

I Need My Teeth

School Assembly Program



McMillenHealth
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 **DELTA DENTAL**

Pre and Post Activities
Kindergarten - 5th Grade

I Need My Teeth

School Assembly Program Pre - Post Activities

Kindergarten Pre-Activity Counting Teeth

Materials:

- *I Need My Teeth* book
- Small Teeth Template (cut out each tooth)

National Standards:

Language Arts/Mathematics

Language Arts:

CCSS.ELA-Literacy.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Mathematics:

CCSS.Math.Content.K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.Math.Content.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.CC.B.4.a

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.Math.Content.K.CC.B.4.b

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.Math.Content.K.CC.B.4.c

Understand that each successive number name refers to a quantity that is one larger.

Pre-Activity Discussion:

1. Read the book *I Need My Teeth* to the class
2. Discuss the following questions with students:
 - Who were the characters in the story?
 - What did James want to buy?
 - How much money did James need to save? How did he get the money he needed?
 - When James didn't have his teeth, what were some things he couldn't do?
 - How did James feel when he didn't have his teeth?
 - How did he feel when he got his teeth back?
 - What are some ways we can take care of our teeth?
 - What professional helps us to take care of our teeth?

Activity:

1. After discussing the book, explain that children have 20 primary (baby) teeth and when they become adults they will have a total of 32 permanent teeth.
2. Explain to the students that they are each going to receive a tooth and will practice counting and putting the numbers in order. Give each student a tooth from the Small Tooth Template.
3. Assign each student a number between 1-20.
4. Have students write their assigned number on their tooth.
5. Call out the numbers in random order and have students come up and place their numbered teeth in order (1-10 on the top row and 11-20 on the bottom row) on a large mouth drawn on the board, or on a large mouth drawn on a piece of paper.

Adaptation:

To use as a learning center activity, print out the Small Teeth Template and laminate the teeth. Have the students use a dry erase marker to write numbers on the teeth and put the numbers in correct order with 1-10 on the top row and 11-20 on the bottom row.



I Need My Teeth

School Assembly Program Pre - Post Activities

Kindergarten Post-Activity Fill Up the “Chomper”

Materials:

- Full Mouth Template (one for each student)
- Small white beads/beans/marshmallows
- Dice

Pre-Activity Discussion:

1. Explain that children have 20 baby (primary) teeth. Explain how important teeth are and ask the class what they learned during the assembly about why they need their teeth (for eating, for talking, to do well in school, etc).
2. Ask students how they can take care of their teeth and what things they need to do every day to care for their teeth.

Activity:

1. Divide students into small groups of 3 or 4 and give each group a die. Give each student a Full Mouth Template and 20 small white beads/beans/mini-marshmallows.
2. Each student will take a turn rolling the die and placing that number of “teeth” on the mouth. For example, if a student rolls a two they will place two “teeth” on the mouth and then it’s the next person’s turn.
3. The game can be played until all students have filled their “mouth”.
4. After the game is complete, have students glue the manipulatives onto the template. If the student has lost a tooth, they can leave that spot on the mouth blank.

Extension:

After the game is complete, students can draw a picture of themselves smiling and make a list of things that make them smile.

National Standards:

Language Arts/Mathematics

Language Arts:

CCSS.ELA-Literacy.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Mathematics:

CCSS.Math.Content.K.CC.B.4.a

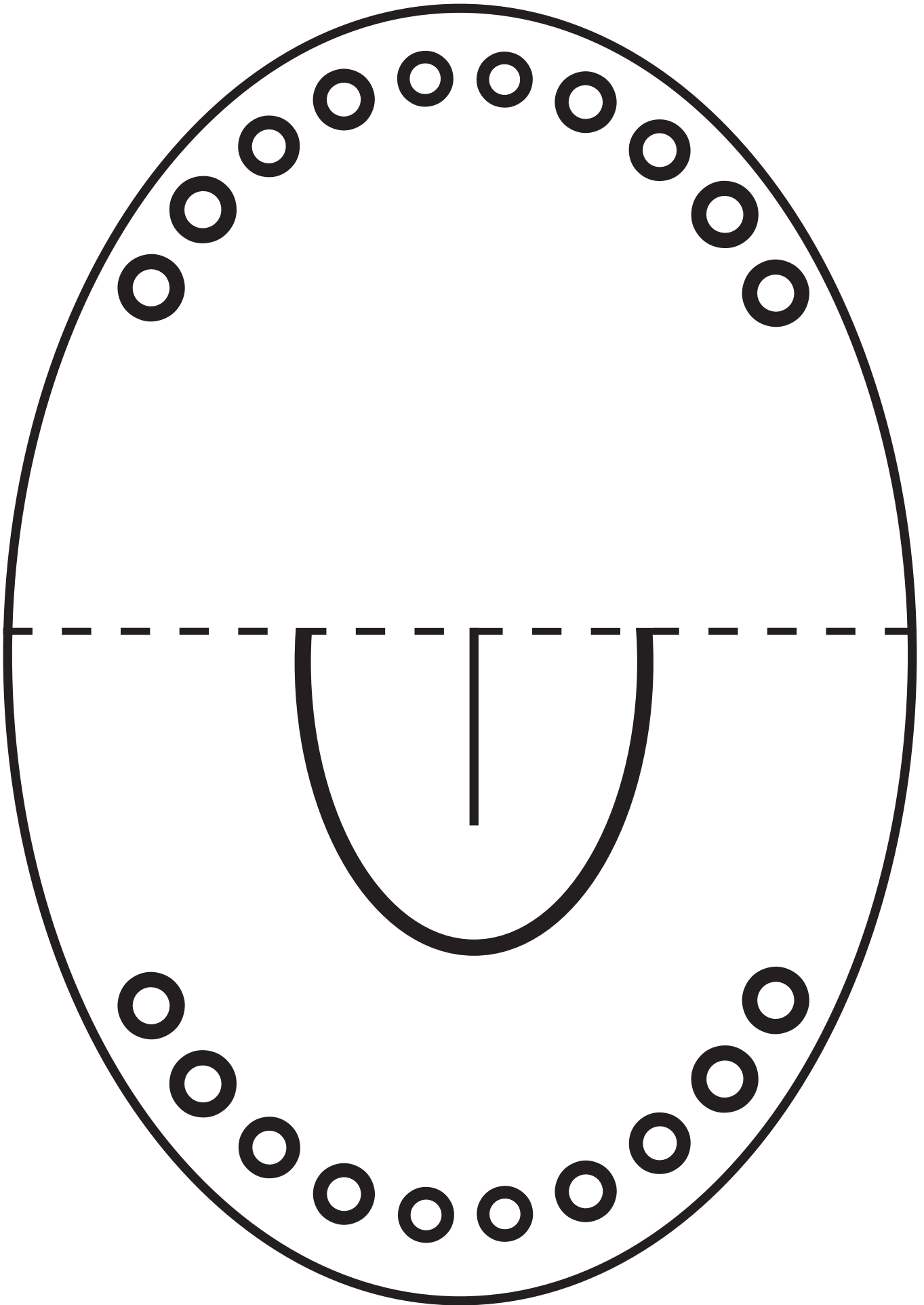
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.Math.Content.K.CC.B.4.b

