

**Colgate**  
*Bright Smiles, Bright Futures*



# Teacher's Guide



**An Oral Health Education Program  
for Kindergarten Classrooms**

## Welcome to the World of



### Engaging Children Around the World

The program you've received is right now being used by classrooms around the world . . . by students just like yours! For the past 15 years, the award-winning Colgate *Bright Smiles, Bright Futures*® (BSBF) global oral health education program has been spreading smiles to children everywhere. Each year, *Bright Smiles, Bright Futures*™ reaches over **50 million children** and their families in **30 languages** and **80 countries** throughout the world! From the tiniest community to the most populated urban center, BSBF inspires kids to take control of their own oral health.

### Tapping into Community Partners

Colgate recognizes that fostering partnerships between education organizations, health professional associations, and government agencies strengthens the impact of the BSBF initiative around the world. The BSBF program was developed with an advisory board of educational, dental and multicultural experts, and tested with children and teachers in real classrooms.

### It's All About Bright Smiles!

*Bright Smiles, Bright Future* is a comprehensive classroom program – but it's a philosophy, too. It's all about giving teachers, children and families the tools they need to make good oral health a permanent part of their lives. With the focus on prevention, the program builds self-esteem and teaches good oral health practices that help children's smiles last a lifetime.

The crowning achievement of BSBF lies in the faces of the millions of smiling children who participate in this confidence-building program, year after year. Children discover that they can take control of their own oral health – which is what BSBF is all about.

***Colgate Bright Smiles, Bright Futures:***  
**Helping Children's Smiles Last a Lifetime!**

## About the Program

### Dr. Rabbit and The Legend of Tooth Kingdom™!

The newest program in the Colgate *Bright Smiles, Bright Futures* (BSBF) series wraps intrigue and legend into a classroom experience that is sure to excite your students!

This innovative and comprehensive program is designed to fit your existing curriculum, so you don't need to add a new unit to your busy day. It incorporates early literacy learnings via such elements as literacy-based classroom activities and a read-together book for in-class and take-home use. And it's flexible, so you can adapt it to your own classroom needs.

- The **multimedia components** feature Dr. Rabbit and Dr. Brushwell – two cartoon dentists who will lead children through the discoveries of oral health. The easy-to-use materials help you keep your students excited about oral health throughout the year . . . they are developmentally-appropriate . . . and they are designed to work within your existing curriculum areas: language arts, social studies and science.
- The materials were **developed with teachers and oral health experts**. In addition to fitting into your curriculum, they are also designed with self-esteem in mind – challenging kids to take responsibility for their own oral health.
- The classroom activities are designed with an **early literacy** focus – to allow you to use the BSBF program materials as a way to teach reading, verbal expression, and other early literacy components.
- **Family involvement** is an important part of the BSBF methodology. You'll find ideas for getting parents and other family members involved with the topic of oral health.

Now, take a look at the materials! You'll see that *Dr. Rabbit and The Legend of Tooth Kingdom*™ weaves an engaging tale throughout the components.

## Your Components At-A-Glance

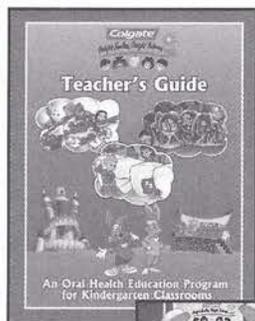
### *Dr. Rabbit and The Legend of Tooth Kingdom™ Videotape* →

Join Dr. Rabbit on his newest animated adventure . . . as he and his colleague, Dr. Brushwell, take a group of eager young “knights” on an oral health journey your students will want to watch over and over again. *Running time: 16 minutes*



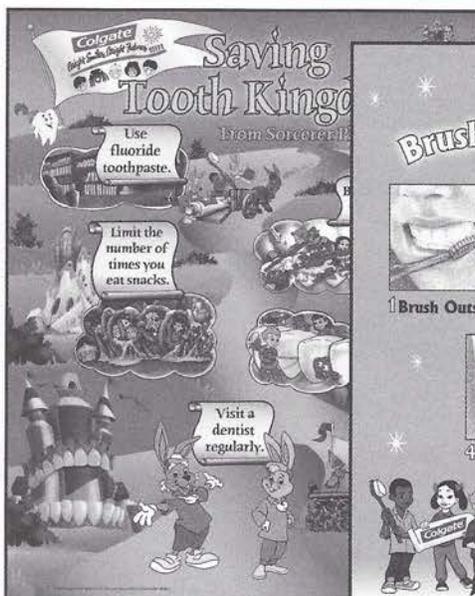
### *Bright Smiles, Bright Futures → Teacher's Guide*

This “road map” for the program includes oral health information, reproducible masters, classroom activities, family involvement ideas, and suggestions for using program components.



### *Sing a Song of Bright Smiles → Read-together Storybook*

This engaging story turns the final song from the video into a colorful rhyme. Use it in class as an early literacy activity, and then encourage children to take it home and share it with their families.



### *Saving Tooth Kingdom Wall Poster*

This full-color classroom visual reinforces the learnings of the video, highlighting the important steps involved in good oral health.

And on the flip side . . .



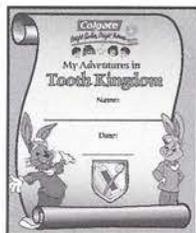
### *Brush for a Bright Smile! Wall Poster*

This basic step-by-step visual guide helps children perfect their brushing technique.

## Family Take-home Packet Including:

### *My Adventures in Tooth Kingdom → Activity Booklet*

This handy booklet includes a 28-day tooth brushing log and an engaging board game to share with the whole family.



### *A Message for Parents*

This informative update for parents/caregivers includes oral care milestones, key elements of good oral health, and proper brushing technique for family modeling.



### *Colgate Toothpaste Samples*

Provided for children to take home and practice what they are learning about brushing with fluoride toothpaste.

## Teachers:

Check out the Dental Emergencies chart available FREE at [www.colgatebsbf.com/teachers/tch\\_oral/emergency.asp](http://www.colgatebsbf.com/teachers/tch_oral/emergency.asp). It's a helpful resource to post near your classroom first aid kit, and can be used as a family take-home, too.

## Advisors

### Education and Oral Health Advisors

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# Teaching Oral Health with a Literacy Twist

Colgate knows that literacy sets the groundwork for learning all across the curriculum. That's why there are literacy activities embedded throughout the *Bright Smiles, Bright Futures* program. While learning important oral health information, students also learn important skills necessary for literacy development.



## Why Oral Health + Literacy = Success

- Reading and good oral health practices share a common bond: Both need to be promoted consistently and early in life in order to instill a lifelong habit and skill.
- Reading and good oral health are both active processes. Students must engage with what they read and be active in the meaning making process. Children must actively take care of their teeth by following a good oral health process.
- Tooth brushing is something all children can relate to. It's an ideal topic to use in teaching reading skills as children match words with pictures of brushing their teeth – something they do every day.

