



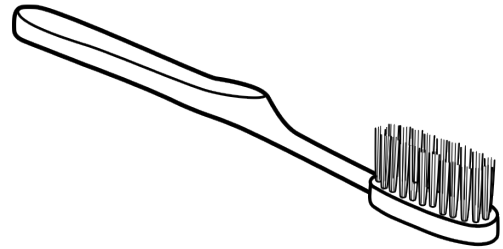
# COMMUNITY

## BIG IDEA

Children recognize their community as a part of the bigger world. Children explore the roles and relationships of community workers and consumers. Children learn that the community and community members benefit from people working in many different ways.

### Content objective(s):

The child will discuss the role of the dentist in helping to take care of teeth. The child will identify tooth brushing as a way to keep teeth healthy and the tools needed for brushing.



### Materials needed:

- ◆ Unit book: *Max Goes to the Dentist*, by Adria F. Klein
- ◆ A nice smile and a not-so-nice smile (Handout 1)—copy and cut out
- ◆ Toothpaste, toothbrush, soap, washcloth (Handout 2)—copy and cut out
- ◆ Toothbrush, toothpaste (to use to demonstrate how to brush teeth if parent is uncomfortable doing so)

### Lesson vocabulary:

- ◆ dentist—dentista
- ◆ teeth—dientes
- ◆ cavities—caries
- ◆ toothbrush—cepillo de dientes
- ◆ toothpaste—pasta dental

### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Social and Emotional Development:

I.A.3. Child shows reasonable opinion of his own abilities and limitations.

#### Language and Communication:

II.D.5. Child uses category labels to understand how the words/objects relate to each other.

#### Science:

VI.D.2. Child practices good habits of personal health and hygiene.

#### Social Studies:

VII.B.3. Child discusses the roles and responsibilities of community workers.


#### Physical Development:

IX.B.1. Child shows control of tasks that require small muscle strength and control.

## Activities:

### 1. The home educator models and demonstrates for the parent.


Remind the parent and child that we're learning about the community.

 *Today we're going to be learning about a special community helper that helps us take good care of our teeth.*



*Do you know who helps you take care of your teeth? **(Pause)** Right, the dentist. Dentists use special tools, also, just like the community helpers you learned about in the other lessons. Have you been to the dentist?*


Show the child and parent the pictures of the children on Handout 1. Ask the child which one he/she likes the best. Invite him/her to explain why. The child should focus on the smile and the teeth that look nice and healthy in the pictures. Say,

 *The dentist is a special doctor that helps us to take care of our teeth so they will look nice and so our bodies will stay healthy.*




*Let's read a book about dentists.*

Model for the parent reading a book about a dentist. Show the book, *Max Goes to the Dentist*, by Adria F. Klein, and say,


 *This is a book about a young boy who visits a dentist. I'm going to read it to you and I want you to listen and see what happens on his trip.*

After finishing the book, ask,

 *Did you like that story? **(Pause)** How did Max take care of his teeth? **(Pause)** (Refer to pages 6–8 of the book.) Do you know how to brush your teeth? **(Pause)** What tools did the dentist use in the story? **(Pause)** (Refer to pages 14 and 15 of the book.)*



Ask the parent whether he/she (the parent) has had a cavity. If so, encourage him/her to talk about it and what he/she did about it. Then ask the child,

 *Have you ever had a cavity? (If the child does not know, he/she can ask the parent.) You can get a cavity if you don't take good care of your teeth. If you have a cavity a dentist can fix it for you.*

*The best way to avoid getting cavities in your teeth is to eat healthy foods and brush your teeth at least twice a day. Very sweet and sticky foods, like ice cream and candy, are very bad for your teeth.*

### 2. The parent works with the child.

Have the parent teach the child the following poem (help the parent learn the poem, if necessary).



### A Toothbrush

Of all the things around the town,

A toothbrush is just right.

**(Hold up pointer finger)**

Brush up and down and all around,

**(Make brushing movements with finger)**

To keep your teeth so white.

