

## **Kindergarten Curriculum/Sub Plans Oklahoma Dental Foundation**

### **ELA Activity 1: Booklet to read, complete, and color.**

Cut the booklet pages apart and staple together. Read the booklet aloud together as a class. Have students color and complete the pages. Discuss how students care for their own teeth. Ask question “what is this story about?” (Some students may not be familiar with the word “floss.” Explain that floss is like a string used to gently clean between teeth.) Ask students to explain how they take care of their teeth. Discuss foods that are good for our teeth vs. foods that are not good for our teeth.

Oklahoma Standards:

K.1.L.1 Students will actively listen using agreed-upon discussion rules with prompting.

K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with Prompting.

K.2.R.4 Students will begin to retell facts and details from an informational text.

K.3.W Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.

K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.

K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.

K.8.W Students will express their ideas using a combination of drawing and emergent writing with prompting.

1.NU.2.2 Identify a variety of healthy foods and snacks.

1.IP.2.1 Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth)

7.SM.2.1 Identify practices that prevent or reduce health risks

7.SM.2.2 Demonstrate healthy practices and behaviors to maintain or improve personal health.

8.AD.2.1 Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).

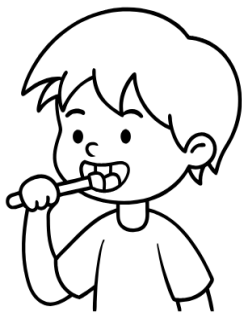
## **Keeping My Teeth Clean and Healthy**

**By** \_\_\_\_\_

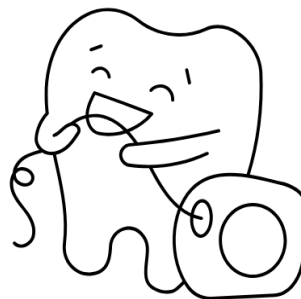
**I eat good food to  
help keep my teeth  
clean and healthy.**



**I brush my teeth two  
times a day to keep  
my teeth clean.**



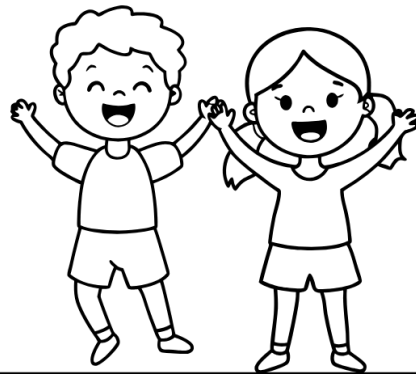
**I floss my teeth  
carefully to keep  
them clean.**



**I visit the dentist to  
keep my teeth clean  
and healthy.**



**I love having clean  
and healthy teeth!**



**Draw a picture of you  
taking care of your  
teeth.**



## **ELA Activity 2: Introduce and practice writing vocabulary words.**

Write the words for students to see.

\*tooth

\*teeth

\*dentist

\*floss

\*brush

\*paste or toothpaste

Review the words and their meanings. Emphasize sounds depending on abilities (initial sounds, digraphs, blends, etc.)

### **Oklahoma Standards:**

K.2.PA.3 Students will isolate and pronounce initial and final sounds in spoken words.

K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.

K.2.PC.6 Students will correctly form letters to write most uppercase and lowercase letters correctly.

K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.

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

## Handwriting Practice

tooth

tooth

dentist

tooth

brush

paste

## **ELA Activity 3: Review/recognize the letters Tt, Bb, Ff, Pp.**

Using letter charts, review the upper case and lower case letters - t, b, f, and p. Review the sounds these letters make. Write the words tooth, brush, floss, and paste to review initial sounds. Have students cut and paste the letters at the bottom of the page to match the letters.

### **Oklahoma Standards:**

K.2.PA.3 Students will isolate and pronounce initial and final sounds in spoken words.

K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.

K.2.PC.6 Students will correctly form letters to write most uppercase and lowercase letters correctly.

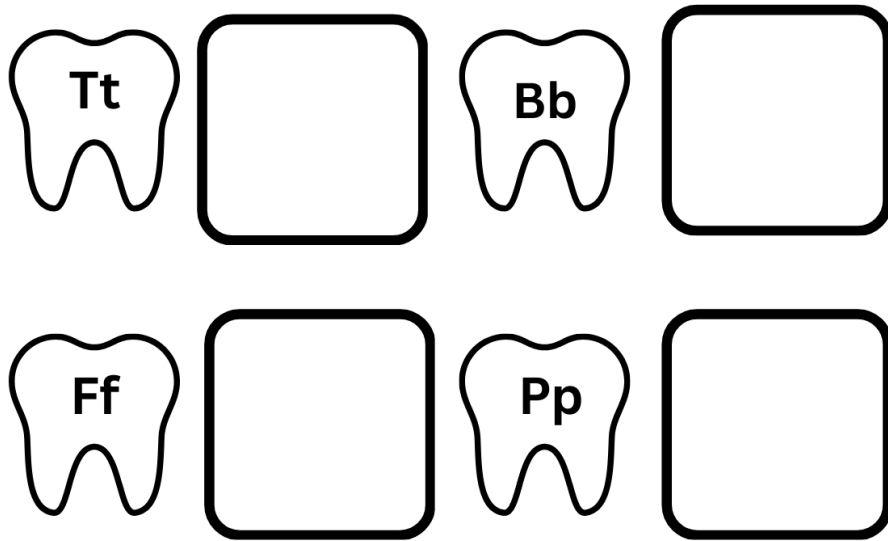
K.1.L.2 Students will follow simple one- and two-step oral directions.

K.2.PWS.1 Students will name all uppercase and lowercase letters.

K.2.PWS.3 Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).

Name \_\_\_\_\_

# Letter Sort



Cut and paste the letters to match the letters in the teeth above.

|   |   |   |   |
|---|---|---|---|
| t | f | P | T |
| B | p | F | b |



## **ELA Activity 4: True or False Dental Care Facts**

**After reading the story from activity 1, read the statements to the students and have them circle true or false. A variation of this activity is to read the statements and have the students give a thumbs up or down for true or false. Students may complete this independently depending on their reading levels.**

### **Oklahoma Standards:**

K.2.R.4 Students will begin to retell facts and details from an informational text

K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.

K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts

1.NU.2.2 Identify a variety of healthy foods and snacks.

1.IP.2.1 Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth

7.SM.2.1 Identify practices that prevent or reduce health risks

7.SM.2.2 Demonstrate healthy practices and behaviors to maintain or improve personal health.

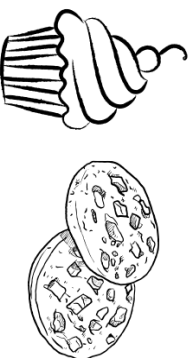
8.AD.2.1 Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).

Name \_\_\_\_\_

# TRUE OR FALSE?

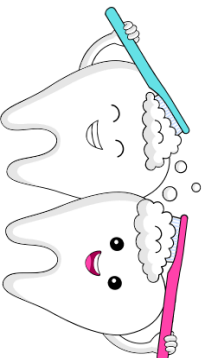
Directions: Circle true or false for each statement.

Sweets are good  
for your teeth.



TRUE FALSE

You should brush your  
teeth every day!



TRUE FALSE

Vegetables are good for your  
teeth and body.



TRUE FALSE

The dentist helps take care  
of your teeth.



TRUE FALSE

Brush your teeth for  
one hour.



TRUE FALSE

Cavities are good  
for your teeth.



