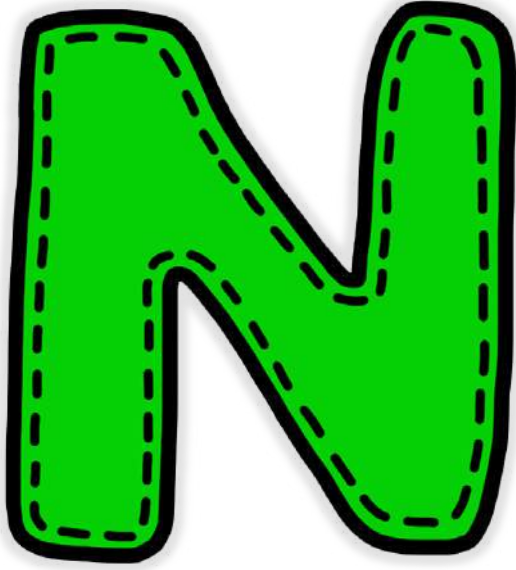
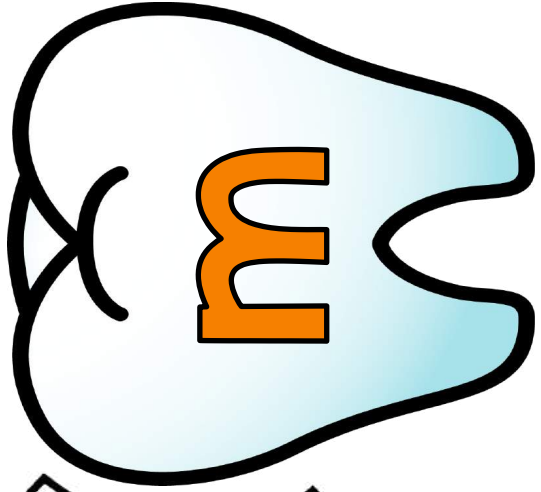


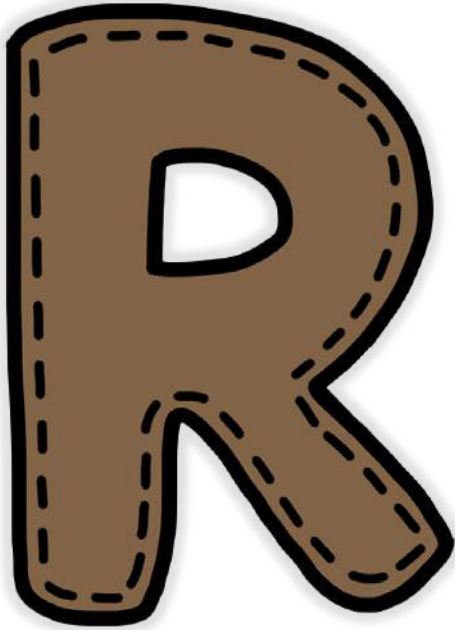
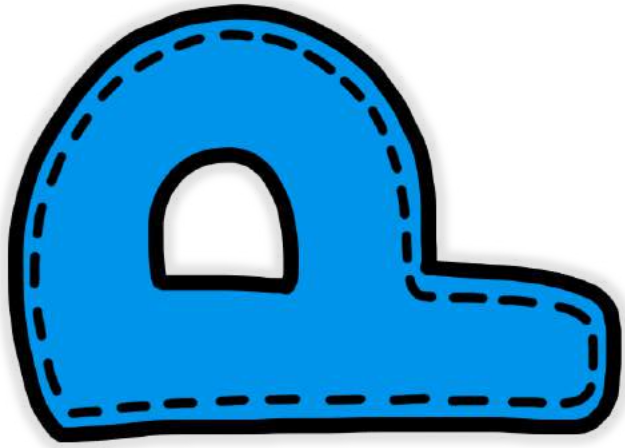
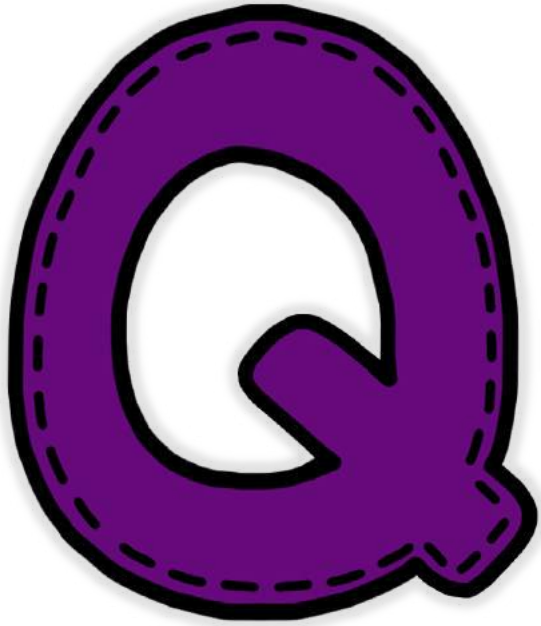
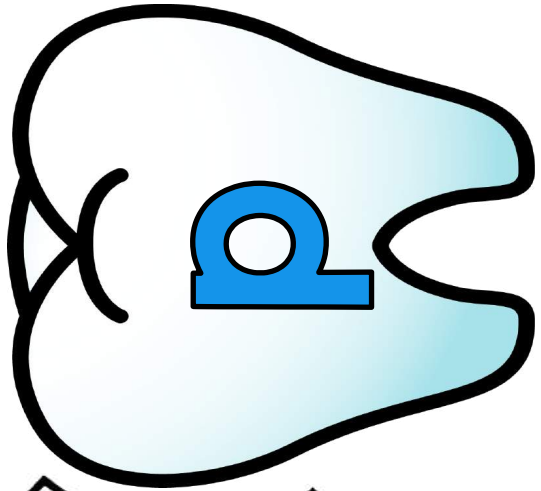


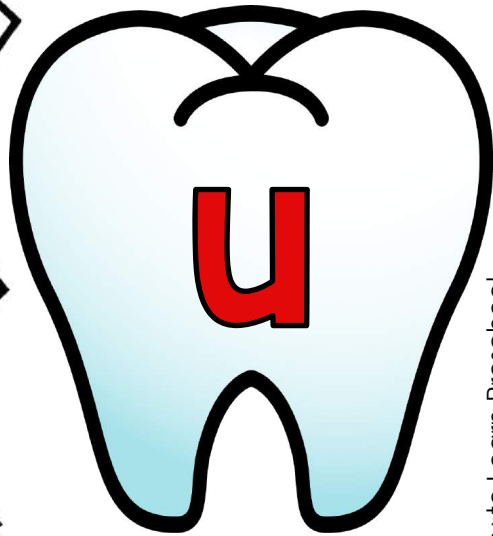
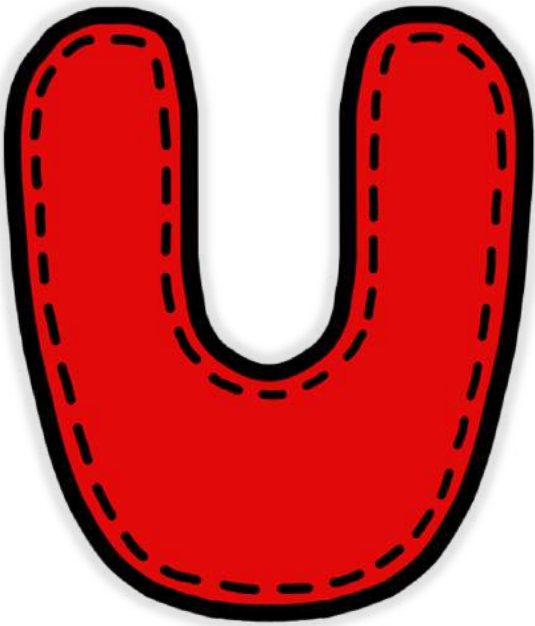
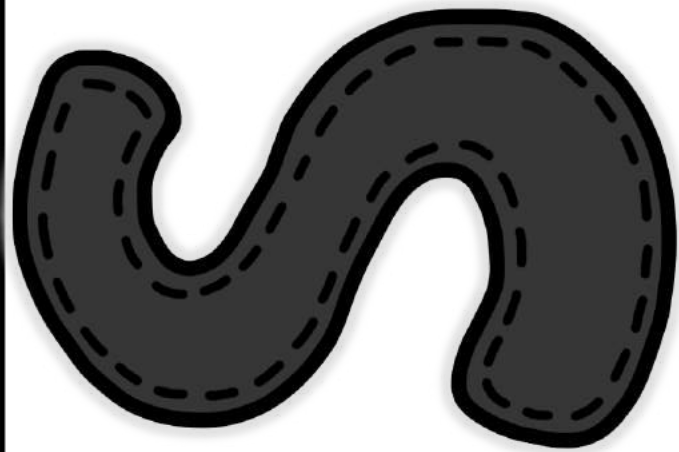
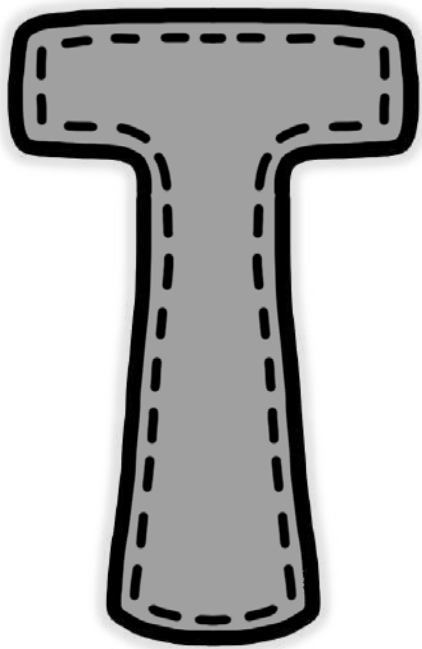
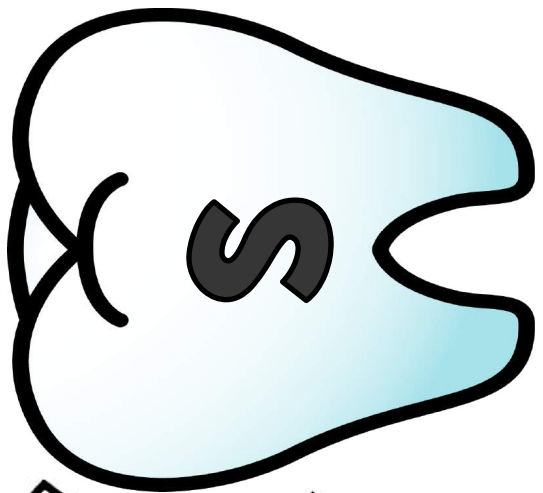


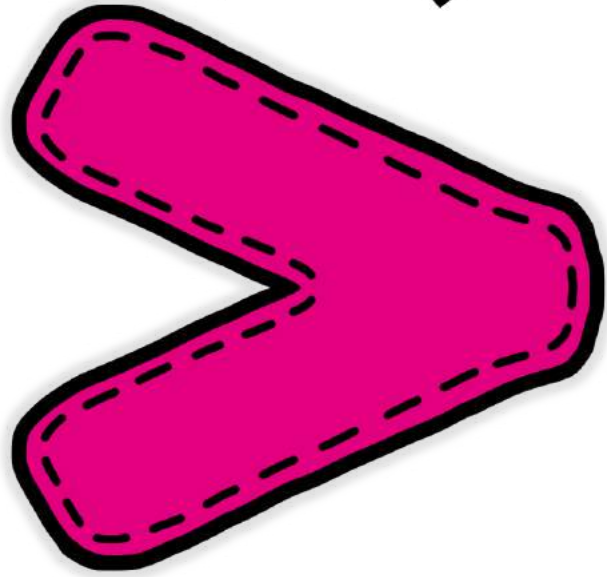
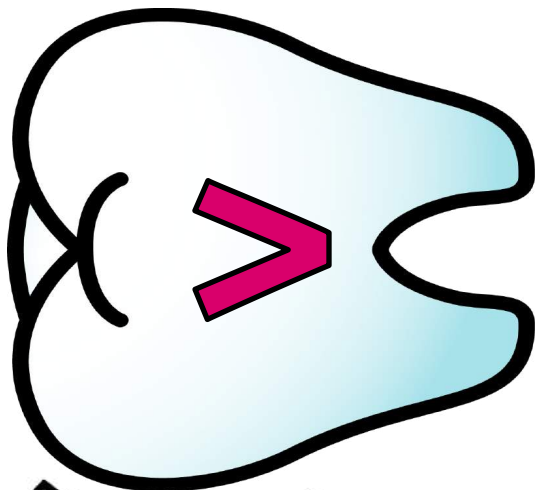


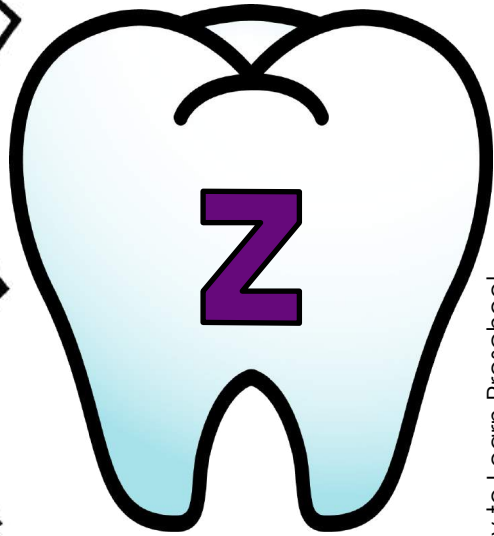
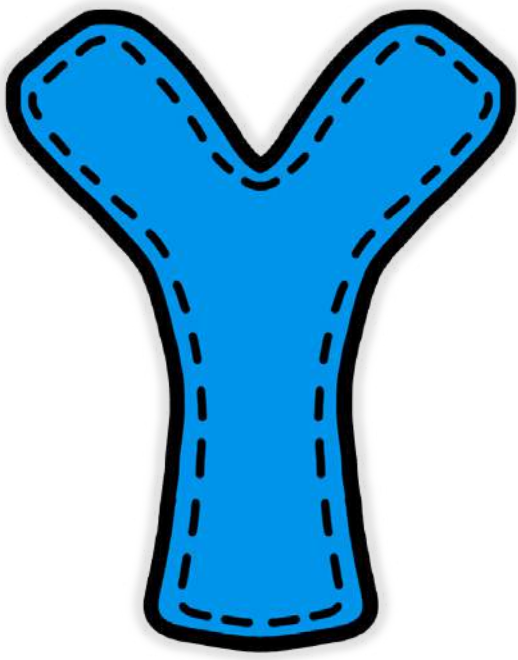








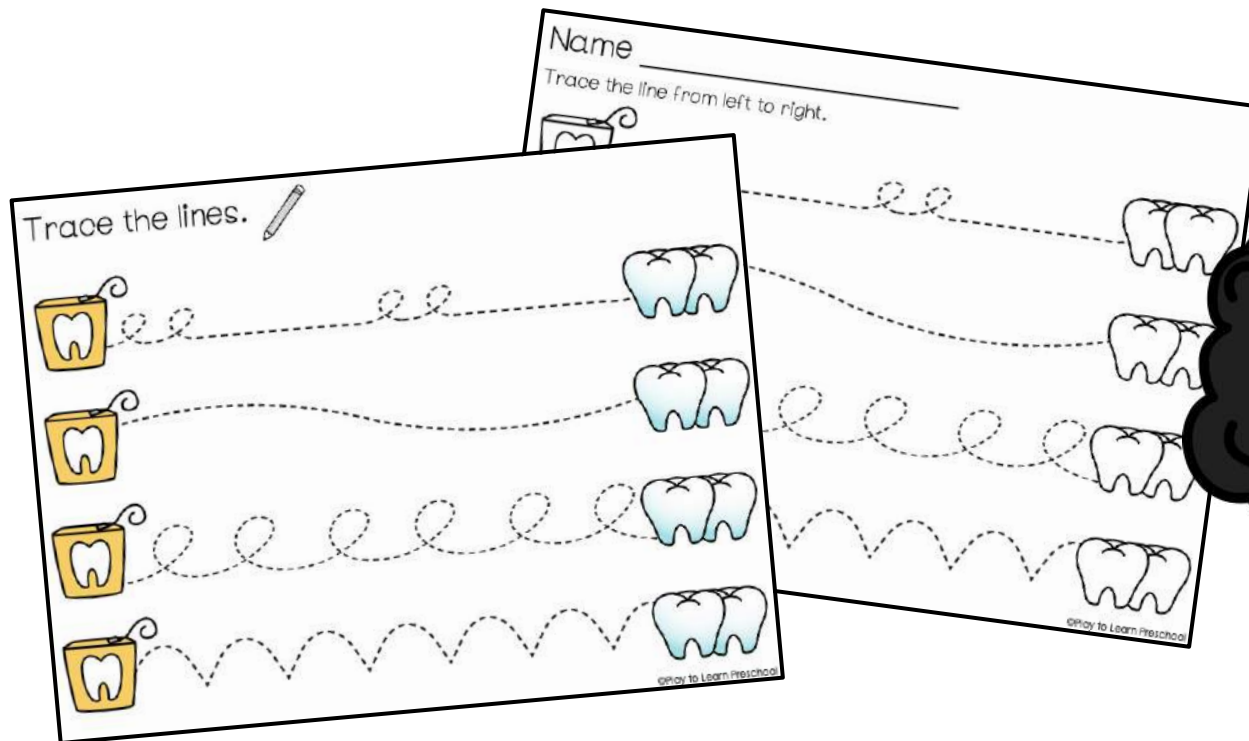




# Line Tracing

**Objective:** The students will understand the purpose of writing.

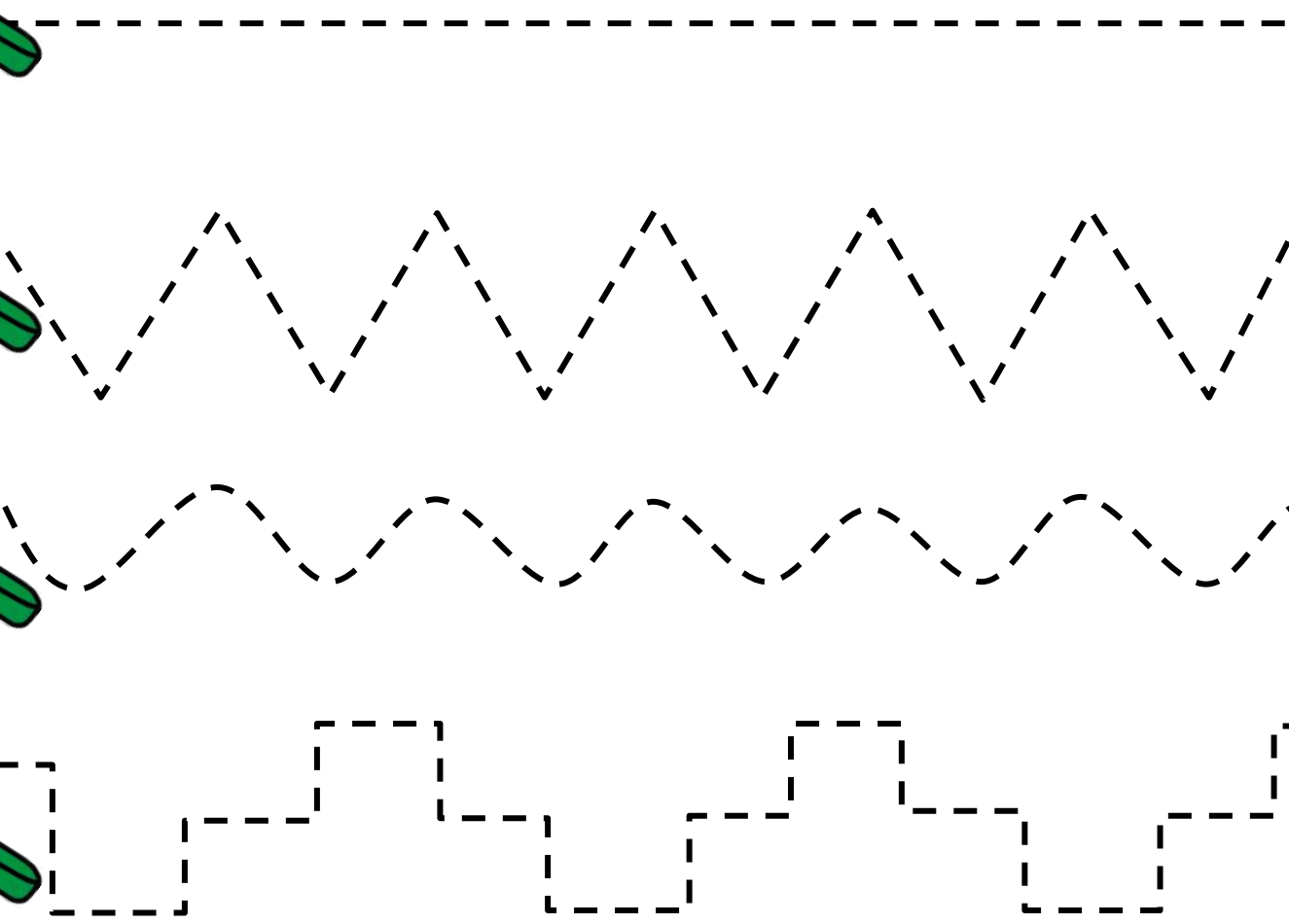
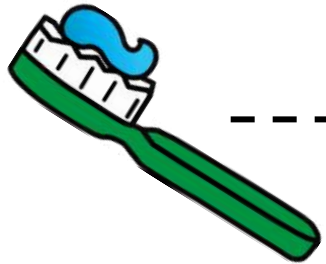
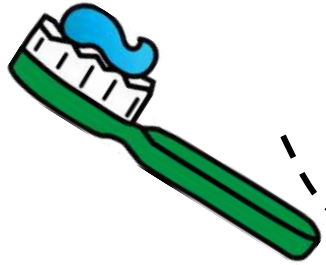
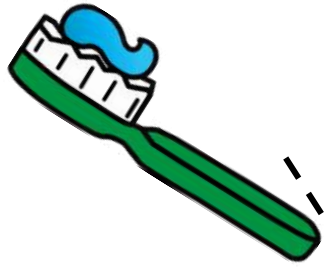
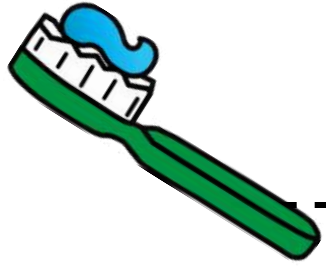
**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)



