

TEETH AND SMILE

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.1.3 Identify when it is important to seek healthcare.

Alignment with Oregon English Language Arts Literacy Standards

1.L.5a Sort words into categories to gain a sense of the concepts the categories represent.

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Valuable Vocabulary

teeth
brushing
flossing
cavity
plaque
growth
goal

Language of Health Literacy

I think I am doing a great job with...

I think I am okay at...

I think I could be better at...

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

How do I know when I need to create a goal?

What parts of my health can be better?





Student Objectives

Students will be able to:

- Explain why people have teeth;
- Explain the benefits of proper brushing and flossing to improve or maintain their teeth and smile; and
- Explain how setting goals can help them improve or maintain their personal health care practices such as brushing and flossing.



Materials & Preparation

- Brushing and Flossing Posters (Print and hang in learning space)
- Fun Stickers i.e., fruits/vegetables, teeth/toothbrush, smiley faces
- Brushing and Flossing Handout (1 per student)
- Markers/Color crayons

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: “Today we are going to learn the importance of having teeth and the benefits to properly brushing and flossing our teeth.”

Ask students the following questions. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Say: “Who knows why we have teeth?”

Desired responses: “Chew food; bite into things; help us talk.”

Say: “How does it help us to properly brush and floss our teeth?”

Desired responses: “Benefits include removing plaque, preventing gum disease; freshens our breath; decreases risk of cavities; improves or maintains our smile.”

MIDDLE OF LESSON

Say: “There are a lot of ways to improve or maintain our physical health. One way of improving our physical health is to analyze our daily habits and identify areas in which we may need to improve. Right now, we are going to analyze how we think we are doing with our daily brushing and flossing and then rank ourselves.”

Say: “On the wall there are two posters. One labeled ‘Brushing’ and one labeled ‘Flossing’. There are three categories on each poster in which you will rank yourself on your brushing and flossing habits; ‘Excellent’, ‘Okay’, and ‘Could Be Better’.”

Hand stickers out to students.

Say: “Let’s start with the Brushing poster. If you think you are excellent at brushing your teeth, put your sticker in the ‘Excellent’ category. If you think you are okay at brushing your teeth, put your sticker in the ‘Okay’ category. If you think you could be better at brushing your teeth, place your sticker in the ‘Could Be Better’ category.”



Once all students have placed their sticker in a category, ask students these questions. Have them raise their hand to share out

Say: "How do you think we rank as a class on brushing?"

Desired responses: "Excellent, Okay, Could be Better."

Say: "Why do you think that?"

Desired response: "That's where most of the stickers are."

Say: "What could be a reason someone's sticker might be in the 'Okay' or 'Could Be Better' category when it comes to brushing?"

Desired responses: "They do not brush as often as they need to; they do not brush properly"

Say: "Let's move to the Flossing poster. If you think you are excellent at flossing your teeth, put your sticker in the 'Excellent' category. If you think you are okay at flossing your teeth, put your sticker in the 'Okay' category. If you think you could be better at flossing your teeth, place your sticker in the 'Could Be Better category'."

Once all students have placed their sticker in a category, ask students these questions. Have them raise their hand to share out.

Say: "How do you think we rank as a class on flossing?"

Desired responses: "Excellent; Okay; Could be Better"

Say: "Why do you think that?"

Desired response: "That's where most of the stickers are."

Say: "What are some reasons someone's sticker might be in the 'Okay' or 'Could Be Better' category when it comes to flossing?"

Desired responses: "They do not floss as often as they need to; they do not floss properly"

Say: "I am going to pass out a Brushing and Flossing handout to each student. On that paper there are two categories; Brushing and Flossing. If you think you are an excellent brusher, you will color the thumbs up. If you are still learning and getting better at brushing, you will color the apple. An apple is a symbol for school. School is a place where we learn and get better at certain things. If you think you are an excellent flosser, you will color the thumbs up. If you think you are still learning and getting better at flossing, you will color the apple. You can be honest since we all can improve at certain things. When you are done coloring your pictures you will answer one of these sentence frames at the bottom of the paper.

'I am excellent at brushing or flossing because _____.'

OR

'I want to get better at brushing or flossing because _____.'

Note: This allows for the student that ranks themselves as excellent, and provides them the opportunity to express why they believe they are excellent. It also allows for those students who do not rank themselves as excellent, an opportunity to express why they want to grow in this area.

Once students have completed their sentence frames, place students in pairs. Have students share their sentence frames with their partner.



END OF LESSON

Say: "It is important for us to be able to identify areas of growth to improve or maintain our overall health. Not only is it important to identify areas of growth we may need, like brushing or flossing, we need to have skills that will help us improve or maintain our overall health for our entire life. In the next lesson we are going to learn the skill of goal setting. Setting goals can help us identify strengths and weaknesses that we might have, and create a plan to get better in areas we need to improve."

Say: "Raise your hand if you are an 'okay' or 'could be better' brusher."

Say: "Raise your hand if you are an 'okay' or 'could be better' flosser."