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.Math.Content.K.CC.B.4.c

Understand that each successive number name refers to a quantity that is one larger.



I Need My Teeth

School Assembly Program Pre - Post Activities

First Grade Pre-Activity Lost Tooth Chart

Materials:

- Butcher block paper (or use white board/chalkboard). Draw a large chart on the paper, placing each student name on the Y axis. Place the numbers 0-10 on the X axis. Place grid lines so students can color in their bar.
- Markers/Crayons

Pre-Activity Discussion:

1. Read the book *I Need My Teeth* to the class
2. Discuss the following questions with students:
 - Identify the plot (main idea), characters, and the setting in the story.
 - What type of story is this? (fictional, non-fictional, fairy tale)
 - What did James find that he really needed his teeth for? (eating, talking, doing well in school, etc)
 - How many teeth had James lost at the beginning of the story? How many had he lost at the end of the story?
 - What are some foods/drinks that help keep our teeth healthy?
 - What other things can we do to keep our teeth healthy?

Activity:

1. Explain that every person gets two sets of teeth, which are our primary (or baby) teeth and our permanent teeth. It is very important that we take care of both sets of teeth.
2. Explain that most children start losing their first set of teeth around the age of 5 or 6 and will lose all their primary (baby) teeth so their permanent teeth can come in. Tell students that they are going to make a bar graph, or chart, to see how many teeth the class has lost. Explain to the students that children lose teeth at different rates, so some may not have lost any teeth, while others may have lost several.
3. Discuss with students that when making a chart they need a title and numbers for labeling. (This can be adapted so that this part is done for students beforehand). Have students create a name together for the chart.
4. Have each student come up and identify how many primary teeth they have lost and color in the bar representing the amount of teeth they have lost.
5. After the chart is completed, compare and contrast the different number of teeth lost and identify the most teeth lost, they least lost, the number representing the average teeth lost, etc.
6. If time allows students can collect other “data” from different grades, like kindergarteners or 2nd graders and compare the number of teeth lost from different students in each grade.

National Standards:

Language Arts/Mathematics

Language Arts:

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Mathematics:

CCSS.Math.Content.1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

I Need My Teeth

School Assembly Program Pre - Post Activities

First Grade Post-Activity Roger the Robot Game

Pre-Activity Discussion

1. Review with students why it is very important that we have healthy teeth. Review how many times a day we should brush our teeth (2) and how many times a year we should see the dentist (2).
2. Ask students to name foods and drinks that keep our teeth health and foods and drinks that can hurt our teeth.

Activity

1. Explain that they will be playing a game to help Roger the Robot get his teeth back in time before his system shuts down. Place students into small groups and explain the game rules.
2. Each group gets one game board and each student will receive a Roger the Red Robot game sheet and 14 beans/white beads. Each student also receives an different colored manipulative to be their game piece.

Rules of Game:

1. Students will take turns rolling the die and either add teeth to Roger's mouth using the beans, or take teeth away. Have students place teeth on the round rivets in Roger's mouth.
2. If the student lands on the Healthy Treat space (apple or milk) then the student gets to add one tooth to Roger's mouth.
3. If a student lands on a Free Roll space they roll the die and put that many teeth in Roger's mouth.
4. If a student lands on the Tooth Fairy space then the student must take 1 tooth away.
5. If a student lands on a Candy space they must take 2 teeth away.
6. If a student lands on 2X they can add 2 teeth to Roger's mouth.
7. If students reach the end of the board and don't have their 14 teeth, they turn around and head back toward the Start space.
8. The first person to place all 14 teeth on Roger's mouth wins.