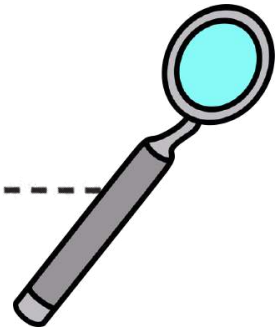
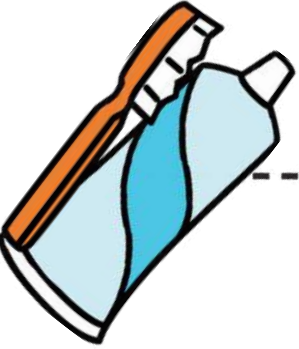
**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.



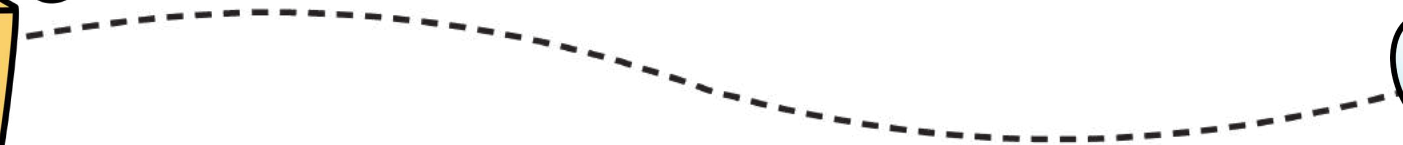
Trace the lines.



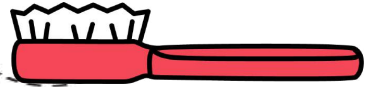
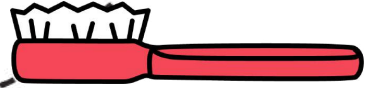
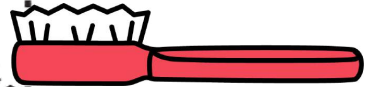
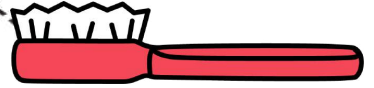
Trace the lines.



Trace the lines. 

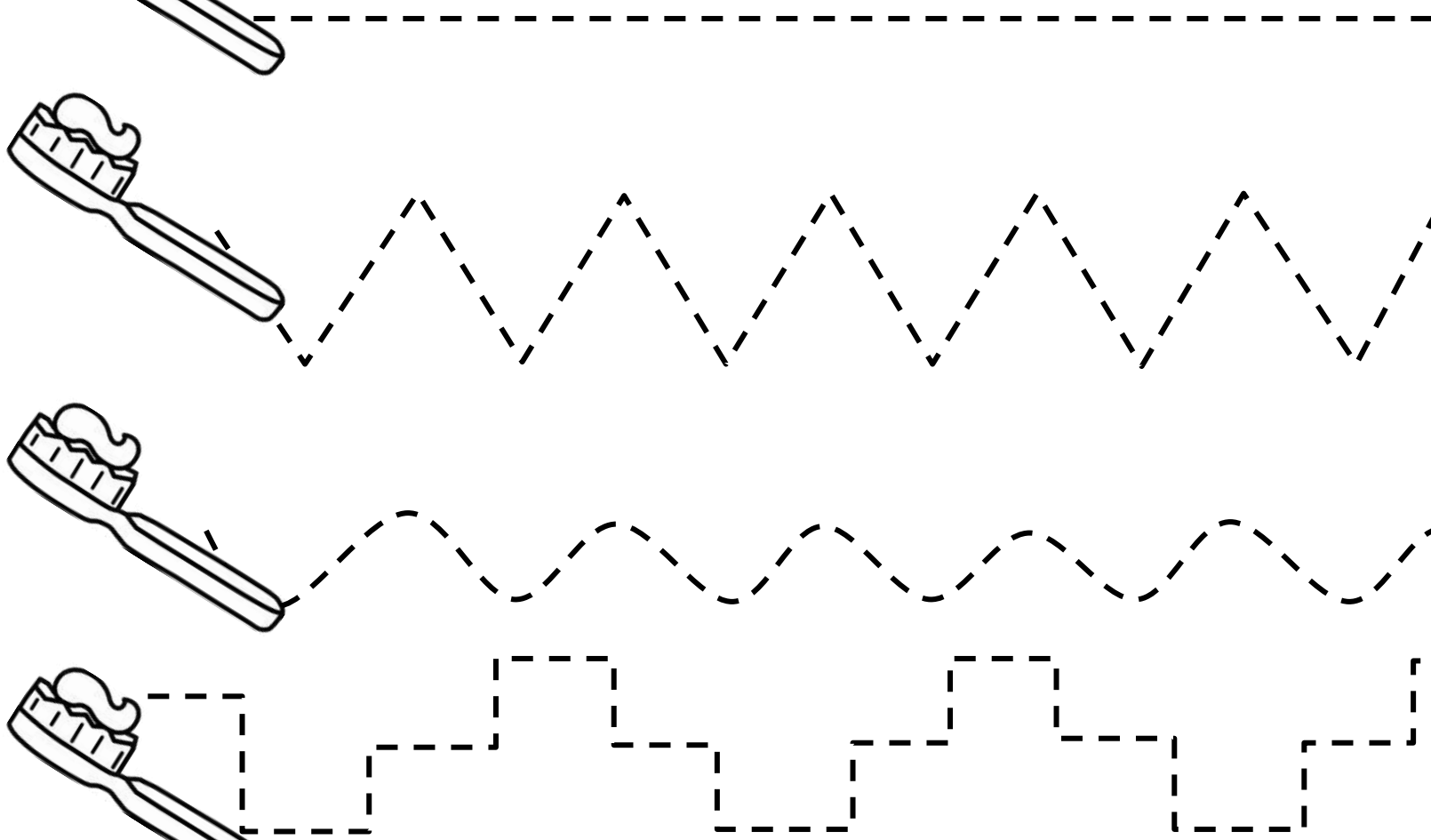
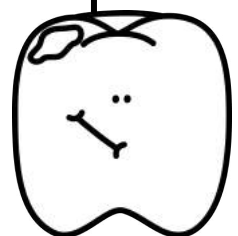
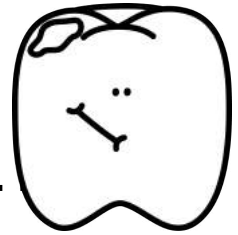
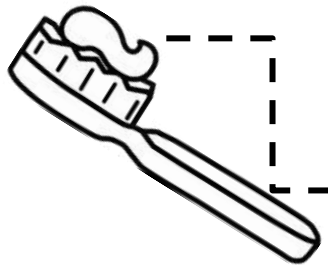
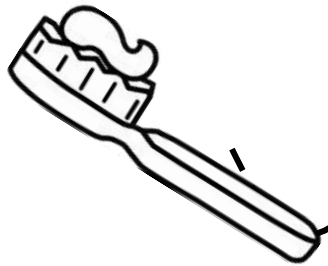
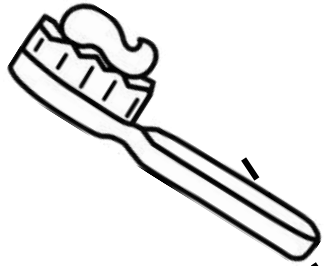
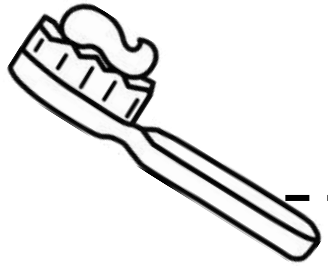


Trace the lines.



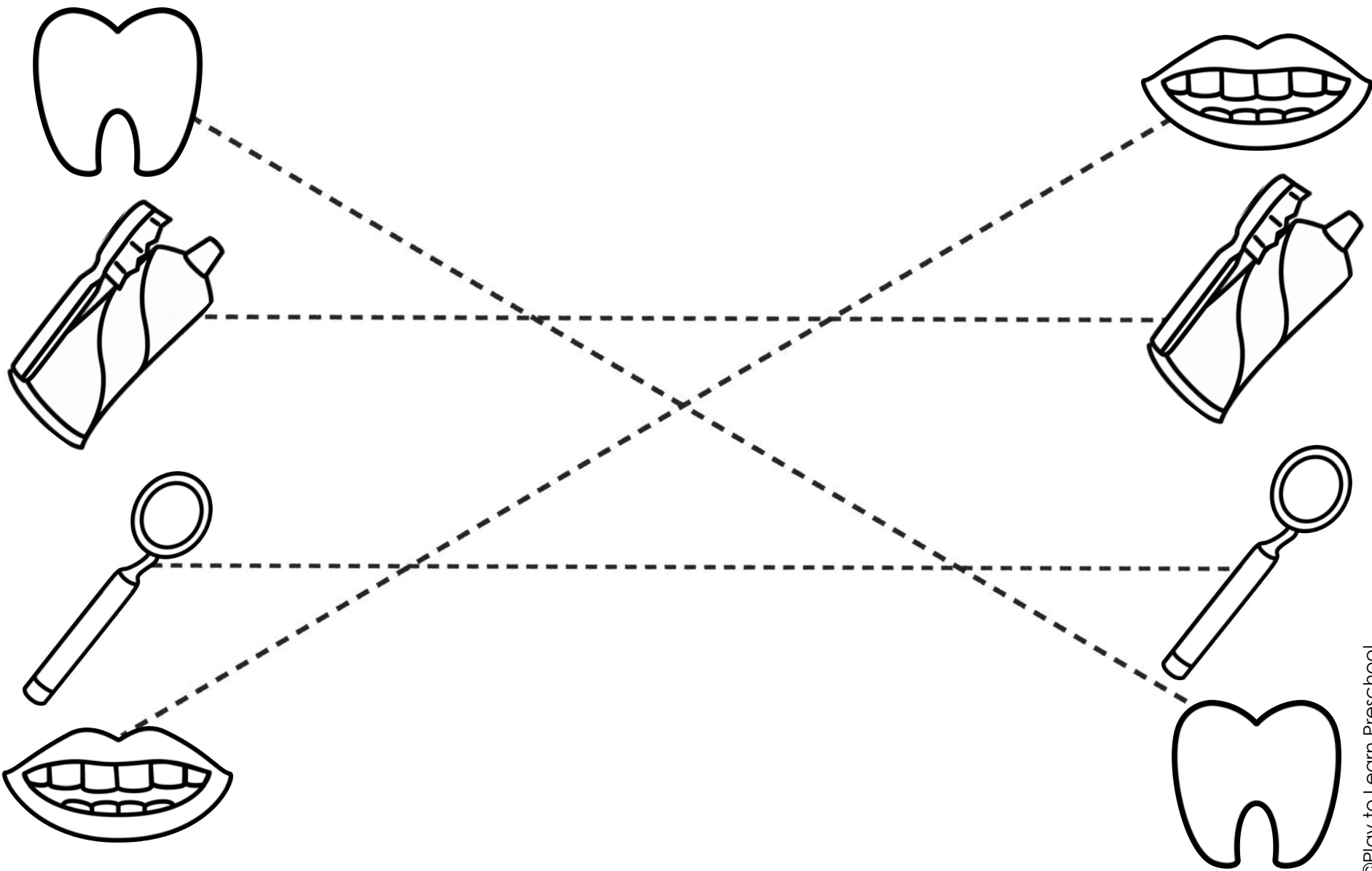
Name \_\_\_\_\_

Trace the line from left to right.



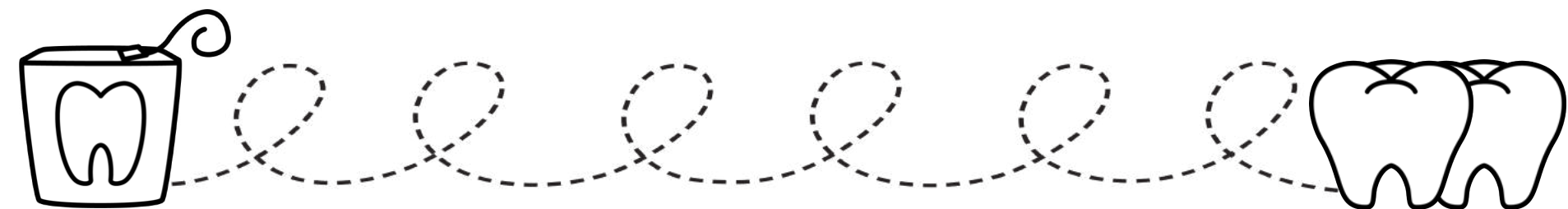
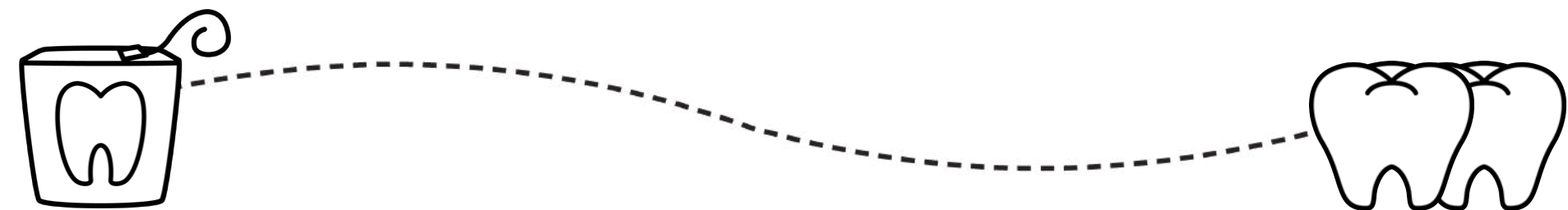
Name \_\_\_\_\_

Trace the line from left to right.



Name \_\_\_\_\_

Trace the line from left to right.



Name \_\_\_\_\_

Trace the line from left to right.

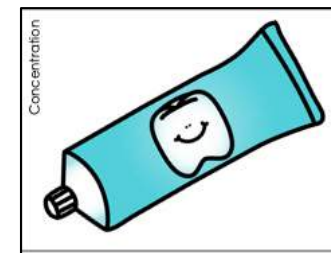
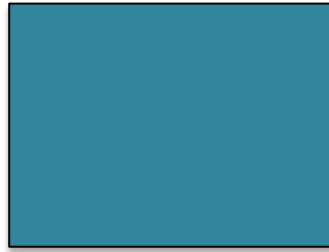


# Concentration

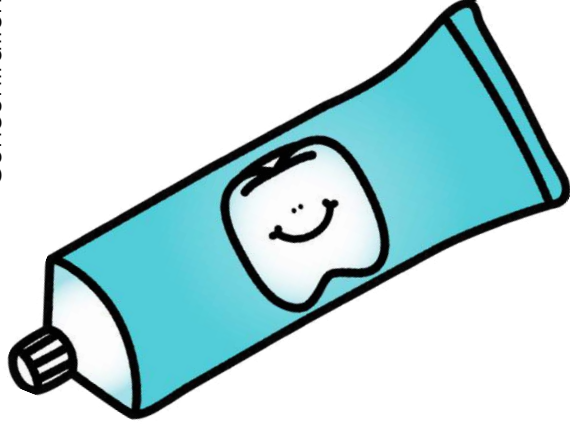
**Objectives:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

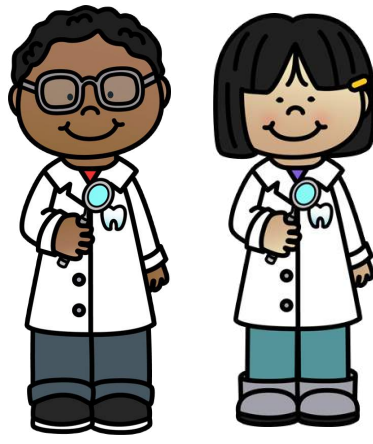
**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.