Say: "Thank you for being honest. In the next lesson we will set a goal of becoming an 'excellent' brushers or flossers."

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. I would like to learn/grow _____. 2. I would like to learn/grow because _____. 3. A health area I want to get better at is because _____.
Educational Technology Integration	Have students research different types of goals and when someone would need to set one.
Extensions	Have students create a list of other health related areas in their life. Have them rank themselves as "Excellent", "Okay", or "Could Be Better".



TEETH AND SMILE

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.1.3 Identify when it is important to seek healthcare.

HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal.

HE.6.1.2 Describe resources to achieve health-related goals.

Alignment with Oregon English Language Arts Literacy Standards

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation.

Valuable Vocabulary

teeth	plaque
brushing	growth
flossing	goal
cavity	

Language of Health Literacy

A goal is...

Goals are important because...

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

Why is goal setting important?

What makes a goal helpful for my growth?

How can I create a goal that is meaningful?

Who can help me reach my goal?

How can I keep track of my goal?





Student Objectives

Students will be able to:

- Identify short-term goals for proper care;
- Set a short term goal to improve or maintain their teeth or smile; and
- Identify trusted adults that can help individuals reach their goal.



Materials & Preparation

- Poem "I Think I Can" Presentation.
 - Set up technology to present "I Think I Can" poem
- Goal Setting handout (Print 1 per group)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Ask students these three questions and have them either nod or raise their hand.

"Who has heard the word goal?"

"Who knows what a goal is?"

"Who has ever set a goal?"

Say: "A goal is something you are trying to do or achieve."

Say: "I am going to read the poem "I Think I Can." As I am reading this poem, I want you to follow along with the words on the screen. Listen to the words and think about what goal this person is setting for themselves, or trying to do, and what they do to help achieve their goal."

Read the poem from start to finish the first time.

Then, read the poem a second time through. While reading the poem the second time, break down each paragraph and how it relates to goal setting.

Say: "What is the goal of this person in paragraph one?"

Desired response: "Finish a task."

Say: "In paragraph two what are two things this person does to help them achieve or reach their goal?"

Desired response: "Adjust and ask for help."

Say: "In paragraph three, what does this person do if they do not achieve their goal?"

Desired response: "They try again."

Say: "A goal is something you want that is put in action with a plan, or something you try to do, just like this person in the poem. Today, we are going to learn the skill of goal setting in order to help us maintain or improve our overall health, especially around proper brushing and flossing."



Ask students the below question. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Question: 'What are some examples of short-term goals from your own life?'

Desired responses: "Clean my room; wash my hands before eating; brush my teeth; floss my teeth; exercise"

MIDDLE OF LESSON

Say: "You will work in a group of four to create a goal around proper brushing and flossing." Have the students record their goal using the sentence frame "This week/Today, I will _____ to improve or maintain my teeth or smile" on the Goal Setting handout using words or pictures.

Say: "Some of you all may not have floss available; that's okay. If you do not have floss at home, set a goal to properly brush your teeth twice a day." Have students present their goal to the class. Post the students' goals in a location accessible to all. Have students choose one of the goals presented to practice that night around proper brushing and flossing.

END OF LESSON

Say: "Setting goals and achieving them can be hard sometimes. In the next lesson, we will talk about what might get in the way of achieving goals. One thing that makes it easier to reach our goals is to have someone help us."

Say: "Does anyone know a trusted adult that can help us reach our goals?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Desired responses: "Parent/guardian; family member; neighbor; childcare provider"

Inform students that it is okay to use their trusted adult when practicing their goal around proper brushing and flossing tonight.

Inform students that in the next lesson we will discuss who reached their goal. We will also discuss why individuals may or may not reach their goal, finding ways for success.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: "This week/Today, I will _____ to improve or maintain my teeth or smile."
Educational Technology Integration	Have students type in their group goal to a Google Slide and share their slide with the other students.
Extensions	Have students create other goals around other health practices.



TEETH AND SMILE

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.

HE.1.1.3 Identify when it is important to seek healthcare.

HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal.

HE.6.1.2 Describe resources to achieve health-related goals.

Alignment with Oregon English Language Arts Literacy Standards

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation.

Valuable Vocabulary

teeth	plaque
brushing	growth
flossing	goal
cavity	

Language of Health Literacy

I reached my goal because _____.
_____ helped me reach my goal.

I did not reach my goal because _____.
_____ got in the way of me reaching my goal.

_____ made it hard for me to reach my goal.

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

How might we ask for help while working to reach a goal?

What might help or interfere with reaching or not reaching a goal?

What might I do differently next time?





Student Objectives

Students will be able to:

- Discuss who reached their goal;
- Examine reasons why individuals may or may not reach their goal; and
- Discuss different ways to reach a goal for future health care practices.