TRUE FALSE

# **Kindergarten Sub Plans**

## **Oklahoma Dental Foundation**

### **Math Activities**

#### **Activity 1: Toothy smile**

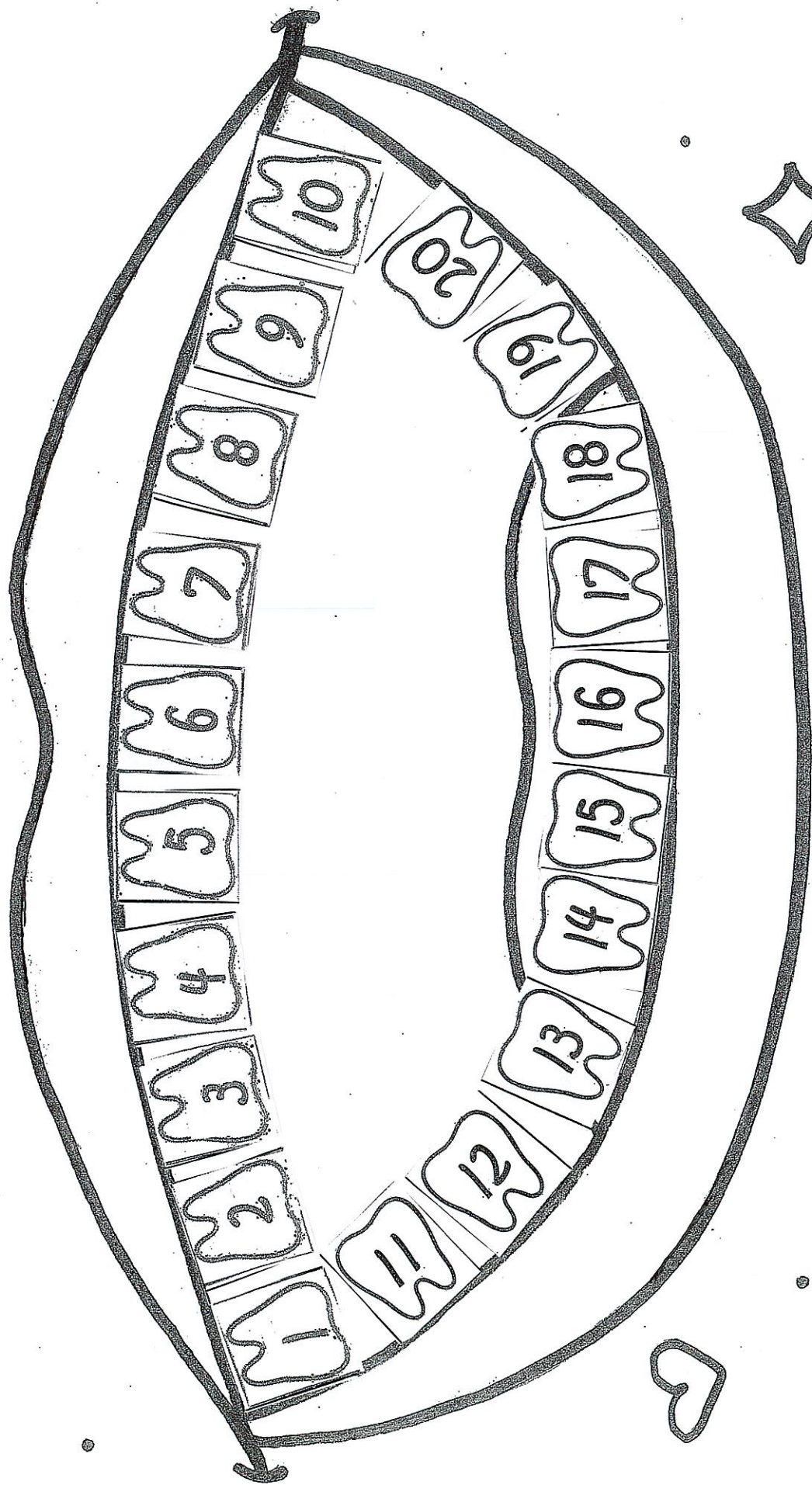
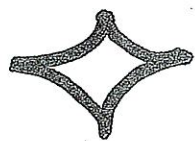
Tell the students that children have 20 teeth that will grow in and then fall out by the time they are about 13. They have 10 on top and 10 on the bottom. They are supposed to fall out because then they are replaced by adult teeth. They will also add more as they get older. Grown-ups have 32 teeth.

Give each student a smile and a set of 20 teeth. They should cut the squares of teeth apart and glue them in the smile beginning at the top left with number 1 and continuing to 10. Then moving to the bottom with 11 and continuing across to 20. They may notice that the teeth on top and bottom don't go the same direction. Tell them that the bumps on the teeth are called roots and that is what holds them in your mouth. So, on the top of your mouth, the roots go up and attach to your gums and on the bottom, they go down.

3 options are included for varying levels of numeral recognition and understanding.

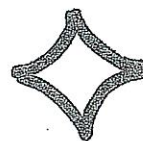
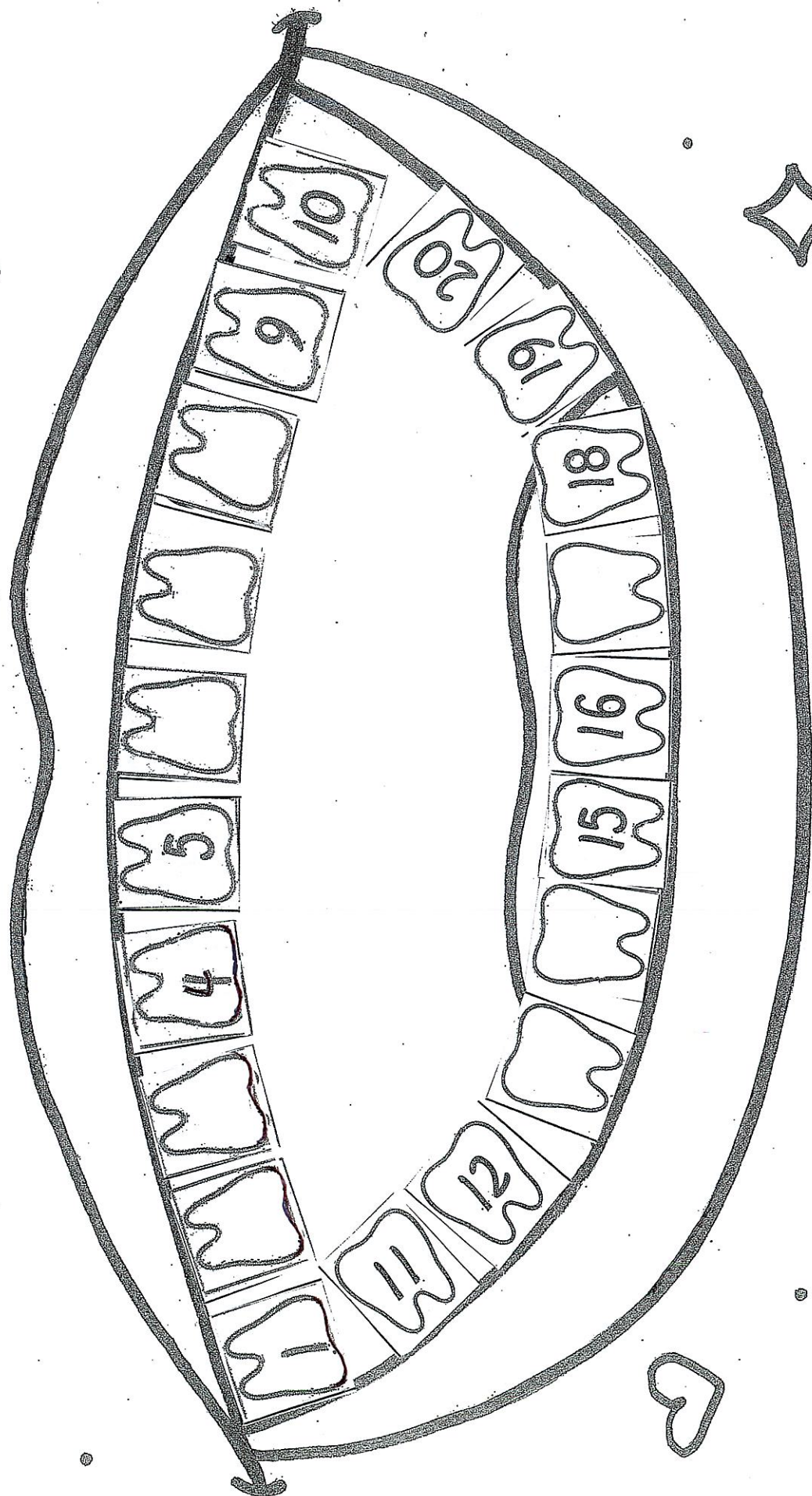
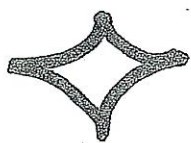