Materials:

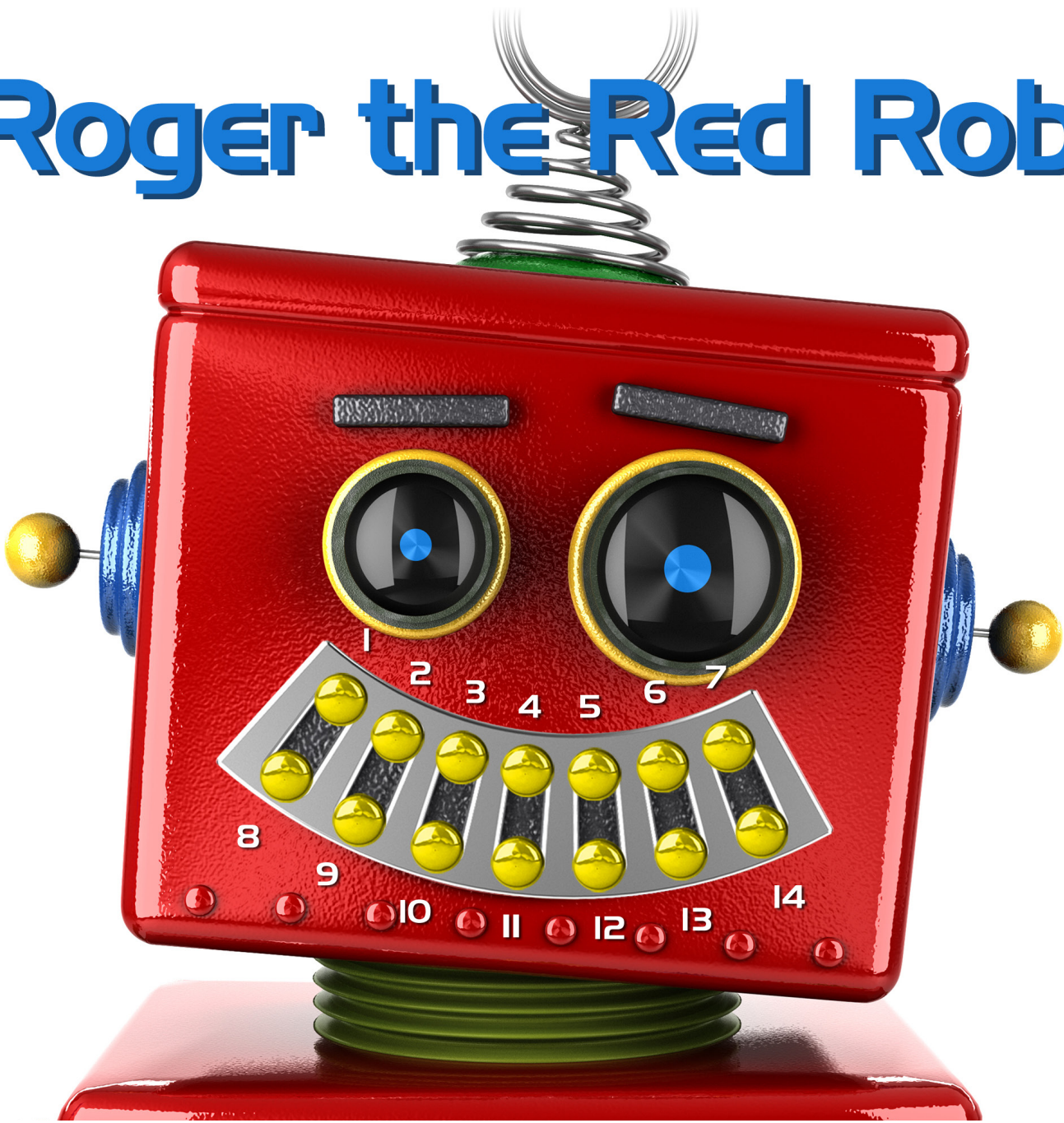
- Dice
- Roger the Red Robot game board (laminated each board, one per group)
- Roger the Red Robot game sheet (laminated each sheet, one per student)
- Beans (or other small manipulative) (14 per student)
- Different colored manipulatives to use as game pieces

National Standards: Mathematics

Mathematics:
CCSS.Math.Content.1.OA.C.5
Relate counting to addition and subtraction

CCSS.Math.Content.1.OA.C.6
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Roger the Red Robot



Roger the Red Robot Game Score Sheet

Help Roger get all of his teeth before he shuts down!

While you have 20 teeth, Roger the Red Robot has 14. Take turns rolling the die and placing “teeth” (beans) on the Roger the Red Robot Game Score Sheet.



If you land on the healthy treat space then add one tooth to Roger's mouth.

2X

If you land on a 2X space, add two teeth to Roger's mouth. Great job brushing!



If you land on a Tooth Fairy space take one tooth away.

Free Roll!

If you land on a Free Roll space, roll the die and place that number of teeth on Roger the Red Robot's mouth.



If you land on a candy space take one tooth away.

Take turns rolling the dice:



If you land on the healthy treat space then add one tooth to Roger's mouth.

Free Roll!

If you land on a Free Roll space, roll the die and place that number of teeth on Roger the Red Robot's mouth.

2X

If you land on a 2X space, add two teeth to Roger's mouth. Great job brushing!



If you land on a Tooth Fairy space, then take one tooth away.



If you land on a candy space, take one tooth away.

Start

Free Roll!



2

Roger the Red Robot Game

Finish

Free Roll!

You will need:

- A die
- Game pieces (beans)
- Roger the Red Robot sheet



brush!