Concentration



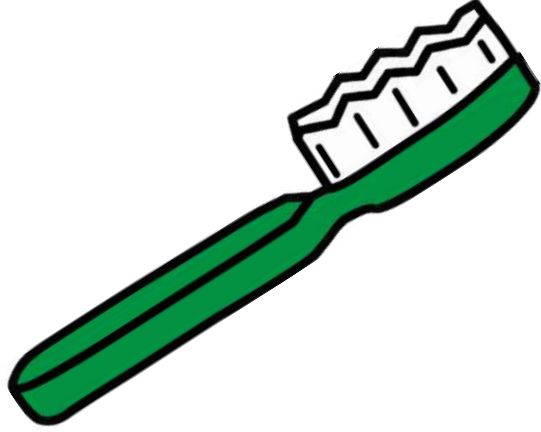
Concentration



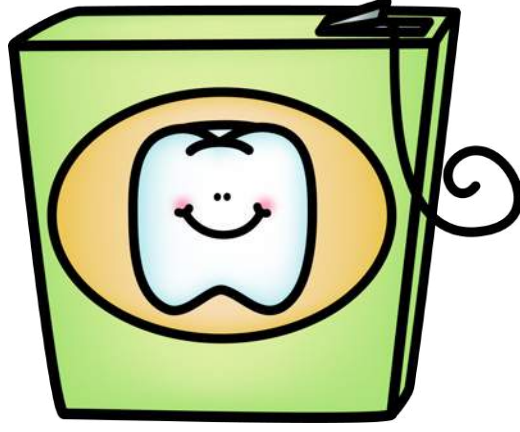
Concentration



Concentration



Concentration



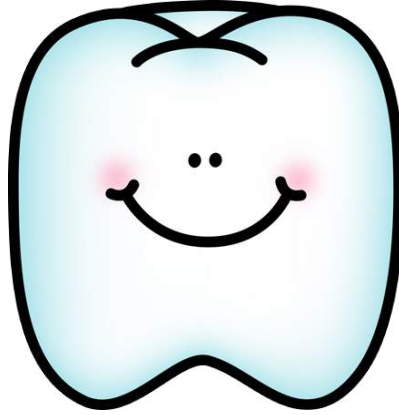
Concentration



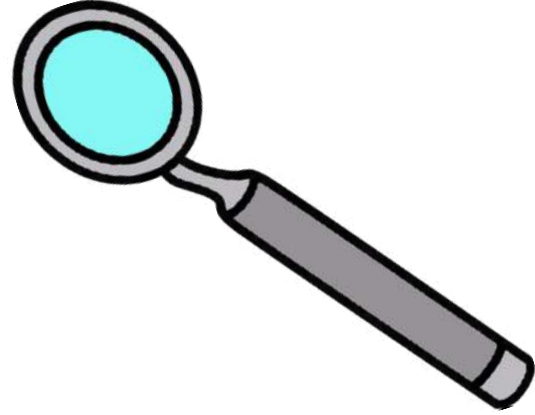
Concentration



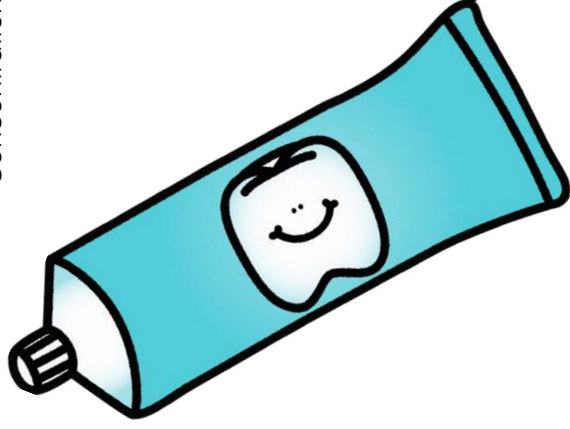
Concentration



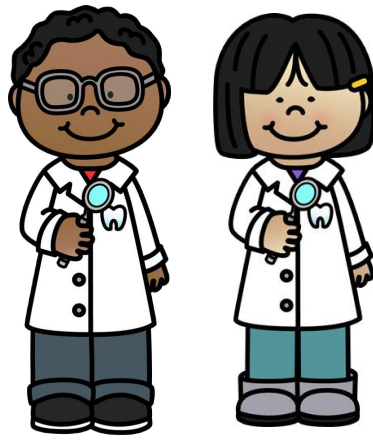
Concentration



Concentration



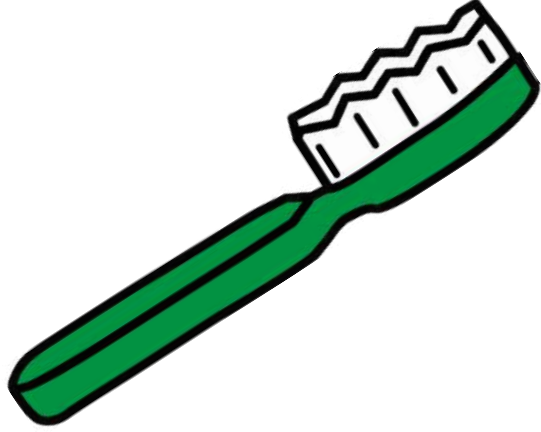
Concentration



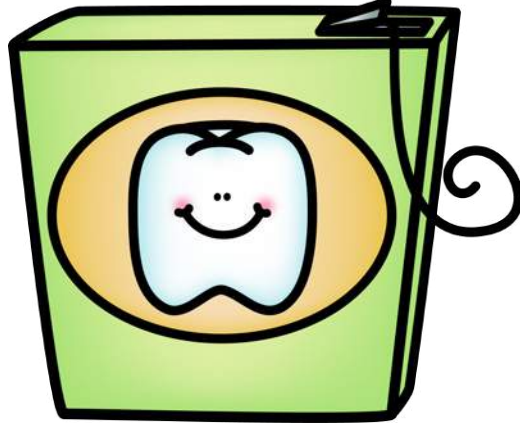
Concentration



Concentration



Concentration



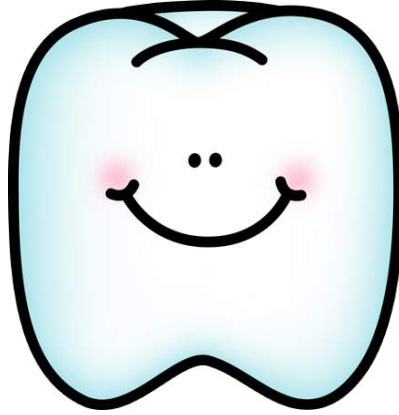
Concentration



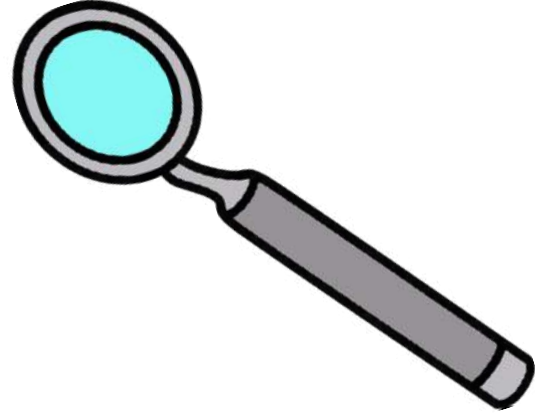
Concentration



Concentration



Concentration

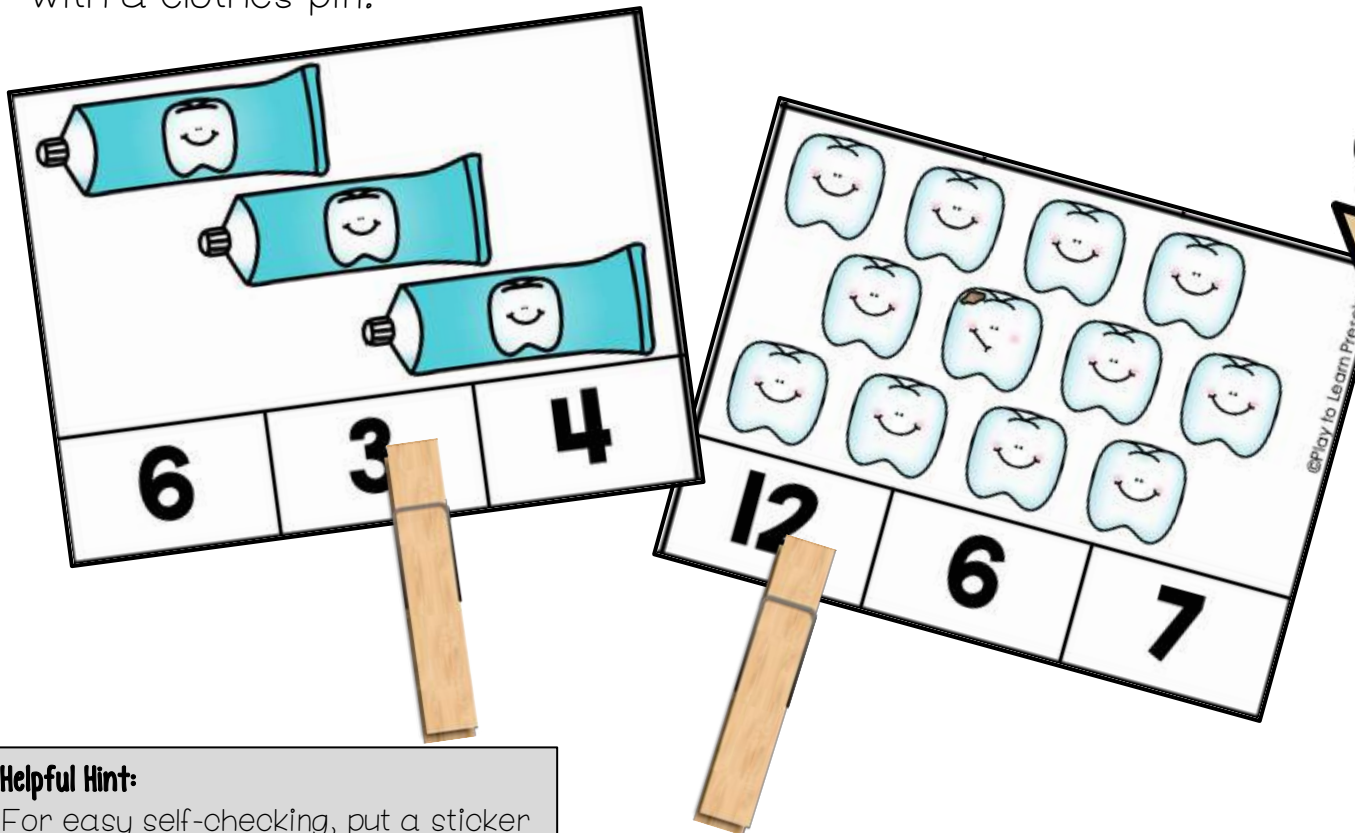


# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

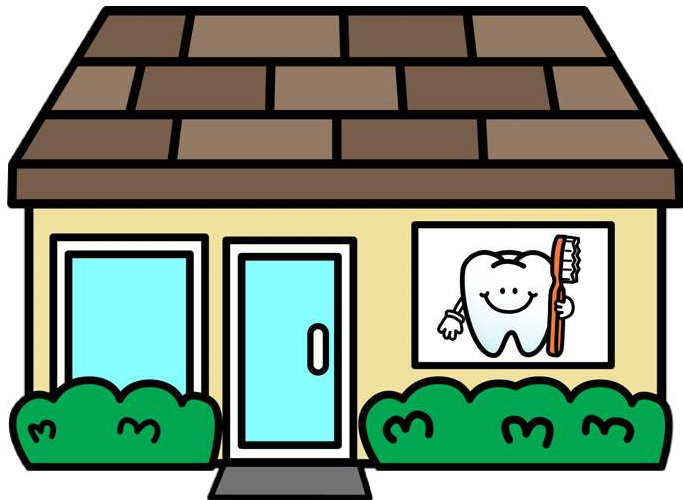
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



1

3

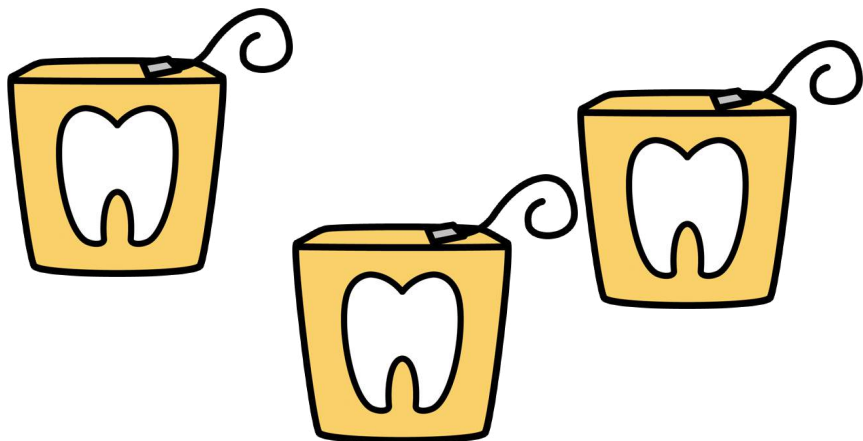
5



2

4

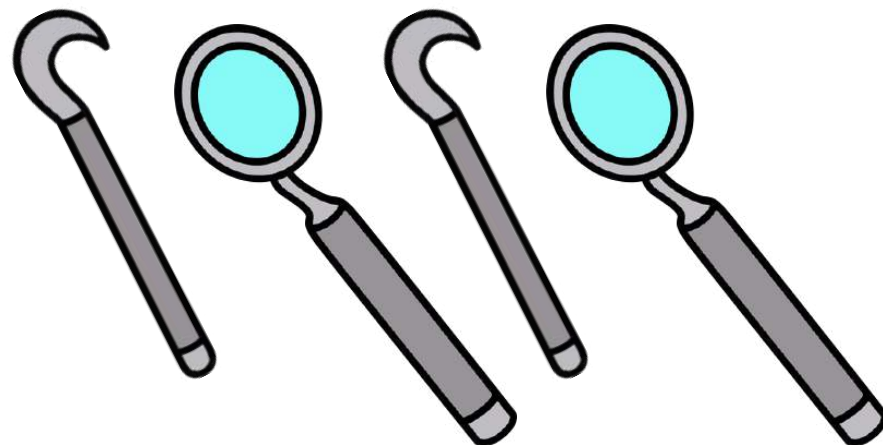
6



7

6

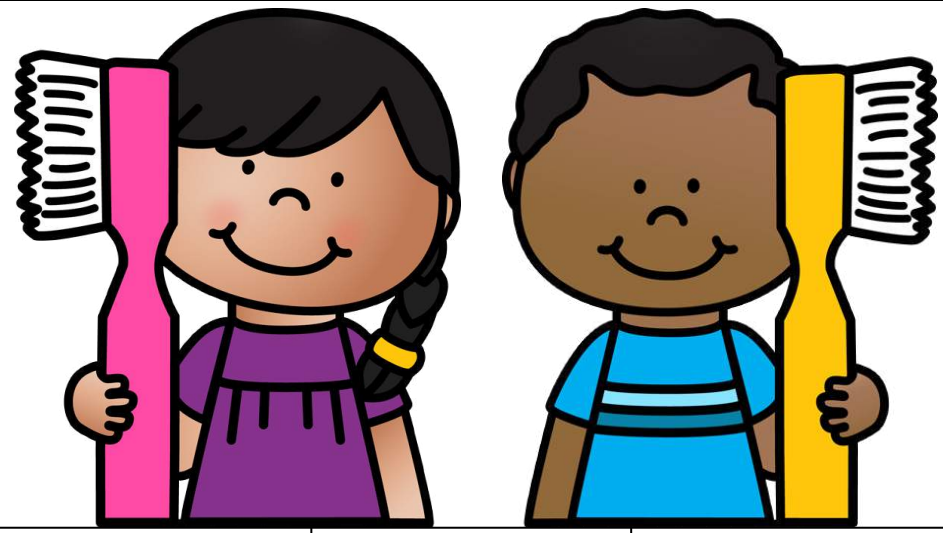
3



3

2

4



2

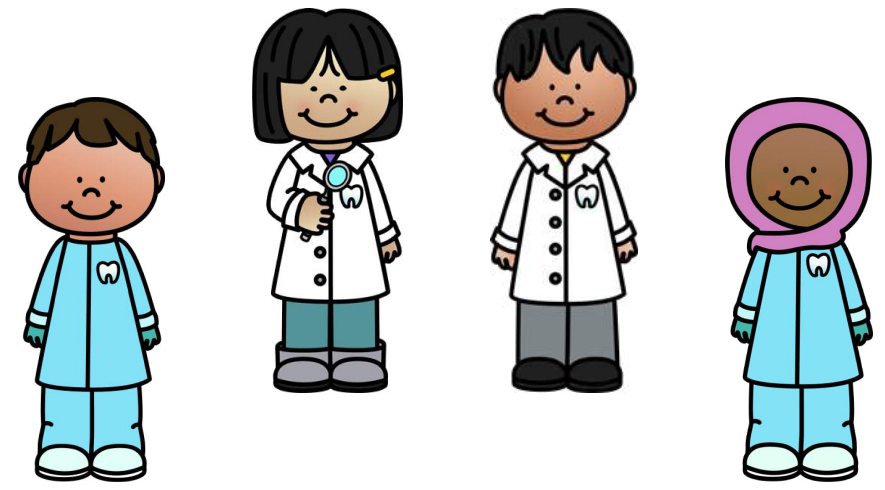
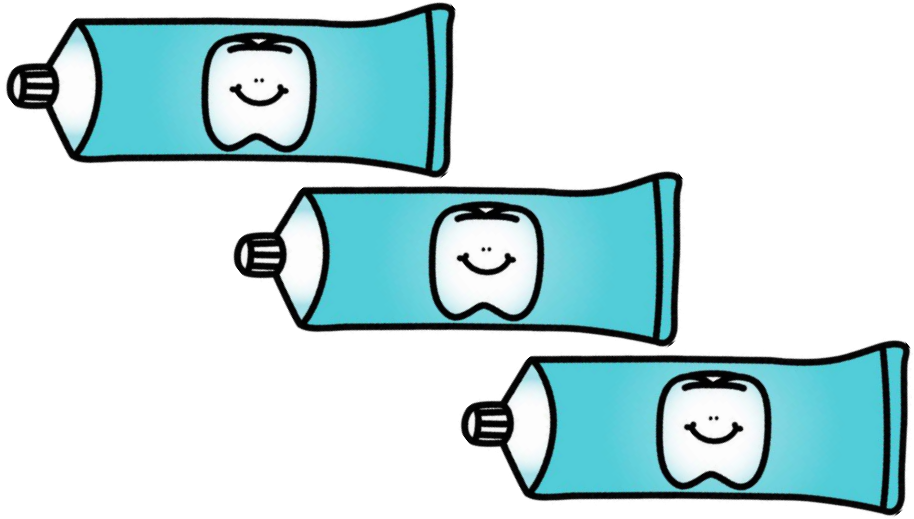
1

8

7

5

2



6

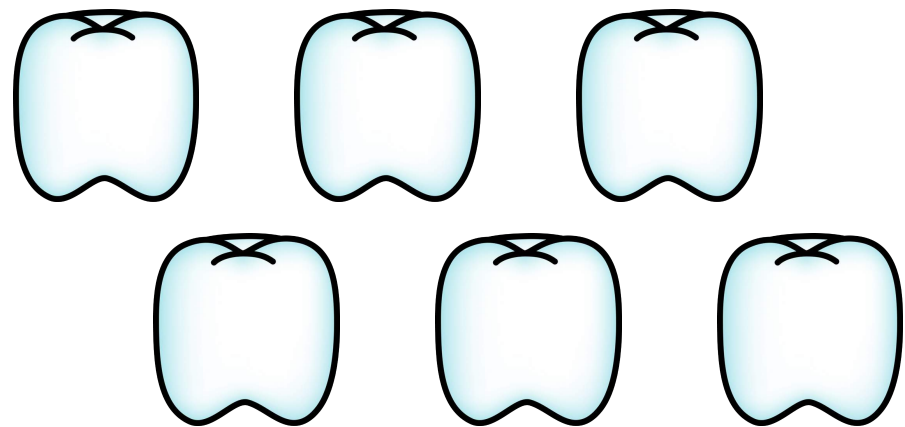
3

4

2

4

1



9

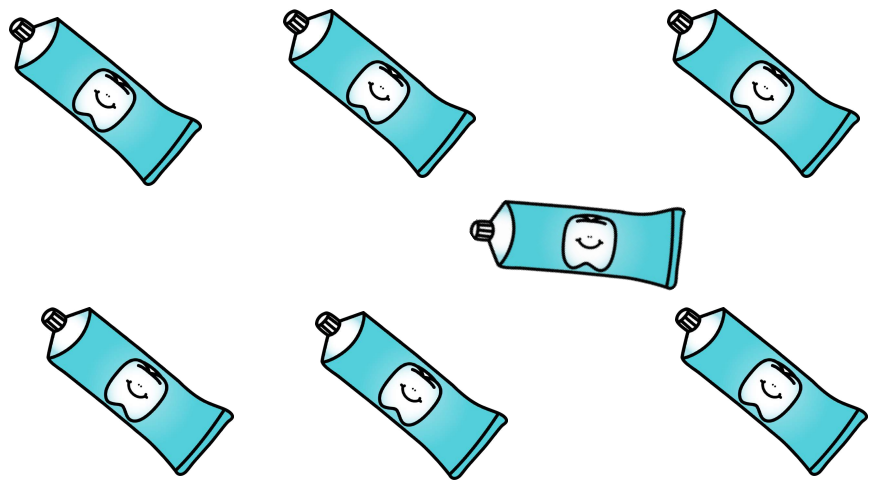
7

5

6

4

2



1

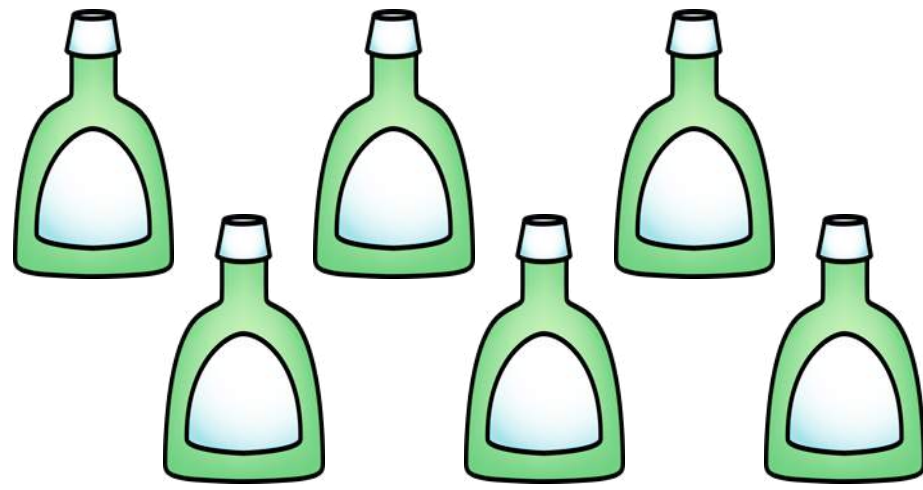
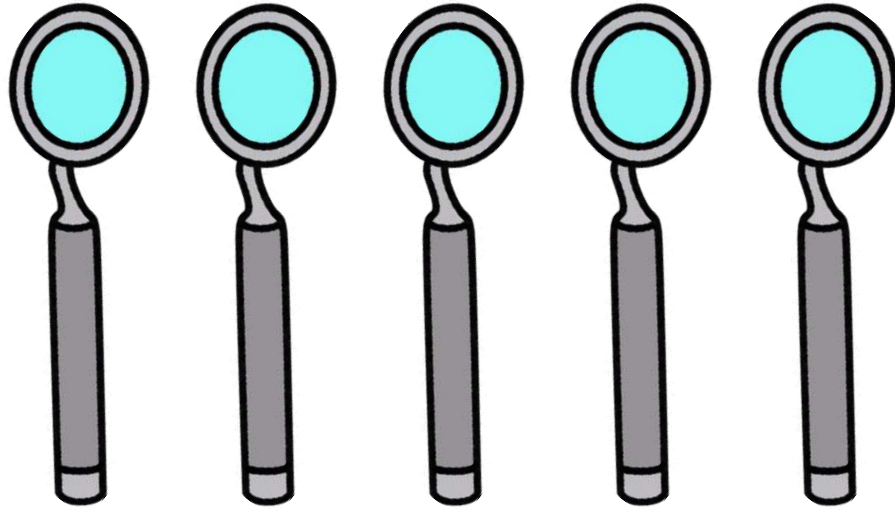
6

