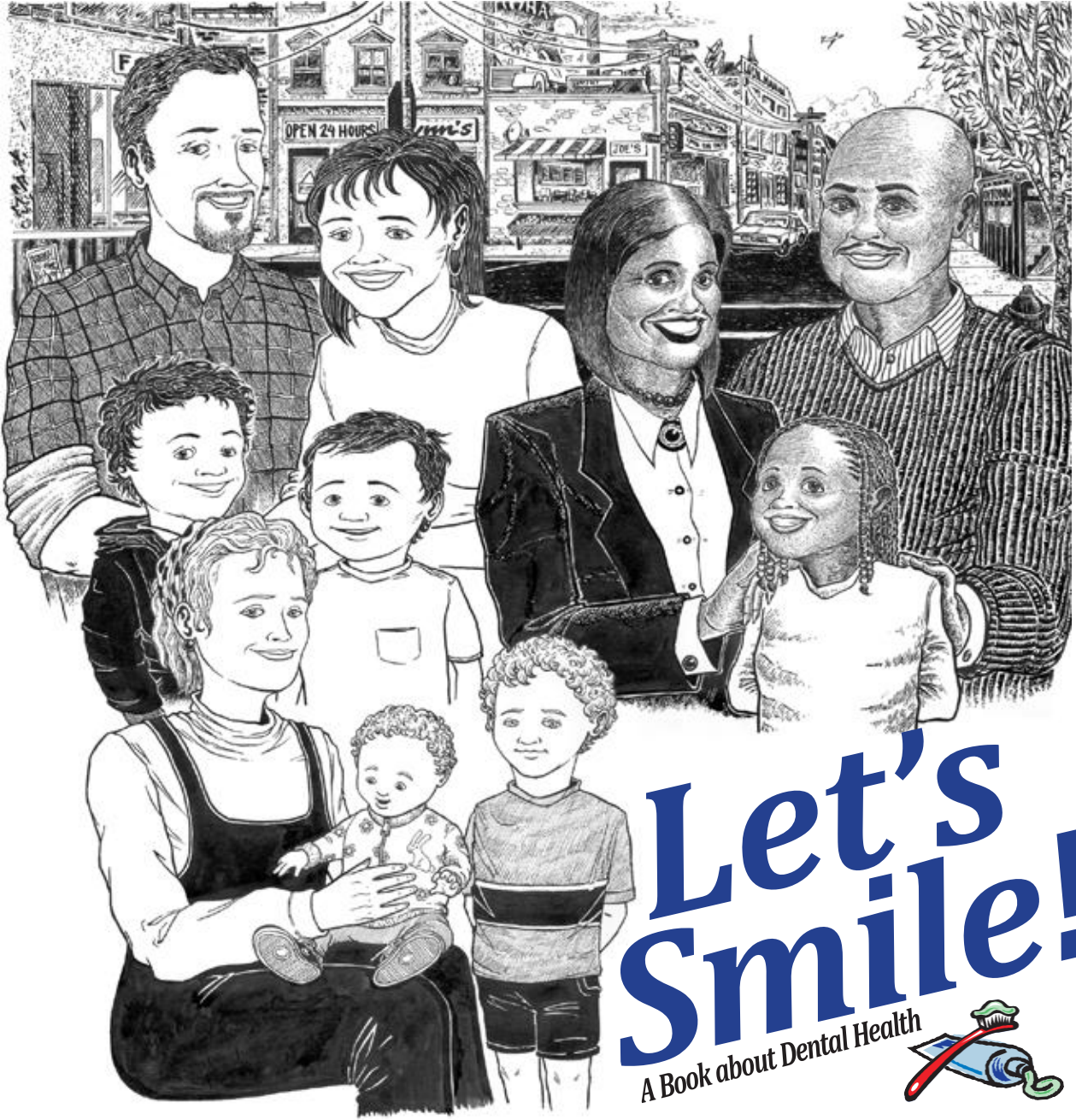


ROSALIE'S NEIGHBORHOOD:



Facilitator's Guide

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### **About the Rosalie's Neighborhood Series**

The connection between literacy and health is an important one. Health literacy is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services for appropriate health decisions (*Healthy People 2010: 2nd Edition*, 2000, U.S. Department of Health and Human Services).

Rosalie's Neighborhood is a parent awareness health literacy series providing essential health care information for parents or primary caregivers of young children, ages birth to 6. The series includes short books (written at about a fourth grade reading level), to help parents better understand the importance of providing personal and professional preventive health care for young children. The series was designed for use in a group setting with a skilled facilitator working with adults who have limited literacy skills, who may need guidance to fully comprehend and use vital health-related information to make good health decisions for themselves and their families. The materials were written to increase parents' knowledge and skills in practicing good health care for their children—and in understanding its importance—as they develop literacy and problem-solving skills. In addition, it is expected that the materials will positively affect the parents' communication skills as well as their health practices.

The health care information is presented in books written in the narrative style through a series of conversations among friends. In the stories, Rosalie, an understanding grandmother, offers support and information to Ginny and Felicia, two young mothers in the neighborhood. In *Let's Smile*, the three friends share information they learned about oral health and appropriate dental care for their children. In *Let's Talk*, the women learn about children's language development and communicating with children. As Rosalie's neighbors and friends learn together about health-related matters, so do the readers of the materials. Each book has a separate glossary, children's literature bibliography, facilitator's guide, and readers theater.

## To the Facilitator

### About this Guide

This guide accompanies the *Let's Smile* book in the Rosalie's Neighborhood series.

- **Section 1** of this guide explains instructional reading techniques to help you build learners' literacy and thinking skills while you convey important health information. The techniques help learners more deeply process and comprehend the information given in each book.
- **Section 2** provides ideas and information for adapting the materials for various audiences, such as working with adults with limited literacy or English language skills.
- **Section 3** includes suggestions for developing background knowledge prior to reading each book; key concepts and vocabulary for each chapter, discussion questions to be asked before and after reading each chapter, instructional activities, and supplemental activities or materials you may use, as needed, and black line masters.
- **The appendices** provide additional resources to extend the benefits of the series, such as suggested reading for children and parents or caregivers, resource organizations, and other instructional materials to supplement the series.

### Preparing for Sessions

Your role is to ensure that learners can read, enjoy, learn from, and act on the evidence-based information in the series. This guide will help you be more effective in that role. The information provided was derived from research in the field.

1. Thoroughly read the book, *Let's Smile*. Think about the background of your learner or learners, including their prior knowledge, experiences, and attitudes toward health and dental care issues. Think about your own personal knowledge, experiences, and attitudes toward these issues. Consider how to build on this background to expand your knowledge, as well as your learners' knowledge, about these evidence-based concepts and issues.
2. Become familiar with the instructional techniques and information described in Sections 1 and 2 of this guide. These strategies will help you build learners' reading and problem-solving skills as they learn about preventive health. You may want to learn more about these techniques and practice them if they are unfamiliar to you. Information about these approaches as well as training and other assistance are often available through local literacy programs, adult basic education programs, public libraries, colleges and universities, and state departments of education and/or state literacy resource centers. Additional resources are available at websites that focus on adult basic and literacy education and health literacy.



