

Franklin Township Public Schools - PRESCHOOL Curriculum Guidance Document: Unit 11 (Dental Health)

Unit 11: (February) DENTAL HEALTH

Days of Instruction: 2 weeks

Unit Summary and Rationale:

In Unit 11, students will learn to:

- Identify how to take care of their teeth, what they use their teeth for and how to make healthy teeth choices

Preparation for College, Careers, and Beyond	
Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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Cross-Curricular Connections

Interdisciplinary Connections

- LIBRARY - Suggested story titles:
****SUGGESTED MENTOR TEXTS LISTED BELOW IN UNIT TABLE**
 - *ABC Dentist by Harriet Ziefert*
 - *A Day in the Life of a Dentist by Heather Adamson*
 - *Arthur's Missing Tooth by Lillian Hoban*
 - *At the Dentist by Mari Schuh*
 - *The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain*
 - *Brush, Brush, Brush by Alicia Padron*
 - *Brush Your Teeth, Please by Leslie Mcguire*
 - *Going to the Dentist by Anne Cirvardi*
 - *Have you Ever Seen a Moose Brushing his Teeth by Jamie McClaine*
 - *I Lost My Tooth! by Hans Wilhelm*
 - *Just Going to the Dentist by Mercer Mayer*
 - *Little Rabbit's Loose Tooth by Lucy Bate*
 - *Loose Tooth by Lola Schaefer*
 - *Moose's Loose Tooth by Jacqueline A. Clarke*
 - *My Dentist by Harlow Rockwell*
 - *My Tooth is About to Fall Out by Grace Maccarone and Betsy Lewin*
 - *The Night Before the Tooth Fairy by Natasha Wing*
 - *The Prince's Tooth is Loose by Harriet Ziefert*
 - *Sugarbug Doug: All About Cavities, Plaque, and Teeth by Dr. Ben Magleby*
 - *Timothy Tiger's Terrible Tooth Ache by Jan Wahl*

- SONGS/MOVEMENT
 - Dental Health Songs & Fingerplays

- ART
 - Scissors - string, strips of paper (make tooth)
 - Toothbrushes instead of paint brushes for painting, toothpaste instead of paint for painting
 - Teeth & mouth templates on plain paper for students to color & draw on

- DRAMATIC PLAY
 - Stuffed animal, tooth xray, toothbrush, toothpaste, lab coat, dentist chart
 - Grocery store - healthy vs unhealthy
 - Doctor's office/dentist office

- FINE MOTOR
 - Tray with playdough, white beads, students make a mouth with teeth
 - Duplo blocks, playdough, string (floss)

- BLOCKS
 - Build your community with blocks

Technology Integration and Literacy

- TECHNOLOGY INTEGRATION
 - Scholastic My Big World - Digital Editions
 - Who Needs Teeth? February 2021
 - Healthy Smiles - February 2020
 - Animal Smiles - February 2019

- LITERACY
 - Thematic word wall cards
 - Dental themed writing paper

- MATH
 - Tooth brush - color identification, sorting, patterning & counting
 - Dental Health count & match game

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PRESCHOOL - UNIT 11 (Dental Health)			
Topic/ Pacing	Standards (NJ 2014 Preschool Teaching and Learning Standards)	Critical Knowledge & Skills	Suggested Resources and Activities
<p>DENTAL HEALTH (2 weeks)</p>	<ul style="list-style-type: none"> ● 0.1: Children demonstrate self-confidence ● 0.2: Children demonstrate self-direction ● 0.3: Children identify and express feelings ● 0.4: Children exhibit positive interactions with other children and adults ● 0.5: Children exhibit pro-social behaviors. ● 1.1: Children express themselves through and develop an appreciation of creative movement and dance ● 1.2: Children express themselves through and develop an appreciation of music ● 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling ● 1.4: Children express themselves through and develop an appreciation of the visual art ● 2.1 Children develop self-help and personal hygiene skills ● 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices ● 2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills ● RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. ● RL.PK.2 With prompting and support, retell familiar stories or poems ● RL.PK.3 With prompting and support, identify characters, settings and major events in a familiar story ● RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud ● RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story ● RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story ● RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups ● RI.PK.1 With prompting and support, ask and answer question about key elements in a familiar text ● RI.PK.2 With prompting and support, recall important facts from a familiar text ● RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text. ● RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text ● RI.PK.5 Identify the front and back cover of a book ● RI.PK.6 With prompting and support, identify the role of author 	<p>Essential Question:</p> <ul style="list-style-type: none"> ● What are teeth? ● Why is it important to keep your teeth clean? ● What does a dentist do? ● What do you do with a toothbrush? ● What do we use our teeth for? ● What foods are healthy/unhealthy for your teeth? <p>Objectives/Learning Outcomes <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Know the importance of keeping teeth healthy ● Identify a dentist and their role ● Know what we use our teeth for ● Learn and name new dental health vocabulary <p>Suggested Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation ● Anecdotal records ● Work samples <p>Suggested Read Alouds/Mentor Texts:</p> <ul style="list-style-type: none"> ● ABC Dentist by Harriet Ziefert ● A Day in the Life of a Dentist by Heather Adamson ● Arthur’s Missing Tooth by Lillian Hoban ● At the Dentist by Mari Schuh ● The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain ● Brush, Brush, Brush by Alicia Padron ● Brush Your Teeth, Please by 	<p><i>*Please see intended learning objective outcomes below broken down for 3 and 4 year olds for each content area</i></p> <p>Core Resources:</p> <p>SEL:</p> <ul style="list-style-type: none"> -Classroom routines, procedures & expectations <ul style="list-style-type: none"> ● Behavior Management Green and Red Choices Preschool, Pre-K, and Kindergarten (TPT) -Morning Meeting greetings -“Hot Toothbrush” (hot potato) <p>ELA:</p> <ul style="list-style-type: none"> -Thematic word wall cards - Find it! (Dental Health) -Themed read alouds -Show & tell -Letter activities <ul style="list-style-type: none"> ● The Alphabet Curriculum ● Pocket Chart Games (Winter) <p>MATH:</p> <ul style="list-style-type: none"> -Dental Health Stews & Brews <p>SS/FAMILY LIFE SKILLS</p> <ul style="list-style-type: none"> -Social Stories about the dentist <p>SCIENCE/HEALTH</p> <ul style="list-style-type: none"> -TPT - Little Learners Science/My body -Egg in juice experiment <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Brush your Teeth Blippi Brush your Teeth <p>FINE/GROSS MOTOR</p> <ul style="list-style-type: none"> Jumping Tooth Game