# Toothy Smiles

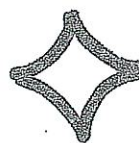
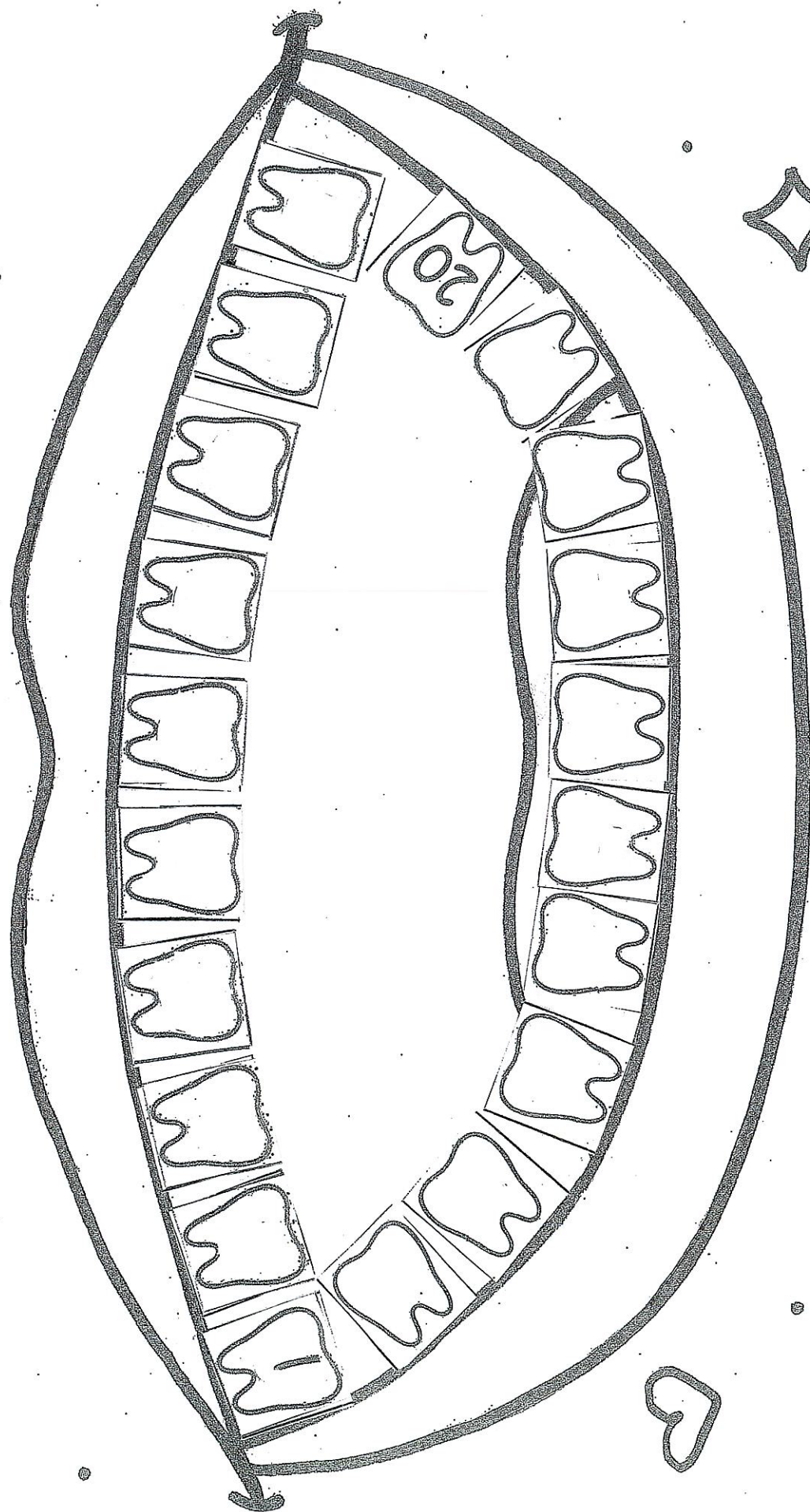
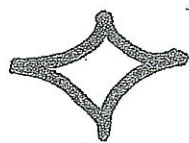