I Need My Teeth

School Assembly Program Pre - Post Activities

2nd Grade Pre-Activity Robot Math

Materials:

- I Need My Teeth book
- Robot Math sheet
- Markers/Crayons

National Standards:

Language Arts/Mathematics

Language Arts:

CCSS.ELA-Literacy.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Mathematics:

CCSS.Math.Content.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.OA.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

CCSS.Math.Content.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Pre-Activity Discussion:

1. Read the book I Need My Teeth to the class
2. Discuss the following questions with students:
 - What was the main idea of the story? When/Where did this story take place?
 - Why did James want to lose all of his teeth? Was this a good idea? Why or why not?
 - How did James get enough money to buy his Roger the Red Robot? Are there other ways James could have saved for a new toy?
 - Why do we need our teeth?
 - How can we take care of our teeth?

Activity:


1. Give each student a Robot Math sheet and have them complete the math questions and color the Roger the Red Robot.

How does Roger the Red Robot like to travel?

1. Solve the math problems in the spaces. Write your answer in that space.
2. Color the space in with the color that matches that number in the answer key.

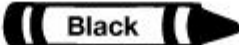
 Blue 5

 Gray 2, 15

 Red 4

 Brown 6, 16

 Yellow 3, 17

 Black 7, 8, 9, 10, 14

I Need My Teeth

School Assembly Program Pre - Post Activities

2nd Grade Post-Activity Healthy Mouth

Materials:

- Happy Tooth and Sad Tooth templates
- Magazines or newspaper food ads
- Large construction paper or poster board
- Glue
- Scissors

Pre-Activity Discussion:

1. Explain to the students that taking care of our teeth is extremely important. Our diet (the foods we eat) plays a big part of how healthy our teeth are.
2. Ask students how they decide what foods are healthy or unhealthy and to name some healthy and unhealthy foods.
3. Ask students what can happen to our teeth if we eat healthy foods and brush our teeth twice a day versus if we eat unhealthy foods and don't brush our teeth (cavities). Explain that cavities are holes we can get in our teeth if our teeth aren't healthy.

Activity

1. Explain to the students that they are going to be creating a poster showing how healthy foods are good for our teeth and unhealthy food may harm our teeth. Tell students once their posters are done they will be presenting them in front of their classmates. Posters can be created as a small group.
2. Have the students glue the Happy Tooth and the Sad Tooth onto a piece of large construction paper to indicate the two categories.
3. Students may use grocery store ads, magazines, or hand drawn pictures of foods on their posters.
4. The students will glue the healthy foods on the Happy Tooth and the unhealthy foods on the Sad Tooth. For example, an apple would go on the Happy Tooth and doughnuts would go on the Sad Tooth.
5. Have each student or group present their posters, and discuss why they chose their foods.

National Standards:

Language Arts/Mathematics

Language Arts:

CCSS.ELA-Literacy.SL.2.1.a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

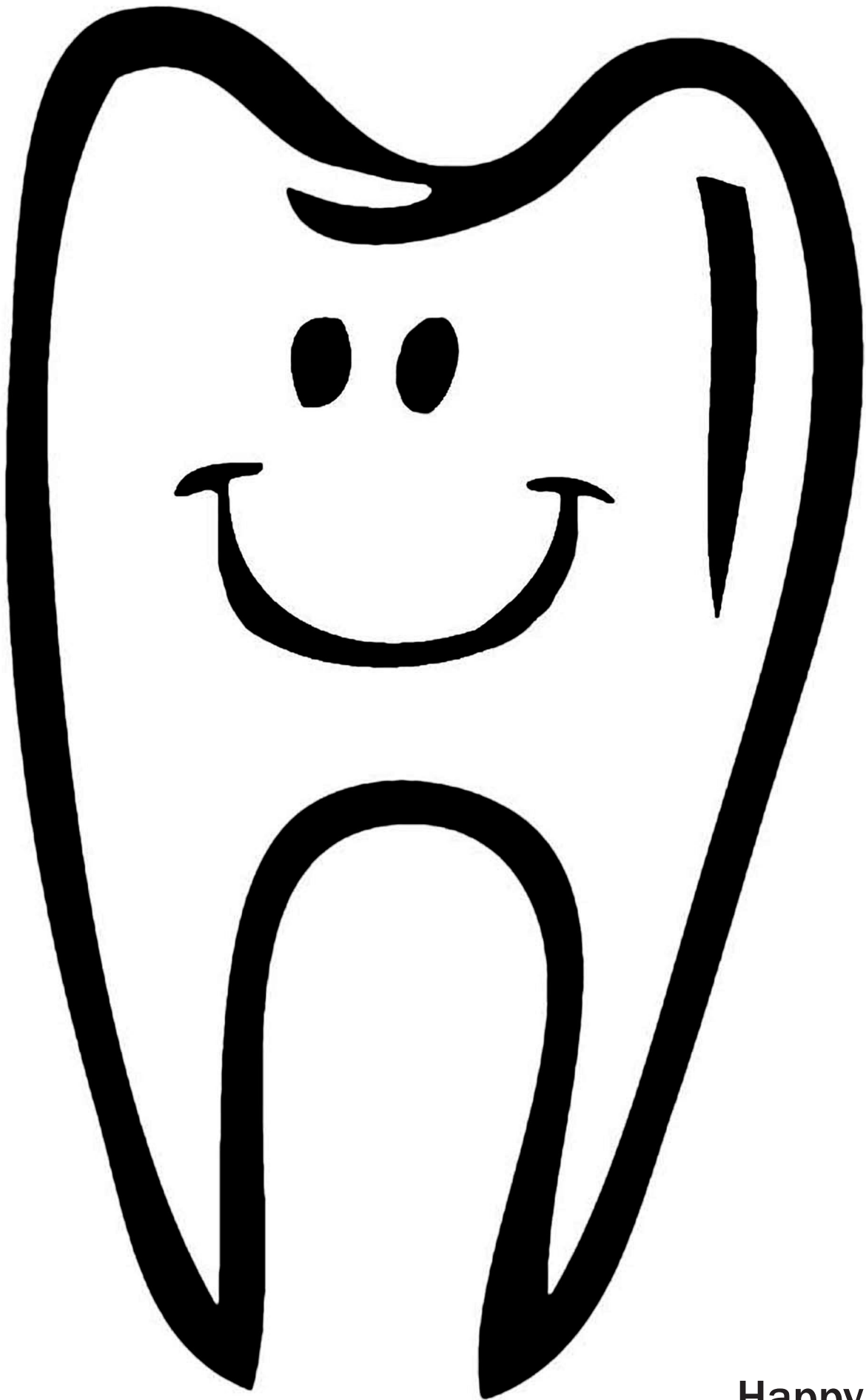
CCSS.ELA-Literacy.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