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<ul style="list-style-type: none"> • and illustrator in presenting ideas in informational text • RI.PK.7 With prompting and support, tell how the illustrations support the text in informational text • RF.PK.1 Begin to demonstrate understanding of basic features of print • RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes.) • RF.PK.3 Demonstrate an understanding of beginning phonics and word skills • RF.PK.4 Begin to engage in a variety of texts with purpose and understanding • W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. • W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings or invented spelling to share information during play or other activities. • W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings or invented spelling to describe an event real or imagined • W.PK.7 With guidance and support, participate in shared research and shared writing projects • W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question • SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small group • SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally • SL.PK.3 Ask and answer questions to seek help, get information or follow directions • SL.PK.4 Begin to describe familiar people, places, things and events and sometimes with detail • SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail • SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings and ideas • L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities • L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day • L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content • L.PK.5 With guidance and support, explore word relationships • L.PK.6 Use words and phrases acquired through conversations, activities and read alouds • 4.1 Children begin to demonstrate an understanding of numbers and counting • 4.2 Children demonstrate an initial understanding of numerical operations • 4.3 Children begin to conceptualize measurable attributes of objects • 5.1 Children develop inquiry skills 	<ul style="list-style-type: none"> • Leslie Mcguire • Going to the Dentist by Anne Cirvardi • Have you Ever Seen a Moose Brushing his Teeth by Jamie McClaine • I Lost My Tooth! by Hans Wilhelm • Just Going to the Dentist by Mercer Mayer • Little Rabbit’s Loose Tooth by Lucy Bate • Loose Tooth by Lola Schaefer • Moose’s Loose Tooth by Jacqueline A. Clarke • My Dentist by Harlow Rockwell • My Tooth is About to Fall Out by Grace Maccarone and Betsy Lewin • The Night Before the Tooth Fairy by Natasha Wing • The Prince’s Tooth is Loose by Harriet Ziefert • Sugarbug Doug: All About Cavities, Plaque, and Teeth by Dr. Ben Magleby • Timothy Tiger’s Terrible Tooth Ache by Jan Wahl 	
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	<ul style="list-style-type: none"> ● 6.1 Children identify unique characteristics of themselves, their families and others ● 6.2 Children become contributing members of the classroom community ● 6.3 Children demonstrate knowledge of neighborhood and community ● 9.1 Children demonstrate initiative, engagement and persistence ● 9.2 Children show creativity and imagination ● 9.3 Children identify and solve problems ● 9.4 Children apply what they have learned to new situations 	
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Unit 11: Intended Learning Outcomes by Content Area		
	3 Year-Old	4 Year-Old
Social-Emotional Learning (SEL)	<ul style="list-style-type: none"> ● Take turns passing a toothbrush ● Requesting for help ● Identify own belonging and space 	<ul style="list-style-type: none"> ● Take turns passing a toothbrush ● Requesting for help ● Take responsibility for own belongings and space
English/Language Arts (ELA)	<ul style="list-style-type: none"> ● Identifying T is for teeth ● Expand vocabulary related to dental health 	<ul style="list-style-type: none"> ● Identifying and naming T is for teeth ● Expand vocabulary related to dental health
Math	<ul style="list-style-type: none"> ● Counting 5-10 objects ● Identifying positional words with teeth brushing (top/bottom) ● Match color pattern using toothbrushes 	<ul style="list-style-type: none"> ● Counting 10-20 objects ● Identifying positional words with teeth brushing (top/bottom/front/back) ● Create color patterns using toothbrushes
Social Studies/Family Life Skills	<ul style="list-style-type: none"> ● Identifying/what a dentist does ● Sequence 3 step picture story of how to brush your teeth ● Participate in bathroom routine with minimal prompting 	<ul style="list-style-type: none"> ● Identifying/what a dentist does ● Sequence 4 step picture story of how to brush your teeth ● Complete bathroom routine with minimal prompting
Science	<ul style="list-style-type: none"> ● Identifying/naming dentist/teeth ● Sorting healthy teeth choices versus non-healthy choices 	<ul style="list-style-type: none"> ● State why it is important to keep your teeth clean ● Stating healthy teeth choices versus non-healthy choices
Performing Arts (including Music and Movement)	<ul style="list-style-type: none"> ● Pretend to be a dentist ● Sing dental/teeth themed songs ● Paint using dental floss or toothbrushes 	<ul style="list-style-type: none"> ● Pretend to be a dentist ● Sing dental/teeth themed songs ● Paint using dental floss or toothbrushes
Fine and Gross Motor Skills	<ul style="list-style-type: none"> ● Make a mouth with teeth using mini marshmallows ● Snip pieces of paper to make the bristles of a toothbrush 	<ul style="list-style-type: none"> ● Make a mouth with teeth using mini marshmallows ● Snip pieces of paper to make the bristles of a toothbrush