Activities Within the Program	Page	Literacy Connection
<i>Journey to Tooth Kingdom</i>	8-9	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Listening comprehension</li> <li>• Re-telling</li> <li>• Sequence words</li> <li>• Making connections</li> </ul>
<i>Stop the Plaque Attack</i>	12-13	<ul style="list-style-type: none"> <li>• Following directions</li> <li>• Sequence words</li> <li>• Genre: How-To form of writing</li> </ul>
<i>Get to Know the Characters of Tooth Kingdom</i>	14	<ul style="list-style-type: none"> <li>• Re-telling</li> <li>• Oral communication</li> </ul>
<i>Sing a Song of Bright Smiles</i>	16	<ul style="list-style-type: none"> <li>• Content word reading</li> <li>• High frequency word reading</li> </ul>
<i>Happy Teeth</i>	17	<ul style="list-style-type: none"> <li>• Making connections</li> <li>• Following directions</li> <li>• Content word reading</li> <li>• Sequence words</li> <li>• Direction words</li> <li>• Genre: How-To form of writing</li> </ul>

## Additional Activity Ideas

<b>Dental Themed Library</b>	Build a Tooth-Themed Library
<b>Lost Tooth Graph</b>	Create a Lost Tooth Graph in your classroom. When students lose a tooth, they can write their name on a tooth cut-out and paste the tooth on the Tooth Graph. You can arrange the graph by months, so if a student loses his/her tooth in the month of February, then he/she would put the tooth cut-out with his/her name by the month of February.
<b>Dental Visit</b>	Arrange for a dentist to come visit your class, or arrange for a class trip to the dentist. Students can help to create invitations, thank you letters, and brainstorm questions.
<b>Dental Office Dramatic Play</b>	Create a dental office in your classroom. Using what students have learned throughout the program, they can help to set up the area and use what they've learned to inform their role-playing.
<b>How to Keep Your Teeth Healthy Book</b>	You can create a class book or students can create individual books about what they learned throughout the program. There could be a section on healthy eating, a section on brushing, and a section on going to the dentist.

# Dr. Rabbit and The Legend of Tooth Kingdom™ Video

## Meet the Characters



Dr. Rabbit

Dr. Brushwell

Ana

Li Li

Paul

Robert

Sarah

Roderick

## And now . . . Let The Legend Begin!

### Scene 1



In the Dental Office

As five typical children finish up their routine dental checkups, their dentists – Dr. Rabbit and Dr. Brushwell – remind them that overall, they’ve done a great job taking care of their teeth and gums . . . but there is still some work to be done.

Dr. Rabbit says that plaque can cause all kinds of mischief – which reminds him of a story. At that, Dr. Brushwell pulls out an old, antique-looking book – and as the children gather around, she begins to read. “Once upon a time, there was a magical place called . . . Tooth Kingdom.”

### Oral Health Messages:

- You can take control of your own oral health!
- Use fluoride toothpaste to keep teeth strong.
- Fight plaque by limiting the number of times you eat snacks each day.
- Remember that your dentist is your partner in oral health, so be sure to visit the dentist regularly!

### Scene 2



Inside Tooth Castle

Suddenly, the scene has changed! The children find themselves in an unfamiliar land – watching Plaque Monsters bombarding a strange but wonderful-looking castle made from teeth. As gobs of gooey plaque hit the castle walls, the scene zooms into the Queen of Tooth Kingdom. She is consulting her Royal Dentists – who look amazingly like Dr. Rabbit and Dr. Brushwell!

The trusty Tooth Soldiers are doing all they can to protect the castle and its citizens from plaque, but they are outnumbered. It must be the work of the evil Sorcerer Plakula. Dr. Rabbit offers the services of a new group of eager young squires. They, too, look very familiar . . . they are our five children, stepped back in time!

### Oral Health Messages:

- When teeth are exposed to too many sugars and starches, it causes a plaque reaction that can damage teeth, making them weak and causing cavities.
- You can fight plaque by taking control of your own oral health!

### Scene 3



Happy Smiles Supply Room

This warehouse of plaque-fighting tools has giant toothbrushes, toothpaste tubes, and dental floss. The kids are outfitted in official knights' clothing, and meet Roderick the donkey, who'll be joining them on their journey. Paul has a bit of a problem keeping his pants up – his knight costume is a little too big!

Then, Dr. Rabbit shows the team his most secret weapon . . . a special lantern that glows to reveal hidden plaque. Meanwhile, Sorcerer Plakula has plans to set oral health obstacles along the way . . .

### Oral Health Messages:

- Fluoride toothpaste, soft-bristled toothbrushes, and dental floss are the weapons with which to fight plaque.
- Fluoride toothpaste not only keeps teeth strong and helps prevent cavities – it keeps breath fresh, too!
- Floss helps get rid of plaque between the teeth that brushing may have missed.

### Scene 4



On the Road

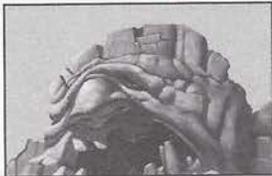
As the new knights and the Royal Dentists head off on their journey . . . watch for the sneaky Plaque Monsters, who are busy hiding tempting, sweet, and starchy foods along the road.

As they go along, Paul is still having trouble keeping his pants up. Meanwhile, Plaque Monsters are sneakily “planting” snacks along the route, tempting the children to eat too many snacks. The song ends and Roderick is tempted to have a snack – but Dr. Brushwell reminds him that he just had a snack, and shouldn't snack all the time!

### Oral Health Messages:

- Snacking too often can cause plaque attacks. Fight plaque attacks by limiting the number of times you eat snacks each day.
- You can get rid of plaque by brushing teeth thoroughly with fluoride toothpaste at least twice a day.

### Scene 5



Plaque Monster Cave

The group comes upon a mysterious looking cave . . . the rocks and boulders look like giant teeth. At first they think the cave is empty . . . but wait! A glow begins to shine from within the cave. It's the magic lantern!

Dr. Rabbit pulls the magic lantern from its chest . . . and before the knights' eyes, Plaque Monsters are revealed to be hiding everywhere. Dr. Brushwell helps the kids load up their brushes with fluoride toothpaste to brush the Plaque Monsters away.

The group does a great job brushing away almost all of the Plaque Monsters . . . but there are a few that they just can't reach. Roderick helps the kids discover that they need to use dental floss to get the Plaque Monsters that brushing missed! Dr. Brushwell reminds children about the proper way to floss. Then Robert discovers that a long length of floss is what Paul needs to hold his pants up!

### Oral Health Messages:

- Brush all teeth, including those way in the back.
- Brushing with fluoride strengthens teeth and keeps breath fresh.
- Don't forget to brush your tongue.
- Replace your toothbrush when it becomes splayed, or “shaggy” (every 3 months).
- Never share your toothbrush.
- Floss daily to remove plaque that brushing may have missed.