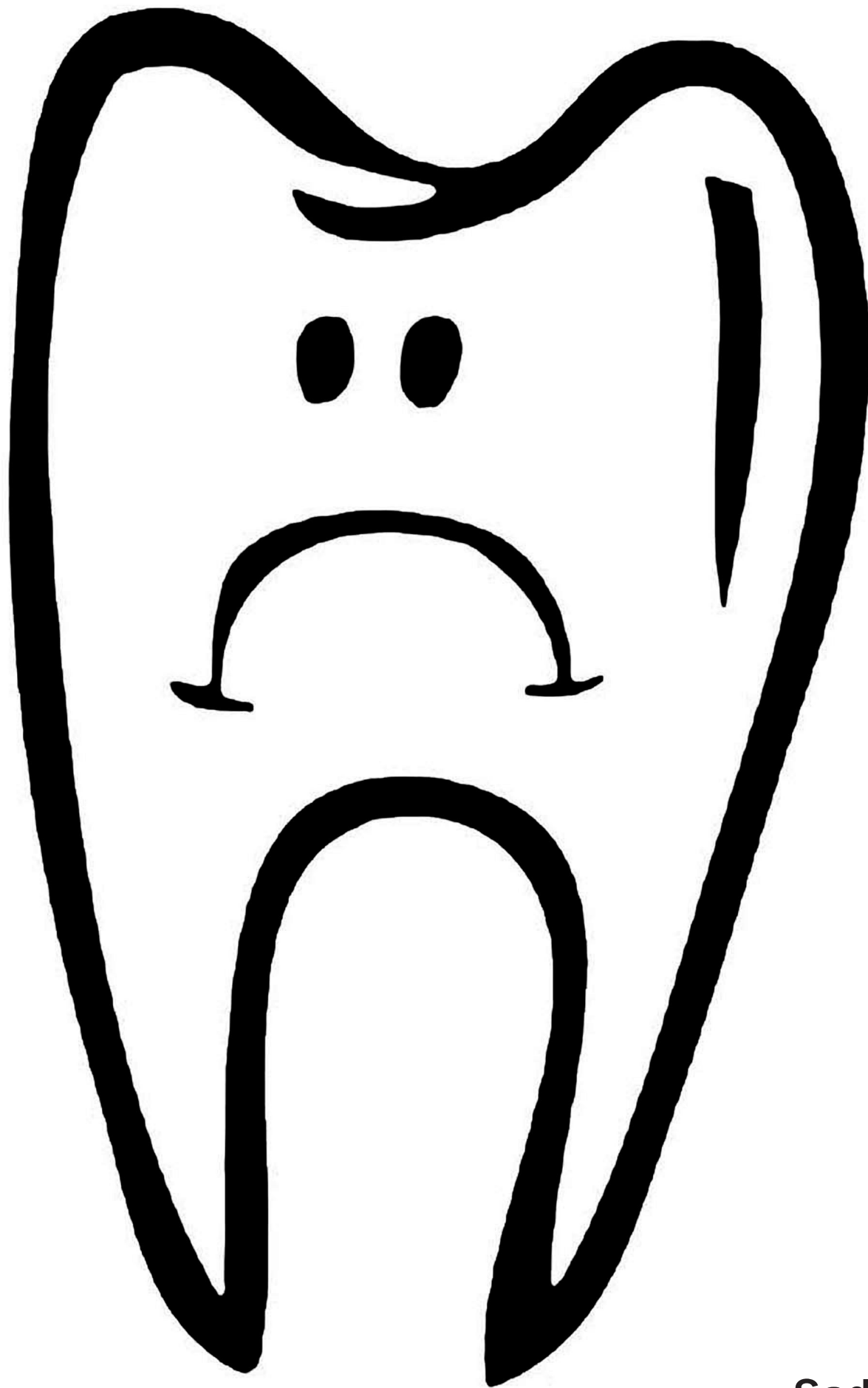
Mathematics:

CCSS.Math.Content.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.