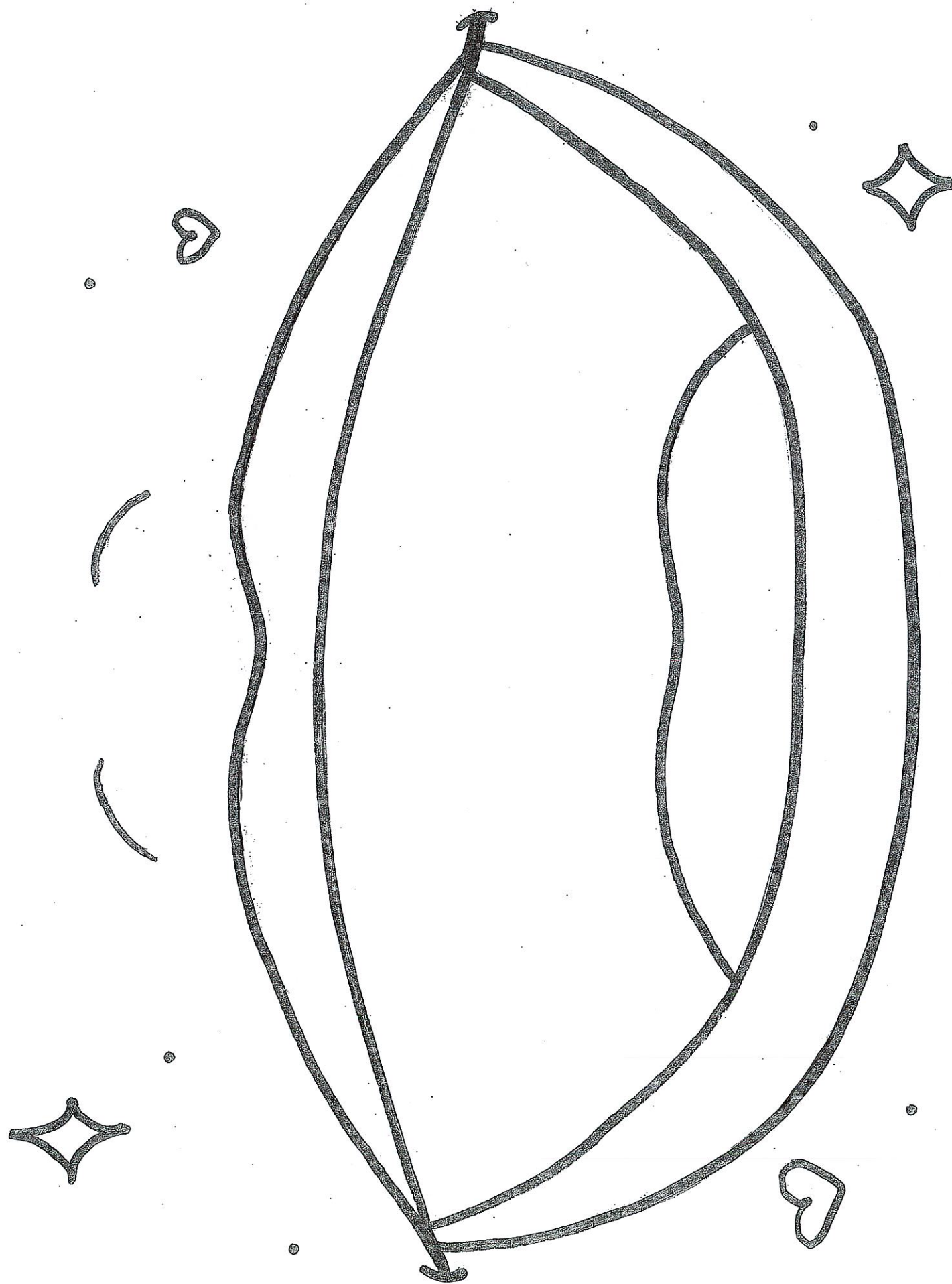


# Toothy Smiles

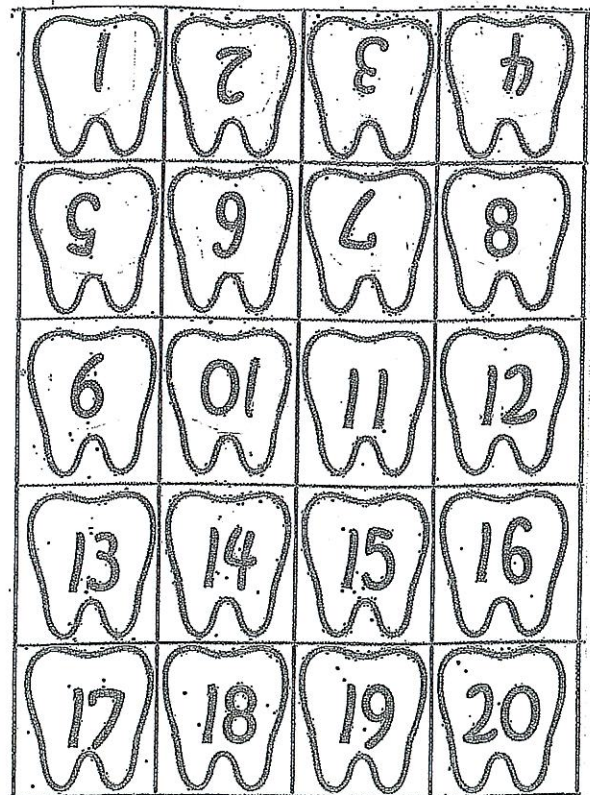
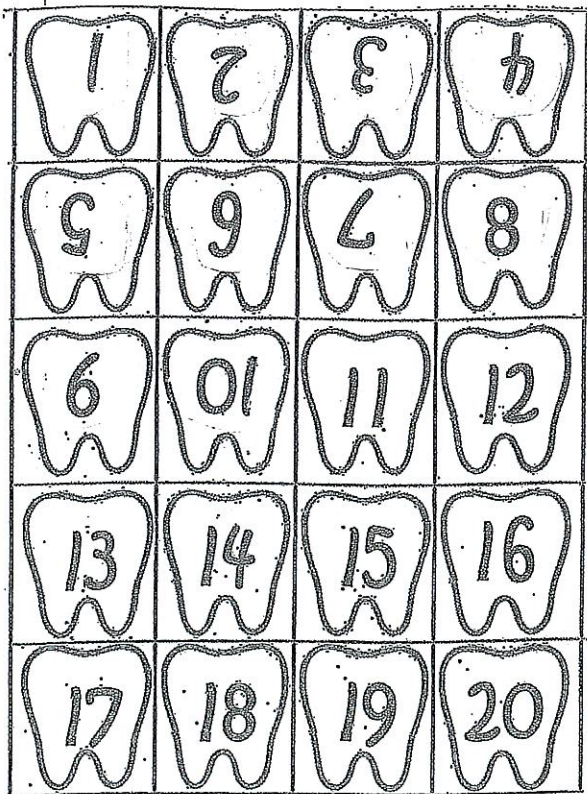
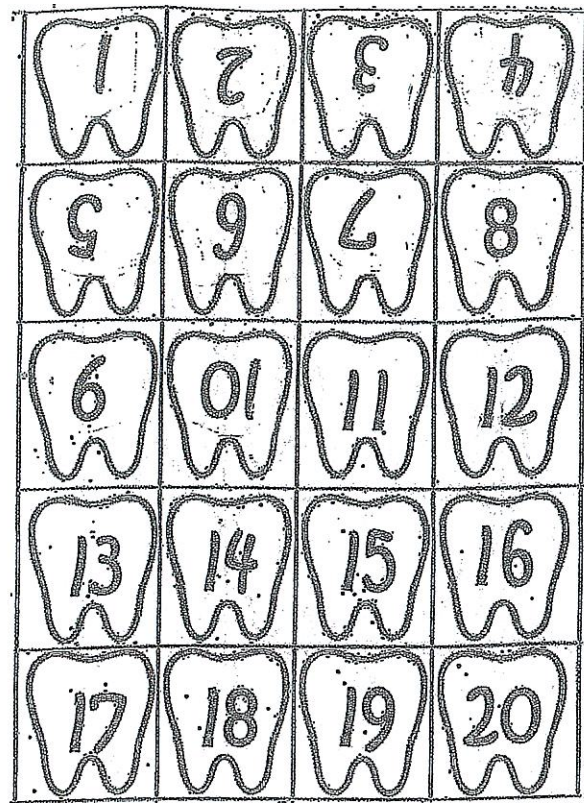
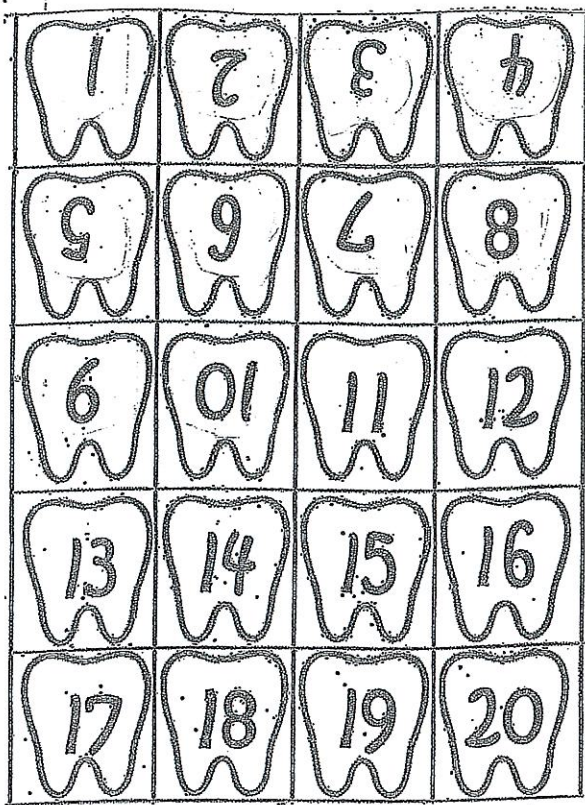


# Toothy Smiles









## Activity 2: Tooth Counting

The students identify the numeral on each pillow then count and color the corresponding number of teeth in the ten frame below.

The students can also color the tooth fairy.

Standards:

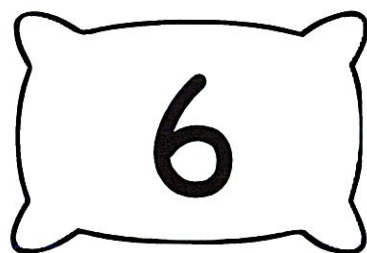
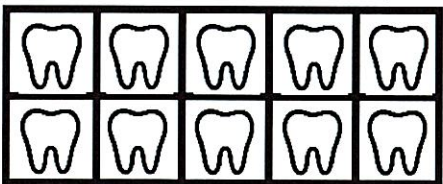
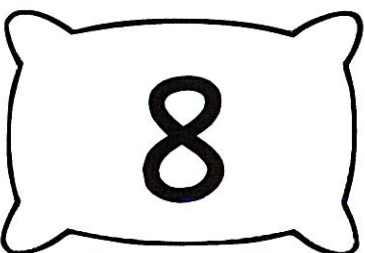
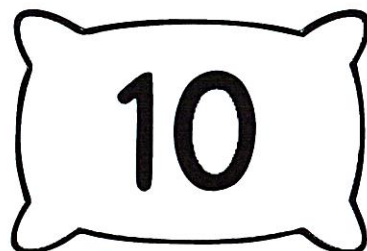
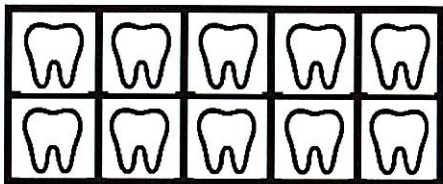
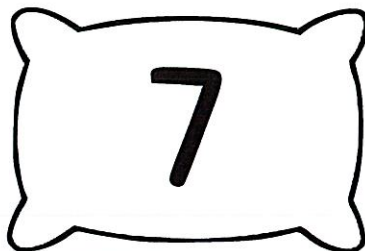
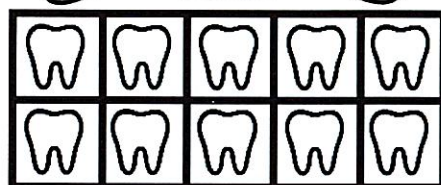
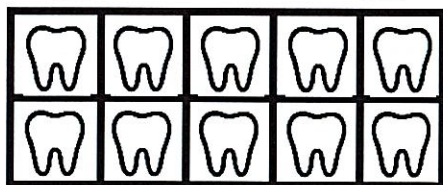
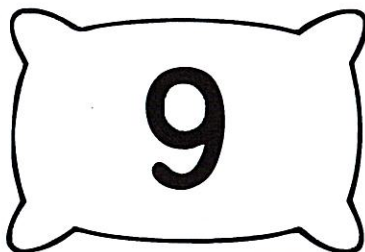
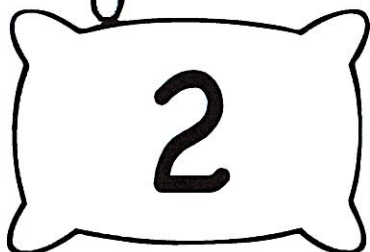
K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10.

K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 20. Representations may include numerals, pictures, real-object and pictographs, spoken words, and manipulatives.





# TOOTH COUNTING



### **Activity 3: Ordering tooth numbers**

This activity can be done individually or with a small group of students.

Cut the boxes apart and shuffle so the students have a mixed up set of teeth numbered 1-10 or 1-20, depending on the readiness of the student/group. They can work together to correctly line them up in order. This can be done on a table, the floor, in a pocket chart, etc...