### Scene 6



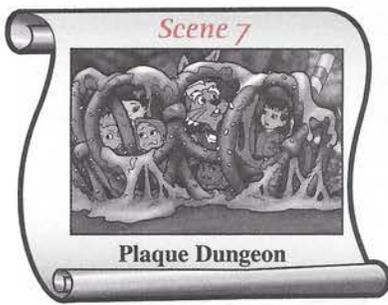
At Sugar Mountain

Our team arrives at Sugar Mountain. Dr. Brushwell and Dr. Rabbit decide to take a look inside – and they tell the children to stay where they are. All seems normal . . . until a candy rope magically appears in front of Paul. He pulls it, and a curtain of icing parts to reveal the Icing Caves! It's a tempting place, filled with all kinds of sweets and other snacks. There are even other children there (but look closely: they are really Plaque Monsters in disguise!).

Robert and Paul start snacking on all kinds of treats! When Dr. Brushwell and Dr. Rabbit appear, the kids admit they've been snacking the whole time! “Quick!” exclaims Dr. Rabbit. “Everyone needs to brush!” But before they can get to the cart for supplies . . . the Plaque Monsters leap from the boys' mouths and begin to grow.

### Oral Health Messages:

- Snacking too often can cause a plaque attack.
- Plaque can attack all of your teeth – including those way in the back. Be sure to remember to brush them, too!



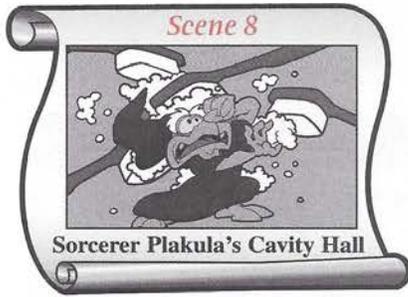
Plaque Dungeon

The evil Sorcerer Plakula snaps his evil fingers! Suddenly, the beautiful Icing Caves have turned into a gooey, drippy dungeon filled with plaque. Our team is surrounded by pretzel bars . . . and they see the weakened Tooth Soldiers drooping in the corner. They, too, were overcome by plaque!

But wait! One of the tools to fight plaque is dental floss . . . and that's exactly what Paul is using to hold his pants up! Sarah uses the floss to lasso the toothbrushes and toothpaste on the back of Roderick's cart. They tie them together to make a long toothbrush – reaching through the bars, they brush the Tooth Soldiers until they are shiny and clean. They are re-energized – and help the children and dentists escape from the plaque bars.

**Oral Health Messages:**

- Plaque can weaken your teeth. Fluoride toothpaste strengthens teeth and fights plaque.



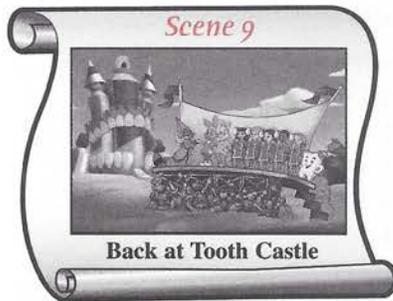
Sorcerer Plakula's Cavity Hall

Our heroes are strong and ready to get rid of plaque! With Roderick's help, they break down the doors of Cavity Hall, brushing and flossing to get rid of the Plaque Monsters. Using the Magic Lantern, they uncover all the hidden plaque and send it on its way.

And finally, Sorcerer Plakula is the only one left. The children surround him and begin brushing him with fluoride toothpaste . . . as he shrinks, shrinks, shrinks away. The cheers and clapping can be heard for miles!

**Oral Health Messages:**

- Brushing thoroughly with fluoride toothpaste helps to remove plaque.
- Flossing helps to remove plaque that brushing may have missed.



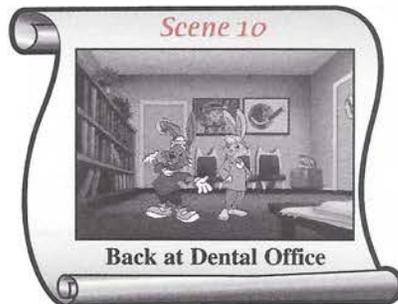
Back at Tooth Castle

The Queen welcomes the returning heroes. They are awarded special "Tabards" (shields to wear) that symbolize their good works in fighting plaque and saving the teeth throughout Tooth Kingdom.

The children share what they've learned with the rest of the citizens of Tooth Kingdom as they sing the "Big Finish Finale Song." The song is the wrap-up for the lessons in the video.

**Oral Health Messages:**

- Your dentist is your partner in oral health. Visit the dentist regularly.
- Brush thoroughly with fluoride toothpaste at least twice a day.
- Brush your teeth way in the back, and don't forget to brush your tongue.
- Floss daily. Have your parents help you floss correctly.
- Limit the number of times you eat snacks each day.



Back at Dental Office

The children are amazed to find themselves back in present day . . . at the dental office of Dr. Rabbit and Dr. Brushwell. Robert is in the middle of saying that visiting the dentist is an important part of keeping your teeth and gums healthy.

Dr. Rabbit congratulates him on his wisdom and Dr. Brushwell reminds the children that the battle against plaque is one you will be fighting every time you brush.



# Journey to Tooth Kingdom

## Tooth Kingdom Word Match and Scene Sequencing

**Curricular Connections:** Language Arts (vocabulary, listening/comprehension, sequencing, and oral retelling)

### Activity at a Glance:

Students will watch the video, *Dr. Rabbit and The Legend of Tooth Kingdom™* in which five young children embark on an exciting journey to Tooth Kingdom where they learn good oral health habits. To prepare for this journey, students will be introduced to words related to oral health and Tooth Kingdom that they will encounter in the video; meet the characters; and complete a scene sequencing activity.

### Objectives:

**Oral health:** Students will identify important oral health words (plaque, cavity, floss, fluoride toothpaste, toothbrush, dentist) and relate them to their own oral health.

**Curricular:** Students will identify and use the “stretch” words in the video (sorcerer and lantern), sequence scenes from the video, retell what they learned in the video, and make connections between what they learned in the video and their own oral health.

### Getting Ready:

**Materials:** Video, *Tooth Kingdom Word Match* Reproducible, *Saving Tooth Kingdom* Poster, *Scene Sequencing* Reproducible, chalkboard/chart paper, construction paper, scissors, glue/tape, and paper/pencil.

**Teacher Preparation:** Read the scene-by-scene video recap on pages 5-7, photocopy *Tooth Kingdom Word Match* Reproducible and *Scene Sequencing* Reproducible – one per student.

### Step-by-Step:

#### Introduction/Prior Knowledge:

- Ask students, “Have you ever heard a story that took place a long time ago?” (Discuss)
- Tell students, “Today we are going to join Dr. Rabbit, Dr. Brushwell, and 5 kids – Li Li, Sarah, Paul, Ana, and Robert on an exciting adventure to a land far away. But first, let’s explore some words that will help us along our journey.”