7

4

8

5



5

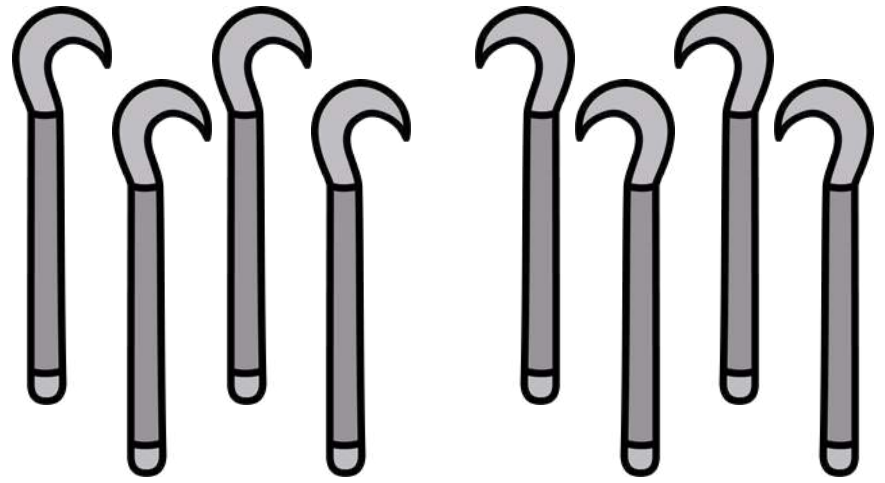
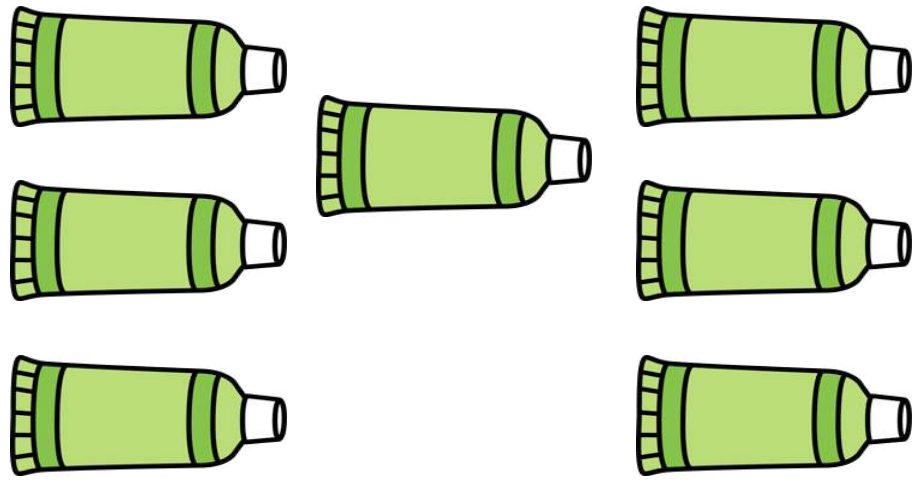
6

7

3

4

6



2

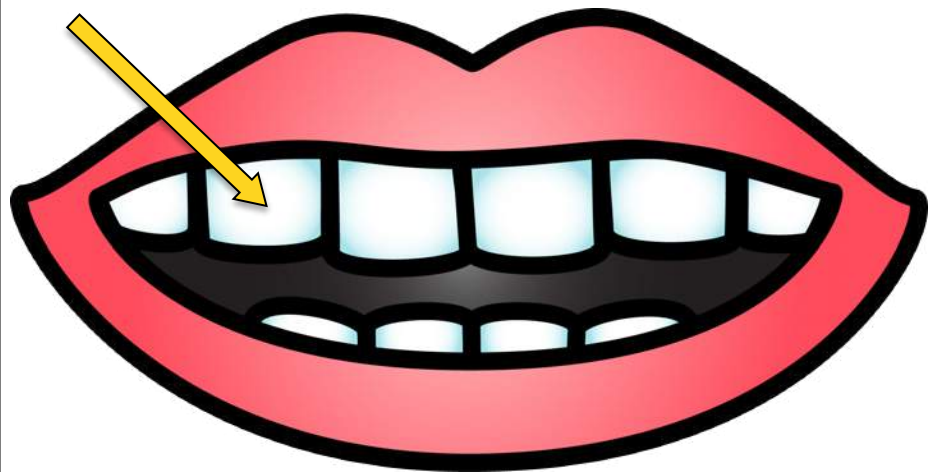
7

9

10

6

8



3

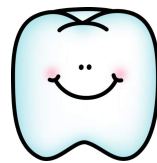
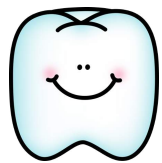
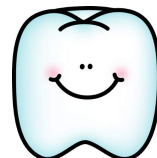
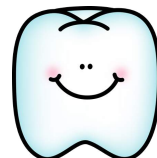
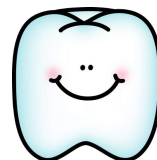
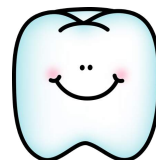
4

9

8

10

5



9

8

11

12

6

7

# Floss Shapes





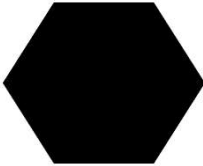

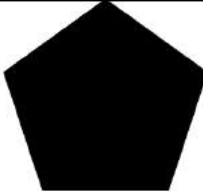


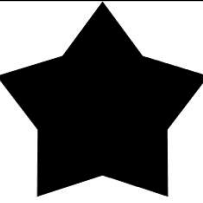


## File Folder Game

**Objective:** The students will notice and recognize shapes.

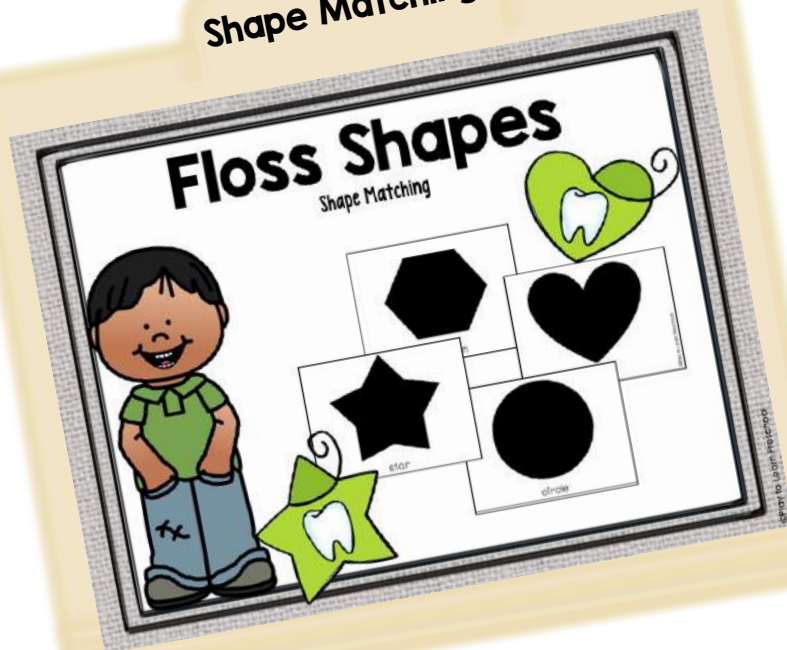
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students will choose the correct shape.

### Shape Matching

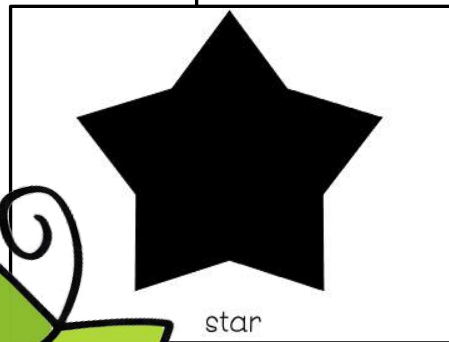
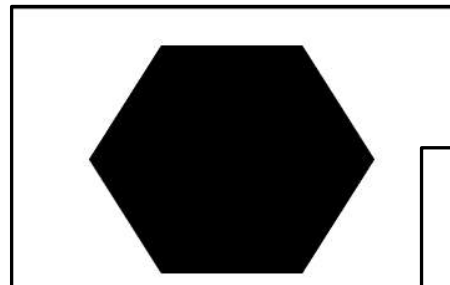
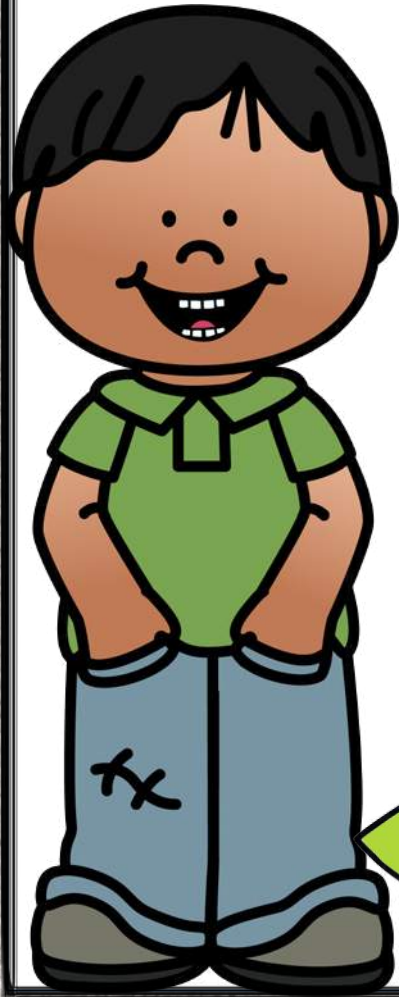
 circle	 circle		 diamond
 hexagon	 heart		
 pentagon		 rhombus	
 star		 trapezoid	

### Shape Matching

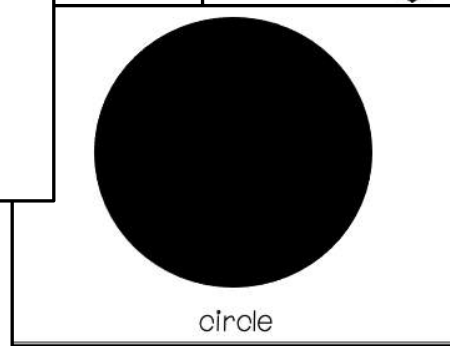


# Floss Shapes

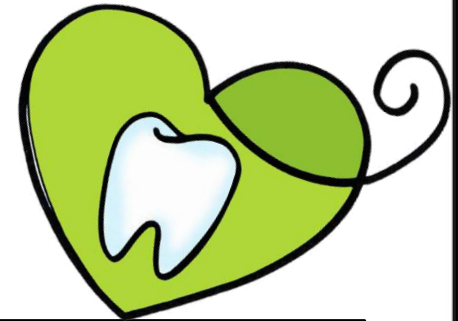
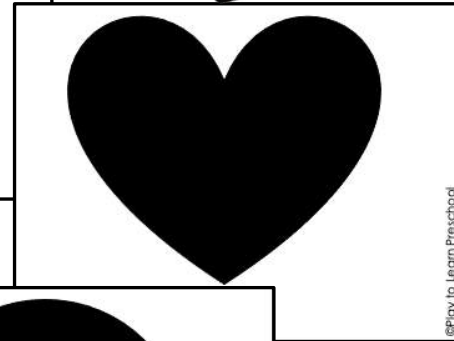
Shape Matching