3. Read the instructional materials provided for the book, and choose or make adaptations to the materials based on your knowledge of the needs and backgrounds of your learner(s). Consider the amount of time you have to cover the materials. Alternate activities so that learners do not become bored or frustrated with any one kind of activity, such as alternating reading and listening activities with class discussion, role plays, readers theater, and instructional activities. It is not necessary to do all of the activities; just consider how you can provide a supportive environment that allows everyone to be successful with the materials.
4. The appendices will supplement and enrich your sessions. Check out the suggested children's books from the library and have them available for learners to look through and borrow. Schedule a visit to the library, and ask the librarian to meet with learners to discuss the library's resources and to help them locate oral health-related materials for themselves and their children. Identify people in the community to speak about the health-related concepts you are teaching; visit places in the community with your learner(s), such as a clinic, hospital, or dentist's office.
5. The Readers Theater materials help build learners' reading and speaking fluency while they enjoy bringing the characters to life. Reading fluency means that you are rapid, efficient, and accurate when you read out loud. It means reading with expression and knowing how to group words so that it just sounds like you are speaking.



# Section 1

## Instructional Techniques

## Before Using the *Let's Smile* Book

**Note:** *The strategies presented here are by no means comprehensive; use them as a guide to get you started but seek additional training to refine your skills in using the various instructional methods.*

### Build Background Knowledge

Everyone has unique experiences, attitudes, and background knowledge about health care, including dental health, but adults with limited literacy, education, and experience may lack adequate or appropriate information and resources about preventive health care, preventive and emergency dental care for babies and young children, or communicating in ways that foster age-appropriate language development. Building background knowledge before using the materials helps learners better understand and use the information later on.

### Concept Building

Concept building extends and organizes learners' background knowledge of important terms and ideas. It draws on their prior experiences and helps them link new information with what they already know. Use the evidence-based information in the series to clarify any misconceptions.

Think about experiences learners may have that are related to the concept you wish to discuss. Although Section 3 of this guide includes sample discussion questions for each book and chapter, you might develop additional open-ended questions to tap into those experiences. For example, concept building about preventive health might include questions such as: "Have you ever taken your children to the doctor when they weren't sick? When might that be a good idea?" Use prompts that create strong mental images. For example: "Suppose you ignore your child's complaints about a toothache. You notice that the color of the tooth changes. What do you think will happen if you ignore it? Why is it better for a dentist to see it right away?"

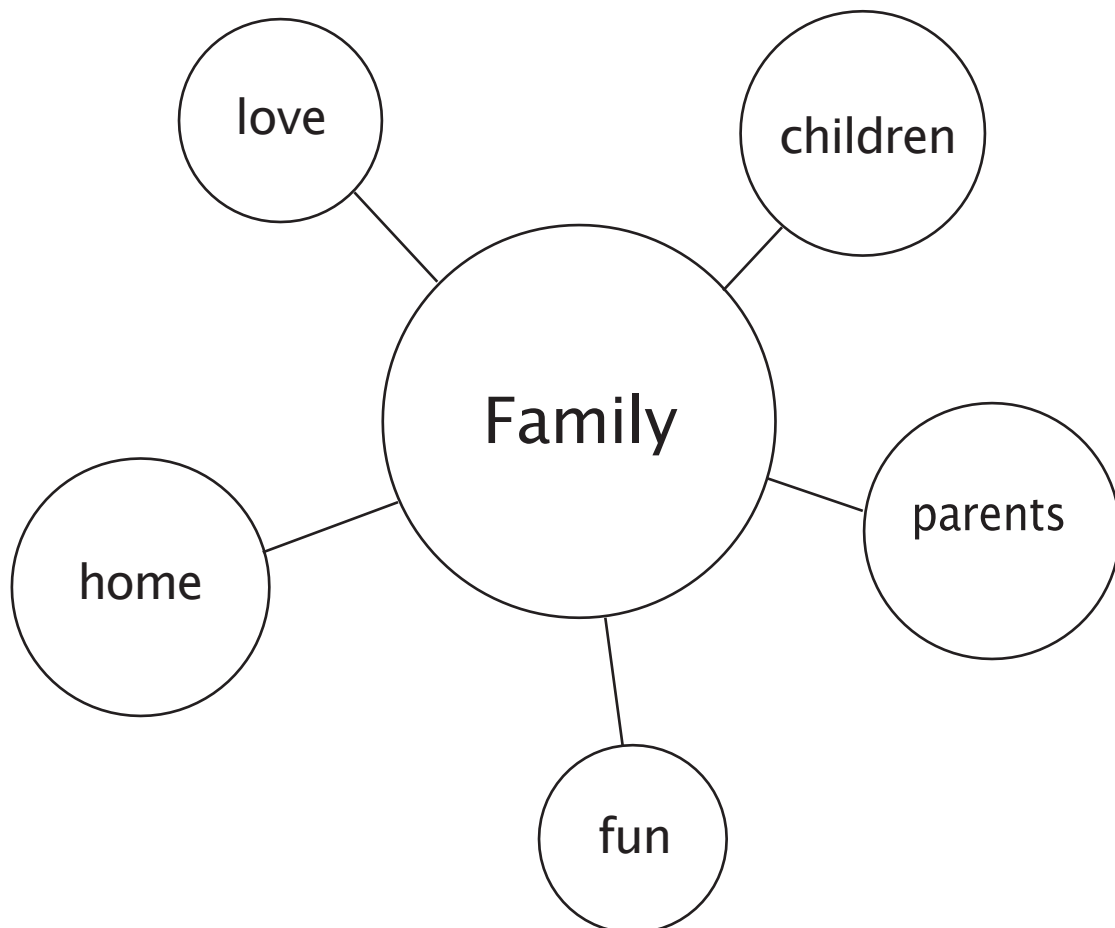
As learners discuss the concept and their experiences, their comments may reveal misconceptions or cultural beliefs and practices that you can address through additional questions. As discussions draw to a close, have learners describe the concepts in their own words, so you and they can review them as you proceed through the books. Explain that the stories they will read and hear will provide more detailed information about the concepts and additional opportunities to discuss them.

## Mapping

Mapping means making a visual representation of the concepts or terms you are discussing. Begin by having learners brainstorm ideas, experiences, and terms related to the concept. Record their responses on a flip chart or white board. Look for and discuss ways to group the terms. Then organize the terms in a visual representation or graphic illustration. For example, you might ask, "What do you think of when you hear the phrase *oral/dental health*?" Responses may include words, concepts or ideas such as the following:

*fluoride, teeth cleaning, preventing cavities, dentists, hygienist, check-ups*

Encourage the learners to group similar words or ideas concerning dental health and visits to the dentist. Their efforts may be shown visually in the following way:



## Using the *Let's Smile* Book

### Introduce the Materials

Preview *Let's Smile* with learners; discuss the title and look at the illustrations. Introduce the main characters in the story using the overhead master Characters in Rosalie's Neighborhood (pg. 47). Mention that the book is a series of conversations in which these characters discuss and solve problems concerning their children and health- and dental-related issues. Point out text features that will aid their understanding, such as terms in bold print that are defined in the glossary and Word Wall, quotations around what the characters say, chapter titles, illustrations, and key concepts.

Discuss their purpose for reading, such as whether they think they should read the whole book or just a part of it to locate a specific bit of information. Illustrate how purpose for reading determines reading style. For example, reading narrative text requires the reader to read carefully to understand the information the characters share. Make a chart of what learners want to find out from the reading. Since some learners may already be familiar with some dental health concepts, use the KWL strategy. On a flip chart or white board, make three columns. Label the first "K" (what we know), the second "W" (what we want to learn), and "L" (what we learned).

### Develop Vocabulary

The purpose of the Rosalie's Neighborhood series is to improve learners' knowledge of health-related concepts and vocabulary. Some health-related words in the books may be unfamiliar or seem difficult to participants; it is strongly advised that the vocabulary be reviewed and practiced using the Word Wall or the glossary, before reading the text. This section suggests ways to introduce new words, word families, and concepts in ways that will help learners develop strategies for becoming more independent readers.

