

**LESSON TITLE:**

Tooth Impressions

**LESSON DESCRIPTION:**

This is a large group activity allowing the students to observe the differences in the shapes and jobs of the teeth in their mouths, as well as the difference between the top set of teeth vs. the bottom set. Students will create a mold of their mouths using Styrofoam, and then use these molds to observe and note the differences.

**GRADE LEVEL:**

K-3

**INSTRUCTION PHASE:**

Knowledge, Comprehension, Application, Analysis, Synthesis

**DURATION:**

25 - 40 minutes

**DELIVERY METHOD:**

Educator-led – large group

**MATERIALS:**

1. Scissors
2. Styrofoam plates
3. Colored pencils
4. Markers
5. Pre-made tooth impression mold. This mold should already be labeled, to be used as an example later in the lesson (created by the instructor before the lesson).

**MANAGEMENT:**

- For this activity, the students will be working in one large group in the classroom.
- Prior to the lesson, the instructor may choose to pre-cut the Styrofoam plates into wedges to shorten the overall time that it takes to complete the activity. If not, the students can do this.

**LESSON OBJECTIVES & STANDARDS:**

The students will be able to:

1. State three reasons why the teeth are important.
2. Identify the two sets of teeth.
3. Identify the differences between the primary and permanent teeth.
4. Tell why it is so important to take care of permanent teeth.

**National Standards**

**Health:** 1, 3, 6

**PA State Standards**

**Health, Safety and Physical Education:** 10.1.3.C, E; 10.2.3.A, B, E

### **ANTICIPATORY SET:**

If this activity is done as part of the *Decay? No Way! eLearning Kit*® activities, begin by relating student experiences to the objectives of the lesson by asking the following:

- *When did you start getting your second set of teeth?*
- *Why is it so important to take care of your permanent teeth?*
- *How many permanent teeth do you currently have?*
- *How many will you have when you are 14?*
- *Does the top set of teeth look any different than the bottom set? Why?*
- *What is the job of the sharp teeth in the front of the mouth?*
- *What is the job of the pointy teeth beside those sharp teeth?*
- *What is the job of the flat teeth way in the back of the mouth?*
- *What are the names of these teeth?*

### **TEACHING – Input:**

#### **Lesson Terms**

1. The **bicuspid (premolars)** are the teeth behind the cuspids; they have two points to tear and crush food.
2. The **cuspids (canines)** are the teeth on either side of the incisors; they are pointed to tear food.
3. The **incisors** are the teeth that are in front of the mouth. They have sharp straight edges to cut food.
4. The **molars** are the larger teeth in the back of the mouth that grind food.
5. The **permanent teeth** are the second set of teeth.
6. The **primary teeth** are the first set of teeth; also called the baby teeth.

### **TEACHING – Modeling:**

- The educator will begin by reviewing the different names of the teeth, the differences between the top and bottom teeth, the different shapes of the teeth, what their jobs are, the differences between the primary and permanent set, and why it is important to keep the teeth healthy.
- Lastly, the instructor should review all of the possible topics that the students should note when creating, analyzing, and labeling their tooth impressions.
- Once these objectives have been reviewed, the instructor should show students the example that was been created prior to the class.
- Next, the instructor will distribute the materials to the students and allow them to complete the tooth impression activity.
- If it has not already been done, the students should divide the Styrofoam plates into six equal wedges. Each student should then receive two wedges.

- The students should take the two wedges, stack them together, and cut off one inch from the pointed end of the wedges (Or just enough so that they won't choke).
- Students should place the two wedges into their mouth as far as possible. They should then bite down on the wedges firmly and then remove them.
- They will then label the top and bottom wedges "Top Teeth" and "Bottom Teeth".
- Students should study the teeth impressions.
  - What other characteristics of the impressions do you notice?
  - Compare the top teeth impressions to the bottom. Are there differences?
  - Are there teeth missing? Why?
  - Count the number of teeth in the top and bottom impressions.
  - Are there spaces in between the teeth? Why?
  - Are there chips in the teeth? How do you know?
  - If you had your whole set of permanent teeth, would these impressions look any different? How?
- Once the students have analyzed their impressions and answered these questions, they may color in the different teeth, noting the different names, shapes, and jobs. (This may be an activity only for a 3<sup>rd</sup> grade class since Grades 1 & 2 does not cover the names and functions of the different teeth). For example, they may color all of the incisors blue, cuspids green, and molars red, while noting their functions of cutting, tearing, and grinding.

#### **TEACHING – Check for Understanding:**

1. The three reasons why the teeth are important are the ability to eat, speak, and look good and feel good about oneself.
  - How do our teeth help us to eat?
  - How do our teeth help us to talk?
  - How do our teeth help us look good and feel good about ourselves?
2. The two sets of teeth include the Primary Set, and the Permanent Set.
  - What is the name of the first set of teeth that we get?
  - What is the name of the second set of teeth that we get?
  - Why is it so important to take care of the permanent teeth?
3. The differences between the primary and the permanent set of teeth include size, number, location, and function.
  - Which set contains the larger, harder teeth?
  - How many primary teeth do we get?
  - How many permanent teeth do we get?
  - How many molars are present in the permanent set of teeth?
  - How many molars are present in the primary set of teeth?
4. It is important to take care of the permanent teeth because they must last us forever.
  - Why do we need to take care of the permanent teeth?
  - What will happen if we don't take care of the permanent teeth?
  - Do we also need to take care of the primary set of teeth?

**CLOSURE:**

Review key points of the lesson to help students form a coherent understanding of the lesson objectives. Ask students to tell or show you what they have learned, using questions similar to those found in **Check for Understanding**.