**(Show teeth in a smile)**

Ask the parent to model for the child how to apply toothpaste to the toothbrush and brush his/her teeth properly. Encourage the parent to use an actual toothbrush and toothpaste and model moving the brush in up-and-down and circular motions for about 20 seconds. The home educator and child can recite the poem while the parent brushes. If the parent feels uncomfortable brushing his/her teeth in front of the home educator, the home educator should do the modeling.

### 3. The child works with the parent's help.

When the parent is finished with the demonstration, invite the child to take a turn. The child should use his/her own toothbrush and toothpaste and brush teeth as the parent (or home educator) modeled. The parent and home educator can recite the poem while the child is brushing. Finally, point out to the child how some of the words in the poem rhyme: town—around; right—white.

Ask the child to sort the pictures in Handout 2 (toothpaste, toothbrush, soap, washcloth) into two categories—the tools that are for brushing teeth and those that are not.

### 4. The child works independently as the parent and home educator watch for learning.

The child should brush teeth thoroughly and be able to explain why brushing is important. The child should be able to recite the poem independently.

### 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *What will happen if you don't take good care of your teeth?*
2. *Why do you think teeth are hard? **(Pause)** Why are some teeth sharp?*
3. *What would you not be able to eat if you didn't have teeth?*

## Ways to extend the lesson concepts:



1. Make a weekly chart to remind children to brush their teeth twice a day. Let the child decorate it and hang it in the bathroom. The child should check the days that he/she brushes twice. Draw the child's attention to the days of the week to promote understanding of the calendar.



2. Make a list of foods that are bad for your teeth (soda, candy, gum, etc.).
3. Explain to another family member about how to take care of teeth and why it is important.



4. Visit the public library and check out the book, *Dr. De Soto*, by William Steig. Read the book aloud to the child.

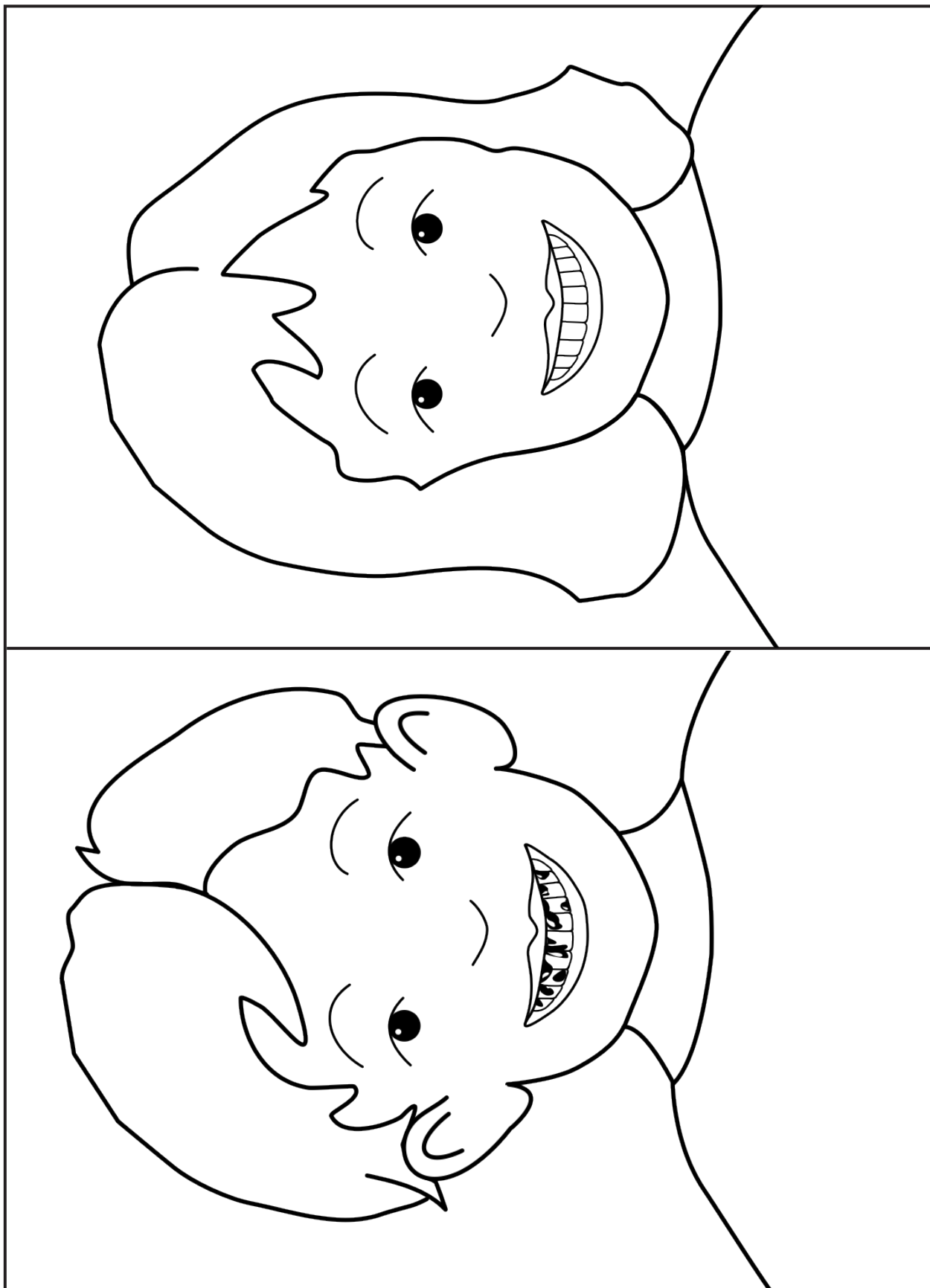
## Modifications:

### If the lesson activity is too hard—

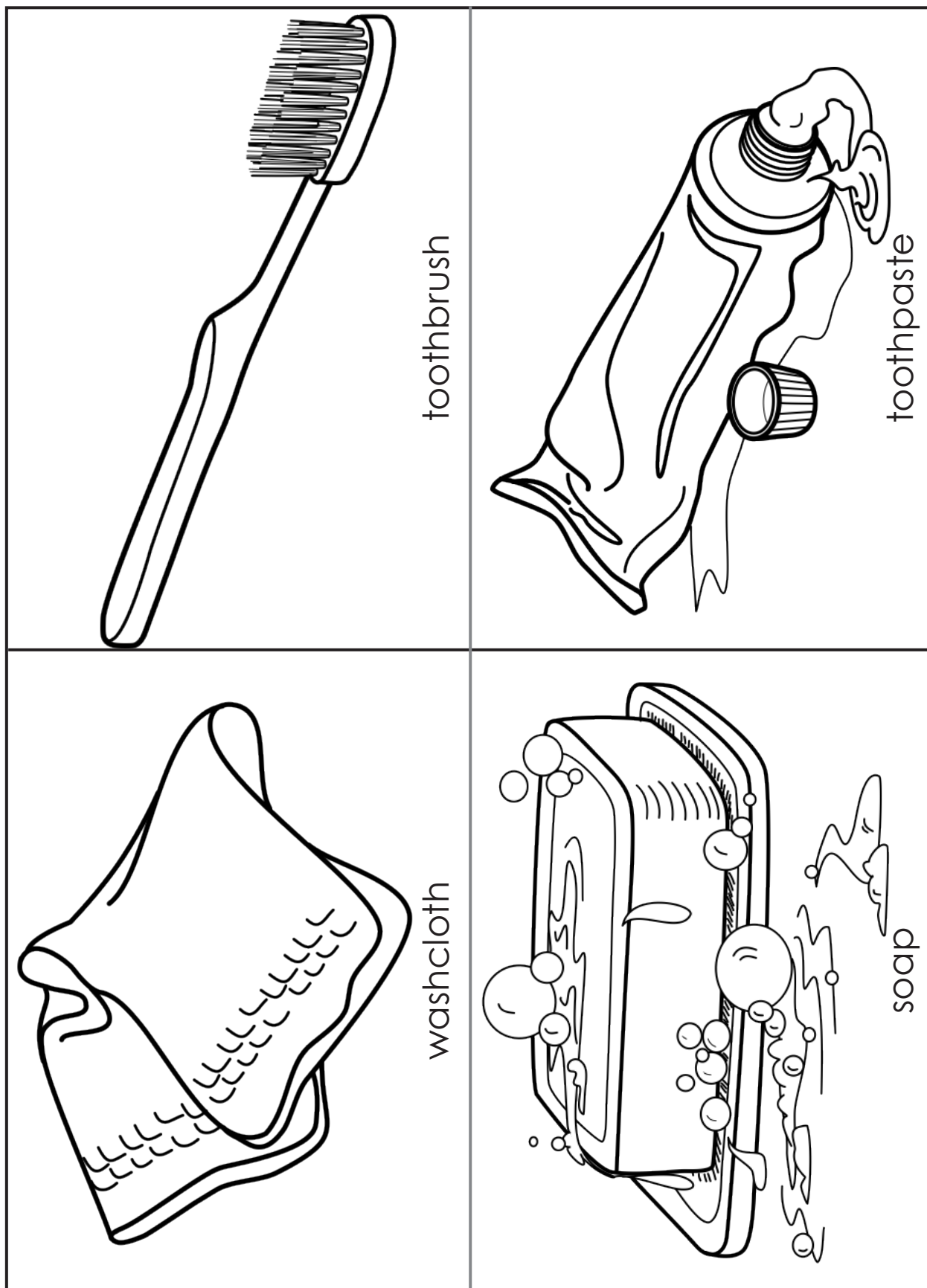
1. Teach the poem to the child one line at a time.
2. Guide the child's hand to help him/her make the up-and-down and circular motions.
3. To help the child sort the cards, remind him/her of the activities just completed in the lesson and refer to the book.