### Word Families

Help learners see that many of the words they will see and hear may be related or have common word parts. Demonstrate how different word parts or endings may change the part of speech or change the meaning of the word. Help them think of familiar words they already know with similar word parts. For example, you might introduce the word part "dent" (tooth) when you are preparing to read the book, *Let's Smile*. Words in the book that are based on the word part "dent" include dentist and dental. Learners may also hear other words, such as dentistry or dentin, which are based on the same word part—and that have meanings related to "tooth."

### Copy-Ready Visual Aids

Use the copy-ready materials located in Section 3 to introduce and discuss some of the technical terms, games, concepts, etc. that learners will see and hear in the materials. Make copies for each person if necessary to use as handouts or references for learners to keep and take home.

### The Glossary

Since the glossary contains only health-related terms and phrases, you may need to teach additional vocabulary words from the books. The glossary is an appended document and should be reproduced for students and can be used for more than a reference tool. For example, have students look through the glossary and find all the words that are about oral health. Have students work in pairs to develop activities for each other. For example, they can:

- Write sentences leaving out one of the vocabulary words and then exchange sentences;
- Make word cards with the word on the front and definitions on the back and then quiz each other;
- Write sentences using the wrong word and then have their partner correct their mistake.

### Use Guided Reading

Guided reading helps learners see that reading is an active process of making sense of text. Through discussion **before**, **during**, and **after** reading, teachers and learners work together to understand the new materials and see how new skills and knowledge can be used in learners' lives.

Read and discuss one chapter at a time. Discussion questions are provided for each chapter; you and your students can generate questions as well. You may find that your group of participants wants to read more than one chapter at a time. That's fine—please adapt the materials to meet the needs of your participants. After discussion, have learners put into their own words what they learned. Make copies of the relevant overheads to use as handouts to review important concepts. Use additional or supplemental materials you may need, such as phone books and pamphlets or brochures. Reproduce the literacy activities or selected supplemental activities for each book for additional review and skill-building practice.

Facilitators must be skilled in the art of effective questioning. One technique is to question learners to help them clarify their thinking processes. Learners may be asked to:

- Explain or support a belief or idea;
- Analyze how their perceptions or values affect their beliefs;
- Identify their information sources and to evaluate those sources;
- Weigh the pros and cons of different points of view to better understand and defend their position.

For example, suppose a student says, “I don’t want to spend my time at the clinic when my child isn’t even sick.” This is a teachable moment when the facilitator may ask the learner to support this view with examples or reasons why he or she feels that way. Then, the discussion could focus on other points of view and how they might be supported. Another variation is to question learners to help them expand their thinking processes. Learners may be asked to hypothesize, predict, look for similarities and differences, or to imagine and brainstorm answers to questions such as, “What might happen if...” For example, extend the previous discussion by asking: “Suppose your child has suspicious spots on her teeth. What might happen if you don’t take her to the clinic?”

### Increase Fluency

#### *What is Reading Fluency?*<sup>1</sup>

Reading fluency means that you are rapid, efficient, and accurate when you read out loud. It also means that you know how to read with expression and know how to group words into phrases and when to pause to enhance meaning. When you read, it just sounds like you are speaking.

#### *Why Should We Be Fluent Readers?*

The goal for reading is comprehension of meaning. Fluency is required for comprehension.<sup>2</sup> This is true for both adults and for children. When a reader has trouble figuring out a word, he or she can’t give much attention to the meaning of what is being read. Fluent reading involves word recognition or decoding as well as interpretation in the way one paces, expresses, pauses, emphasizes the text. Text often provides clues to phrasing: punctuation, bold or italics,

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1. McShane, Susan. (2005). *Applying research in reading instruction for adults: First steps for teachers*. Washington, DC: National Institute for Literacy

2. National Institute of Child Health and Human Development, (2000). Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: U.S. Government Printing Office.

descriptive words, and signal words (however, therefore, but, in contrast). Fluent readers notice these and emphasize them in a way that conveys the intent of the writer. Consider this sentence:

*In other words, students who have better reading fluency have better comprehension skills.*

A non-fluent reader might read this word by word without pause or emphasis and struggle with larger words like “fluency and comprehension.”

*In-other-words-students-who-have-better-reading-(pause, struggle, emphasis on wrong syllable)-flu-en-cy-have-better-(looks lost, needs help)-comp-re-hen-sion-skills.*

However, a fluent reader would easily recognize or be able to decode all of the words, “chunk” the words into phrases and provide appropriate pauses and emphasis:

*In other words (pause), students who have better reading (slight emphasis) fluency (slight pause) have better (emphasize) comprehension skills.*

### **Who Needs Fluency?**

We all do, but beginning adult readers, especially, need to work on it to develop rapid, accurate word reading. Still, even adults who are capable with silent reading and comprehension may need to work on fluency in order to progress. Fluency practice allows them to practice reading with expression and meaning. Therefore, beginning and intermediate level readers can benefit from fluency practice. Systematic and focused instruction and fluency practice may help adults to make great gains in overall reading. The Rosalie’s Neighborhood *Let’s Smile* Readers Theater provides a script that will engage intermediate and beginning readers in an activity to practice reading fluency.

### **Use the Five-E Instructional Model**

The Five-E Instructional Model promotes active learning in science-based activities. Since many of the concepts in the series are related to the human body, this instructional model is a valuable tool to use with the series. Facilitators can use this method to support students while they learn new concepts using active, collaborative, and inquiry-based approaches. They may work together to pose, explore, and solve problems. The method is consistent with and builds on the other instructional techniques included in this guide. The five stages are:

- *Engage:* Pique students’ interest and background knowledge; determine students’ current understanding of concepts; encourage students to share and compare what they already know.
- *Explore:* Encourage students to interact and respond to new information and concepts; ask probing questions to clarify thinking.

- *Explain:* Encourage students to use what they learned from the Engage and Explore stages to explain their thinking; pose questions to help students compare their thinking with new information or other students' responses.
- *Elaborate:* Focus students on conceptual connections between new and former information or experiences; encourage students to discuss new ways to use information or experiences; pose questions that help students draw conclusions.
- *Evaluate:* Observe students' understanding of concepts and performance of skills; provide feedback and encourage students to assess their own knowledge and progress.

### **Use Process Writing**

Process writing puts the focus on writing as a way to communicate meaning as learners simultaneously develop their reading, writing, speaking, and listening skills. It is an especially important activity to use with these materials since keeping a health log is a fundamental preventive health concept. Process writing activities are also beneficial for more advanced readers or for learners who need practice developing their writing skills. The process writing steps are:

1. *Prewriting:* Talk with learners about their purpose for writing, their ideas, and the style of writing best suited for their purpose.
2. *Drafting:* Learners think about their ideas and how to organize them. They concentrate on getting their thoughts on paper on the computer. Spelling and grammar are not the focus in this step.
3. *Sharing:* Learners read and discuss their writing with others who make suggestions or ask questions to help writers clarify and expand their writing. For example, you might say, "I'm not sure what you mean here. Can you tell me what you mean?" Or, you might guide them to consider important information they left out.
4. *Revising:* Learners make additions and changes, based on feedback from the previous step. The focus is still on meaning at this step.
5. *Editing:* Learners eliminate mechanical and grammatical errors. They should do as much editing as possible on their own, including using a grammar and spell checker on the computer.
6. *Publishing:* Learners share their work with a wider audience. They may read their writing to each other and discuss its potential audience and the context in which it may be read.



