



# BETHANY

## LUTHERAN COLLEGE

**Instructor's Name:** Rachael Heidorn

**Subject :** Health/Science

**Grade:** 2

**Title of Lesson:** Teeth

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### Standard(s) the Lesson will Address:

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

### Objective:

Students will predict and identify liquids that may cause tooth decay

**Learning Target:** Identify liquids that the may cause tooth decay

### Materials Needed:

- [Tooth Structure For Kids](#) YouTube Video
- [Stay Away Tooth Decay](#) Prediction Worksheet
- 4 hard boiled white eggs
- Toothpaste and toothbrush
- 4 small plastic cups
- Enough coke, grape juice, milk, and water to fill the plastic cup
- Crayons
- Pencil
- [I Brushed My Teeth tracking chart](#)

## **Vocabulary:**

### **Academic:**

- Tooth
- Toothbrush
- Toothpaste
- stain

### **Content:**

- Enamel
- Tooth decay

## **Anticipatory Set:**

“Are our teeth important? What would happen if we didn’t take care of them? Let’s watch a video that describes the parts of teeth first.”

Play [Tooth Structure For Kids](#) YouTube Video

**Pre-Assessment Plan (if any):** Pre-assessments help you to determine what students already know and bring to the lesson content.

Ask which liquids might stain teeth. If they answer soda, juice, coffee, etc. they are on the right track.

## **Input:**

- Talk about how certain drinks and foods will stain our teeth and if we do not brush, can lead to tooth decay where our teeth literally start to fall out.
- Tell students that you are going to do an experiment to show how certain drinks affect their teeth. Show them that the white shells on the eggs are similar to the enamel on their teeth. Show the 4 drinks that you will be using.
- Pour each liquid into cup and place one egg in each cup. Ask students to predict which of the liquids are harmful to the teeth and to write their predictions on the worksheet. They can draw what will happen to the eggs after being left in the liquids. (If time is an issue, simply place the eggs into the cups the night before and have it ready for the lesson.)
- Ask if they have ideas on how to remove the stains. What do they think will happen if they brush the eggs using toothpaste and toothbrushes? Try and clean eggs with toothpaste.

## **Guided Practice (Formative Assessment):**

Students will write what happened after being brushed and what they learned from the experiment in a 15 minute small group session. They will each have an adult to guide the writing.

### **Closure: (SCRIPTED)**

“Now raise your hand if you’re going to brush your teeth tonight and tomorrow morning?” Hand out [I Brushed My Teeth tracking chart](#). Tell the students that this is a chart they should check off for every time they brush their teeth starting tonight.

### **Reflection**

#### **1. As I reflect on the lesson, to what extent were students productively engaged?**

The students were very engaged! The students were so excited to share what they know about brushing teeth. Some of the students kept saying how much fun they were having. There were a few students who at the end said they did not learn anything new. I do not know if this is because they were not engaged or if because they were being too confident. I know they did not know the information because their predictions were wrong. This means they learned something.

#### **6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**

I would give this lesson more time. I was not pleased with how I let the students write their, “I learned...” section of the packet. I wanted them to write what they learned from the experiment. Instead I let them say anything they learned from the lesson. This wasn’t necessarily bad but I wish I stuck to my original plan.