- On chart paper/chalkboard, write the oral health words: plaque, cavity, floss, fluoride toothpaste, toothbrush, and dentist. With the class, discuss the words and what they think the words mean.
- Write the words from *Tooth Kingdom* on the chart paper/chalkboard: sorcerer and lantern. With the class, discuss the words and what they think the words mean.
- Have students complete the *Tooth Kingdom Word Match* activity. You can cut out and use the words on your class word wall. If you don’t have a word wall, you can make a *Bright Smiles*, *Bright Futures* bulletin board and include the oral health words and other information students learn.
- After the quick discussion and the *Tooth Kingdom Word Match*, tell students that today they will be watching a video called *Dr. Rabbit and The Legend of Tooth Kingdom™*. Use the finger puppets from page 15 to introduce the characters.
- Before the video begins, ask students to listen for the words from the *Tooth Kingdom Word Match* activity and see if the things the characters do in the video to take care of their teeth are the same things that students discussed earlier.

## After the Video:

- Ask students what the characters in the video did to save Tooth Kingdom. During this discussion, try to incorporate sequence words like first, then, next, and last. Explain to students that using sequence words when summarizing helps the listener follow what is happening.
- Try to make connections between what the characters did in the video to what your students said in the earlier discussion.
- Refer to the *Saving Tooth Kingdom* Poster.  
(You may want students to take a break and come back to the activity later. You know your students best — so if you think they are still engaged, proceed.)
- Take out the *Scene Sequencing* Reproducible to show students. Discuss the different scenes with the class.
- Take out a piece of construction paper and show students how to divide their construction paper into three sections for the beginning, middle, and end. (Allow room in the middle column to paste 6 scenes.)
- Distribute one *Scene Sequencing* Reproducible to each student and a piece of construction paper.
- Have students cut out the scenes and glue the scenes onto the construction paper in the order in which the events occurred in the video.

**Teaching Tip:** To differentiate the lesson in your class, you can have some students write captions under each scene to describe what is happening, or have some students draw additional scenes.

### Application:

- Ask students to share their sequencing chart with the class. This is a great way for students to practice retelling and get comfortable with the vocabulary words. Encourage students to use the sequencing words — first, next, then, and last — when retelling their scenes.

### Closing:

- Review the important oral health words and messages they learned.

### Literacy Extension:

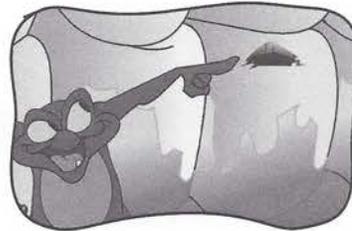
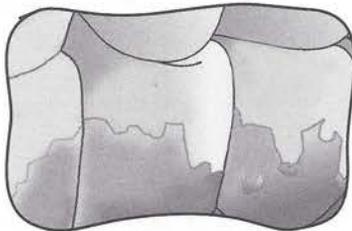
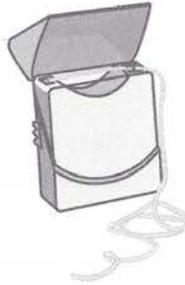
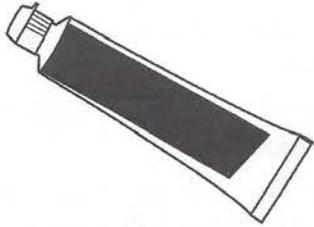
- Use the oral health words for word study. Possible lessons include blends (fluoride, floss, brush), compound words (toothpaste, toothbrush), sounding out unfamiliar words by stretching them out (e.g., fl-uor-ide), etc.

**Teaching Tip:** Place other oral health words that the students recall on the word wall as they are retelling *Dr. Rabbit and The Legend of Tooth Kingdom™*. Students may recall words such as toothbrush, dentist, brush, teeth, tongue, etc.)

**Colgate**

# Tooth Kingdom Word Match

Directions: Cut out the words. Match the words to the pictures.