# Section 2

## Adapting the Materials for Different Audiences

## **Tips For Adapting The Materials For Different Audiences**

**Note:** *The ideas and tips presented here are by no means comprehensive; use them as a guide to get you started, but seek additional training to refine your teaching skills for working with various audiences. For example, contact your state adult literacy or adult education office.*

### **Working with Beginning Readers**

- Read the book aloud. Have learners read along if they are able.
- Role play situations depicted in the materials.
- Review the information often. Have learners put the information into their own words.
- Keep the learning environment free of distractions as much as possible.
- Allow learners to take materials home for practice, only after you have discussed them in class.
- Provide immediate feedback.
- Break lessons into small segments. Allow extra time.

### **Working with Advanced Readers**

- Encourage learners to develop higher level thinking skills, such as information acquisition skills—doing research on a topic, gathering and analyzing additional information (perhaps from the Internet or local clinics, doctors and dentists), and reporting on their findings.
- Incorporate the supplemental materials and select additional ones (such as those from the Internet, local clinics or hospitals) that may be more difficult to read and denser with content.
- Incorporate more writing exercises and group presentations. For example, have learners prepare a presentation for parents at a day care center or write a newsletter telling other parents about the vital health-related information they learned.
- Discuss ways in which learners can act as mentors for other young mothers or caregivers.

### **Working with Adult Learning English as a Second Language (ESL)**

Acknowledge the cultural aspects of how health and dental care are perceived and note that family dynamics vary widely among communities. Instructors should also be aware that some immigrant families are wary of official agencies and may not be comfortable seeking or applying for assistance. Also, find out about community networks that may offer support. To enhance learning:

- Before using the text, review the vocabulary, concepts, and do a reinforcement activity.
- Use pictures and real-life materials as often as possible.
- Discuss idioms or other cultural beliefs in the story.
- Role play situations in which the information will be used and stress language skills, especially speaking. For example, role play a telephone call to make a dental appointment at the clinic. Provide many opportunities to practice skills.
- Encourage sharing and comparing of experiences.
- Remember students' names and how to pronounce them.
- *Carefully* explain information about U.S. culture (values, attitudes, goals, gestures, body language, health care system.)



# Section 3

## Instructional Materials

ICONS: The following pictures appear in the chapters of the facilitator's guide to highlight the following sections:



Key Concepts



Vocabulary



Guided Reading (Before and After Questions)



Follow Up Activities



Supplemental Materials



Interactive Parent/Child Literacy Activity

## Overview of *Let's Smile*



### Key Concepts in *Let's Smile*

Each chapter contains key concepts that students should fully understand at the end of the chapter and have a plan to integrate the concept into their lives. Begin with asking learners to talk about some of their or their children's dental experiences related to the chapter topics. Explain that this book is going to provide important new information

- Oral health contributes to general health.
- Early care is important for new teeth.
- Health logs are important.
- Dentists recommend taking children to the dentist when they are very young (about age one).
- Sugary drinks and foods can cause tooth decay.
- Thumb sucking can cause damage to teeth.
- Dentists take care of teeth and gums.
- Fluoride prevents tooth decay.
- Flossing cleans between the teeth.
- Sealants protect molars.
- Caregivers can help with dental emergencies.
- Use aspirin substitutes.
- Keep your health logs up to date.
- Set family routines for dental care.
- Preventive dental care is important.

### Sample Questions for Engaging Prior Knowledge and Experience

- What does dental care mean to you? What does oral health mean to you?
- Do you see a dentist on a regular schedule?
- Do you think it is important to take babies and young children to the dentist? What are some reasons you think this way?



## Develop Vocabulary

### Word Families

- prevent, prevention, preventive
- pediatrics, pediatrician, pediatric dentist
- dentist, dental
- hygiene, hygienist
- swell, swelling, swollen
- fluoride, fluoridation, fluoridated

### Idioms

- *Children grow as fast as weeds.*
- *He's a little wild, but he's not mean.*
- *It is a hard habit to break.*
- *Are you ready to run to the library?*
- *You're going to run Felicia and me ragged!*

## Chapter Activities

### Chapter 1: Maggie's New Tooth



**Word Wall:** clinic, dental, oral health

**Idioms:** *Children grow as fast as weeds.*  
(page 1 *Let's Smile!* Book)



**Key Concepts:** Oral health contributes to general health. Early care for new teeth is important.



### Guided Reading

#### Before Reading

- Read the title of the chapter. At about what age do babies start getting their teeth?
- Tell us what happened when your child got his or her first tooth. How did you feel? What did you do?

#### After Reading

- Where did Rosalie say that Ginny could find out about dental care? Why do you think she recommended the clinic?
- Why do you think Ginny felt better “now that she had a plan”? Can you give a similar example from your experiences?



### Follow-up Activity

- After participants have read the chapter and discussed the questions, have them create a concept map for oral health, teeth, or dental health. Talk about some of the things that participants want to know about these topics. Post the finished map on the wall or board so that you can refer to it when answers to questions are found.
- Each participant can make their own concept map with the template provided or by recreating the diagram on page 56.



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Parents and children can read one of the following books as an introduction to dental health.

*ABC Dentist: Healthy Teeth from A to Z*  
by Harriet Ziefert

*The Tooth Book: A Guide to Healthy Teeth and Gums* by Edward Miller

Use these informational books to introduce dental health concepts.

*Madlenka* by Peter Sis

Madlenka talks about her loose tooth with her neighbors; use her story to encourage parents and children to talk about dental health and the people they go to ask questions about dental health.

- Give parents and children construction paper shaped like a tooth (master provided, p. 48) to make a tooth book with their child. Have the children draw pictures about teeth and ask the parents to write the story the children tell.

### **Infant/Toddler**

- Parents and children can picture read one of the stories. Parents can use mirrors with their children to let the child look at their mouth.
- Sing the song, Brush Your Teeth or one of the other songs from Dental Health Songs on pages 61-63.

#### **Brush Your Teeth**

(Sing to "Row, Row, Row Your Boat")

Brush, brush, brush your teeth  
Till they're clean and white.  
Brush them, brush them,  
Brush them, brush them,  
Morning, noon and night.

## Chapter 2: Caring for Baby's Teeth



**Word Wall:** pediatrics, pediatrician, health log, aggressive, behavior

**Idioms:** The children were *playing tag* in the yard. (page 6 *Let's Smile!* Book)

He's *a little wild* but he's not mean. (page 7 *Let's Smile!* Book)



**Key Concepts:** Early care is important for new teeth. Health logs are important.



### Guided Reading

#### Before Reading

- Read the title of the chapter. Think about what you read in the first chapter. Who and what do you think this chapter will be about?
- If a doctor for children is a pediatrician, what do you think the term 'pediatric dentist' means?

#### After Reading

- We learned a lot of new information in this chapter. What are some things you learned?
- Were you surprised to learn that Ginny should start cleaning Maggie's mouth after she eats? Why or why not?
- What did Rosalie say to Felicia when she said she wished she had known more about taking care of her boys' teeth when they were babies?

- What did the pediatrician suggest to help Ginny remember what to ask the dentist? How do you think this strategy can help you?
- Ginny mentions that she needs to check with the dentist about insurance. What kind of insurance do you think she meant?
- Do you have dental insurance? If yes, please tell us a little about the coverage—how you found out about it, what it covers, who provides it.



### Follow-up Activity

- After talking with participants about the types of insurance they have, use the internet resource <http://www.padental.org/> which contains a list of dental clinics that offer free and reduced-fee dental care. Use the Internet or other materials and have participants find the closest clinic to their area. For example, in Pennsylvania, clinics are listed by county so it may be a good time to get out a Pennsylvania state map and check the counties that surround your county. Identify the type of services offered, fees, who they serve, when they are open, and who to contact; have participants write down the information for the area you are in and for other areas close by if appropriate.