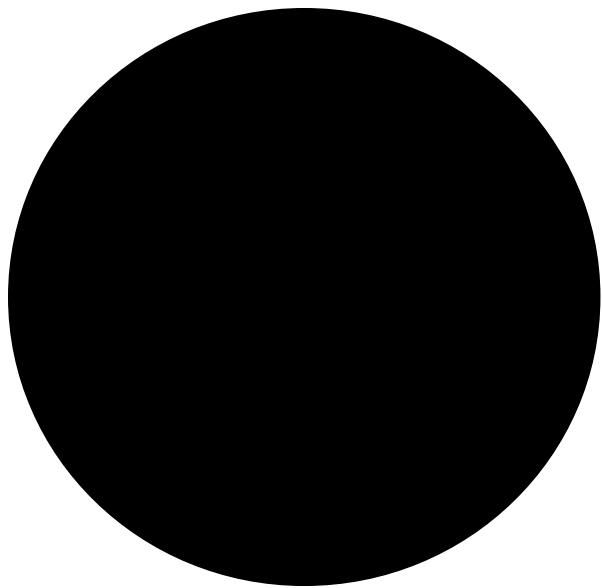
star



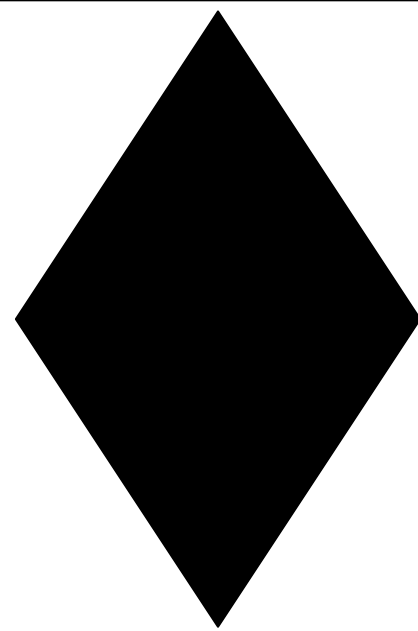
circle



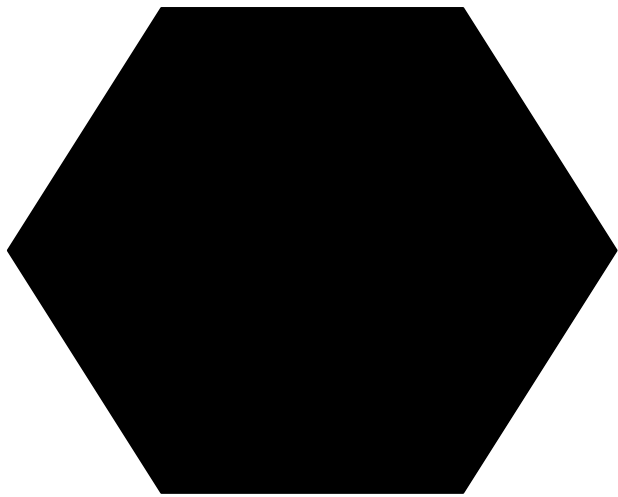
©Play to Learn Preschool



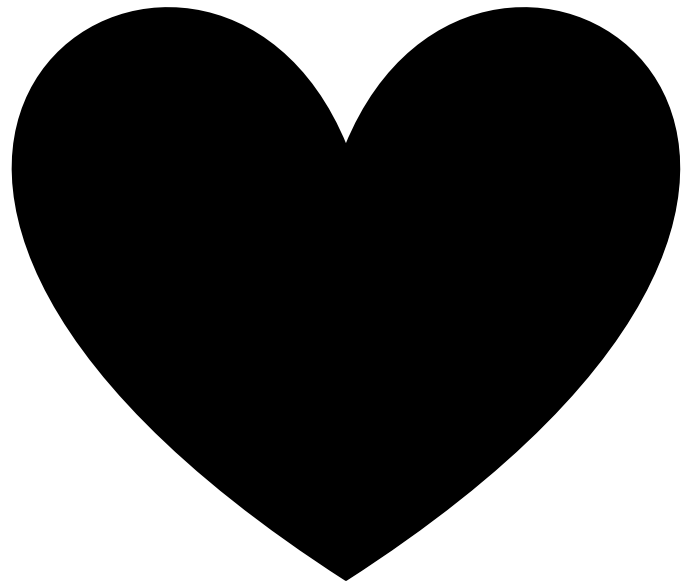
circle



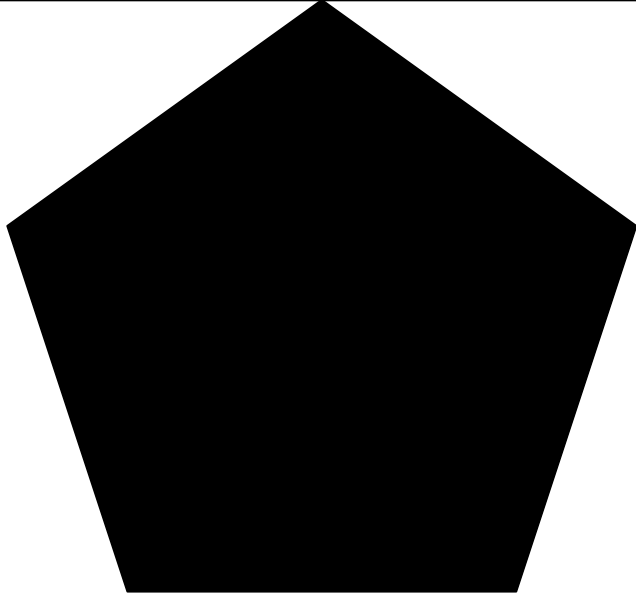
diamond



hexagon



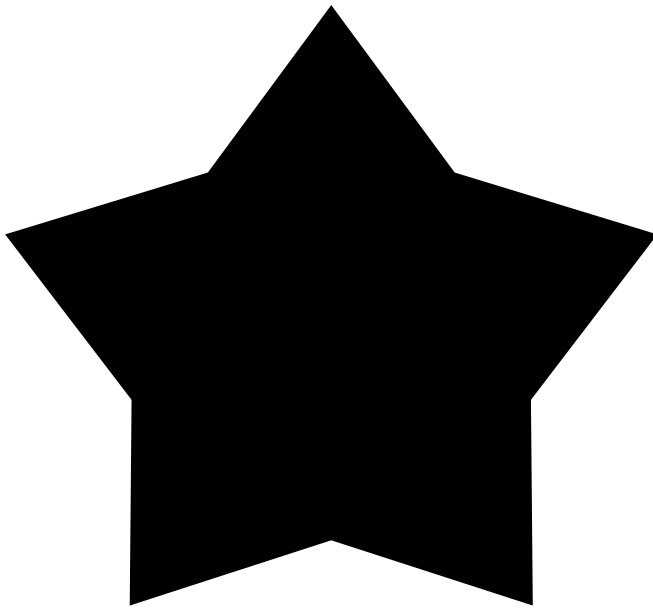
heart



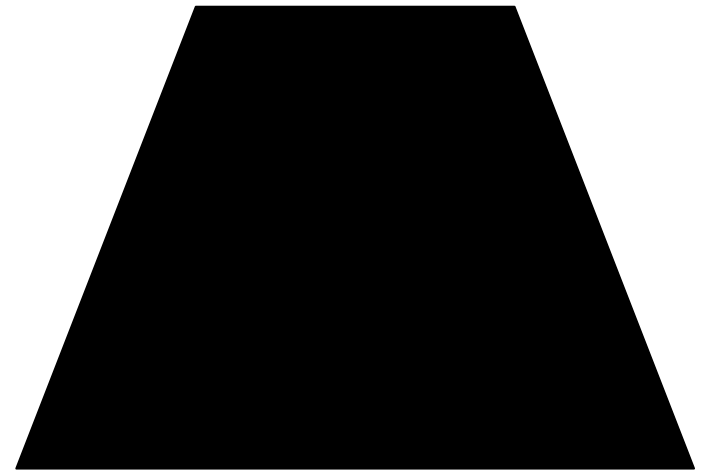
pentagon



rhombus



star



trapezoid



circle



diamond



hexagon



heart



pentagon



rhombus



star



trapezoid

# Color Matching

## File Folder Game

**Objective:** The students will use visual discrimination skills to match the colors.

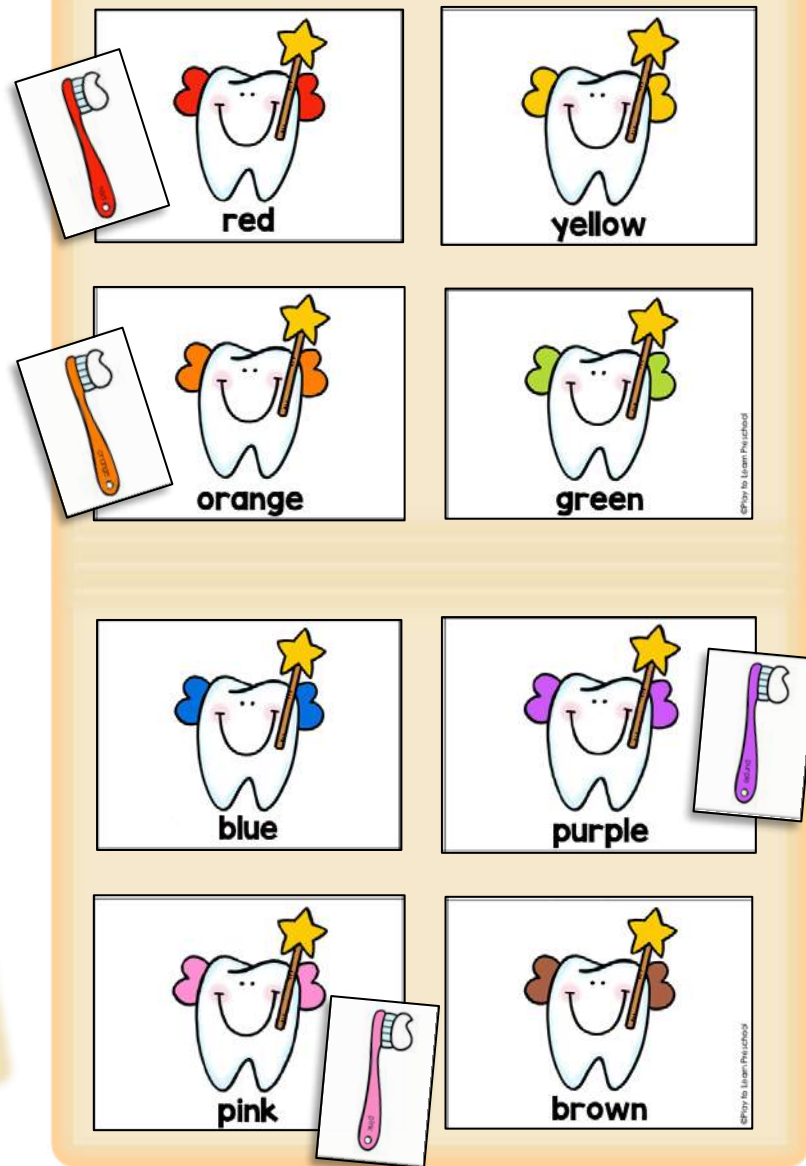
**Preparation:** Copy the picture cards. Glue the tooth fairy colors inside a file folder. Cut and laminate the smaller colored toothbrushes.

**Procedure:** Students place matching colors together.

### Color Matching



### Color Matching



# Tooth Fairy



## Color Matching



**red**



**orange**



**yellow**



**green**



**blue**



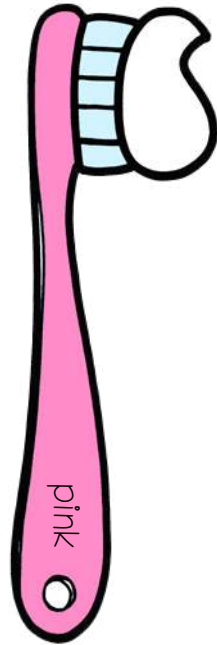
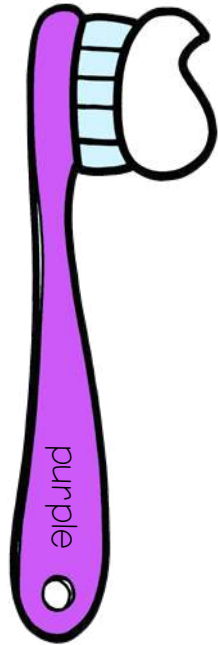
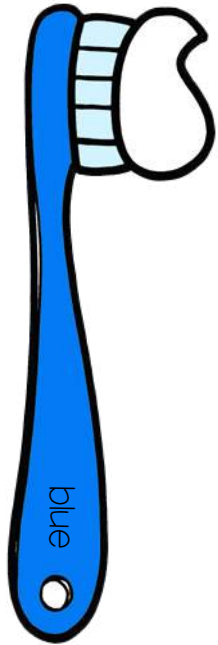
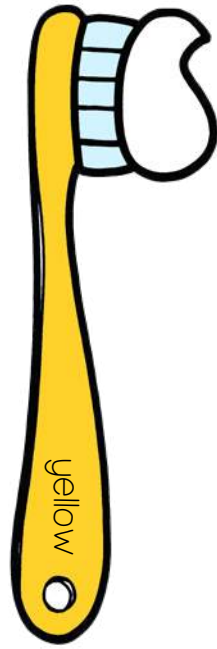
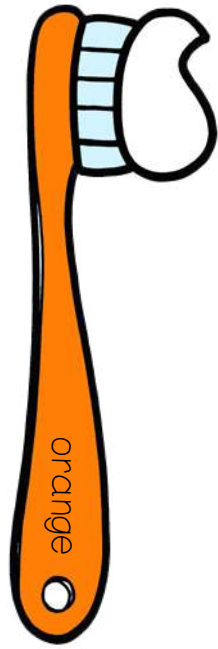
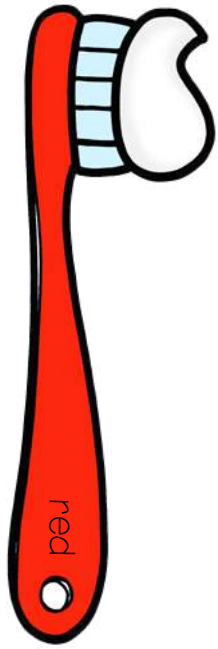
**purple**



**pink**



**brown**



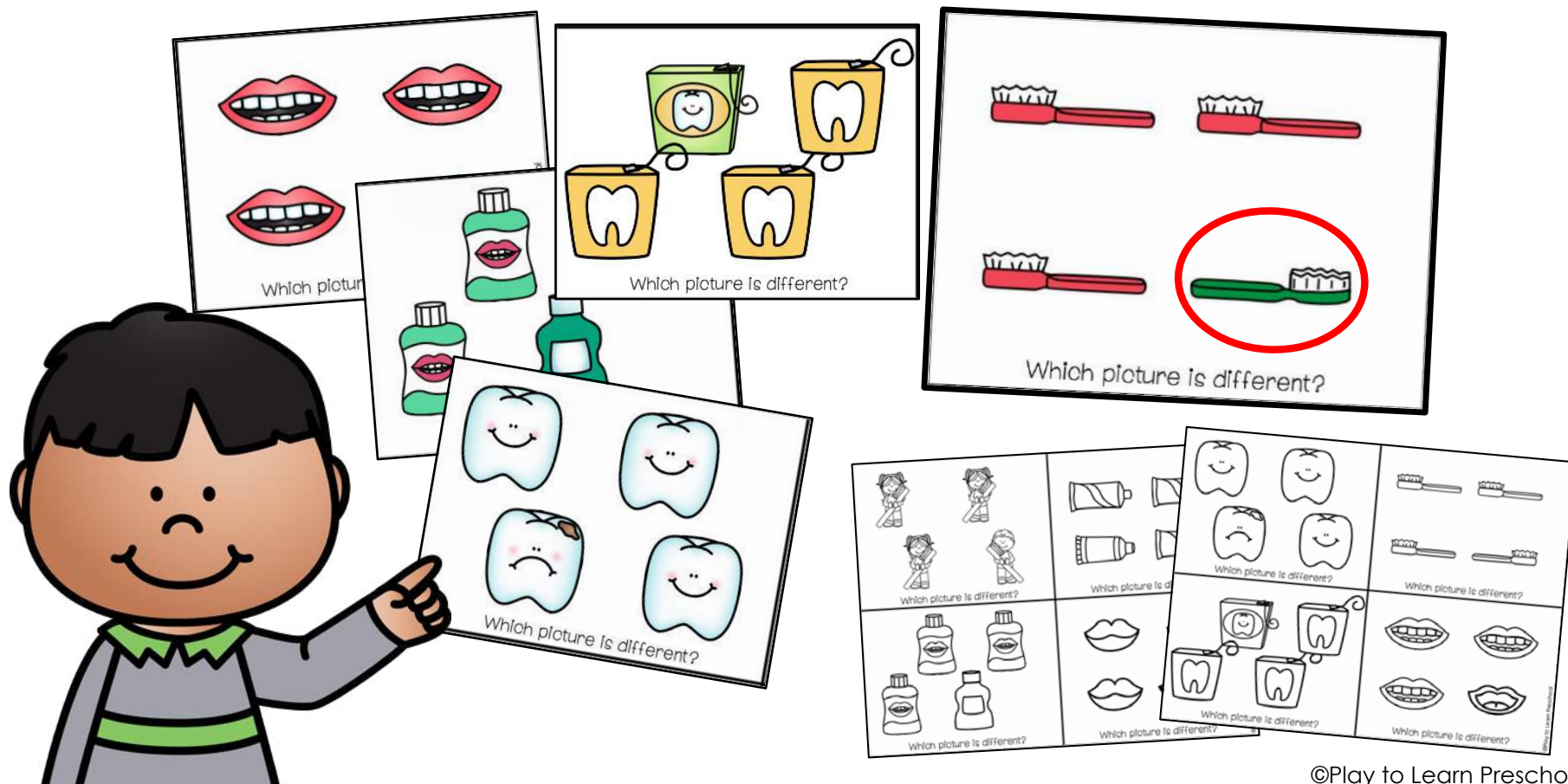
# Visual Discrimination

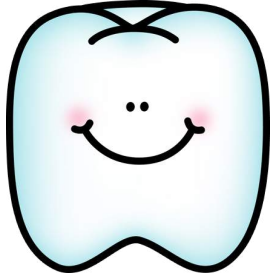
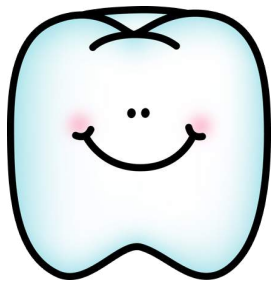
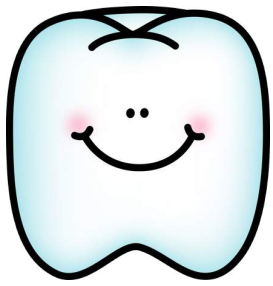
“Which One is Different?”

**Objectives:** The students will compare objects.

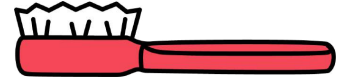
**Preparation:** Print out the cards and cut to separate.

**Procedure:** Students place a mini eraser or other counter on the picture that is different.

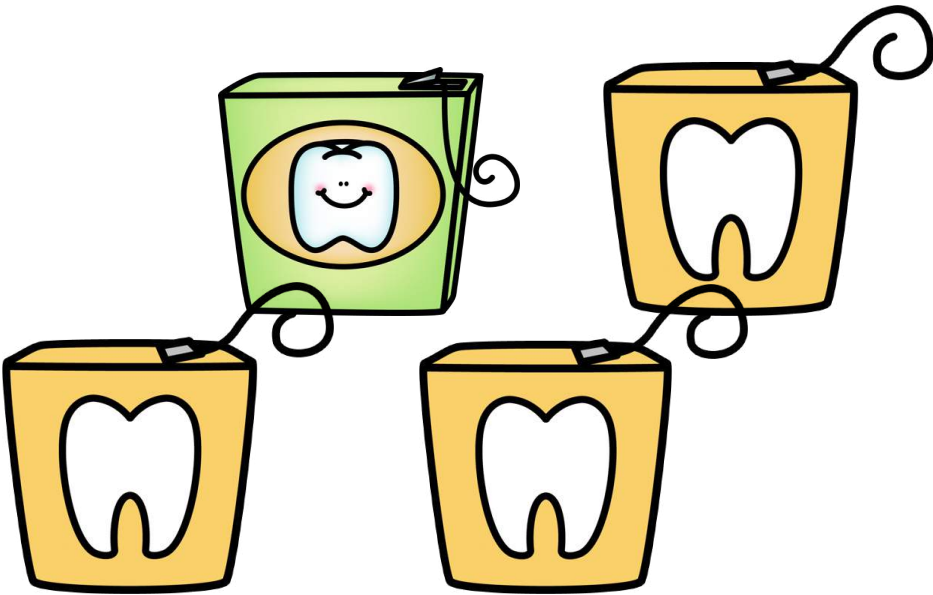




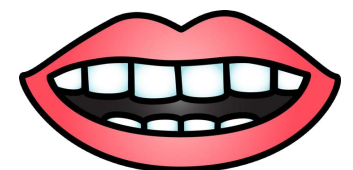
Which picture is different?



Which picture is different?



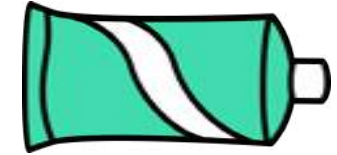
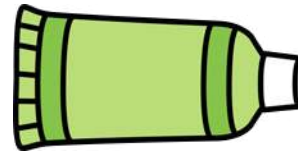
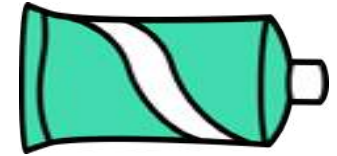
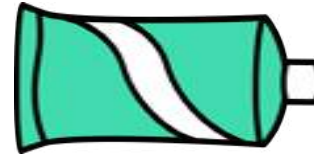
Which picture is different?



Which picture is different?



Which picture is different?



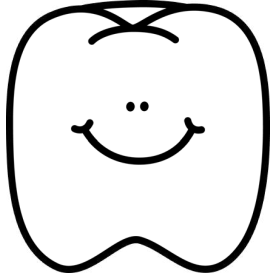
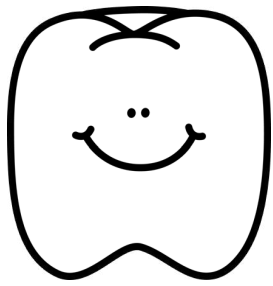
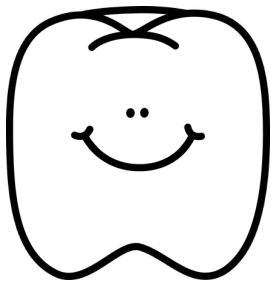
Which picture is different?



Which picture is different?



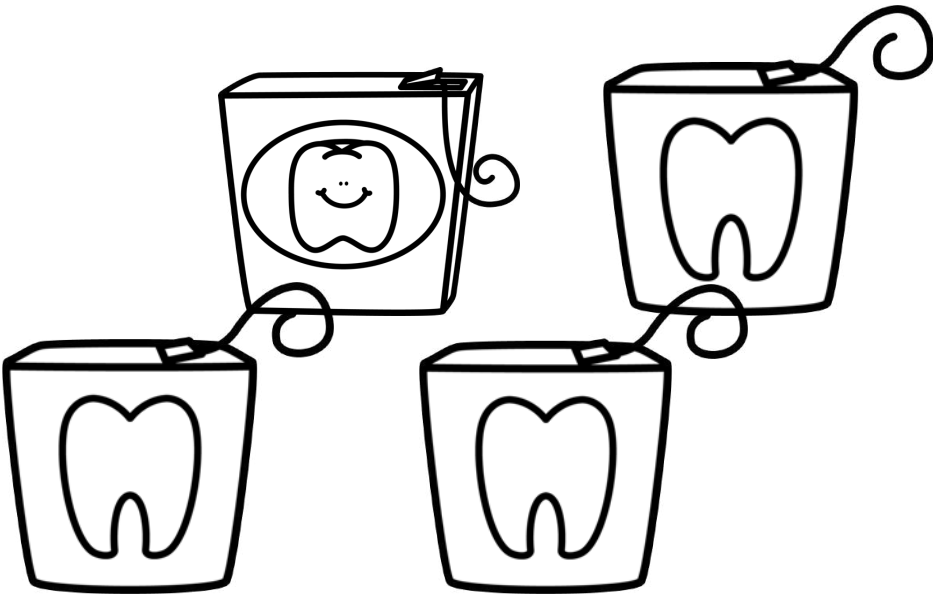
Which picture is different?



Which picture is different?



Which picture is different?



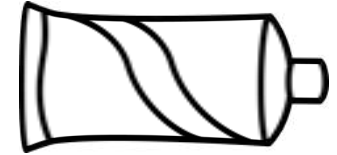
Which picture is different?



Which picture is different?



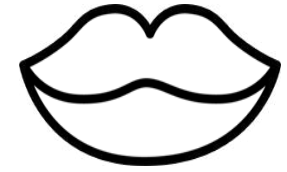
Which picture is different?



Which picture is different?



Which picture is different?



Which picture is different?