### If the lesson activity is too easy—

1. Extend the discussion about cavities to explain how dentists repair them.
2. Extend the discussion about taking care of teeth to the use of floss.
3. Have the child explain what happened first, second, and last when Max went to the dentist.



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toothbrush

toothpaste

washcloth

soap

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# COMMUNITY (LESSON 7)

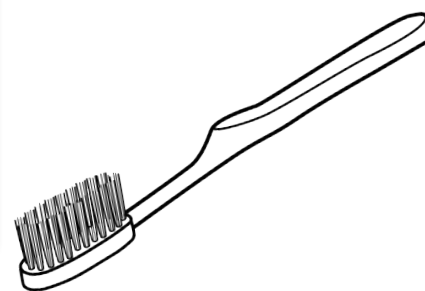
## PARENT PAGE

### What we are learning:

Your child will discuss the role of the dentist in helping to take care of teeth. Your child will identify tooth brushing as a way to keep teeth healthy and the tools needed for brushing.

### Words to know:

- |                    |                                 |
|--------------------|---------------------------------|
| ♦ dentist—dentista | ♦ toothbrush—cepillo de dientes |
| ♦ teeth—dientes    | ♦ toothpaste—pasta dental       |
| ♦ cavities—caries  |                                 |



### What to ask:

1. *What will happen if you don't take good care of your teeth?*
2. *Why do you think teeth are hard? (Pause) Why are some teeth sharp?*
3. *What would you not be able to eat if you didn't have teeth?*

### What else to do:

1. Make a weekly chart to remind children to brush their teeth twice a day. Let your child decorate it and hang it in the bathroom. He/she should check the days that he/she brushes twice. Draw your child's attention to the days of the week to promote understanding of the calendar.
2. Help your child make a list of foods that are bad for your teeth (soda, candy, gum, etc.).
3. Have your child explain to another family member about how to take care of teeth and why it is important.
4. Visit the public library and check out the book, *Dr. De Soto*, by William Steig. Read the book aloud to your child.

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