Happy Tooth



Sad Tooth

Poster Presentation Rubric

Healthy and unhealthy foods were in the correct places:	Total: 1 2 3 4
Poster is neatly done, and appeals to the audience:	Total: 1 2 3 4
Mechanics:	Total: 1 2 3 4
Presentation skills: speaks clearly and loudly, stands still, looks at the audience:	Total: 1 2 3 4

I Need My Teeth

School Assembly Program Pre - Post Activities

3rd Grade Pre-Activity One Time I Lost a Tooth

Materials:

- I Need My Teeth book
- “One Time I Lost a Tooth” writing prompt paper
- Pencil

Pre-Activity Discussion:

1. Read the book I Need My Teeth to the class
2. Discuss the following questions with students:
 - What was the main idea of the story?
 - Why did James want to lose all of his teeth? Was this a good idea? Why or why not?
 - How did James get enough money to buy his Roger the Red Robot? Are there other ways James could have saved for a toy?
 - What types of things did James find that he needed his teeth for?
 - How can we take care of our teeth?

Activity:

1. Explain that children may lose their teeth in many different ways (such as biting into food, while they are at recess, etc.) Have students create a personal narrative titled “One Time I Lost a Tooth”. The narrative can be a true story (fiction) or they can make up an exciting way they could lose a tooth (non-fiction).
2. Tell students to include an appropriate introduction and ending, the use of sequencing words throughout, and at least one dialogue in their story. Have students use descriptive words or details in their story.
3. Review what a dialogue is and the correct punctuation that goes with it. Mini lessons maybe needed on each item based on the needs of the classroom.
4. Students can read their story in front of the class, if teacher wishes.

National Standards: Language Arts

Language Arts:

CCSS.ELA-Literacy.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.a

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

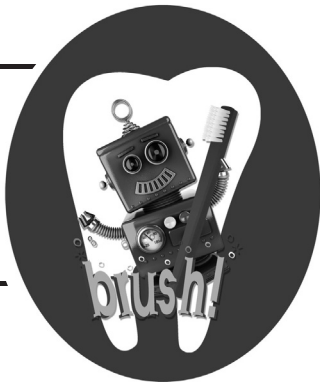
CCSS.ELA-Literacy.W.3.3.c

Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d

Provide a sense of closure.

One Time, I Lost a Tooth...



Narrative Writing Rubric

	Developing	Needs Improvement	Satisfactory	Excellent
Story has a clear beginning.	1	2	3	4
Student includes 2 or more sequenced events.	1	2	3	4
Student includes details within the story.	1	2	3	4
Student includes sequential words to show order of events.	1	2	3	4
Students provide a closure.	1	2	3	4
Student uses correct punctuation and capitalization.	1	2	3	4

Comments:	Total:
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I Need My Teeth

School Assembly Program Pre - Post Activities

Pre-Activity Discussion

1. Before reading the book *George Washington's Teeth* ask the students what they know about George Washington and/or his teeth and create a list on the board.

Activity

1. Read the book *George Washington's Teeth* to the students.
2. After the story, have students list some things they learned from the story about George Washington and his teeth. Compare this list to the list they made before reading the book.
3. Discuss the following:
 - Is this story fictional or non-fictional? What parts of the story do you think are non-fictional?
 - What is the theme or message of this story?
 - How does the story in *George Washington's Teeth* compare to the story in *I Need My Teeth*? How are they similar? How are they different? Are the authors' messages the same?
 - Why do you think George Washington had bad teeth? How do you think people took care of their teeth back in George Washington's time? How does that compare to present day?
 - List some of the rhyming words in the book.
 - Ask students if they have ever seen a picture of George Washington showing his teeth while smiling. (You may show some examples like a one dollar bill).
 - Review the importance of good dental hygiene, brushing teeth twice a day, and seeing the dentist twice a year.

Extension:

After discussing the stories, teachers may extend the lesson by having students learn more about George Washington and his presidency.

3rd Grade Post-Activity

George Washington's Teeth

Materials:

- The book, "George Washington's Teeth", by Deborah Chandra & Madeleine Comora. Watch the book on You Tube at: <https://www.youtube.com/watch?v=ArPE-Kvs0K0>

National Standards:

Language Arts/Visual Arts

Language Arts:

CCSS.ELA-Literacy.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Visual Arts:

NA-VA.K-4.2 Using knowledge of structures and functions

I Need My Teeth

School Assembly Program Pre - Post Activities

4th Grade Pre-Activity How Much Sugar?

Materials:

- I Need My Teeth book
- Boxes of foods/cans of soda pop/ fruit juice/candy
- Baggies
- Granulated Sugar
- Teaspoon Measures
- Sugar Conversion Sheet (one per group or one per student)

National Standards:

Science/Language Arts

Science:

- NS.K-4.1 Science as an inquiry
- NS.K-4.6 Personal and social perspectives

Language Arts:

- CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.W.3.3.c Use temporal words and phrases to signal event order.
- CCSS.ELA-Literacy.W.3.3.d Provide a sense of closure.

Pre-Activity Discussion:

1. Read the book I Need My Teeth to the class
2. Discuss the following questions with students:
 - Summarize the main idea of the story.
 - In what view point is this story narrated?
 - What aspects of this story are fictional? Non-fictional?
 - Have you ever experienced a time where your teeth hurt or your mouth hurt and it affected your day? How did that make you feel?
 - What are some things we can do now to help make sure our teeth stay healthy and strong for our entire lives?