Materials & Preparation

- Teeth and Smile Presentation
- Goal Setting Chart (1 per student)
- Markers/Crayons
- **Prepare:**
 - Post sentence frame “Today, I will _____ to improve or maintain my teeth or smile.” in front of class.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: “In the last lesson we set classroom goals to brush and floss our teeth properly.” Reference the goals that are posted on the wall. Use *Slide 1* in Teeth and Smile presentation.

Show Slide 2

Ask students these two questions and have them either nod or raise their hand.

“I was able to achieve my goal.”

“I was not able to achieve my goal.”

“I asked for help while working to reach my goal.”

Say: “Setting and achieving goals can be hard sometimes. Learning how to set goals can be like learning math. We practice math problems everyday because math can be hard, but the more we practice math problems, the better we get at math, and the easier it might become. The same is true for setting goals. The more we learn and practice setting goals, the better we will become in achieving them.”

Show Slide 3

Ask students these two questions. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Question: “What can make it hard for someone to reach their goal?”

Desired responses: “If I do not have anyone to help me, I do not have the right tools at home to brush or floss my teeth; I forgot, I am not good at...”

Question: “What can get in the way of someone reaching their goal?”

Desired responses: “I got distracted doing _____.; I did not have anyone to help me; I could not reach my toothbrush/floss; I do not have a toothbrush or floss at home.”

Say: “Writing down your goal and having something to remind you of your goal can help you achieve your goal. Today, we are going to write a goal around brushing and flossing every day. We will create a ‘Goal Setting Chart’ that you can take home. This will help remind you to brush and floss every day.”

Hand out the Goal Setting Chart to every student. Explain to students the yellow box is where we will create a goal around proper brushing and flossing to improve our teeth or smile.



Show Slide 4

Say: “Let’s set a goal together for proper brushing and flossing. We will complete the sentence frame on the board together, “Today, I will _____ to improve or maintain my teeth or smile.”

Have students raise their hand and give examples of words they could use to complete the sentence. If students do not share or use inaccurate examples use the desired responses.

Desired responses: “Today, I will...brush, floss”

Tell students to fill in the words on their Goal Setting Chart. Monitor progress and move to the next step when students complete their sentence frame.

Say: “We will read the instructions together in the blue box. Draw a picture of each step needed to achieve your goal. Every time you complete that step, put a check in the box next to the picture.”

Say: “In each box you will draw a picture of the step needed to achieve your goal.” Inform students not to draw in the violet-colored boxes. “These are the boxes you will put a checkmark in, every time you complete that step.”

Monitor progress and move to the next step when students complete the steps in each box.

Say: “We will read the instructions together in the purple box. Draw how you will feel when you achieve that goal!”

Say: “Completing a goal feels good. In this box, you will draw a picture of how you will feel when you achieve this goal.”

Teacher note: If you have students that do not have access to floss, *Slide 5* can also be used as an example.

Teacher:

- Monitors correct information and steps
- Provide feedback to students as necessary.
- Review proper placement of images with students.

Say: “Does anyone want to share their Goal Setting Chart?” Have students raise their hand and share.

END OF LESSON

Tell students they will take this “Goal Setting Chart” home and use it every morning and every night when they brush their teeth. Remind students that they should give themselves a check mark every time they complete their goal. Explain that reflecting, or looking back, at the goal and how they worked to reach it, helps us create strong goals in the future.

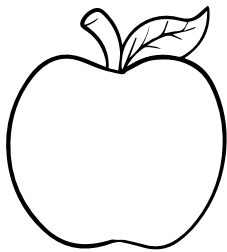
Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. “Today, I will _____ to improve or maintain my teeth or smile.”
Extensions	Have students create additional goals around a health-enhancing practice.

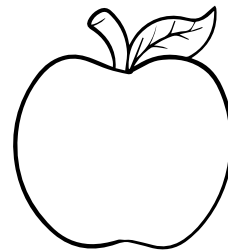


Name: _____

Brushing



Flossing



I am an excellent brusher or flosser because...

OR

I want to get better at brushing or flossing because...

Name: _____

“This week/today, I will

to improve or maintain my teeth
or smile.”

I think I can

I Can keep on working
Until a task is through
And I enjoy taking pride
In all the things I do.

I can adjust when things
Don't go as planned.
And I can ask for help
When I don't understand.

I can do most anything
If I think I can.
And If at first I don't succeed,
I'll try and try again.

I can, I can, I think I can,
I can, I can, I can,
I can, I can, I think I can,
I can, I can, I can.




















Goal Setting Chart

Today, I will _____ to improve or maintain my teeth or smile.

Draw a picture of each step needed to achieve that goal. Every time you complete that step, put a check in the box next to the picture.

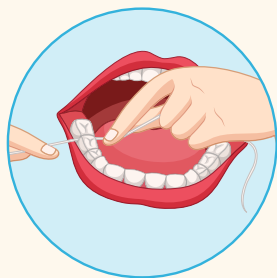
		
		
		
		
		

Draw how you will feel when you achieve that goal!



Brushing

Excellent	
Okay	
Could Be Better	



Flossing

Excellent	
Okay	
Could Be Better	