**sorcerer**

**dentist**

**floss**

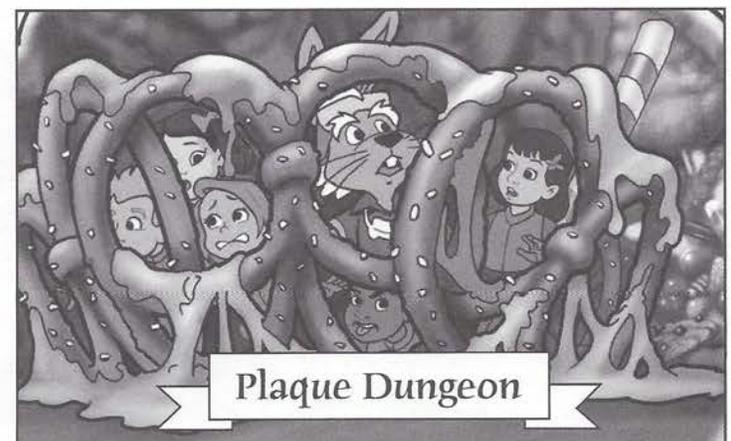
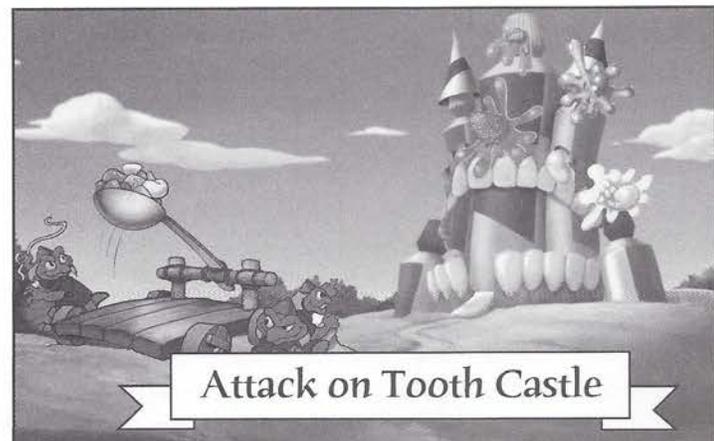
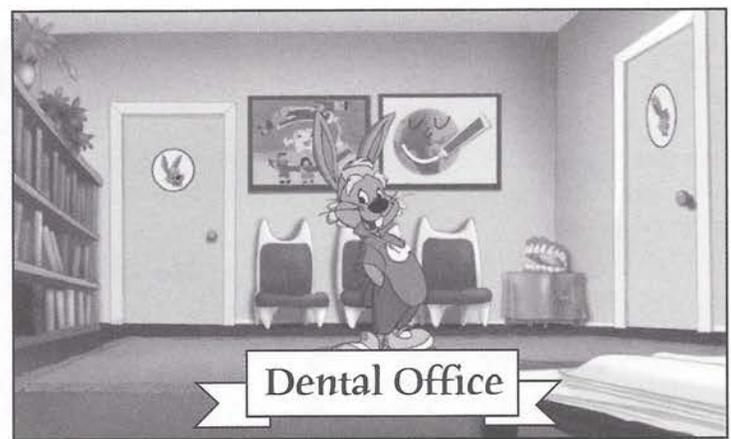
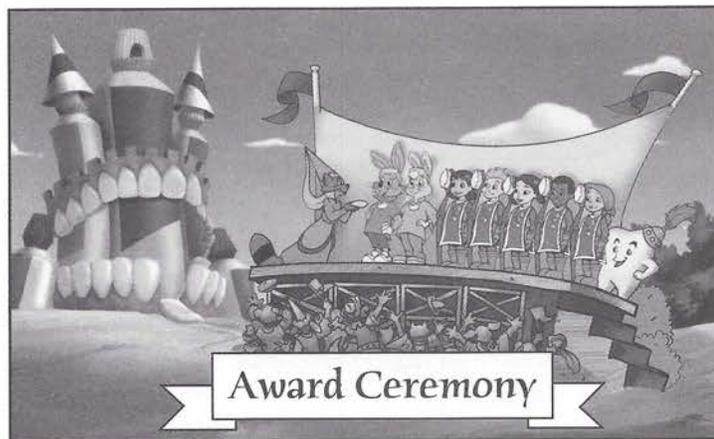
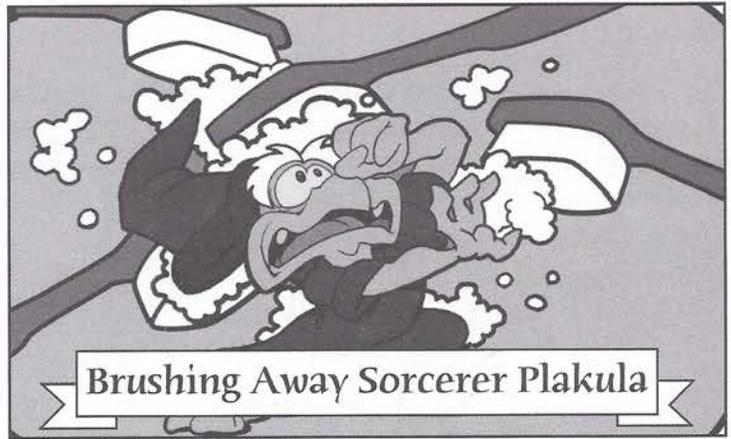
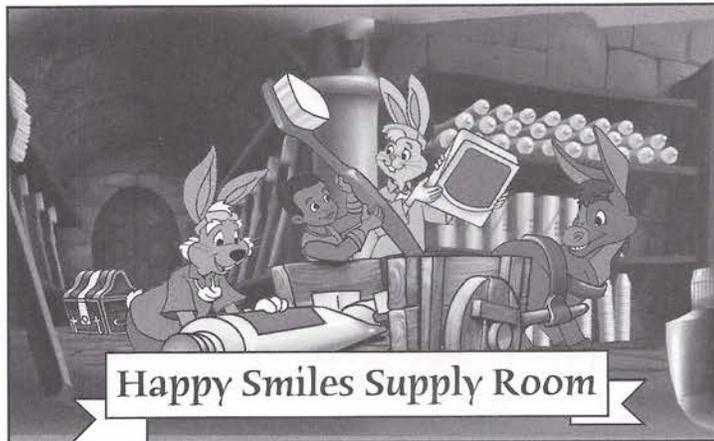
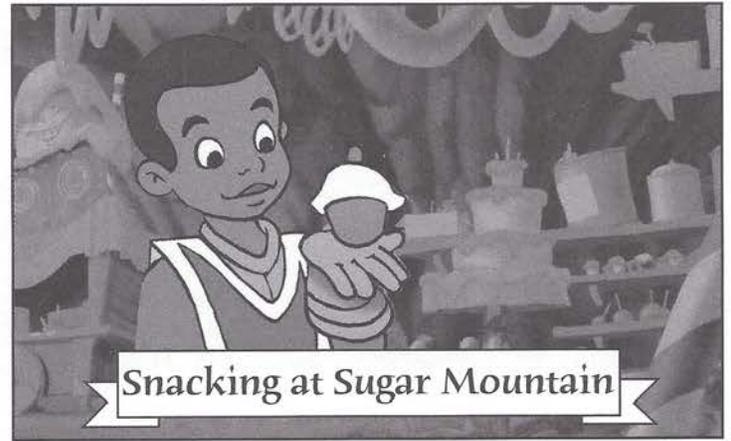
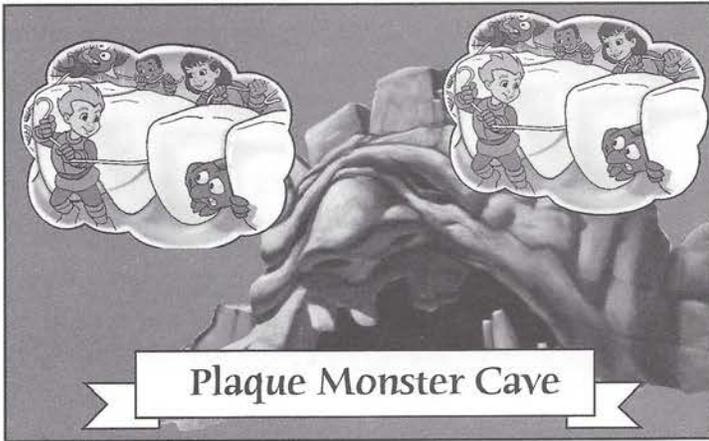
**lantern**

**plaque**

**toothbrush**

**cavity**

**fluoride  
toothpaste**





# Stop the Plaque Attack

## Science Experiment: Model of a How-To Piece

**Curricular Connections:** Science and Language Arts (following directions, sequence words, How-To form of writing)

### Activity at a Glance:

Your class will conduct a hands-on experiment that demonstrates what happens when sugar mixes with yeast bacteria or “plaque.” By hypothesizing results, observing, collecting data, and drawing conclusions, students will have a better understanding of the effects of sugar or starchy foods on their teeth. Students also will be introduced to the structure and purpose of the How-To form of writing.

### Objectives:

**Oral health:** Students will recognize how plaque reacts with sugar to cause a plaque attack, which can lead to tooth decay.

**Curricular:** Students will recognize scientific investigation by forming and testing a hypothesis, collecting data, and analyzing results.

### Getting Ready:

#### Materials:

- 2 clear glass containers (one marked “Sugar”), one 7 g (1/4 oz) dry yeast packet, one tablespoon sugar, one cup warm water, chart paper/chalkboard, and paper/pencil.