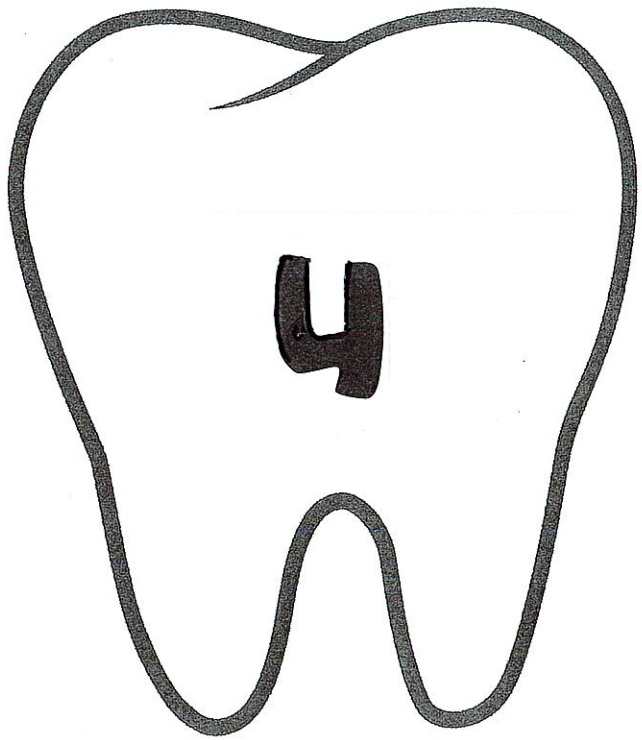
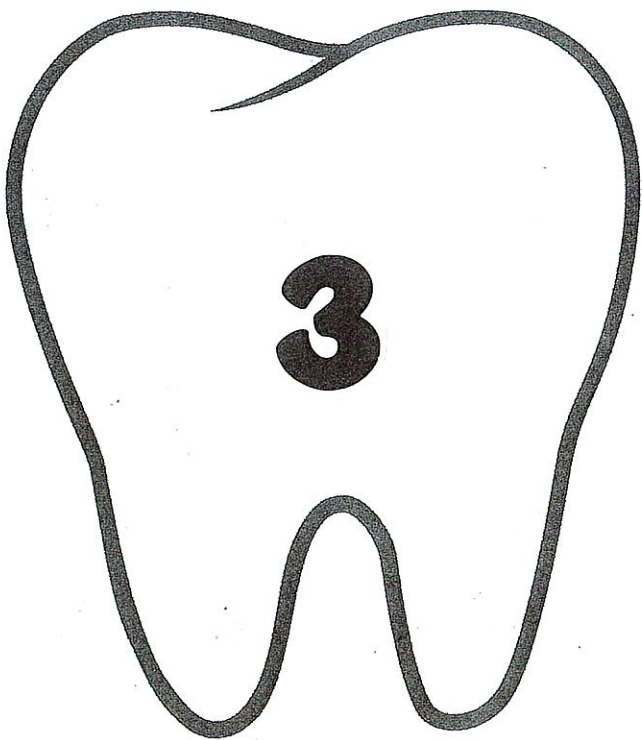
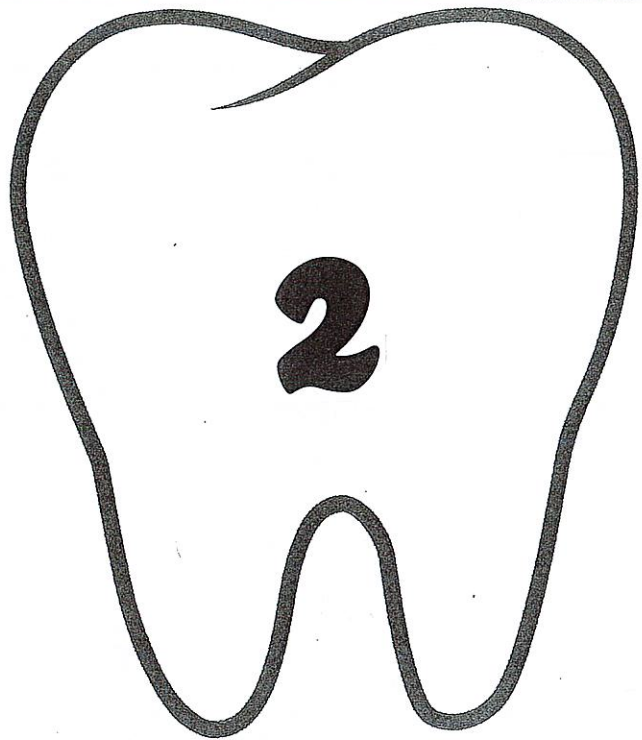
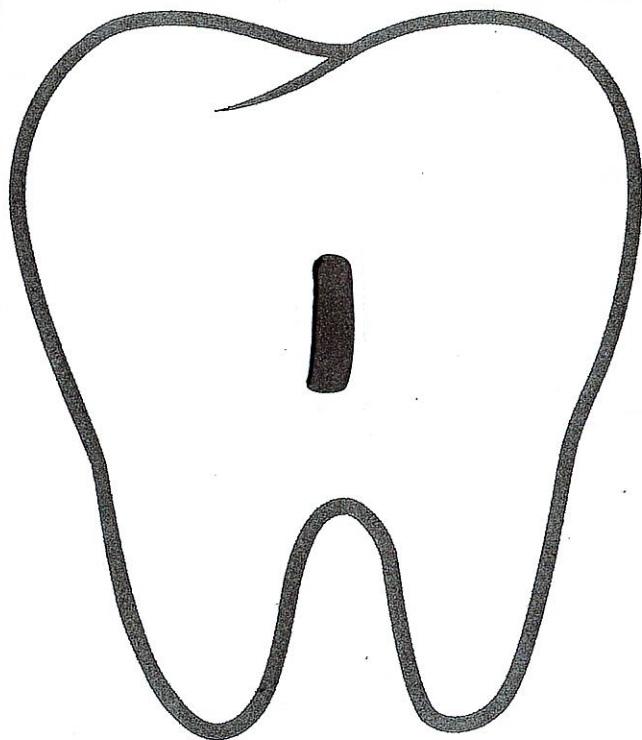
Extend the activity by having the students count out a set of objects next to each tooth to match the number it shows. For example: 4 objects with the tooth programmed with a number 4.

Objects that could be used to represent teeth for counting are unifix cubes, marshmallows, tooth shaped mini erasers, white play doh to roll into small balls.