# Healthy Food Counting

Math  
Center

Number Order

**Objectives:** The students will identify the missing number on each broccoli top and locate the correct bottom.

**Preparation:** Copy the broccoli and cut apart on the dotted line. Provide a number line for additional support.

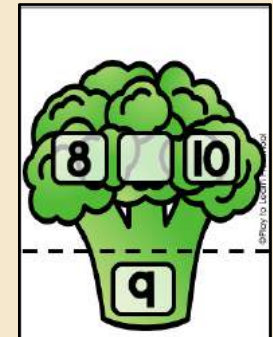
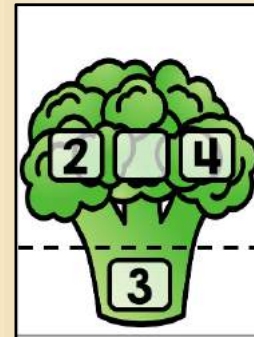
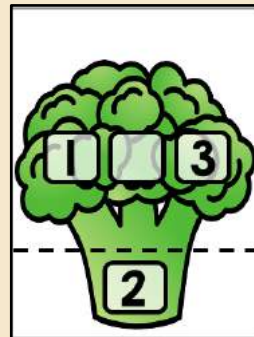
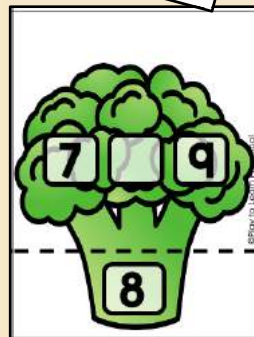
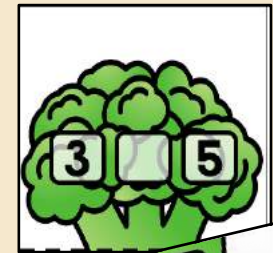
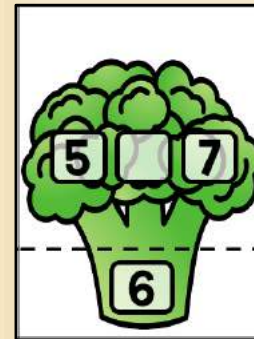
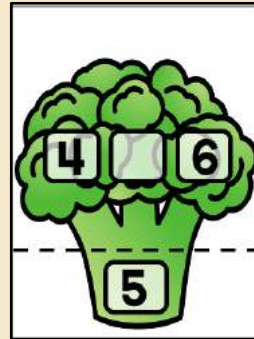
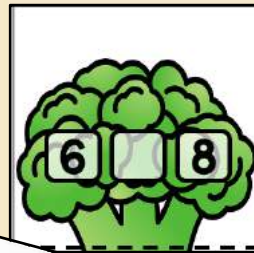
**Procedure:** Students match the broccoli top to the bottom.

Number Order

Healthy Food



Number Order

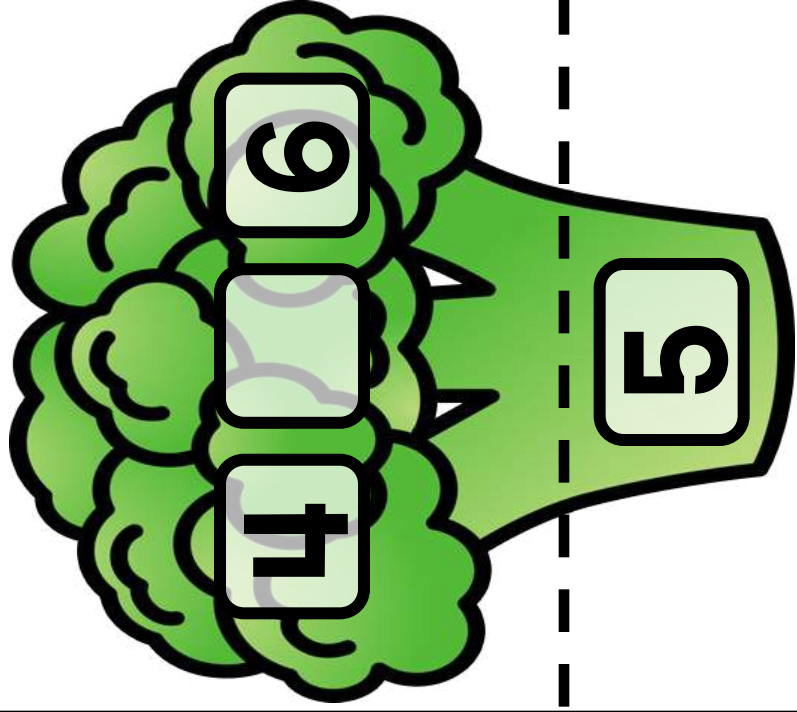
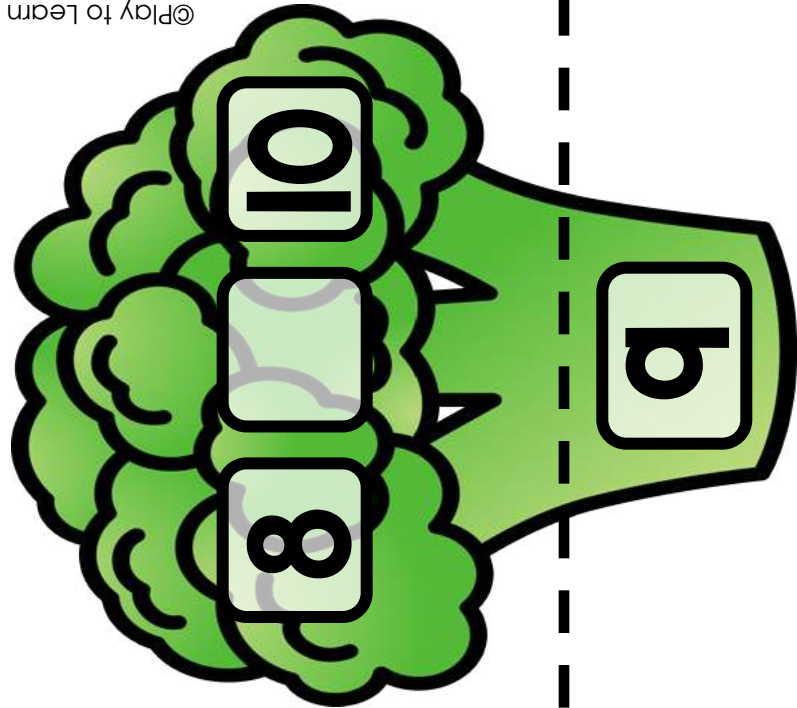
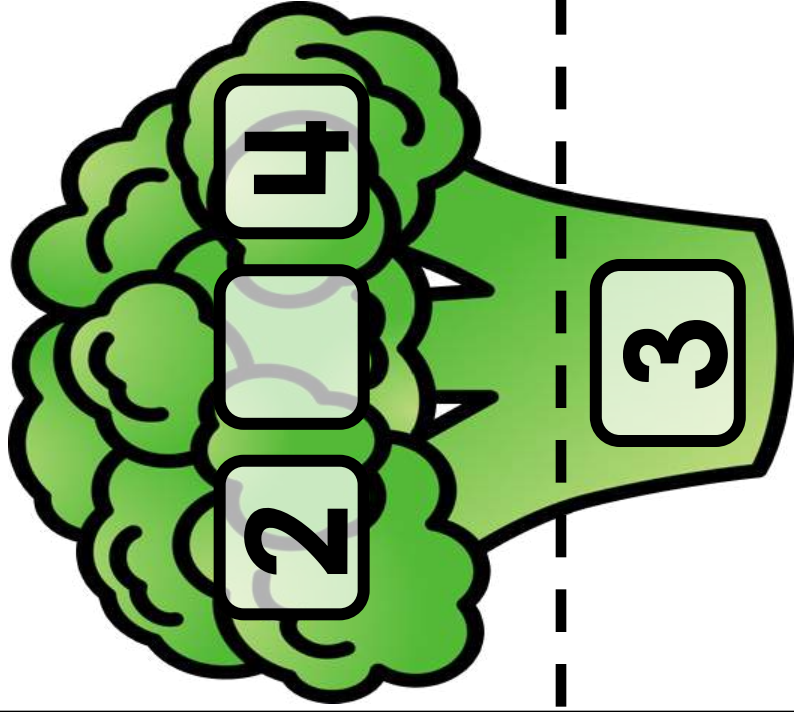
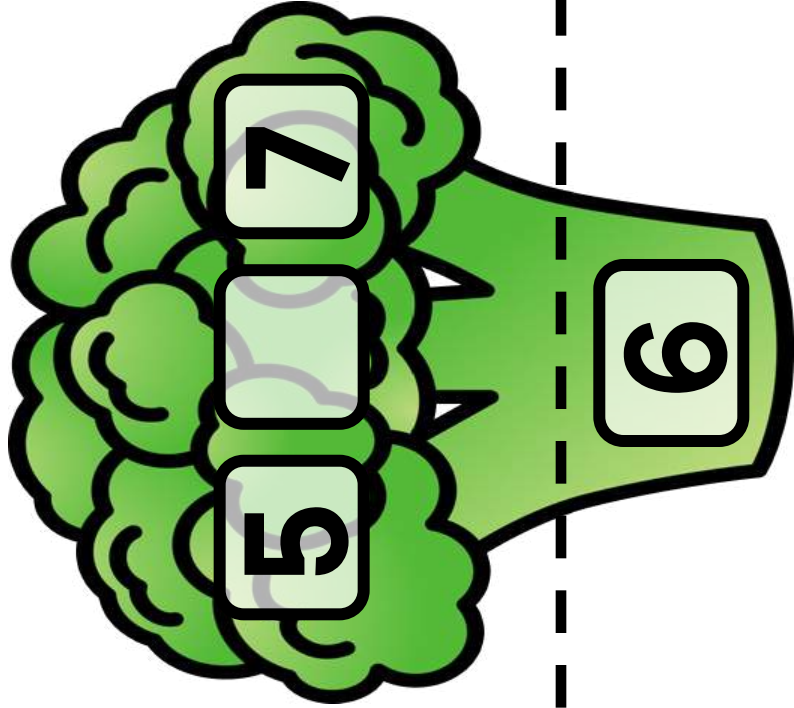


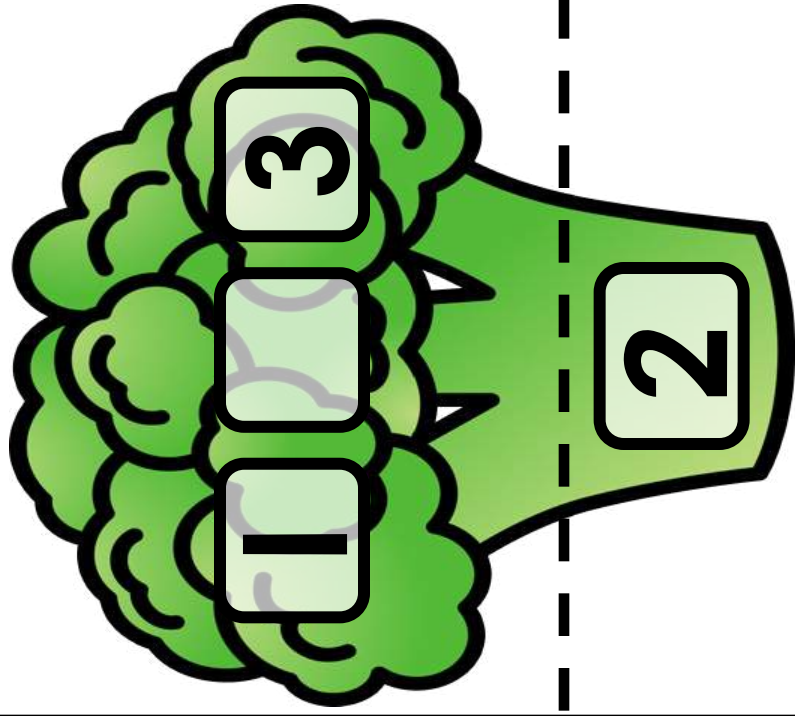
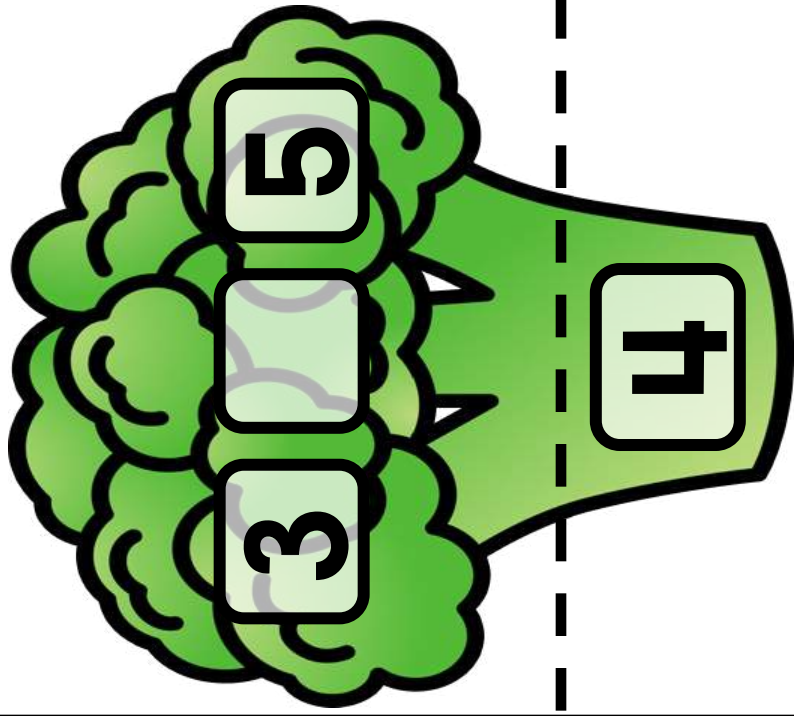
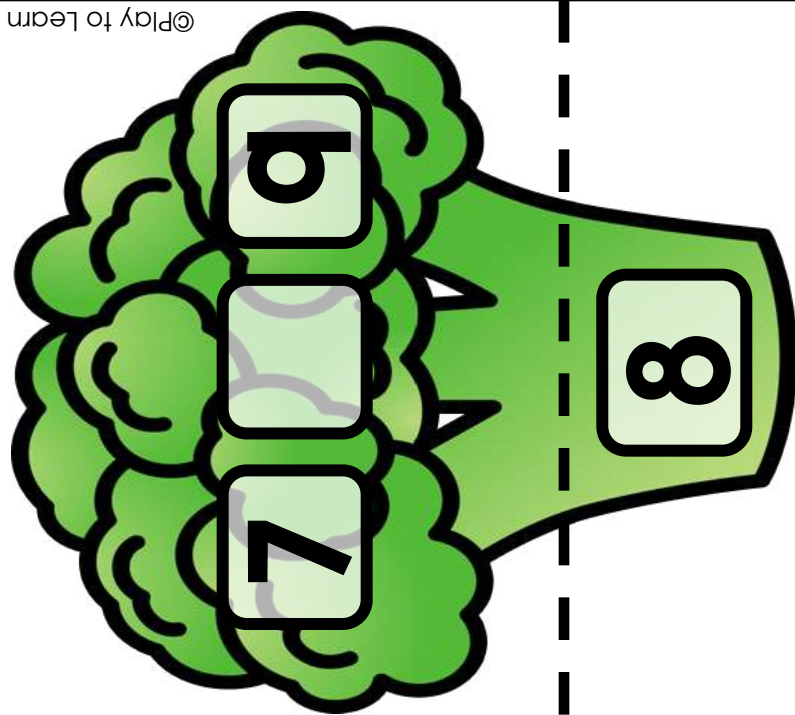
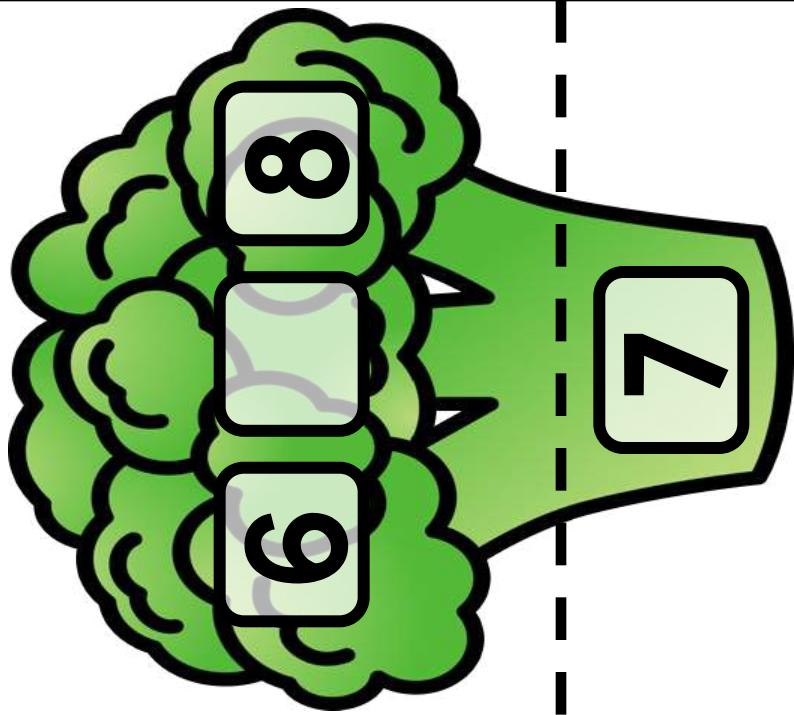
Number Order

# Healthy Food



Number Order



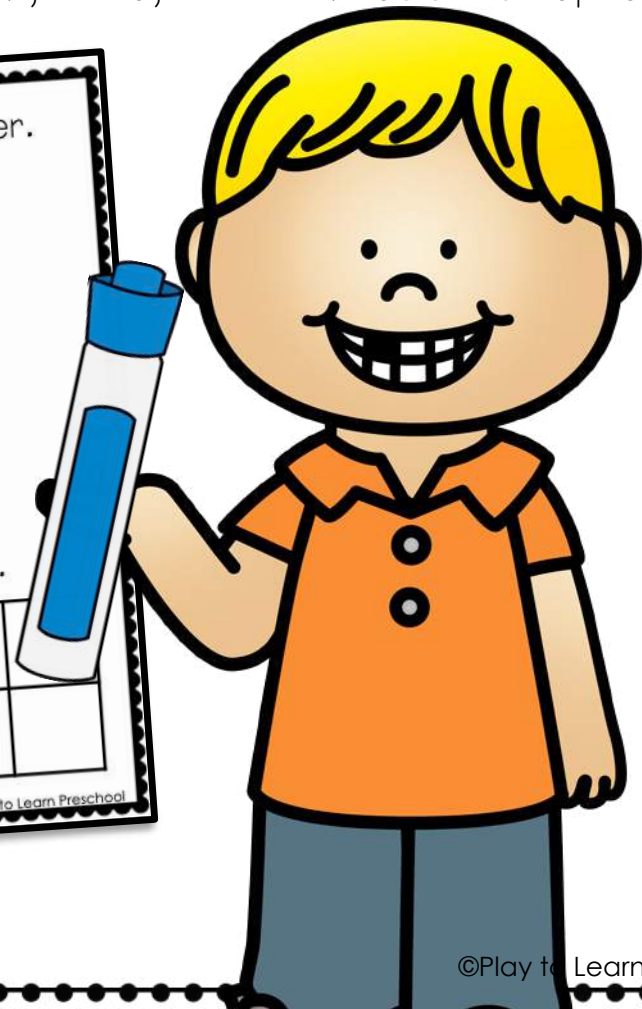
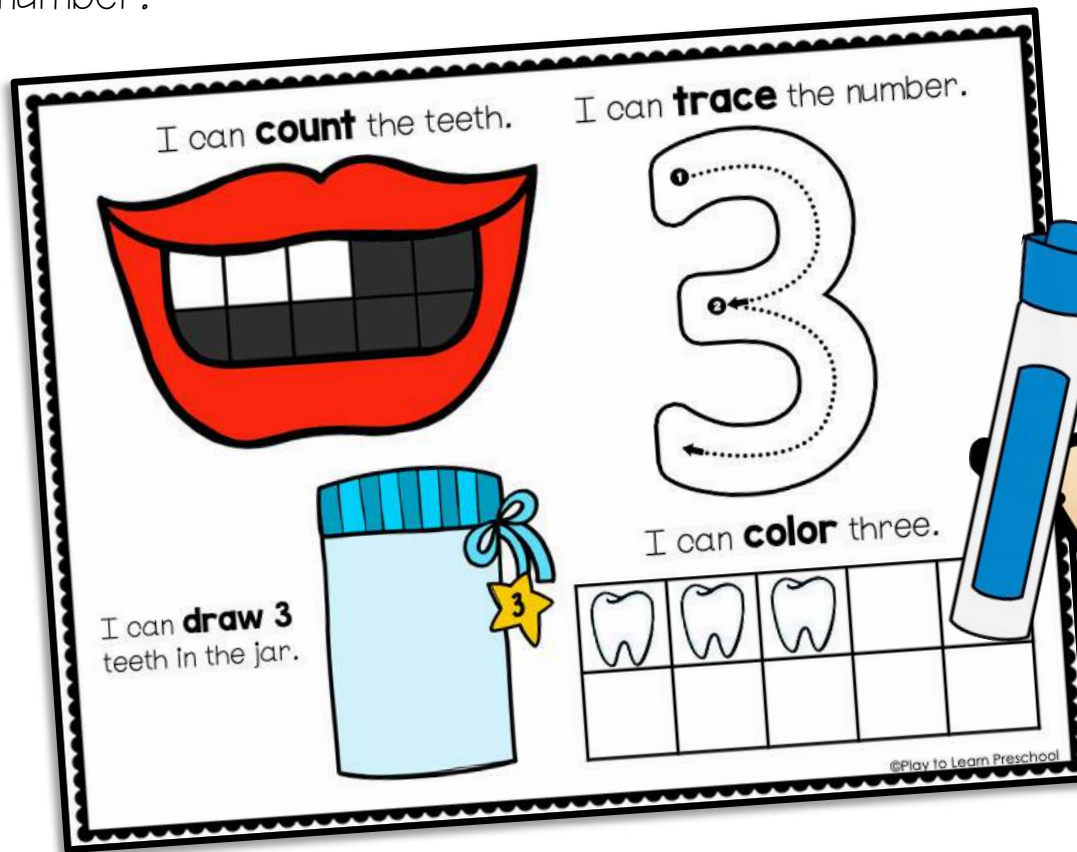