#### Teacher Preparation:

- Gather the materials. List the ingredients and steps for the experiment. Copy the first 4 steps under “Complete the Investigation” found on page 13 onto a piece of chart paper/chalkboard. On the bottom of the chart, copy the following:

#### Investigation Questions:

<b>Before the Investigation:</b>	What do you think will happen to the glass with sugar? What do you think will happen to the glass without sugar?
<b>During the Investigation:</b>	What happened when we added sugar?
<b>After the Investigation:</b>	What can we learn from our investigation?

### Step-by-Step:

#### Introduction/Prior Knowledge:

- Ask students, “What happened to Paul and Robert in the video when they kept snacking all day?” *They had a plaque attack.*
- Ask students, “What do you remember about plaque?” *It’s a germ or bacteria that we all have in our mouths. Usually we don’t notice plaque. But when we eat sugary foods, like candy or soda, or starchy foods, like potato chips, plaque reacts with the food and causes acid. That’s a plaque attack. The acid attacks your teeth and may cause cavities.*
- Ask students how they think we can get rid of plaque. Be sure to mention that brushing helps keep away plaque.
- Explain to students that today the class will be conducting an experiment that shows how a plaque attack happens.

- Introduce the ingredients for the investigation by reading the chart you have prepared. Explain that you are using yeast because it acts just like plaque.
- Using the prepared questions on the chart paper/chalkboard, ask students to respond when appropriate as you conduct the investigation.
- Remember to chart student responses to the different questions.

## Step-by-Step (cont'd):

### Complete the Investigation:

1. First, put equal amounts of yeast in each container.
  2. Then, add the tablespoon of sugar to the container marked "Sugar."
  3. Next, pour 1/2 cup of warm water into EACH container.
  4. Last, wait, watch, and observe.
  5. Explain to students that the investigation reaction will begin in 8 – 10 minutes, but in our mouth a plaque reaction occurs within 20 minutes.
- You might want to use this time to discuss Time. Note what time the experiment started and what time it should end. You might want students noting the changes occurring in the two jars every few minutes.
  - Also, you might want to use this time to review some of the oral health vocabulary by defining the words while students find the words on the word wall. For example, "I'm thinking of something that helps me clean my teeth. I use it every morning and night. I place it on my toothbrush." Students can call out the answers and then find the words on the word wall.
  - When the reaction does begin, ask students what they see happening. *Frothy foam started to form in the container with the sugar. The yeast grew almost 2 inches. The yeast in the other container grew a little, but not as much as the container with sugar.*
  - When the investigation is over, ask students what they can learn from this investigation. *When sugar mixes with bacteria or plaque germs, it grows. That's when the plaque can make acid to harm our teeth.*

### Application:

- Create a *What I Learned* Chart with the class. Ask students to share with the class what they learned from the investigation and how it relates to them (e.g., If I eat too much candy and don't brush, plaque will attack my teeth. Or, If I drink soda and don't brush my teeth, I might get cavities.).

### Closing:

- Review how food causes acid on your teeth. Remind students that brushing gets rid of plaque. They can keep plaque away by brushing after they eat.

### Literacy Extension:

- Introduce students to the How-To form of writing.
- Explain to students that How-To form of writing is like instructions; they tell you how to do something.
- Brainstorm different types of How-To form of writing pieces (e.g., recipes, instructions to a game, directions to a party, etc.)
- Point out that many How-To pieces have a "Materials" or "Things You Need" section, just like the *Stop the Plaque Attack* Investigation. Point to that part.
- Then explain to students that many How-To pieces have sequence words like first, next, then, and last. These words make it easier for the reader to follow.
- Have students note the sequence words under "Complete the investigation."
- Towards the end of the unit, you may want to have students write their own *How To Keep Teeth Healthy* books.
- They can share their books with other classes.

**Colgate**



# Get to Know the Characters of Tooth Kingdom

## Story Starters with Finger Puppets

**Curricular Connections:**  
Language Arts (oral communication) and Art

### Activity at a Glance:

Whisk your students away to Tooth Kingdom on an adventure of their own! Using finger puppets and story starters, students will get to know the characters and re-enact scenes from Tooth Kingdom, and then create their own oral health journeys using what they've learned in the program.

### Objectives:

**Oral Health:** Students will describe good and bad oral health behaviors the characters exhibited in the video.

**Curricular:** Students will demonstrate comprehension and oral expression skills as they re-enact scenes from the video and create stories using story starters and finger puppets.

### Getting Ready:

**Materials:** *Tooth Kingdom Finger Puppets* Reproducible, *Scene Sequencing* Reproducible.

**Teacher Preparation:** Photocopy one *Tooth Kingdom Finger Puppets* Reproducible per group and make puppets ahead of time. Photocopy one *Scene Sequencing* Reproducible.

**Teaching Tip:** Enlist the help of the art teacher, parent volunteer, or older students to help make the puppets.

### Step-by-Step:

#### Introduction/Prior Knowledge:

- Discuss the characters from the video. Ask students what they remember about each character (e.g., Robert ate many sweets and had a plaque attack, Sarah thought of the idea to use the floss to lasso toothbrushes to wake up the tooth soldiers).

- Explain to students that today they will act out scenes from the video using character finger puppets.
- Choose one of the scenes from the *Scene Sequencing* Reproducible and demonstrate what the groups will do. Ask for some student volunteers to help.
- This is different from the re-telling of the scenes from the *Scene Sequencing* activity, since in this activity students pretend to be the character.

### Application:

- Divide students into groups of 5. Give 10 puppets to each group and 2 scenes from the *Scene Sequencing* Reproducible from page 11.
- Students will pick two puppets each and enact the scenes you have given them.
- Give students a chance to practice and then invite groups to share.
- Switch scenes and have students switch puppets if they like.

### Closing:

- Ask students to share what they liked about this activity and what they learned.

### Literacy Extension:

- Using the following story starters, encourage students to make up the middle and end of the story. Allow students to switch characters within their groups.

#### Story Starter 1: Visit to the dentist

- The five kids are off for their dental visit to see Dr. Rabbit and Dr. Brushwell. This is what happens when they get to the dental office . . .

#### Story Starter 2: Getting rid of Sorcerer Plakula

- Sorcerer Plakula has hidden lots of snacks for the children to find. He wants them to snack all the time! The children want to get rid of Sorcerer Plakula, so they . . .

#### Story Starter 3: Brushing for a Bright Smile

- Dr. Rabbit and Dr. Brushwell want to teach the children how to take care of their teeth! They show the children . . .

# Tooth Kingdom Finger Puppets

## Directions:

- Cut out the puppets.
- Glue the base of the puppet so it fits around your finger.





# Sing a Song of Bright Smiles

## Reading the Storybook

### Curricular Connections:

Language Arts (reading, comprehension, high frequency words, retelling)

### Activity at a Glance:

The last song of the video has been transformed into a storybook students can take home! Students will first do a picture walk, orally telling what the book might be about. Then the class will engage in a high frequency and oral health word treasure hunt. Finally, students will learn more about brushing their teeth while reading the storybook.

