Lesson Plan 1 & 2: Kindergarten

Tooth Unit

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EDU 723: Teaching and Learning in Inclusion Settings

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Tooth Unit: Lesson #1

Guiding Question: When will my teeth fall out?

Understanding: Everyone loses their teeth.

Summary: Our bodies are special. Our baby teeth were made to fall out and “grown-up” teeth will come in.

Learning Targets and Assessment Criteria:

Target 1: Students will understand that our teeth were made to fall out and new ones to grow in.

Assessment Criteria: Students will identify true or false that all kids lose their “baby” teeth.

Target 2: Students will understand that not everyone loses their teeth at the same time.

Assessment Criteria: Students will identify how old they were when they lost their teeth, or when they became lose, or if they do not have any lose teeth yet.
Lesson Steps:

Anticipatory Step:
- Show a baby tooth (under document camera)

Introduction:
- What is this?
- Why do you think that I have one?

Step 1: At Reading Circle
- Read: *I Lost My Tooth*
- Discuss book.

Assessment Check: Thumbs up if all kids lose baby teeth. Thumbs down if they don’t.

Step 2: At Desk
- Watch DVD: “Arthur’s Tooth”: (Tired of being the only one in his class who still has all his baby teeth, Arthur waits impatiently for his loose tooth to fall out.)
- Discuss: How did Arthur feel? Why?
- How did his friends feel? Why?

Assessment Check: Graph as a group on whiteboard (they only chose one choice)
- Who lost a tooth? How old were you?
- Who has a lose tooth? How old were you?
- Who does not have any lose teeth?
Thumbs up if everyone lost a tooth at the same age. Thumbs down if kids have lost teeth at different ages.

**Conclusion:** If you have not lost a tooth yet, when you go home, ask your mom and/or dad when they lost their first tooth.

Your homework is to tell me tomorrow, when you come in the room, how old your parent was when they lost their first tooth.
Washington State EALRs:

COMMUNICATION
EALR: 2. The student uses communication skills and strategies to interact/work effectively with others.

- Component: 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
  - GLE: 2.3.1. Recognizes that each person is unique.

HEALTH
EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

- Component 3.1: Understands how family, culture, and environmental factors affect personal health.
  - GLE 3.1.1 Understands how family factors affect health.

Materials:
- Book: I Lost My Tooth
- DVD: "Arthur’s Tooth"
- DVD Player & TV
- Document Camera
Guiding Question:

- What are the traditions of losing teeth in other countries?

Understanding:

- All children, no matter where they live, lose their teeth.
- Each country has different traditions/customs.

Summary:

- Today we will learn what children in other countries do when they lose their teeth.

Learning Targets and Assessment Criteria:

**Target 1:** Students will identify that countries have different traditions/customs.

**Assessment Criteria:** Students will identify examples of what children in other countries do with their teeth when they lose them.

Students will draw one tradition that children do with their lost teeth.
**Target 2:** Students will identify that some countries have similar customs.

**Assessment Criteria:** Students will describe one custom that is the same for two countries.

**Lesson Steps:**

**Anticipatory Set:** Cover of the book: *Throw Your Tooth on the Roof*

**Introduction:**
- Remind that this is National Dental Month (Feb.)
- Ask, “What do you think that this book is about?”

**Step 1: Listen**
- Find country on the globe.
- Read the tradition.
- Discuss: Have students retell their neighbor what the tradition was (think - pair - share).
- Repeat with 8 different countries.

**Assessment Check:**
- Thumbs up if one tradition that I say is one that we read about.
- Thumbs down if it is not one that we read about.
Step 2: Think
  o Go back and look at pictures to review.
  o What are some traditions that are the same?

Assessment Check:
  ▪ Ticket to your seat: Whisper one tradition that two countries do that is the same.

Step 3: Draw
  o Draw one tradition that children do with the tooth that they lost.
    ▪ Differentiate: Crayons or colored pencils.

Conclusion: Share drawings.
  o Leave on their desk.
  o Students walk around the room and look at each other’s drawings.
Washington State EALRs:

HEALTH:
EALR: 2. The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

- Component 2.1: Understands dimensions and indicators of health.
  - GLE 2.1.1: Understands dimensions and indicators of health (emotional, physical, intellectual, and social).
- Understands well and not well.
- Discusses ways to care for body (skin, hair, teeth).

COMMUNICATION
EALR: 2. The student uses communication skills and strategies to interact/work effectively with others.

- Component: 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
  - GLE: 2.3.1. Recognizes that each person is unique.

GEOGRAPHY
EALR: 3. The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

- Component 3.2: Understands the interactions between
humans and environments.
  o GLE: 3.2.1 Understands that people are affected by their environment.
  o GLE: 3.2.2 Remembers the cultural universal of place and time.

READING:
EALR: 2. The student understands the meaning of what is read.
  • Component: 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
    o GLE: 2.3.1. Understand similarities within and between informational/expository text and literary/narrative text.

Materials:
  • Globe
  • Book: Throw Your Tooth from the Roof
  • Paper
  • Pencil/Crayons/Colored Pencils