### Supplemental Activity

A Healthy Mouth for Your Baby pamphlet can be downloaded and printed from <http://www.nidcr.nih.gov/OralHealth/OralHealthInformation/ChildrensOralHealth/> in the Children's Oral Health section.



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Parents and children can read one of the following informational books about brushing teeth.

*Sesame Street Ready, Set, Brush* by Che Rudko

*Maisy, Charley, and the Wobbly Tooth* by Lucy Cousins

*Make Your Way for Tooth Decay* by Bobbi Katz

- Parents can talk with their children about brushing and let the children practice brushing on egg carton teeth. Take white egg cartons and give children toothbrushes. Parents can assist children in making the correct motions with their toothbrush on

the egg carton teeth. Have a two-minute timer available to demonstrate the length of time they should be brushing their teeth. Stress with parents that brushing is not like scrubbing the floor but should consist of a short, gentle, back and forth wiggle on the child's teeth and gums.

#### Infant/Toddler

- Before Parent/Child Activity, talk with parents about how they would clean their children's teeth and gums. Talk about the importance of washing their hands first and using a clean, soft cloth. Let parents practice on an egg carton with a gauze pad.
- Parents can picture read one of the selections, then take the opportunity to clean their child's mouth as they practiced. Remind parents that this is their child's first experience with dental care and that a gentle touch is important.

## Chapter 3: Maggie's Visit to the Dentist



**Word Wall:** baby bottle tooth decay and nursing bottle mouth, decay, pacifier, cavity, primary teeth, preventive

**Idioms:** *You're kidding!* (page 11 *Let's Smile!* Book)



**Key Concepts:** Parents should make dental appointments for their children when they are very young. Sugary drinks and food can cause tooth decay. Preventive dental care is important.



### Guided Reading

#### Before Reading

- What do you think will happen at Maggie's first visit to the dentist? What do you think Ginny will learn?
- In this chapter, we will learn some information about preventive dental care. What do you think are some examples of preventive dental care?
- Have you ever had a dental examination or dental treatments? What kinds of things did you have to do after your appointment?

#### After Reading

- Who is Dr. Lopez? What did she say about putting babies to bed with a bottle? Why do you think doctors and dentists make this recommendation?

- How often should your children have their teeth examined at the dental clinic or office?
- What are some fun ways you can help your young children set a routine for brushing teeth?
- What are white spots?
- What is a cavity? Why do you want to prevent cavities? What happens if you or your children get cavities?
- What might it mean if you see white spots on a child's teeth? What do you think you should do?
- What is baby bottle tooth decay? What is another term for it? How do children get it and why do you want to prevent it?



### Follow-up Activity

- After reading the chapter, use the cloze activity on the "Tooth Decay Can Be Prevented!" handout on page 49.
- Go to [https://www.caremark.com/wps/portal/HEALTH\\_RESOURCES?topic=kids\\_dentalappt](https://www.caremark.com/wps/portal/HEALTH_RESOURCES?topic=kids_dentalappt) and make copies of the "Child's First Dental Appointment" and discuss the ages that are recommended for a child's first dental appointment.
- Ask participants to think about the kinds of drinks that they and their children have every day. Bring in some typical drinks that families might have (be sure to include Juicy-Juice, Kool-Aid, Gatorade, soda, milk and any other drinks families typically serve). Look at the label and determine the amount of sugar in each one. Make

a chart that shows the beverage, the size of a serving, and the amount of sugar in a serving. Have parents discuss what the chart tells them about the drinks that their families are drinking. Ask participants what happens if sugar stays on teeth.

- Participants can participate in an experiment with a hard-boiled egg and a glass of soda to see what happens to the hard outer shell of the egg when it stays in sugary soda all night. Make the connection to what happens to teeth if they are not brushed with fluoride toothpaste before bed or if children are put to bed with sugary substances in their bottles.



### Suggested Parent/Child Interactive Literacy Activities

- Parents and children can go to the Healthy Teeth website and go to the experiment section. <http://www.healthyteeth.org/index.html>. Parents and children can do the Power of Fluoride experiment or Acid Attack and discuss how sugary snacks can hurt their teeth.
- Parents and children can read one of the following informational books about foods that promote healthy teeth.

*Food for Healthy Teeth* by Helen Frost

*Snacks for Healthy Teeth* by Mari C. Schuh

## Chapter 4: Luis Visits the Dentist



**Word Wall:** permanent teeth, pressure, habit

**Idioms:** *What if he can't break the habit by the time he's six or seven?* (page 15 *Let's Smile!* Book)



**Key Concepts:** Thumb sucking can cause damage to teeth.



### Guided Reading

#### Before Reading

- Read the title. Luis and his mother, Felicia, will learn about what happens when children suck their thumb.
- Do you know children who suck their thumb? How old are they? At what age do you think children should stop sucking their thumb?
- Do you know any children who had problems because they sucked their thumb? What kinds of problems did they have?

#### After Reading

- What are some reasons babies suck their thumbs or fingers?
- At what age do most babies stop sucking their thumbs?
- What kinds of problems can thumbsucking cause?
- How can parents help children stop sucking their thumbs or fingers?



### Follow-up Activity

- The chapter ends with Felicia thinking about how lucky she was to have the support of her friends. Ask participants to talk about times when they have felt they had the support of their friends. Using the process writing approach, have participants write about a time when the support of their friends was important to them.
- Advanced students can research thumb sucking on the Internet and report their findings.



### Supplemental Activity

#### Resources:

*My Thumb and I* by Carol Mayer

- *Helping the Thumb-Sucking Child* by Rosemarie Van Norman

These books offer suggestions and ways for kids to help themselves kick the habit and will be helpful for parents with older children who are still sucking their thumb or fingers.



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Parents and children can read one of the following informational books about teeth.  
*Make Way for Tooth Decay* by Bobbi Katz

*How Many Teeth?* by Paul Showers

*Open Wide: A Tooth School Inside* by Laurie Keller

- Children can check their own teeth to count how many they have right now. Provide them with a piece of pink construction paper and with some white teeth shapes so they can glue down the number of teeth they have in their mouth.
- Go to [www.scholastic.com/magicschoolbus/games/colgate/print.htm](http://www.scholastic.com/magicschoolbus/games/colgate/print.htm) The site can be used with parents and children together. Discuss the new terms—such as bicuspids, molars, and incisors. Discuss differences between primary and permanent teeth. Have participants compare the pictures of primary and permanent teeth on p. 2 of the *Let's Smile!* Book. Provide mirrors for them to compare their own teeth with those in the pictures.
- Parents and children can read one of the following books about the Tooth Fairy.

*Dear Tooth Fairy* by Alan Durant

*Dear Tooth Fairy* by Pamela Duncan Edwards

*Toot and Puddle: Charming Opal* by Holly Hobbie

Parents can encourage their children to write or dictate a short note to the tooth fairy with a question about dental health.

## Chapter 5: Alisha Has a Toothache



**Word Wall:** swollen, rinse, gauze pad

**Idioms:** *Hold that on the area until the pain dies down.* (page 17 *Let's Smile!* Book)



**Key Concepts:** Dentists and caregivers can take care of toothaches.



### Guided Reading

#### Before Reading

- Did you or someone you know ever have a toothache? What did it feel like? What caused it?
- Remember that Alisha is age 5. Why might she have a toothache?

#### After Reading

- What were some symptoms that Alisha had a toothache?
- Rosalie was going to put a hot cloth on Alisha's jaw. Was that a good idea? Why or why not? What should she do instead? Stress the importance of putting cold, not hot, cloths on the sore area.
- Why do you think you should not put aspirin on the child's gums?