### Objectives:

**Oral health:** Students will know more about oral health and about taking care of their teeth.

**Curricular:** Students will identify high frequency words and the oral health words throughout the story. Students will demonstrate early reading skills, like using picture and context cues.

### Getting Ready:

**Materials:** *Sing a Song of Bright Smiles* Storybook for each student, Oral Health Word Cards from *Tooth Kingdom Word Match* Reproducible.

**Teacher Preparation:** Cut out the oral health words from the *Tooth Kingdom Word Match* Reproducible (p. 10). If they are already on the word wall or on your *Bright Smiles, Bright Futures* bulletin board, you may use those. Add any oral health words that you have previously discussed.

**Teaching Tip:** Since the *Sing a Song of Bright Smiles* is the last song on the video, you may want to have the video ready to show students.

### Step-by-Step:

#### Introduction/Prior Knowledge:

- Review with students what they have learned thus far about oral health.
- Explain that today the class will be reading the *Sing a Song of Bright Smiles* Storybook together and learn more about how to keep their teeth healthy.

- Take students on a picture walk of the book. Elicit from them what they think is happening in the pictures and what the pictures are teaching them about oral health.
- After the picture walk, mention to students that you noticed they used many of the oral health words.
- Tell students that now the class is going to do some word treasure hunts. Ask students to find the oral health words on pages 2 and 3. You can either let them do this on their own, or you can tell them what to look for.

For example, on pages 2 and 3 the oral health words are **dentist, oral health, teeth, brush, and smile**. You can either give them those words to look for, or you can have them find the words without your prompting. Do what you think suits your students' needs. Repeat for the rest of the book.

- You also can have students look for high frequency words that they know, including **is, in, of, at, and, the, a, that, you, mom, or, dad**, etc. You can have students work in pairs and write a list of all the words they know that appear in the book.

### Application:

- Read the story aloud. Encourage students to read along, especially the oral health words.

### Closing:

- Make a list with the class of what they think the important things are to remember about keeping their teeth healthy.

### Literacy Extension:

- Conduct a game of *Dr. Rabbit Says* using the direction and oral health words. Ask the class to stand up and then say, "Dr. Rabbit Says, brush the top of your teeth" or "Dr. Rabbit Says, pretend you are holding a toothbrush in your left hand."



# Happy Teeth

## Brush for a Bright Smile

**Curricular Connections:** Language Arts (following directions, direction words, genre: How-To form of writing)

### Activity at a Glance:

Challenge your students to keep their teeth happy and make brushing fun. Using the *Brush for a Bright Smile!* Poster, students will focus on the proper way to brush their teeth and practice with a fun How to

### Objectives:

**Oral Health:** Students will identify and demonstrate the proper brushing technique.

**Curricular:** Students will identify direction words, demonstrate how to follow directions, and observe another model of a How-To form of writing piece.

### Getting Ready:

**Materials:** *Brush for a Bright Smile!* side of the poster, and crayons/markers/colored pencils.

**Teacher Preparation:** Prepare word cards listing the following direction words: outside, inside, top, bottom, front, back.

### Step-by-Step:

#### Introduction/Prior Knowledge:

- Ask students to think about the *Sing a Song of Bright Smiles* Storybook and some of the helpful hints they learned about brushing their teeth.
- Ask students how they brush their teeth. Using the word cards, highlight the direction words (e.g., top/bottom, front/back, outside/inside, etc.) students use to describe how they brush their teeth. Try to get students to use the sequencing words (e.g., first, next, then, last) from previous lessons. For example, if a student says, "I brush in front and back," you might restate what he/she said, "So, first you brush your front teeth, and then you brush your back teeth." Remember to emphasize the direction words like "front" and "back", as well as the sequence words like "first" and "then".
- Brainstorm a list of direction words with the class. Write the words on chart paper/chalkboard. You may also want to make word wall cards of the direction words.
- Focus students' attention on the *Brush for a Bright Smile!* Poster. Ask students if they can find any direction words (e.g., outside/inside, front/back, top/bottom).

- Before using the poster, tell students this is another example of a How-To piece. Discuss with students how this How-To piece uses numbers instead of words to help the reader follow. Ask students how many steps are on the poster. Also note that many How-To pieces use pictures or illustrations as another way to help the reader understand. (Give an example.)
- Read the poster aloud to students and then have students pretend that their fingers are toothbrushes (without actually putting their fingers in their mouths).
- Have students repeat the following instructions for each step:

**Brush Outside:** one, two, three...

**Brush Inside:** one, two, three...

**Brush Way in the Back:** one, two, three...

**Brush Top:** one, two, three...

**And Bottom:** one, two three...

**Brush Tongue:** one, two, three...

### Application:

- Have students practice the chant and demonstrate the proper brushing technique.

### Closing:

- Review the direction words with students and ask them why it's important to follow the steps on the *Brush for a Bright Smile!* Poster.

### Literacy Extension:

- Students can draw pictures or write sentences using direction words for actions other than brushing their teeth (e.g., We play baseball outside. We eat lunch inside.).

# Parent Involvement

Parents play a key role in their child's oral health. By modeling proper toothbrushing – and getting kids excited about taking care of their teeth at home – parents/caregivers are helping to ensure that their child's smile lasts a lifetime.

The Colgate *Bright Smiles, Bright Futures* program includes a variety of materials and ideas that foster family involvement and extend the learnings you're covering in class. From the convenient Parent Packet . . . to the Read-together Storybook . . . to the parent section on the Colgate *Bright Smiles, Bright Futures* website, you have many options for further promoting the oral care message as you work with families. Take a look!

## Read-together Storybook



Once you've used the *Sing a Song of Bright Smiles* Storybook in class, send a copy home with each child. It's a terrific way for parents and children to work on early literacy and rhyming

together, and serves as a reminder of the oral care learning you've been fostering in class. Perhaps children can even "sing" the story to their families!

## Super Family Award and Bright Smiles Family Pledge



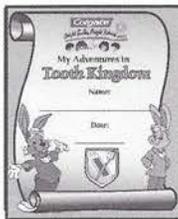
As you know, your in-class oral health education efforts will be made even better by having families join in at home. Be sure to photocopy the reproducible "family action" pieces: the *Bright Smiles Family Pledge* and *Super Family Award*, found on page 19.

Kick off your oral health activities with the *Family Pledge* – it raises family awareness about what you are currently doing in class, and is a great way for children to know that oral health is important to their whole family! Then, wrap up your efforts with the *Super Family Award*. It's perfect for Family Night or parent/teacher conferences. It provides great closure for your oral health activities; remind parents to post it at home for an ongoing family reminder.

## Inside the Parent Packet

The *Bright Smiles, Bright Futures* Parent Packet is a self-contained, ready-made take-home for families. It includes a letter that lets parents know that you're teaching children about oral health at school, and asking them to promote good oral health at home as well. With the Parent Packet, you'll be getting families on board with your oral health efforts.