# Write & Wipe Math Mats

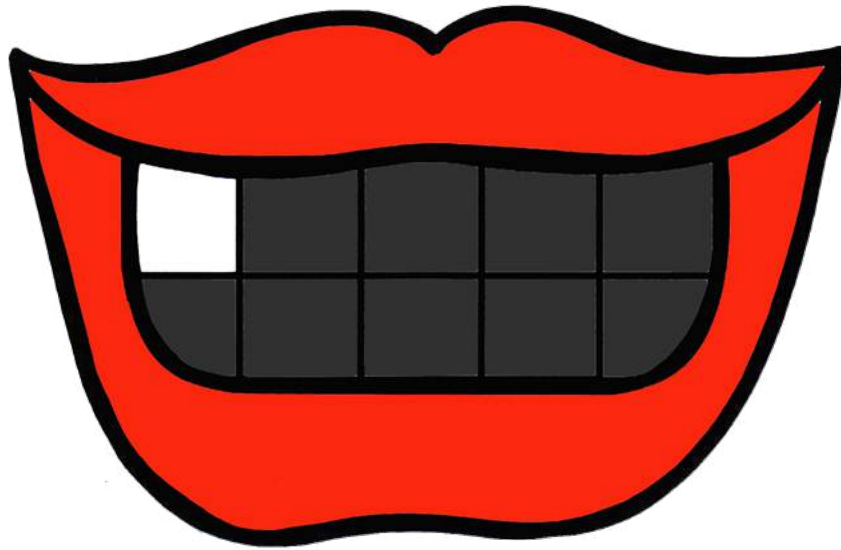
**Objectives:** The students will count sets to 10, trace the numbers 1-10, draw a set of objects, and color a tens frame to represent a number.

**Preparation:** Print the write & wipe math mats. Laminate or place into a page protector. Provide dry erase markers.

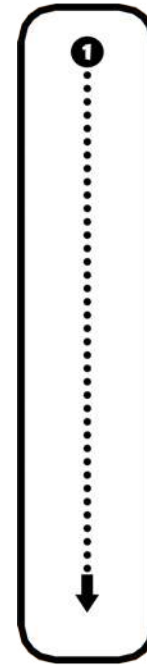
**Procedure:** Students choose a math mat. They count, write, draw and color to represent the number.



I can **count** the tooth.



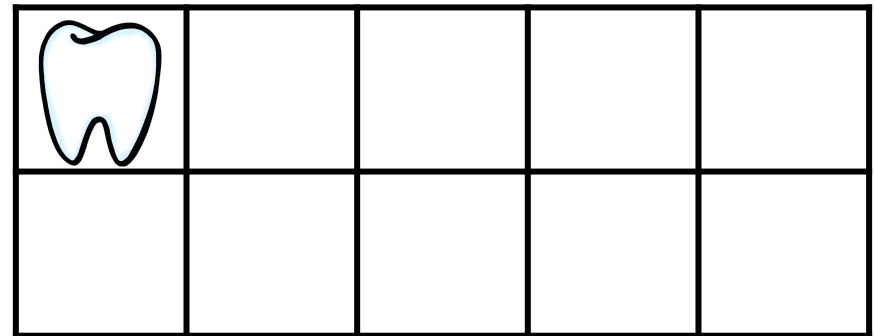
I can **trace** the number.



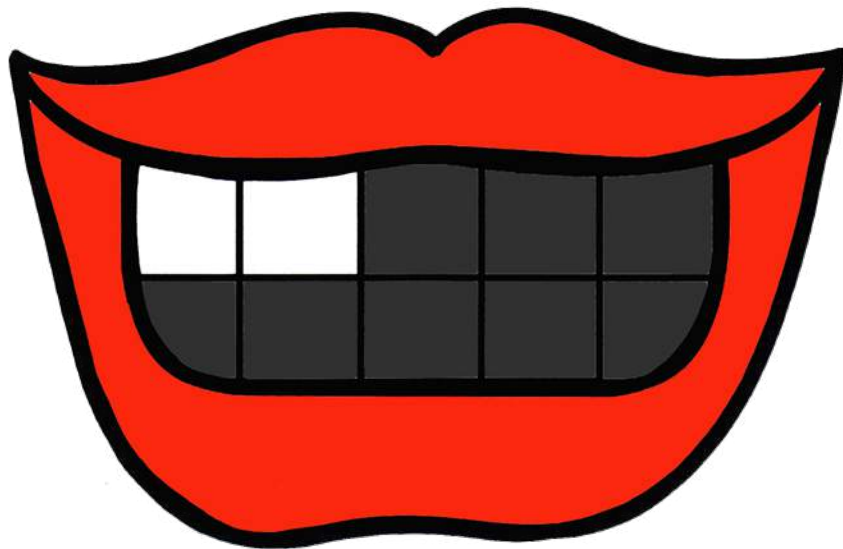
I can **draw** 1  
tooth in the jar.



I can **color** one.



I can **count** the teeth.



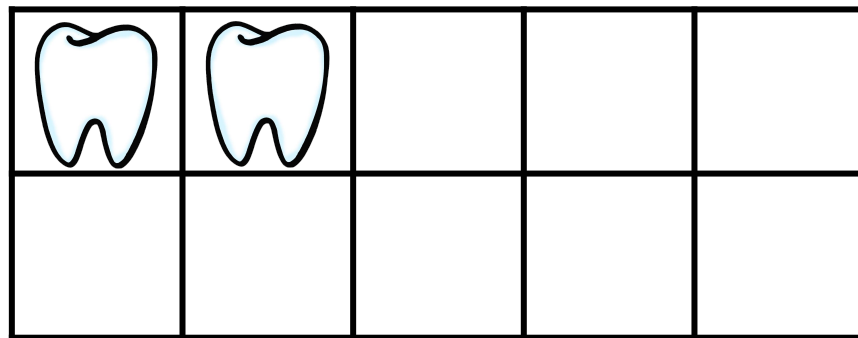
I can **trace** the number.



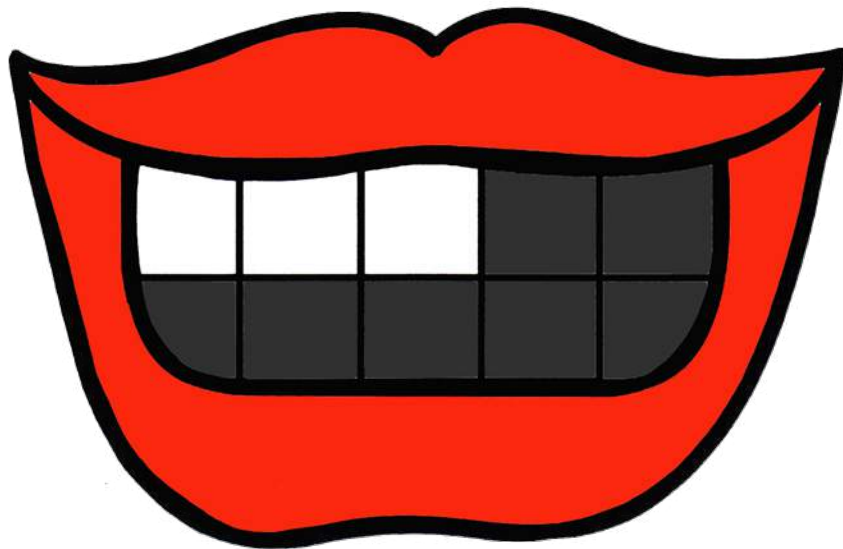
I can **draw** 2  
teeth in the jar.



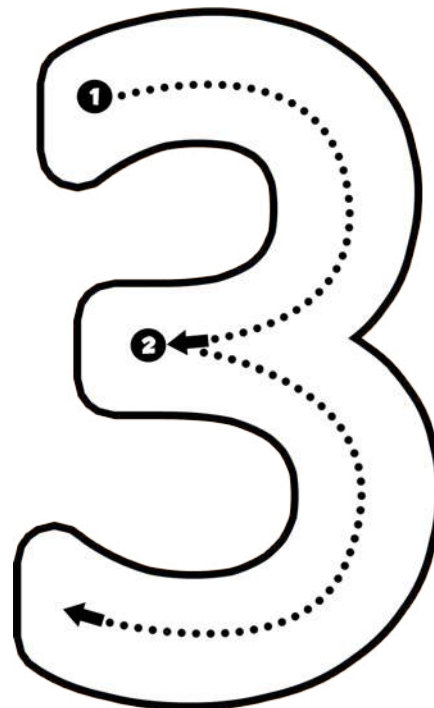
I can **color** two.



I can **count** the teeth.



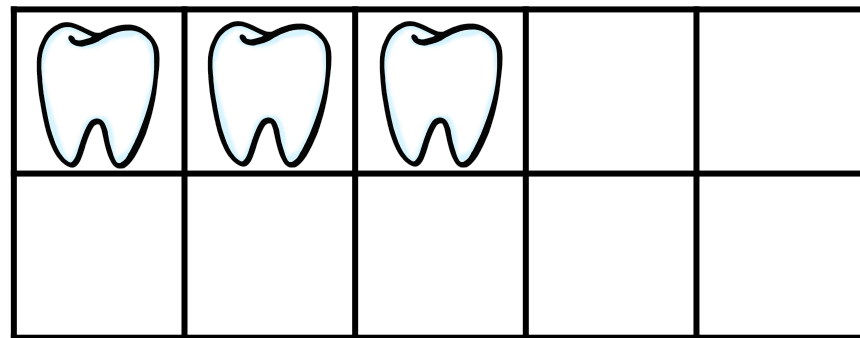
I can **trace** the number.



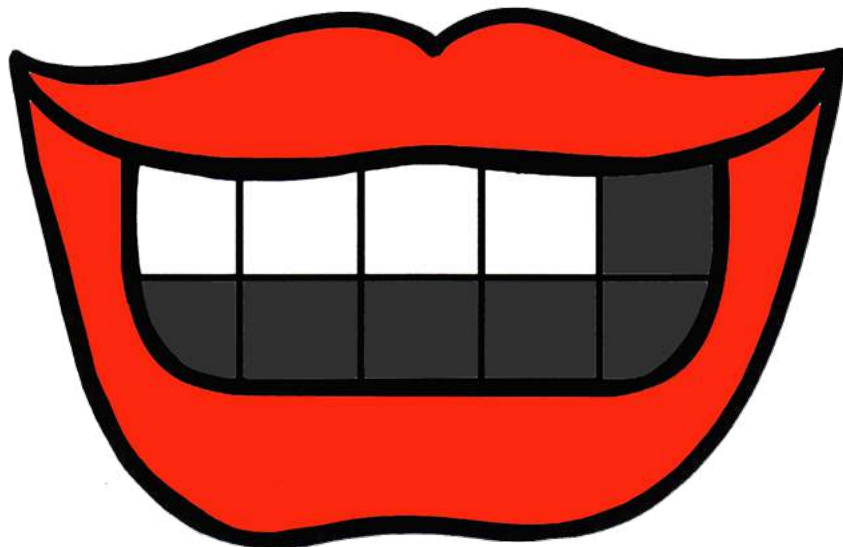
I can **draw** 3  
teeth in the jar.



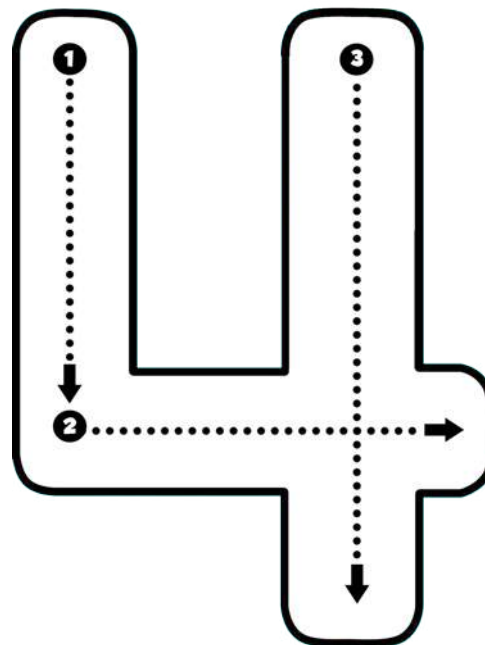
I can **color** three.



I can **count** the teeth.



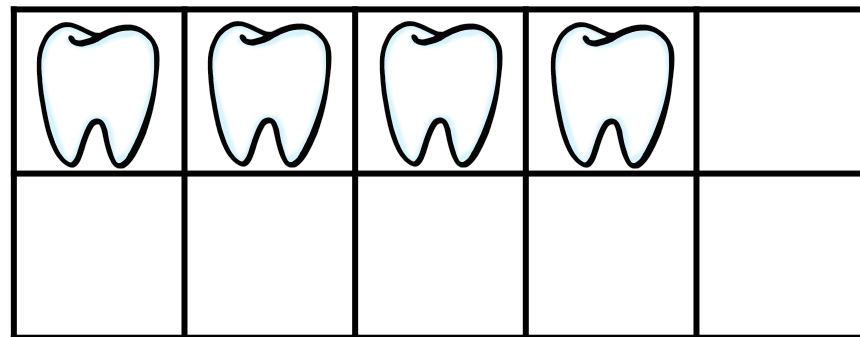
I can **trace** the number.



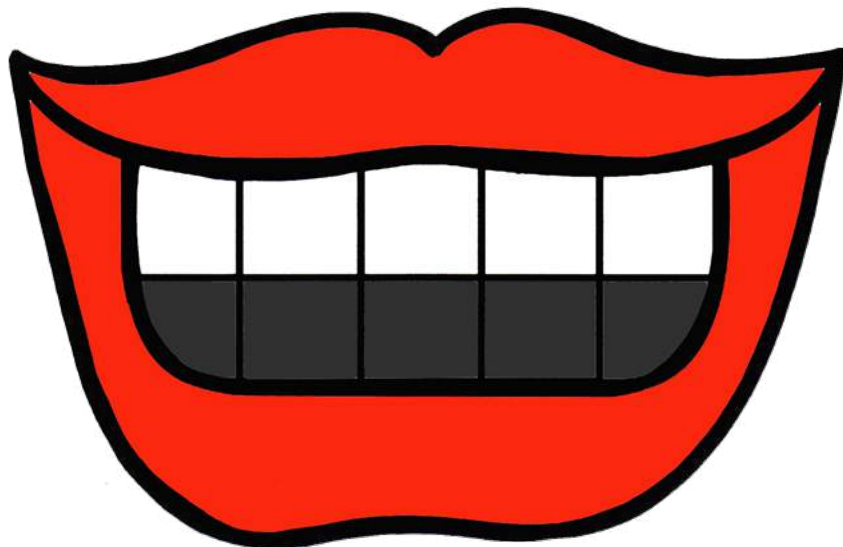
I can **draw** 4  
teeth in the jar.



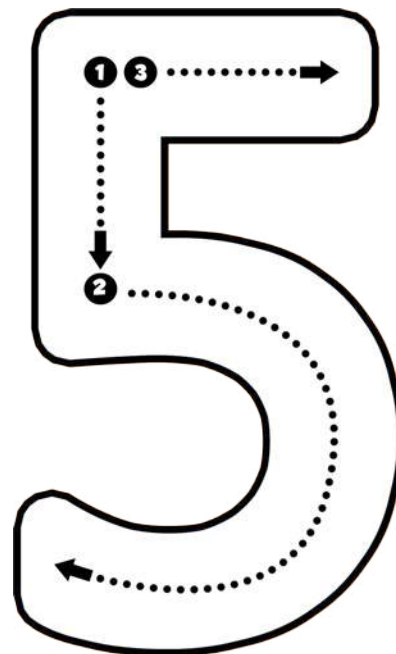
I can **color** four.



I can **count** the teeth.



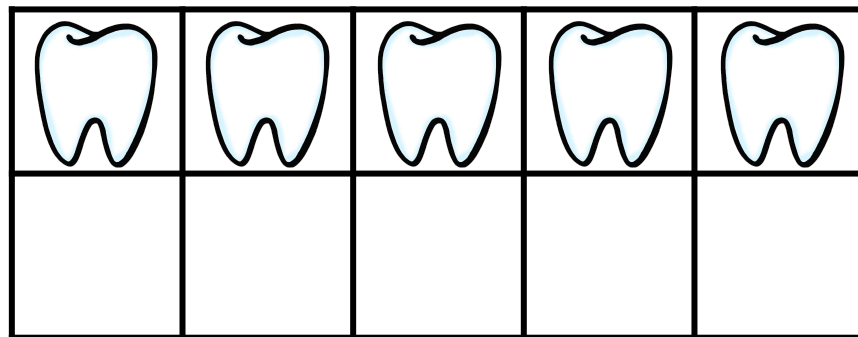
I can **trace** the number.



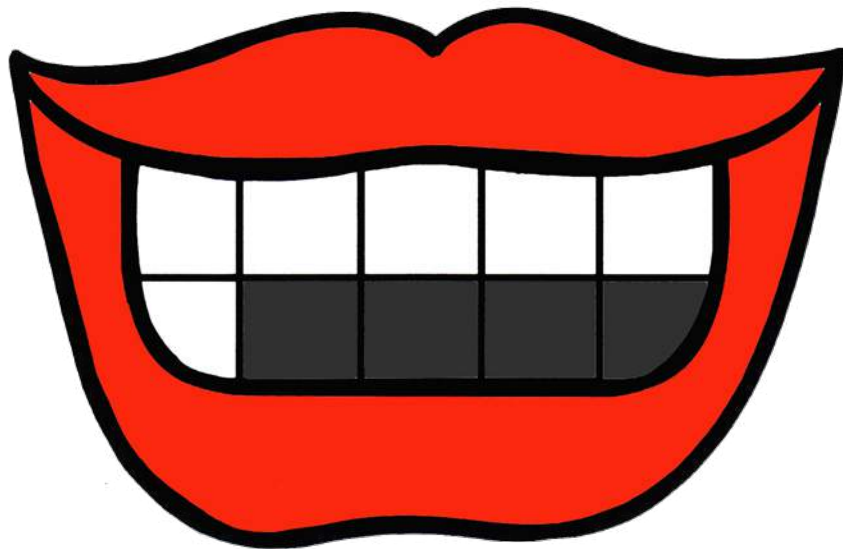
I can **draw** 5  
teeth in the jar.