### Follow-up Activity

- Download the Ask Me Three materials at <http://www.npsf.org/askme3/>. Ask students to think about the ideas that were presented and have them draft questions they would ask a dentist about their or their children's oral health. After they are done ask them to share their questions and give feedback to help them clarify their questions.

- Give them an opportunity to revise their questions and, once they are happy with them, write them in their new dental record (see page 51).



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Parents and children can read one of the following books about someone with a toothache.

*Doctor De Soto* by William Steig

*George Washington's Teeth* by Deborah Chandra

See the National Museum of Dentistry's website <http://www.dentalmuseum.org/gw/> for information, photos, and lessons on George Washington and his teeth. Parents with elementary children can compare the book information with the website information as well as take the online quizzes together.

- Parents and children can read one of the following books about the Tooth Fairy.

*Junie B., First Grader: Toothless Wonder* by Barbara Park

*Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby B. Beeler

Parents can encourage their child to tell them what they think the tooth fairy might do with all those teeth. After reading the story have the child draw a picture and write about their idea. Go to Tooth Fairy links at <http://toothfairytales.tripod.com/links.html> for links to learn more about the tooth fairy.

### Chapter 6: What Happens During a Dental Check-up?



**Word Wall:** x-rays, fluoride treatment, fluoride drops, enamel, flossing, sealants, molars



**Key Concepts:** Fluoride prevents tooth decay. Flossing cleans between the teeth. Sealants protect molars.



#### Guided Reading

##### Before Reading

- Tell us about your experiences at the dentist.
- Do you think dental visits are different for children? Why or why not?
- What are some things you think will happen during the dental checkup in this chapter?

##### After Reading

- Will the dentist take X-rays during every visit? When might they be taken?
- Why do you think the dentist asked questions about the children's health?
- Why is fluoride important? What are some sources?
- At what age should children begin brushing and flossing their teeth themselves? How much toothpaste should they use? What kind of toothpaste?
- What are sealants? When should children have sealants applied? How do they protect your child's teeth? On which teeth are sealants used?



#### Follow-up Activity

- Review the handout "At a Regular Dental Visit" on page 50.
- Take the virtual tour of the dentist's office and discuss all the information on the site below. Each area is clickable and provides a definition of the objects in each area of a dental office. <http://www.healthyteeth.org/index.html>



#### Supplemental Activity

- Seal Out Tooth Decay: A Booklet for Parents can be downloaded at <http://www.nidcr.nih.gov/OralHealth/Topics/Sealants/>



#### Suggested Parent/Child Interactive Literacy Activities

##### Preschool/Elementary

- Parents and children can read one of the following informational books on visiting the dentist.

*Show Me Your Smile! A Visit to the Dentist* (Dora the Explorer) by Christine Ricci

*What to Expect When You Go to the Dentist* by Heidi Murkoff

- Parents and children can talk about the dentist's office.

##### Infant/Toddler

- Parents and children can read one of the following informational books on visiting the dentist.



***Going to the Dentist*** (First Steps DK Publishing) by Dawn Sirett

***Going to the Dentist*** (Usborne First Experiences) by Anne Civardi

- Have props that the children can use to role play a dentist visit.

## Chapter 7: Dental Emergencies



**Word Wall:** mouth injuries, aspirin substitute, Reye's Syndrome, clotting, soft tissue



**Key Concepts:** Caregivers can help with dental emergencies. Use aspirin substitutes.



### Guided Reading

#### Before Reading

- Read the title. What are some examples of dental emergencies?
- How might a tooth get injured? Have you or someone you know ever had an injury to a tooth? What happened?

#### After Reading

- What should you do if a child's tooth is knocked out? Why is that a good strategy?
- What are two reasons why you shouldn't give aspirin to children, especially if they have an injured tooth?
- Why do you think Rosalie made an appointment for herself?



### Follow-up Activity

- Make enough copies of the health log and additional materials (see pages 51-54) for each participant. Help participants fill in the information in the log with phone numbers and names. Give them an opportunity to complete the emergency contacts list. If participants do not have the phone numbers for these contacts, assist them in looking them up in the phonebook.



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Learn about the proper way to brush and floss teeth at <http://kids-world.colgate.com/app/Kids-World/US/HomePage.cvsp> This site is sponsored by Colgate-Palmolive and contains games that children and parents can play together. Have parents help children play Toothbrush Patch or watch the movie Cool Moves Brushing.
- Parents and children can read one of the following books about teeth.

*How Many Teeth?* by Paul Showers

*Open Wide: A Tooth School Inside* by Laurie Keller

*George Washington's Teeth* by Deborah Chan

## Chapter 8: How Can I Help Take Care of My Children's Teeth?



**Word Wall:** health log



**Key Concepts:** Keep your health logs up to date. Set family routines for dental care. Preventive dental care is important.



### Guided Reading

#### Before Reading

- Read the title. In this last chapter, the women will talk about routines for good oral health. What do you think that means?

#### After Reading

- What kind of snacks were the women talking about? Why do you think these snacks are better for your teeth and mouth?
- Why do you think the three women talk so much about health and dental care? How do you think they help each other?
- Do you have friends or family that you talk with about health and dental care?
- We've learned a lot about dental care for children and mothers. What are some things you are going to do or change about taking care of your children's dental health?



### Follow-up Activity

- To review important concepts, terminology and new words, have participants complete the crossword puzzles and word searches provided on pages 55 to 60.
- The characters in the book discuss some healthy snacks that their children were eating. Ask participants to name some of the snacks that their children ate yesterday. Talk with participants about healthy snacks they could substitute. Make a reference list for the refrigerator of healthy snacks, such as pears, carrots, low or non-fat yogurt, unsweetened cereals, etc.
- Read *Snack Smart for Healthy Teeth*. This publication has ideas on healthy snacks for families.  
Website <http://www.nidr.nih.gov/health/pubs/snacksmrt/main.htm>

Printable PDF <http://www.indianatransition.org/8%20Family%20Resources%20Files/8-G%20Health%20Care/8-G-2%20Dental/Snack%20Smart%20for%20Healthy%20Teeth.pdf>



### Suggested Parent/Child Interactive Literacy Activities

#### Preschool/Elementary

- Parents and children will have the opportunity to practice brushing and see how important it is to brush carefully to get food out of the spaces between teeth. Each parent will need a rubber glove for one hand. Parents will hold their gloved

hand up like they are a policemen saying stop and tell their children that their fingers represent teeth. Then parents will spread peanut butter between their fingers and close them together again and talk with their children about when they eat that food sometimes becomes stuck in between their teeth. Children can then use a toothbrush and toothpaste to try to get out the peanut butter. When they are done brushing, parents can spread their fingers and show their children that there is still peanut butter in between the fingers. Parents should then close their fingers back together and help their children use the floss to get the peanut butter out from between their fingers. Talk about the importance of brushing and flossing to get all the food out from between their teeth.

- Parents and children can read one of the following informational books about taking care of your teeth.

*Take Care of Your Teeth* (Rookie Read-About Health) by Don L. Curry

*The Tooth Book: A Guide to Healthy Teeth and Gums* by Edward Miller

- See Edward Miller's author/illustrator website [www.edmiller.com](http://www.edmiller.com) for a PDF Tooth Box based on illustrations from this book. Each family will need a color printout, scissors, and tape to put their box together.