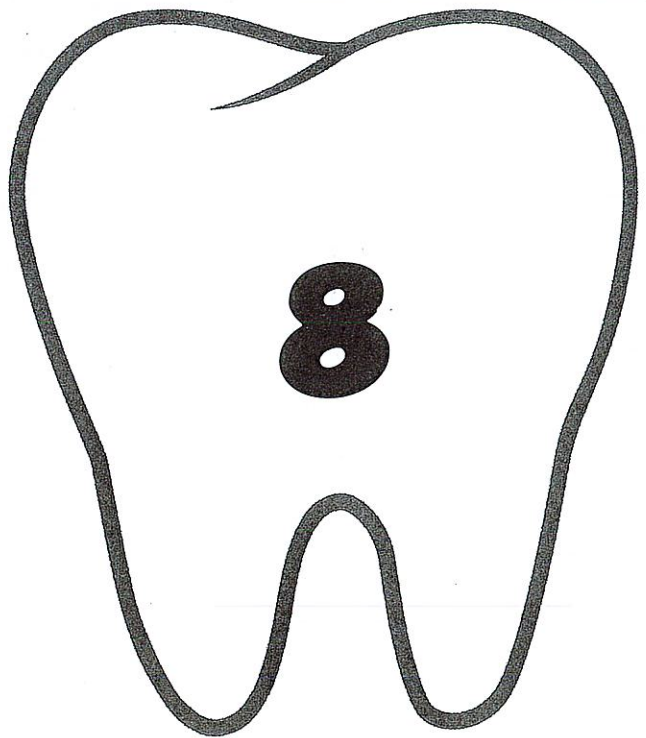
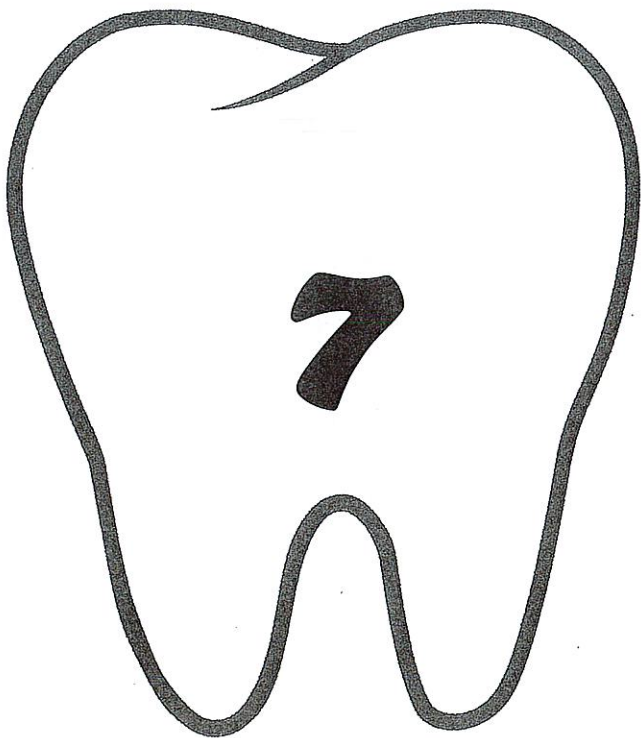
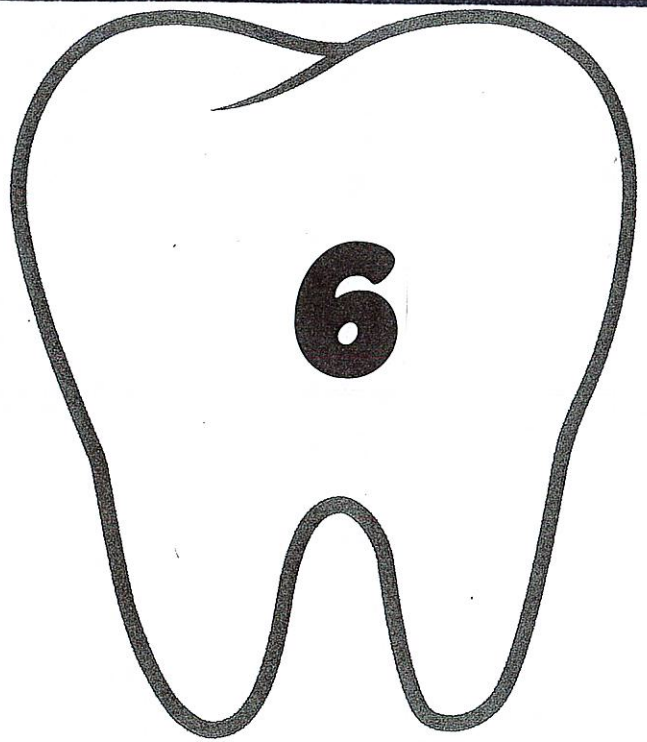
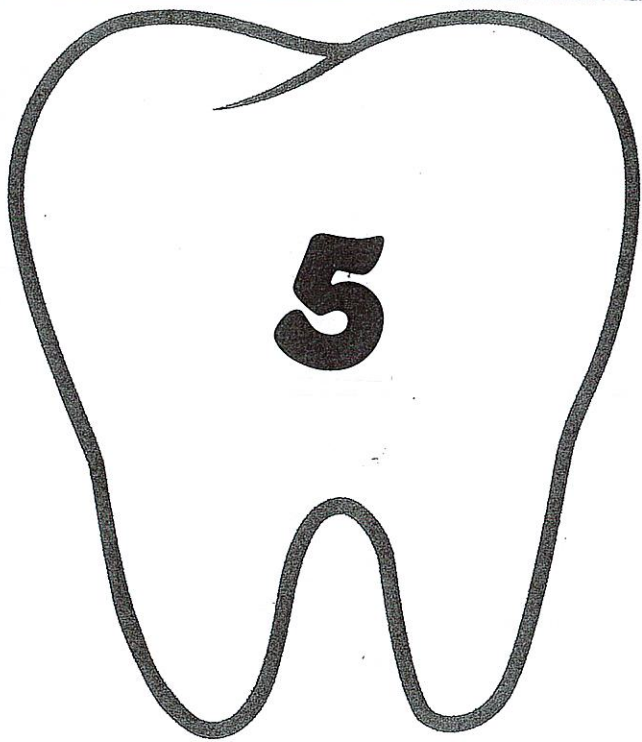
Students could also count out pennies (real or pretend) from the tooth fairy on each tooth to match the number.

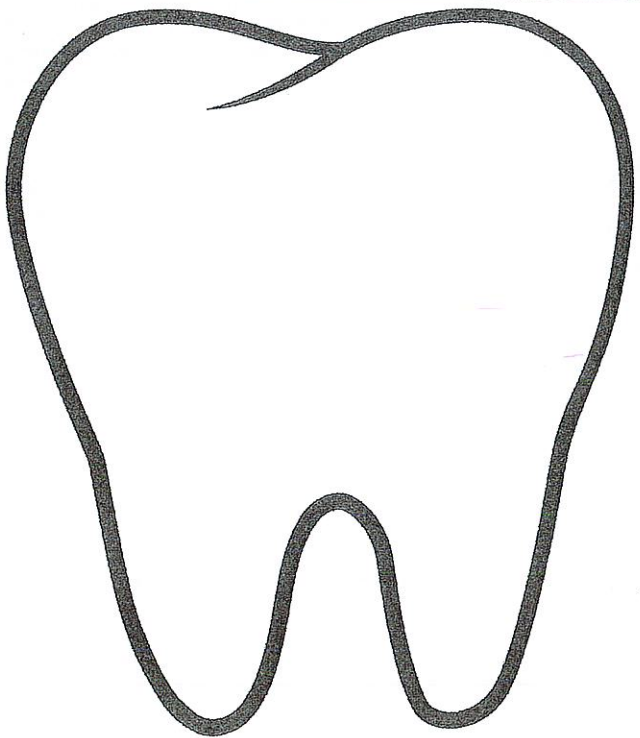
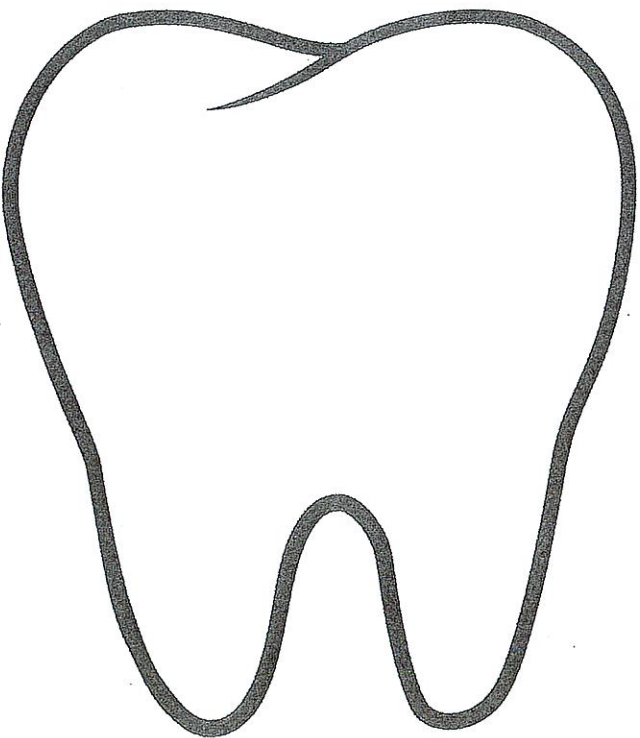
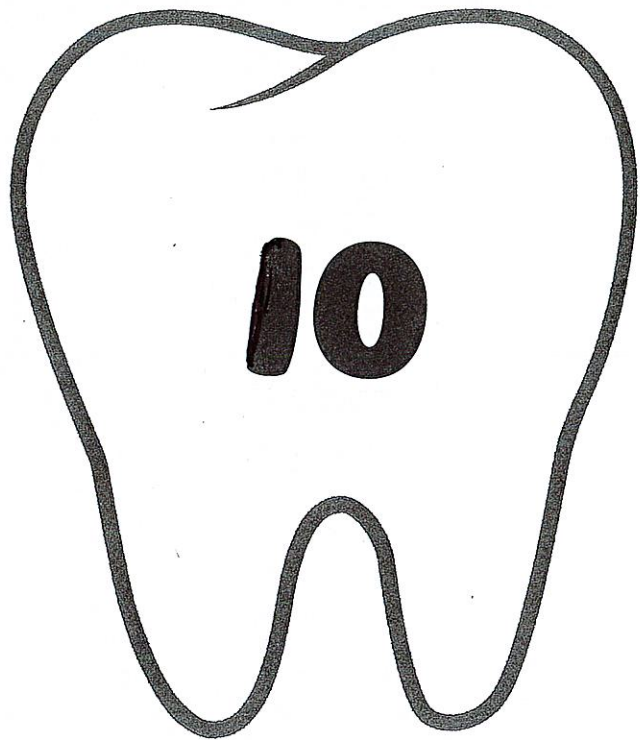
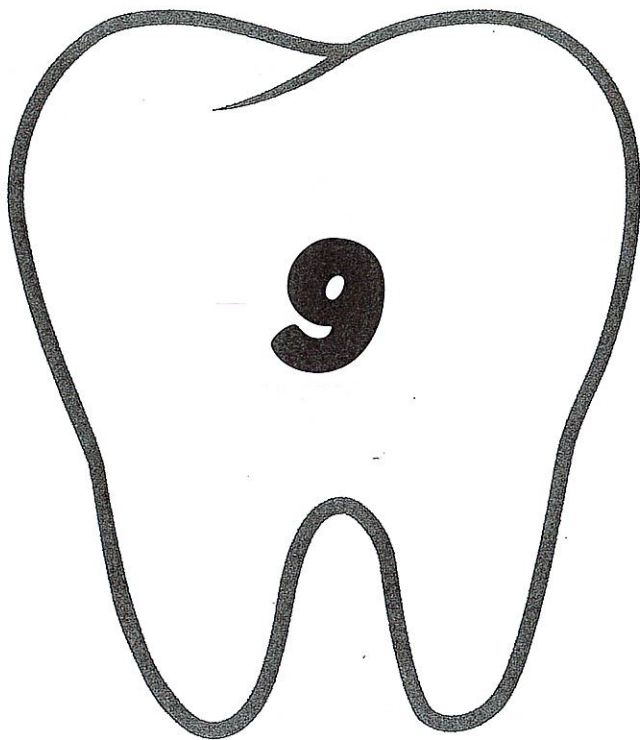
Standards:

K.N.1.1 Count aloud forward in sequence to 100 by 1s and 10s.

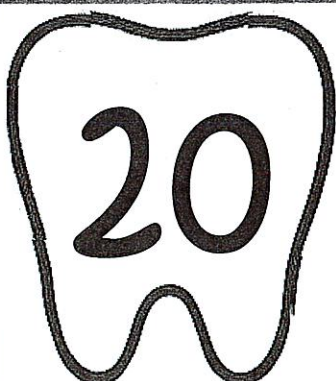
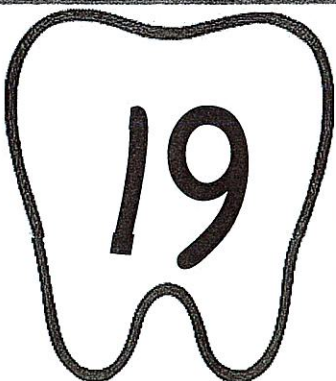
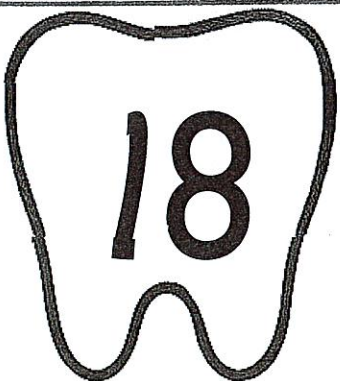
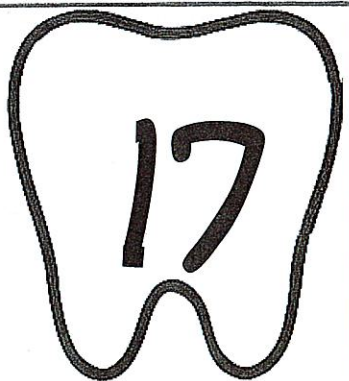
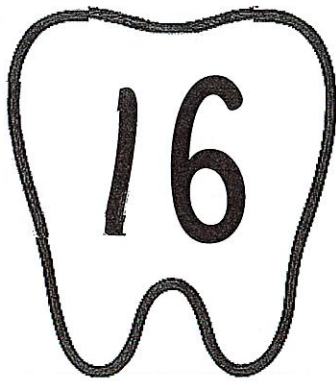
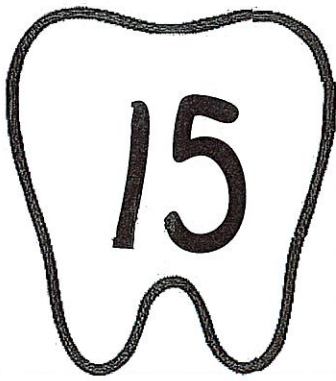
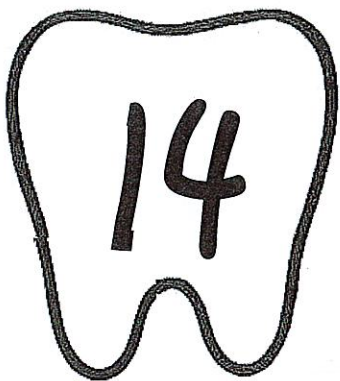
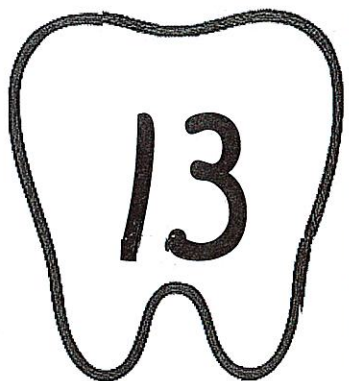
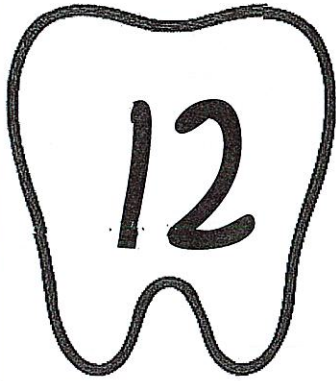
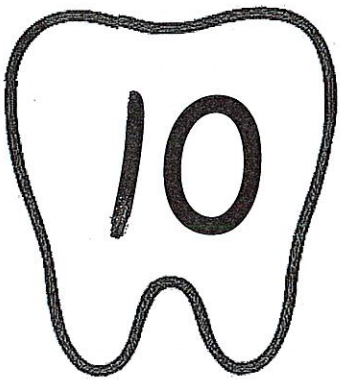
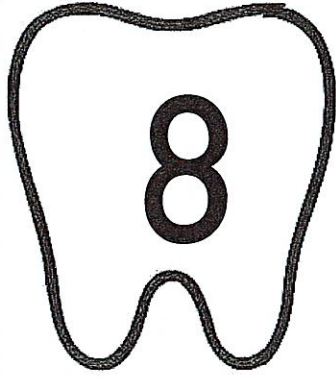
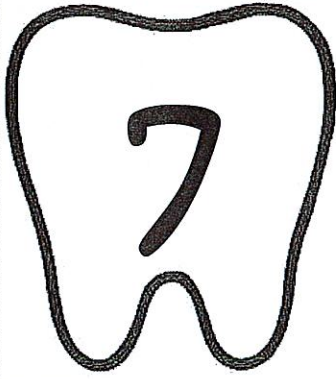
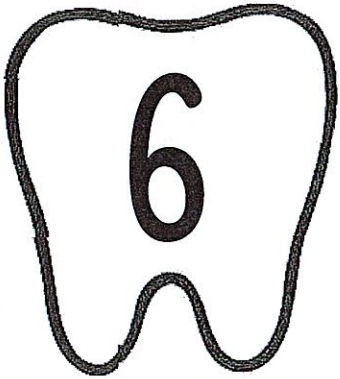
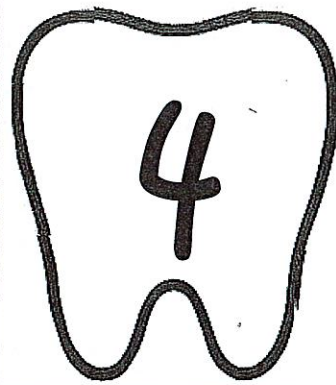












## **Activity 4: Toothy shapes**

Students will trace and name the shapes.