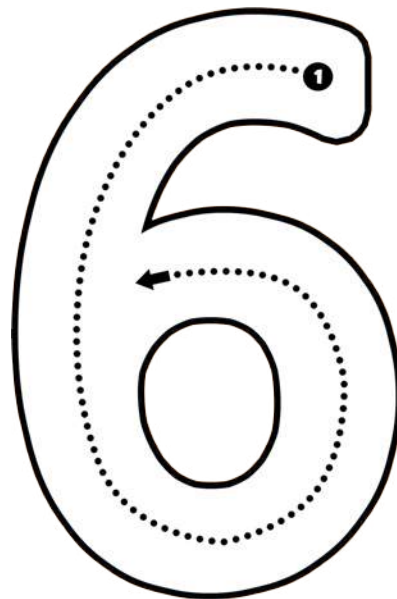
I can **color** five.



I can **count** the teeth.



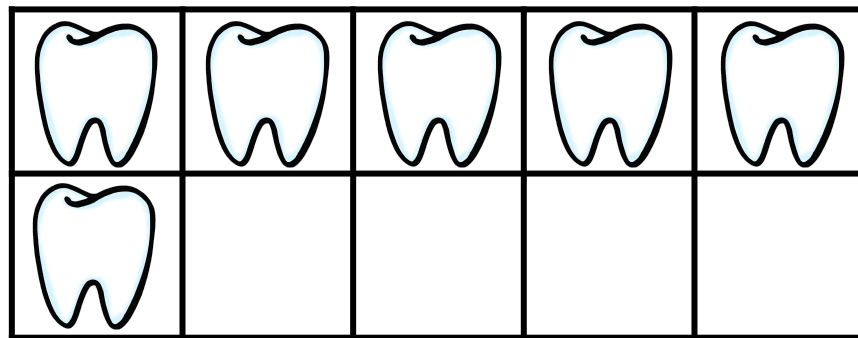
I can **trace** the number.



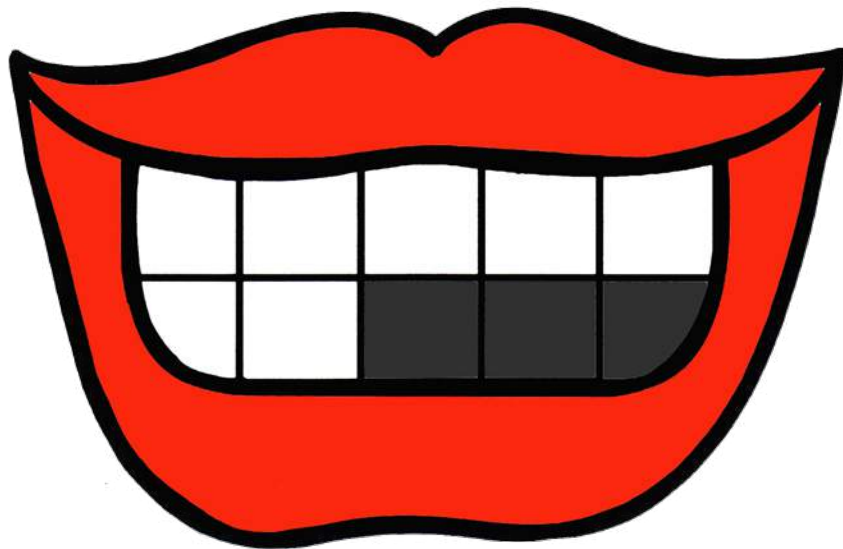
I can **draw** 6  
teeth in the jar.



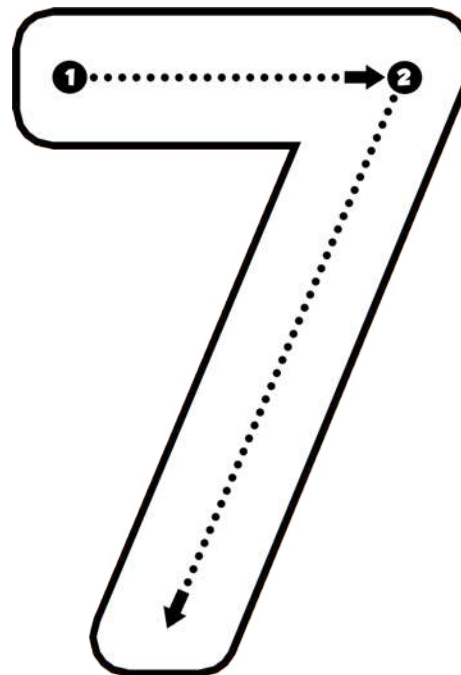
I can **color** six.



I can **count** the teeth.



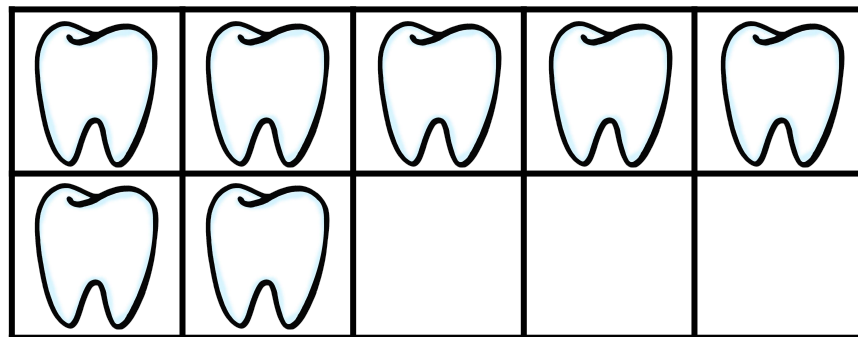
I can **trace** the number.



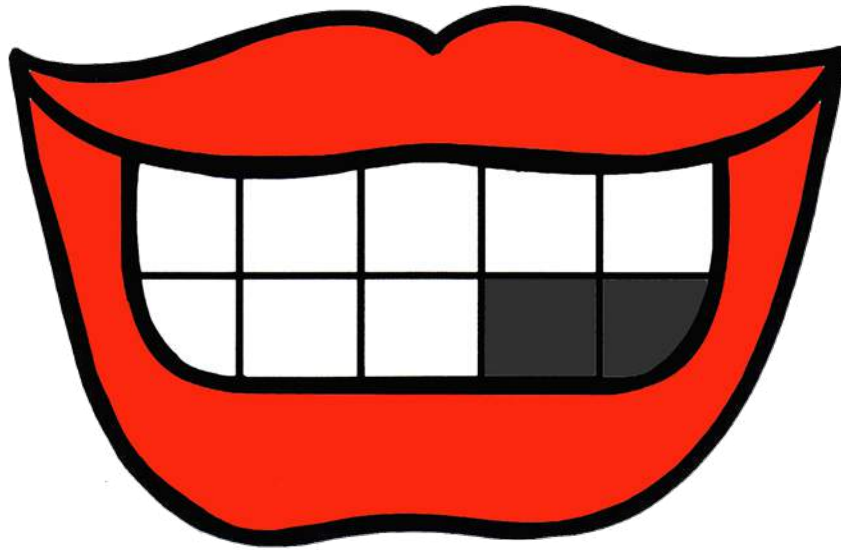
I can **draw** 7  
teeth in the jar.



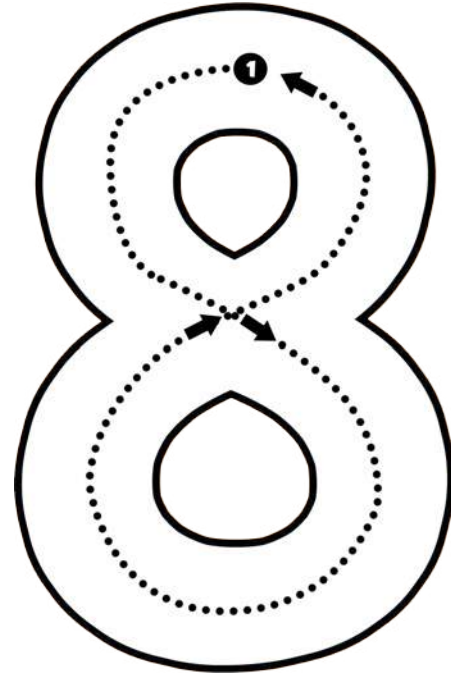
I can **color** seven.



I can **count** the teeth.



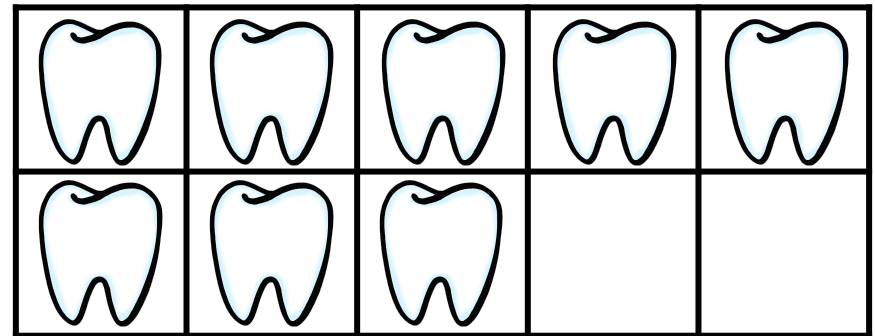
I can **trace** the number.



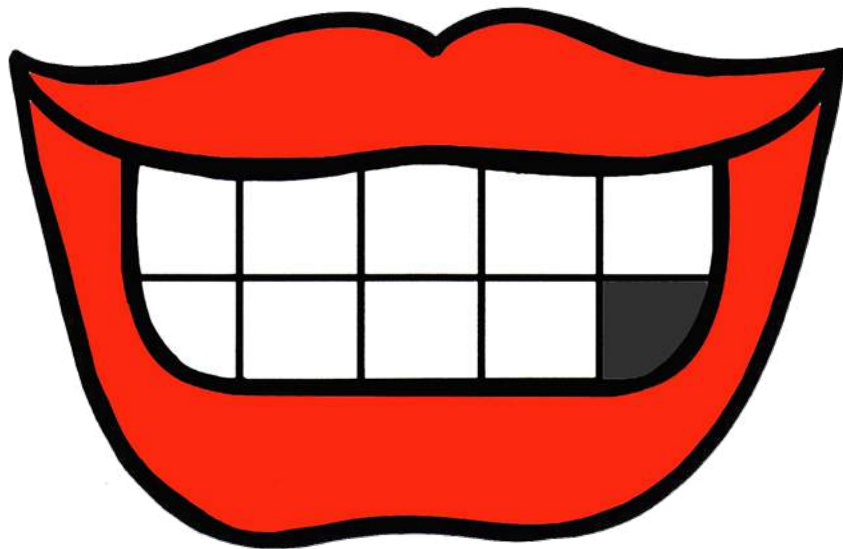
I can **draw** 8  
teeth in the jar.



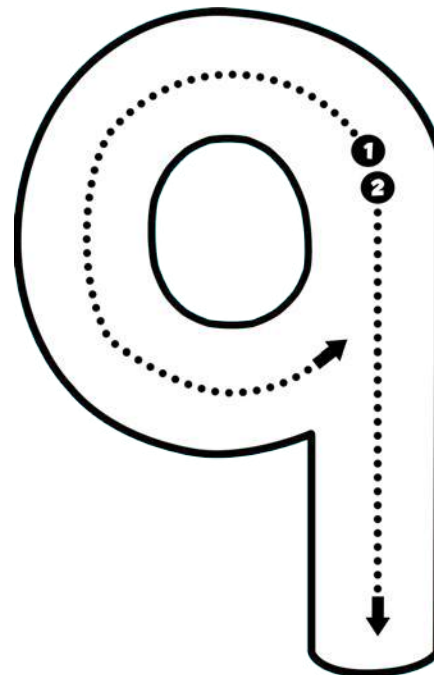
I can **color** eight.



I can **count** the teeth.



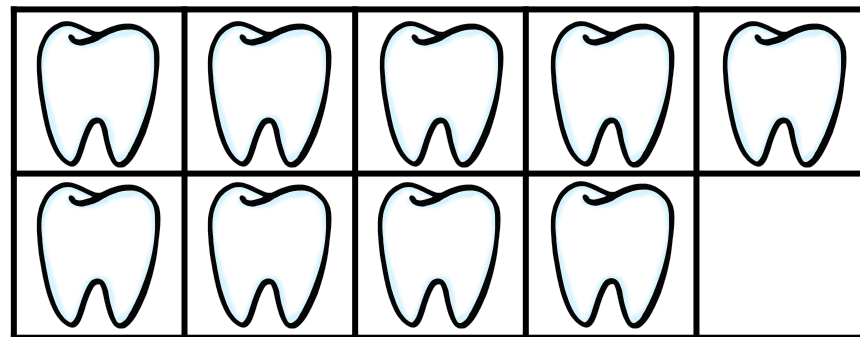
I can **trace** the number.



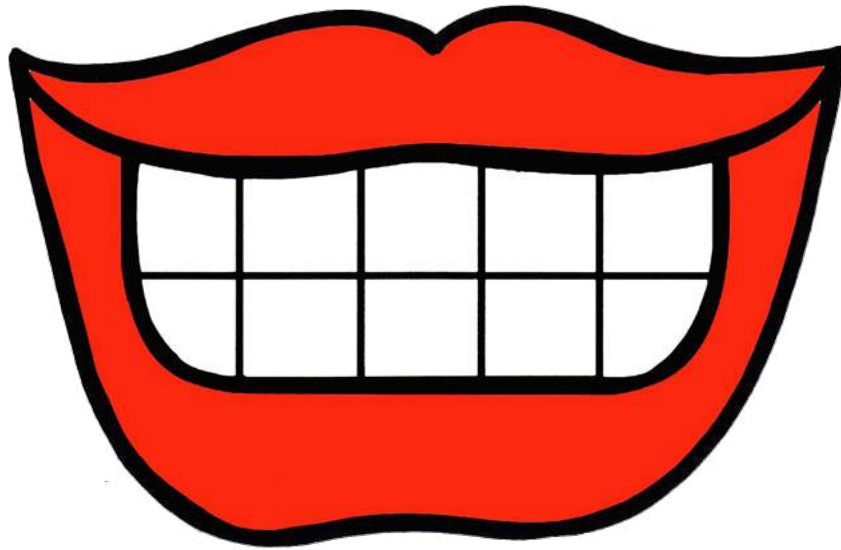
I can **draw** 9  
teeth in the jar.



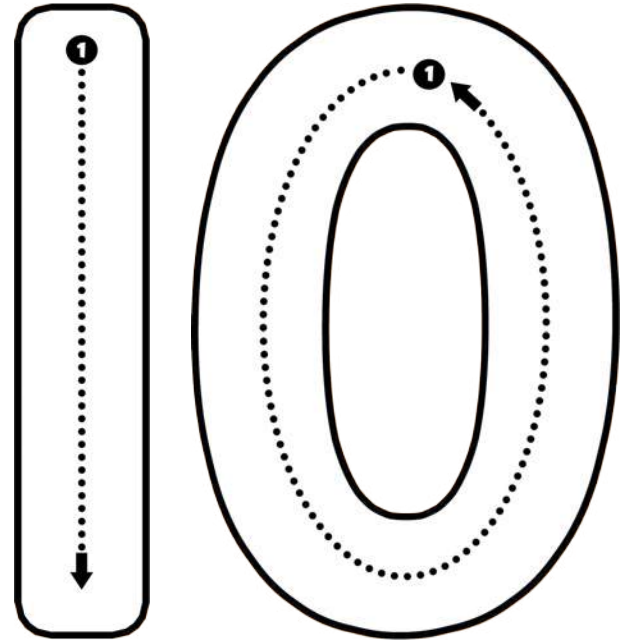
I can **color** nine.



I can **count** the teeth.



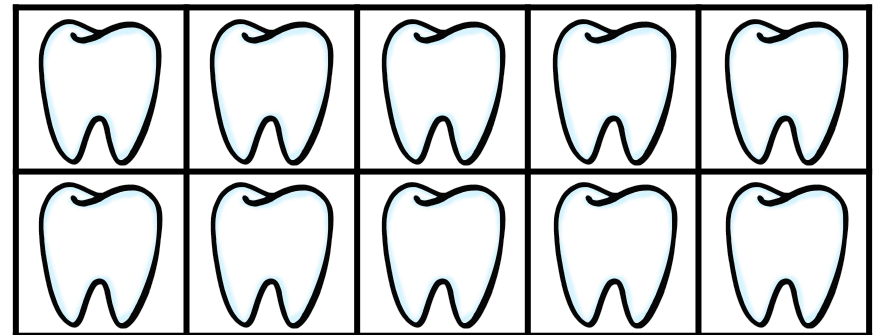
I can **trace** the number.



I can **draw** 10  
teeth in the jar.



I can **color** ten.



# Tooth Brushing Charts

**Objective:** Students will chart their tooth brushing habits at home.

**Preparation:** Print certificates and write students' names on them. (These are ink-saving black and white. Print on colored paper if desired.)

**Procedure:** Send the brushing charts home and encourage students to mark down each day that they brush in the morning and at bedtime. Reward students with a sticker or high-five when they return their completed charts.



 **Tooth Brushing Super Star**

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

		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		



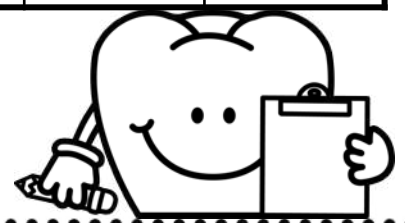
©Play to Learn Preschool

# Tooth Brushing Super Star

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



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		



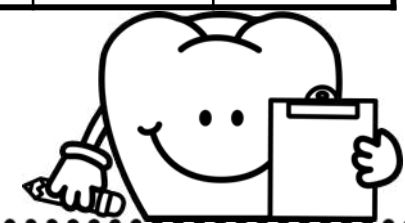
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# Tooth Brushing Super Star

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



Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		



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# Dental Health Books

for Preschoolers



## Dental

- *Bear's Loose Tooth* by Karma Wilson
- *The Crocodile and the Dentist* by Taro Gomi
- *Maisy, Charley, and the Wobbly Tooth* by Lucy Cousins
- *What if you had Animal Teeth* by Sandra Markle
- *Josie's Lost Tooth* by Jennifer K. Mann

## Healthy Teeth

- *Pony Brushes his Teeth* by Michael Dahl
- *Brush your Teeth Please* by Leslie McGuire

## Dentist

- *Going to the Dentist* by Anne Civardi
- *If the Dentist Were an Animal* by Rachel Grider

## Non-Fiction

- *The Tooth Book – A Guide to Healthy Teeth and Gums* by Edward Miller
- *A Day in the Life of a Dentist (Community Helpers at Work)* by Heather Adamson
- *First Time Dentist* by Jess Stockham
- *How Many Teeth* by Paul Showers

# More resources

for preschool and Pre-K learners:

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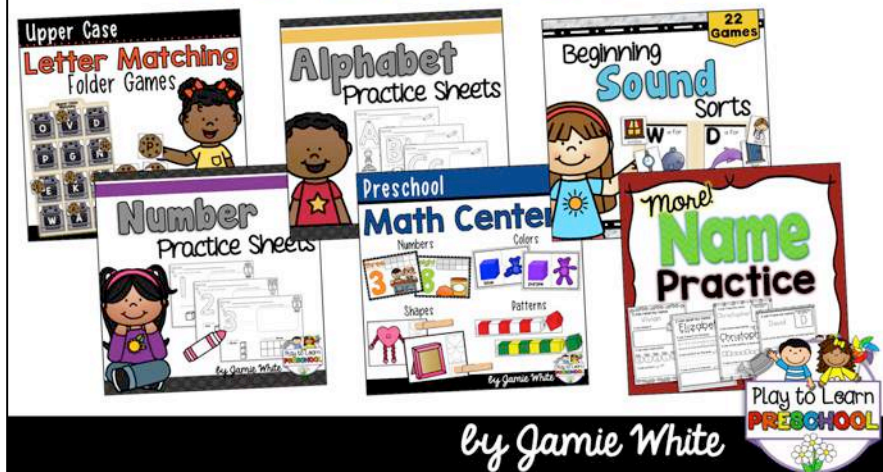
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Printable Resources for

# Preschool Learners



By Jamie White

## Credit:

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