# Appendix A

## Glossary

# Let's Smile!

A Book about Dental Health



## Glossary

### A

**aggressive**—quick to start a fight  
*Other people did not like to be around John when his behavior became aggressive.*

**aspirin substitute**—a pain medication given instead of aspirin  
*Acetaminophen is an aspirin substitute which relieves pain and fever.*

### B

**baby bottle tooth decay**—see nursing bottle mouth

**behavior**—ways people act  
*Jake's behavior problems worried his parents.*

**blood vessel**—thin tube that carries blood to the tooth  
*Blood vessels help to keep the teeth and gums healthy.*

**bone**—rigid connective tissue that makes up the skeleton of vertebrates  
*Drink milk to make your bones strong.*

### C

**canine**—teeth in the corner of your mouth used for grasping and tearing food  
*Canine teeth are sometimes called cuspids.*

**cavity**—a hole (also means a hole in the tooth itself)  
*I hope the dentist doesn't find a cavity in my tooth.*

**cementum**—a thin layer of bony material that keeps teeth fixed in place  
*Cementum in a tooth sounds and means a lot like the word "cement."*

**clinic**—a place where people can be seen and treated by health care workers, such as a doctor or nurse  
*The people who work at the clinic want you and your children to be healthy.*

**clotting**—forming into a thick lump  
*Aspirin may keep the blood from clotting.*

### D

**decay**—rot  
*I do not want my teeth to have any decay so I brush them twice a day with fluoride toothpaste.*

**dental**—having to do with the teeth  
*Shawna felt much better after her dental work was done.*

**dentin**—the hard, bony material that forms the main part of a tooth  
*The dentist wanted to look at the dentin on my teeth.*

### E

**enamel**—the hard, white protective covering of the tooth  
*Take good care of the enamel on your teeth.*

### F

**flossing**—using a special string called floss to clean between the teeth  
*Flossing your teeth will help keep them healthy.*

**fluoride treatment**—a special solution put on the teeth so they will be strong and won't decay  
*Be sure your child gets a fluoride treatment if you don't have fluoride in your water.*

### G

**gauze pad**—a clean, loosely woven piece of cloth that is used for medical reasons  
*Use a gauze pad to clean a baby's gums and teeth.*

**gums**—the flesh around the teeth  
*Flossing helps keep your gums healthy.*

### H

**habit**—something that a person does often without thinking about it  
*Habits can be good or bad, a good habit might be checking that your doors are locked at night and a bad habit might be biting your nails.*

**heal**—to get better  
*I was worried that my cut would not heal.*

**health log**—a written record of important things that happen about a person's health  
*I kept a health log of questions to ask the dentist.*

### I

**incisor**—front teeth they are sharp and tear food  
*A baby's incisors usually are their first teeth.*

**injury**—harm or damage done to a person  
*Does the baby-sitter know what to do if your baby gets an injury?*

### M

**molars**—the twelve larger back teeth used for grinding food; there are three on each side of an adult's jaw  
*The dentist used a mirror to show Lisa the molars in the back of her mouth.*

### N

**nerve**—fibers that carry sensory messages to the brain  
*I'm sure that is the nerve in my tooth is really bothering me.*

**nursing bottle mouth**—tooth decay that comes from putting a baby to bed with a bottle with something in it other than water  
*The new mothers learned about nursing bottle mouth. The dentist hoped they remembered never to put their baby to bed with a bottle of milk, juice, or soda.*

### O

**oral health**—care of the teeth, gums and mouth  
*Good oral health starts when children are babies.*

### P

**pacifier**—something that is made for a baby or young child to suck on, usually for comfort  
*Keisha did not want to give up her pacifier.*

**pediatrics**—the care and treatment of babies and young children  
*Ruth took her baby to the pediatrics area of the clinic.*

**permanent teeth**—teeth that begin to replace baby teeth around the age of six  
*Your permanent teeth will last a lifetime if you take care of them.*

**pressure**—the force of one thing pressing on another  
*Apply light pressure when you hold the ice pack on the cheek.*

**preventive**—to stop from happening ahead of time  
*Your child will be less likely to get sick if you use preventive health care.*

**primary teeth**—sometimes called baby teeth; teeth that come in before the permanent teeth, usually between the ages of a few months and two years  
*It is wise to take good care of your child's primary teeth.*

**pulp**—the soft center part of the tooth  
*The dentist said the sometimes the pulp in a tooth can be sensitive.*

### R

**Reye's Syndrome**—an illness that may be caused by giving aspirin to a child who had the flu or chicken pox  
*The young mother worried about Reye's Syndrome so she gave her baby an aspirin substitute.*

**rinse**—to wash lightly  
*Your mouth will heal faster if you rinse it with salt water.*

### S

**saliva**—liquid produced in the mouth; also called spit  
*Put saliva on the broken tooth to keep it wet.*

**sealants**—a thin, plastic coating put on the back teeth (molars) to protect them from decay  
*We were glad the dentist put sealants on Gary's back teeth.*

**swelling**—when a part of the body gets bigger than normal because of injury or disease  
*The dentist knew Steve had a dental problem because of the swelling in his face.*

**swollen**—bigger than normal  
*Carol's lips were swollen after her tooth was knocked out.*

### T

**tissues**—cells that make up a part of the body  
*The soft tissues in your mouth heal very quickly.*

### X

**x-rays**—a kind of light that goes through something solid; used to take pictures of the inside of the body  
*The dentist took x-rays of Michael's permanent teeth.*



# Appendix B

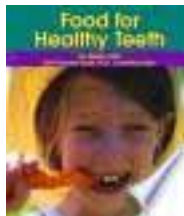
## Children's Books on Oral Health and Online Resources

## Children's Books on Oral Health

### Informational Books



***ABC Dentist: Healthy Teeth from A to Z***  
Harriet Ziefert  
Dental health concepts are organized alphabetically within a story about a trip to the dentist's office.

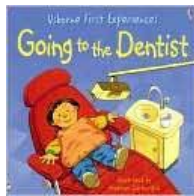


***Food for Healthy Teeth (Dental Health)***  
Helen Frost  
This book with photos, lists foods that make teeth strong, part of a Dental Health series that includes Brushing Well, Going to the Dentist, and Your Teeth.

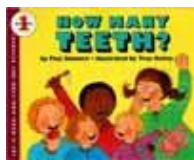


***Going to the Dentist***  
(First Steps DK Publishing)  
Dawn Sirett

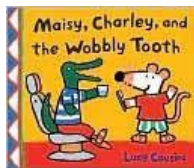
This board book with photos introduces what happens on a visit to the dentist.



***Going to the Dentist***  
(Usborne First Experiences)  
Anne Civardi  
Provides very basic information on what happens during a visit to the dentist.

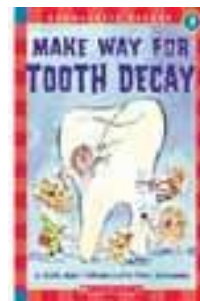


***How Many Teeth?*** (Let's-Read-and-Find-Out Science Stage1)  
Paul Showers  
This book provides an introduction to teeth, describing how many we have at various stages of life, why they fall out, and what they do.

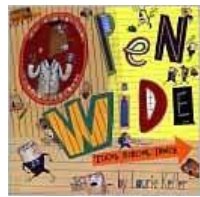


***Maisy, Charley, and the Wobbly Tooth*** (A Maisy First Experience Book)  
Lucy Cousins  
On his first trip to the dentist, Charley gets lots of encouragement from Maisy

and friends. At the dentist's they find: a chair that goes up and down, a cup to spit in, and a tooth-brushing demonstration.



***Make Way for Tooth Decay***  
(Hello Reader Level 3)  
Bobbi Katz  
Bacteria narrate how they live in the mouth and cause plaque, cavities, and other problems. Facts are set in rhyming verse.



***Open Wide: Tooth School Inside***  
Laurie Keller  
Open Wide creates a fun and informative classroom setting where 32 teeth learn about dental care. First through fourth graders will enjoy the busy pages filled with zany details and many visual jokes.