Some fun ways to mix this activity up are:

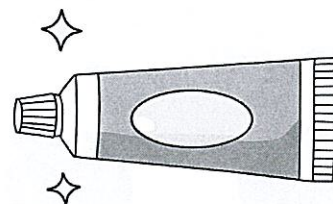
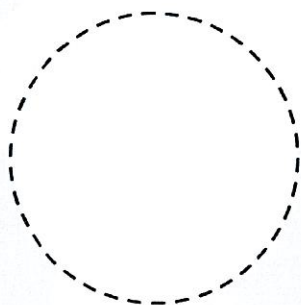
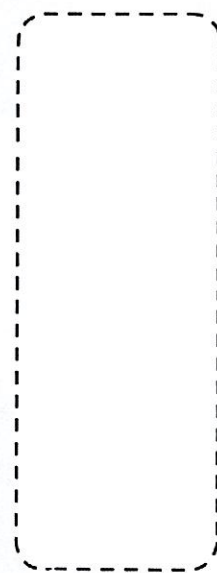
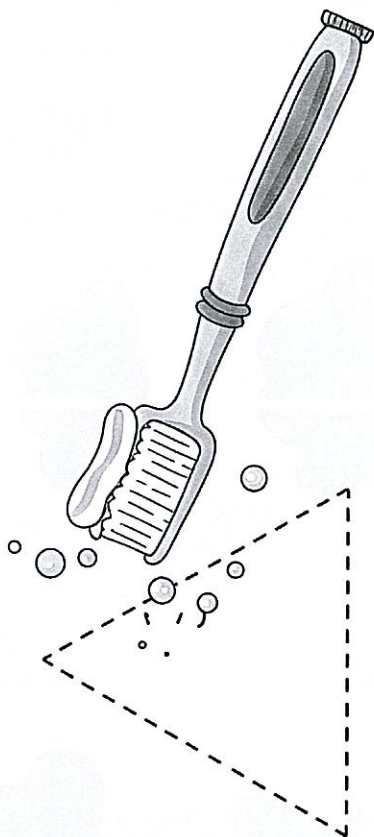
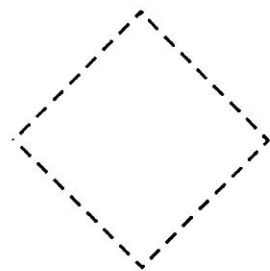
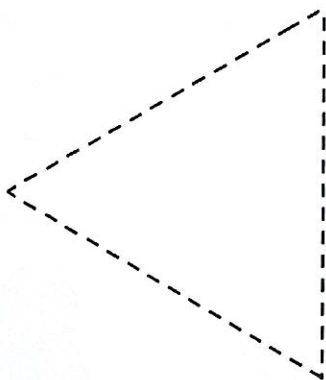
Rainbow writing: Trace each shape 5 times with 5 different colors.

Painting: Dot the shapes with paint and a q-tip or trace the lines with a small toothbrush.

Choice of writing utensils: Allow students to use whatever they enjoy most: crayons, colored pencils, gel pens, markers, etc..

Standards:

K.GM.1.1 Recognize squares, circles, triangles, and rectangles.





## **Activity 5: Cavity Smash**

Give each student a copy of the tooth covered in numbers. Tell them that the numbers are cavities that you are going to work together to get rid of.

There are various ways to do this activity:

- \*The teacher can hold up a card showing a set of objects between 1-6. The students count, find the matching numeral and mark it. Ideas for “smashing” the numeral cavities listed below.

- \*The teacher can display a numeral for the students to match or just say a number for the students to identify and mark on their tooth.

- \*The students can roll a die, count the dots, and mark the corresponding numeral on their tooth.

Ideas for marking/smashing numeral cavities:

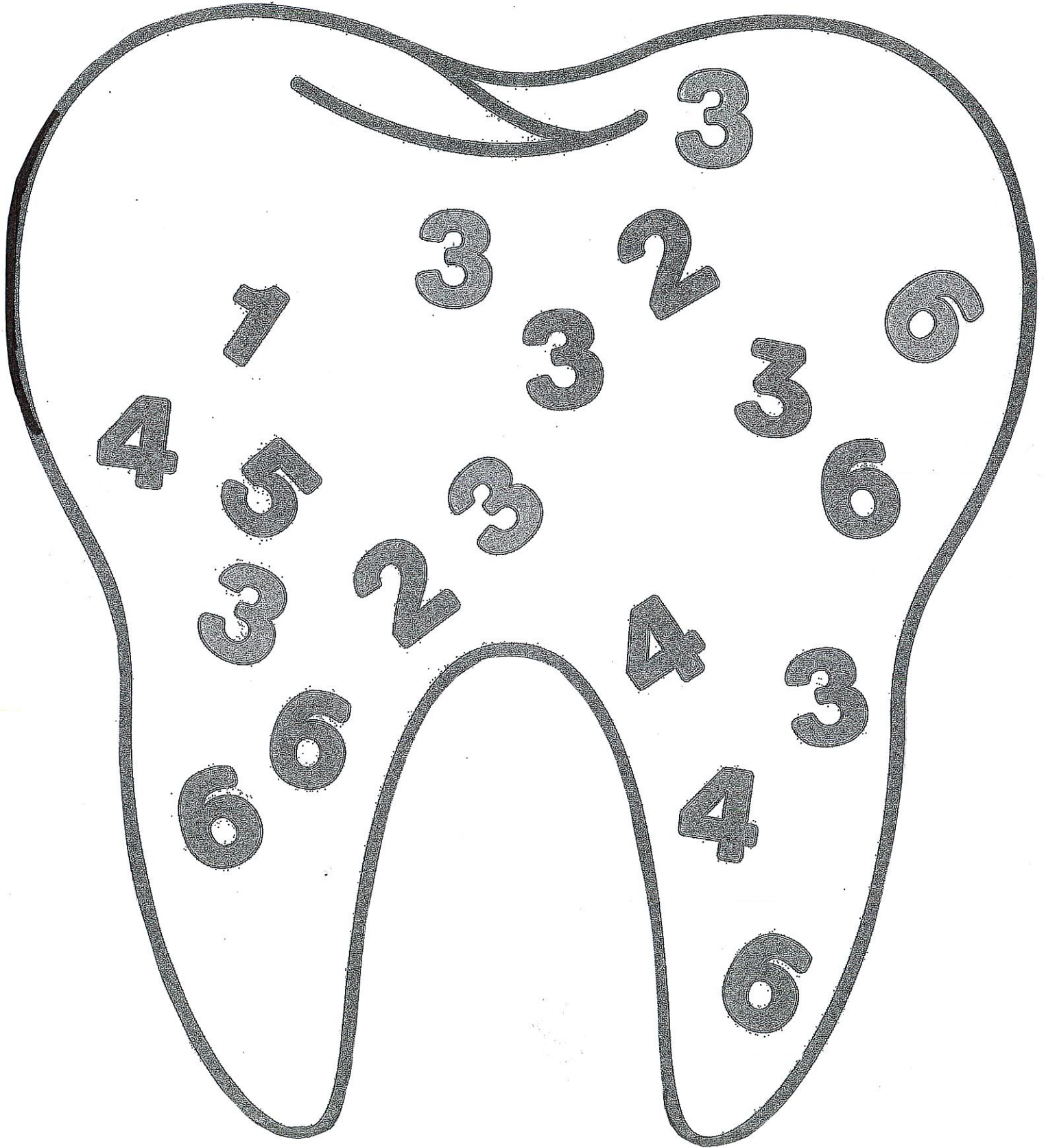
Dot marker

Make an X on the numeral

Cover with something (cube, counting chip, paper square, etc...)

Color over the numeral

# Cavity Smash



## **Social Studies: Dentists - Community Helpers**

Read the story, [Daniel Goes to the Dentist](#). If you don't have this book available, YouTube has a read aloud option that is approximately 6 minutes. [Read aloud](#)

Discuss the importance of going to the dentist to keep our teeth and mouth healthy. Also discuss that the dentist and his assistants want to help you have a healthy mouth.

Video: [Daniel Tiger's Neighborhood, Daniel Tiger Goes to the Dentist](#) This video is 26 minutes.

**Have students color picture of dentist.**

### **Oklahoma Standards:**

K.C.4.4 Identify examples of services provided by community members (e.g., medical care, fire protection, law enforcement, military service, elected officials).

K.P.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in social studies.

1.IP.2.1 Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth)

7.SM.2.1 Identify practices that prevent or reduce health risks

7.SM.2.2 Demonstrate healthy practices and behaviors to maintain or improve personal health.

8.AD.2.1 Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).





## **Science: Different Animal Teeth**

**Read the book What If I had Animal Teeth. If you don't have access to this book, go to [Read aloud on YouTube](#). Discuss the different teeth. Talk about how the animal's teeth help them survive in their habitat. Have students pick which animal teeth they would like to have, and have them tell why they would want those teeth. Students may color the animal that they selected, and draw the habitat that they animal would live in. (shark/ocean, camel/desert)**

### **Oklahoma Standards:**

K.ESS3.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.