Activity

1. Explain that brushing and flossing our teeth help to keep our teeth healthy, but we also need to eat a healthy diet. Having a lot of sugar in our diet can cause cavities, but sometimes it's hard to know how much sugar is in the foods we eat.
2. Explain that we will be testing some different foods for their sugar contents. Students will be investigating how much sugar is in each food item, and the amount of sugar in some foods may surprise them. Teachers may choose certain foods or request students bring in food labels of foods that they choose.
3. Show students the food/drink containers and have students hypothesize as a class and rank the foods based on how much sugar they think they have, and arrange the foods from the least amount of sugar to the most.
4. Students can then either be broken up into small groups or work as a whole class. Assign foods to each group. Show students where the nutrition label is and where the sugar amount is listed.
5. Have students convert the grams of sugar in each food to teaspoons and measure the amount into a baggie (4 grams of sugar equals one teaspoon of granulated sugar.) Have students label each baggie with the food name.
6. Have students record each food and the amount of sugar on the Sugar Conversion Sheet.
7. Have each group present their foods and discuss the results and compare them to the class hypothesis and the group hypothesis.
8. Discuss if any of the foods surprised the students with the amount of sugar and how that might affect their teeth.

Adaptation:

To use as a learning center activity, have pre-measured bags of sugar with either the actual food container or a picture of the food and allow students to try to match the sugar amount with the correct food. Supply a chart for students to record their findings. Teachers may have a sheet with the correct amounts of sugar to give to the student once they are finished.

How Much Sugar?

Hypothesis: Which food/drink do you think will have the most sugar?

Which food/drink do you think will have the least sugar?

Food/Drink	Grams of Sugar	Teaspoons of Sugar (grams divided by 4)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

I Need My Teeth

School Assembly Program Pre - Post Activities

4th Grade Pre-Activity Persuasive Essay

Materials:

- Pencil
- Paper

Pre-Activity Discussion:

1. Review with students the importance of taking care of their teeth and how they take care of their teeth.
2. Explain to the students that while today we have amazing advances as far as dental care; we also have access to many more foods and drinks that can damage our teeth.
3. Have students begin to brainstorm some foods and drinks that can be harmful to our teeth.
4. With guidance, lead students into the discussion of what soda pop/sugar/candy can do to our teeth. Remind students how they learned how many grams of sugar are in soda pop and fruit drinks during their How Much Sugar experiment.
5. Explain to the students that they are going to be creating persuasive essays to help youth make informed decisions about their eating habits. Explain that a persuasive essay is when we try to convince someone to believe something, act a certain way or agree with a point of view.
6. Students will be researching facts to use in their essay and will use the OREO technique. Students can work alone or be divided into small groups.
7. Explain the OREO technique and write it on the board:
O:pinion. Give your opinion:
R:reason. Give reasons for having this opinion
E:xample. Give examples/facts to support your opinion
O:pinion. Restate your opinion in closing remarks
8. Students may choose from the following prompts:
 - Persuade a company why they should stop making their soda pop
 - Persuade someone to switch from drinking soda pop to a healthier drink like milk or water
 - Or allow students to create their own ideas such as convincing someone to switch from eating candy as a snack to choosing a healthier option.
9. Persuasive “essays” may be done in a variety of forms such as a speech, written essay, multimedia presentation, pamphlet, advertisement, or commercial. Students can work alone or in groups and could also present their “essay” to the class.

National Standards: Language Arts

Language Arts:

CCSS.ELA-Literacy.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

CCSS.ELA-Literacy.W.4.1.b

Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.1.d

Provide a concluding statement or section related to the opinion presented.

Persuasive Essay Rubric

	Needs Improvement	Fair	Good	Excellent
Student opens with a clear topic and stating their opinion.	1	2	3	4
Student stays on topic.	1	2	3	4
Student lists reasons/facts to support their opinion with the use of linking phrases.	1	2	3	4
Student uses a closing.	1	2	3	4
Student uses accurate punctuation and capitalization.	1	2	3	4

Comments:	Total:
	Media Used:

I Need My Teeth

School Assembly Program Pre - Post Activities

5th Grade Pre-Activity Character Interview

Materials:

- I Need My Teeth book
- Pencil
- Writing template
- Copies of question sheet

Pre-Activity Discussion:

1. Read the book I Need My Teeth to the class or have the students read the book in small groups
2. Discuss the following questions with students:
 - What was the problem in the story? How was it solved?
 - What character did you like the most in this story and why?
 - If you could be a character in this story, who would you be and why?
 - Why are teeth important? What are some things we need our teeth for?
 - How can we take care of our teeth?

Activity:

1. Using the Character Interview Sheet have students choose a character to interview and complete the sheet.
2. Students can use the following prompts to start their interview questions:
 - What were you thinking when
 - What was the reason for
 - Was there a different way you could have
 - How did you feel when
 - Why did you choose to
 - Why didn't you choose to
 - What will happen if you
3. Have students present their interview results to the class.

National Standards: Language Arts

Language Arts:

CCSS.ELA-Literacy.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1.b

Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.1.d

Provide a concluding statement or section related to the opinion presented.



What character are you interviewing?

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Character Interview Rubric

	Needs Improvement	Fair	Good	Excellent
Student develops 3 different interview questions.	1	2	3	4
Character answers are clear and thought out.	1	2	3	4
Student lists reasons to support their character's answers.	1	2	3	4
Student uses accurate punctuation and capitalization.	1	2	3	4
Writing uses complete sentences and correct spelling.	1	2	3	4

Comments:	Total:
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I Need My Teeth

School Assembly Program Pre - Post Activities

5th Grade Post-Activity Dentistry Through the Ages

Pre-Activity Discussion:

1. Review with students the importance of our teeth and mouth and ask students how they take care of their teeth. Ask for the names are of the professionals who take care of our teeth (dentist, dental hygienist, oral surgeon, periodontist, orthodontist, etc).
2. Explain to students that while today's dentistry uses advanced techniques and strives to be pain-free, in the past it was very different. Tell students they will be learning about the history of dentistry and oral hygiene.