### The Parent Packet includes:



#### My Adventures in Tooth Kingdom Activity Booklet

Families will enjoy "together time" with this interactive booklet, featuring *Return to Tooth Kingdom*, an all-new family board game . . . and *Dr. Brushwell's Brushing Chart*, a 28-day log for children/families to record their daily brushing together.

Remind parents/caregivers that experts say it takes 28 days for a child to build a habit – and encourage families to help children build good brushing habits by:

- Posting the brushing chart in a prominent place and following it together.
- Brushing together with their child.
- Reminding the child to check off each time he/she brushes, after eating breakfast and before bedtime – and making sure the participating family members make their check marks, too.



#### A Message to Parents

This handy flyer reminds parents about the importance of modeling proper toothbrushing technique for their children. How-to illustrations are included, along with a *Children's Oral Care Milestones* Chart that gives parents developmentally-appropriate guidelines for growing children.



#### Colgate Children's Toothpaste sample

**Colgate**

[www.colgatebsbf.com](http://www.colgatebsbf.com)

A Wealth of  
Oral Health Information  
and Activities Online!

- Make sure to include the *Bright Smiles, Bright Futures* website in your oral health initiative. As a teacher, you'll find lots of targeted education materials for use in class. Visit the site and bookmark it today!
- Invite students and their families to go online, too. Parents will love the oral health information that relates to their child's teeth – and adults and children alike will enjoy sharing the fun, education-based games. The BSBF site offers the perfect family activity to enjoy together, especially during Children's Dental Health Month in February!

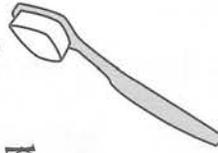
After students have completed the lessons, photocopy and fill out this **Super Family Award** and send home to recognize good oral health habits!



## Super Family Award

This Super Family Award Certificate is awarded to the family of

in recognition of their outstanding oral health habits and bright, shiny smiles.

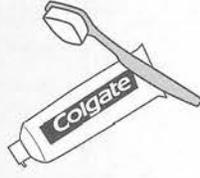


Awarded by: \_\_\_\_\_

Date: \_\_\_\_\_

Photocopy and send this **Family Pledge** home for students to share with their families!

## Bright Smiles Family Pledge



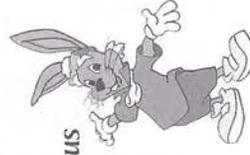
We'll brush our teeth at least twice a day With fluoride toothpaste – it's the only way!



We'll limit our snacks – and floss daily too Because fighting plaque is important to do.



For a partner who'll help us keep our teeth strong, We'll visit the dentist our whole life long.



Our family will make sure our smiles stay bright As we brush every morning . . . and every night.



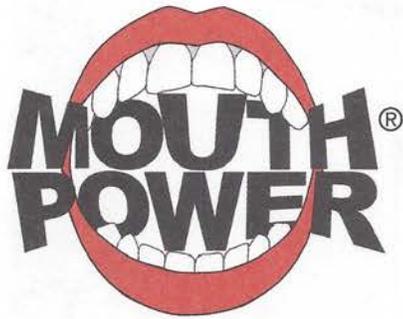
Signed:

Child: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

**Colgate**

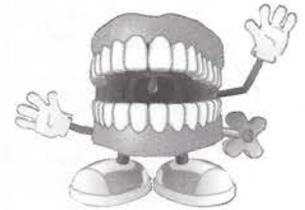
# The National Museum of Dentistry presents . . .



An Affiliate of the Smithsonian Institution, the National Museum of Dentistry (NMD) in Baltimore, MD is a remarkable place where kids of all ages can sink their teeth into interactive exhibits and learn about the importance of a healthy smile.

No matter where you and your students live, you can take a virtual class trip to NMD and check out the museum's newest endeavor: MouthPower® Online ([www.mouthpower.org](http://www.mouthpower.org)). This interactive, kid-friendly online experience introduces students from across the country to Mouthie, the site's "chatterteeth" guide, who leads them through a series of entertaining and educational activities.

A visit to NMD either onsite or online is an ideal class event – especially right now, while your students are learning about oral health!



Mouthie, the "Virtual" Tour Guide

## Virtual Visit: The MouthPower Website!

No matter where your classroom is located, the virtual MouthPower website is "just around the corner."

- Start out by reviewing the **Teacher/Leader Orientation**. It will give you the background you need to guide your students on their virtual adventure.
- Your students will love visiting **Mouthie's Laboratory!** At the first visit, they'll be given a "game code" – when they visit later they'll continue right where they left off!
- During their visit, your students will run experiments, make a tooth timeline and create original posters — all with Mouthie's help!
- As your students progress through the activities areas, they earn virtual teeth. After completing all activities and earning every tooth, they will be eligible to print out a customized certificate!

### Tips for Different Developmental Levels

- Consider visiting the site in **small groups**, so that children can work together to complete the activities.
- Children may also want to **work with their families** in completing the various activities to be found on the site.

## School Tour Highlights at The National Museum of Dentistry

31 South Greene Street  
Baltimore, Maryland 21201  
Phone: 410-706-0600

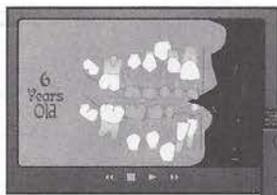
Visit [www.dentalmuseum.org](http://www.dentalmuseum.org) for maps and travel information. Classes who visit the Museum will enjoy lots of fun exhibits and toothy displays – including:

- Wall of Smiles – featuring famous smiling faces
- Amazing Teeth Feats
- George Washington and His Famous Dentures
- The Right Tooth for the Right Job

If your school is geographically accessible to the Museum, visit NMD's website for more information about booking tours ([http://www.dentalmuseum.org/school\\_tours.htm](http://www.dentalmuseum.org/school_tours.htm)).

## Inside Mouthie's Laboratory

Here's a sampling of what visitors will find:



**Your Tooth Story**  
This animated section looks at how baby teeth are replaced by permanent teeth. Children will love watching the virtual baby teeth fall out and building their own "tooth timeline."



**Cleaning Station**  
Children put together their own oral hygiene plan for Mouthie to review.



**Food Station**  
In this nutrition section, children sort foods onto the Food Pyramid serving trays. This fun classification activity also includes foods – like chicken burritos – that fit into more than one group.



**Dental Time Warp**  
Children will see what dental offices looked like in the olden days – and will see the types of tools they used, too. It's fun to guess what the different tools were used for. But remind children that today, dental tools are much different, because people know a lot more about keeping their teeth healthy!



**Tobacco Station**  
This more advanced station is a great one to alert families to, so that they can share it with older children in the family.



Visit today! <http://www.mouthpower.org>

The Dr. Samuel D. Harris  
National Museum of Dentistry  
In association with the Smithsonian Institution