Activity:

1. Give students some historical facts about how people took care of their teeth from The History of Teeth sheet.
2. Have students go online to learn more about dental history to prepare for their presentation. Presentation topics could include:
 - What is the first archeologic evidence of dental work?
 - Describe a visit to the dentist like in the 1700s.
 - Who the first woman to become a dentist?
 - Who was the first African American dentist?
 - When was Novocain inverted?
 - Who invented the dental drill?
3. Have students work either individually or in groups to create a presentation on their choice of dental history facts. Presentations could include an essay, Powerpoint, poster, video, etc.
4. Have students present their research findings to the class.

Materials:

- Computer/Internet
- Presentation supplies

National Standards:

National Standards:
Language Arts

Language Arts:

CCSS.ELA-Literacy.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1.b

Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

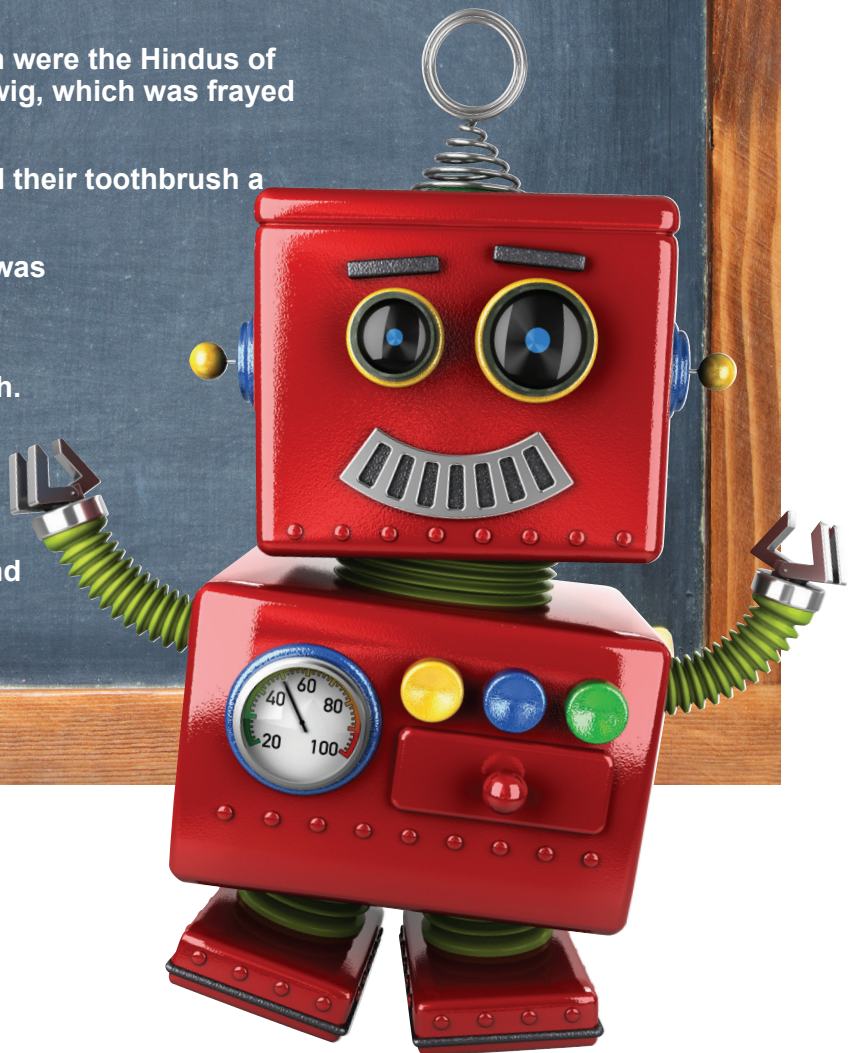
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.1.d

Provide a concluding statement or section related to the opinion presented.

Fun Facts About Teeth

- 2000 BC – the Chinese developed a silver amalgam paste for fillings (almost 1000 years before dentists in the West)/
- Egyptian Pharaohs were known to suffer from periodontal gum disease
- Leonardo Da Vinci studied the human mouth by sketching every part; he was the first to differentiate between molars and premolars.
- It seems children have the right idea about smiling...they smile about 400 times a day.
- Women smile about 62 times a day, compared to men who smile eight times a day on average.
- The first people to use a toothbrush were the Hindus of India who used the end of a fresh twig, which was frayed into fibers, in 4000 B.C.
- The Babylonians in 3500 B.C. called their toothbrush a “chewing stick.”
- A toothbrush made of hog bristles was used in China in 1600BC.
- In 1780, William Addis of England invented a brush used to clean teeth. The handle was made from cattle bone and the bristles were from swine.
- George Washington suffered major dental pain; later he lost all teeth and eventually they were replaced with dentures made out of hippo tusks.



Character Interview Rubric

	Needs Improvement	Fair	Good	Excellent
Student has found at least 3 facts to support their different interview questions.	1	2	3	4
Character answers are clear and thought out.	1	2	3	4
Student lists reasons to support their character's answers.	1	2	3	4
Student uses accurate punctuation and capitalization.	1	2	3	4
Writing uses complete sentences and correct spelling.	1	2	3	4

Comments:	Total:
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