***Sesame Street Ready, Set, Brush*** by Che Rudko  
Sesame Street characters show how to care for teeth by applying toothpaste, brushing, rinsing, and regular visits to the dentist. The book uses hands on lift the flap, wheels, and pop-ups.

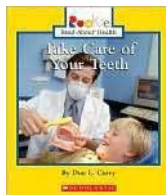


***Show Me Your Smile! A Visit to the Dentist*** (Dora the Explorer) Christine Ricci  
It's time for Dora's checkup at the dentist. Dora explores the dentist's office, gets her teeth cleaned, and more! She even gets a special treat for being such a good patient!

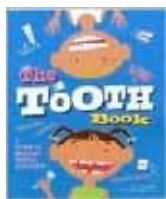


***Snacks for Healthy Teeth*** (Pebble Plus Healthy Teeth)  
Mari C. Schuh  
Discover vegetables, fruits, and other teeth friendly foods

that will keep you smiling. Part of a series that includes Brushing Teeth, At the Dentist, Flossing Teeth, At the Dentist, Loose Tooth, and All about Teeth. Also available in Spanish edition.



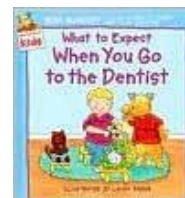
***Take Care Of Your Teeth*** (Rookie Read-About Health)  
Don L. Curry  
Information on why teeth are so important, how cavities are formed and what they need to do to have healthy teeth and gums.



***The Tooth Book: A Guide to Healthy Teeth and Gums***  
Edward Miller  
A mouthful of good advice on dental hygiene that makes learning how to care for your teeth fun with history facts and bright illustrations.

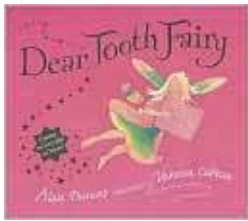


***Throw Your Tooth on the Roof: Tooth Traditions from Around the World***  
Selby B. Beeler  
What do you do when you lose a tooth? This book looks at what children around the world do when they lose a tooth and shares simple facts about teeth.



***What to Expect When You Go to the Dentist***  
Heidi Murkoff  
Sections are organized by common questions and include tips for a smoother dental visit. Angus, the answer dog, walks children through the illustrations that show the answers to common questions.

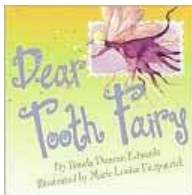
## Stories about Teeth



### *Dear Tooth Fairy*

Alan Durant

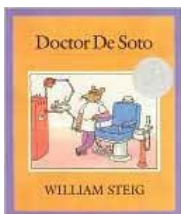
When her tooth falls out, Holly is reluctant to put it under her pillow, but a correspondence with the Tooth Fairy makes her change her mind.



### *Dear Tooth Fairy*

Pamela Duncan Edwards

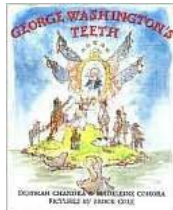
In a series of letters, Claire and the Tooth Fairy discuss her first wobbly tooth and when it will fall out.



### *Doctor De Soto*

William Steig

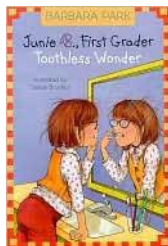
This Newberry Honor book tells the tale of a mouse dentist who outwits a patient who wants to eat him. This energetic picture book also comes in a Spanish translation. The adventures of this dentist continue in a sequel *Doctor De Soto Goes to Africa*.



### *George Washington's Teeth*

Debrah Chandra & Madeline Comors

In clever rhyme great for reading aloud, the story of George Washington's ongoing battle with his teeth is told along a backdrop of historical events. The book also includes a timeline of events based on letters and diary entries.

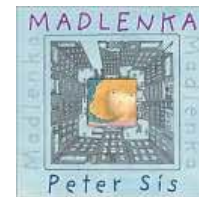


### *Junie B., First Grader: Toothless Wonder*

Barbara Park

This beginning chapter book,

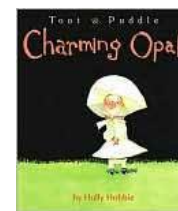
tells what happens when the feisty first grader becomes the first student in Room One to lose an upper tooth. Junie B. ponders the question: what does the tooth fairy do with all those teeth?



### *Madlenka*

Peter Sis

In a trip around her city block, Madlenka tells her neighbors about her loose tooth. With neighbors from around the world, her short trip is an international adventure.



### *Toot and Puddle: Charming Opal*

Holly Hobbie

When his cousin Opal loses a tooth during a visit, Puddle dresses as the Tooth Fairy so that Opal's hope of receiving a shiny quarter will not be disappointed.

## Chapter Book List for Rosalie's Neighborhood: Let's Smile!

Rosalie Chapter/Key Concepts	Books
Chapter 1 Maggie's New Tooth	<i>ABC Dentist: Healthy Teeth from A to Z</i> by Harriet Ziefert <i>Madlenka</i> by Peter Sis
Chapter 2 Caring for Baby's Teeth	<i>Sesame Street Ready, Set, Brush</i> by Che Rudko <i>Maisy, Charley, and the Wobbly Tooth</i> by Lucy Cousins
Chapter 3 Maggie's Visit to the Dentist	<i>Food for Healthy Teeth</i> by Helen Frost <i>Snacks For Healthy Teeth</i> by Mari C. Schuh
Chapter 4 Luis Visits the Dentist	<i>Dear Tooth Fairy</i> by Alan Durant <i>Make Your Way for Tooth Decay</i> by Bobbi Katz
Chapter 5 Alisha has a Toothache	<i>Doctor DeSoto</i> by William Steig <i>George Washington's Teeth</i> by Deborah Chandra
Chapter 6 What Happens during a Dental Check-up?	<i>Going to the Dentist</i> by Dawn Sirett <i>Show Me Your Smile! A Visit to the Dentist</i> (Dora the Explorer) by Christine Ricci
Chapter 7 Dental Emergencies	<i>How Many Teeth?</i> by Don L. Curry <i>The Tooth Book: A Guide to Healthy Teeth and Gums</i> by Edward Miller
Chapter 8 How Can I Help Take Care of My Children's Teeth?	<i>Take Care of Your Teeth</i> by Don L. Curry <i>The Tooth Book: A Guide to Healthy Teeth and Gums</i> by Edward Miller

## Oral Health Resources

### Reference Books

*Growing Up Cavity Free: A Parent's Guide to Prevention*, written by Stephen J. Moss  
Introductory information for parents on children's oral care.  
Quintessence Publishing Co.  
(1994) paperback Cost \$24.00

*Nothin' Personal Doc, But I Hate Dentists!* McHenry Lee, Joleen Jackson, and Vickie J. Audette  
Topics include information on finding a dentist, preventative dental health, milestones in children's oral health, specific dental techniques and a glossary. The text is easy to understand and includes humorous black and white retro style photos.  
IHD Publishing (1999)  
paperback Cost \$17.85

*The Oral Health Bible.*  
Michael P. Bonner, Earl L. Mindell  
Easy to follow advice that combines oral hygiene and improved nutrition for overall better health.  
Basic Health Publications  
(2003) paperback Cost \$11.01

*Your Child's Dental Health: From Womb to Wisdom Teeth.*  
McHenry Lee, Joleen Jackson, and Vickie J. Audette  
Overview of children's dental needs and milestones in an easy to read humorous form  
IHD Publishing (2001)  
paperback Cost \$6.95

### Informational Websites

Oral Health America  
This site provides information on oral health's importance to overall health  
<http://www.oralhealthamerica.org/>

American Dental Association  
This site is the professional organization for dentists with information, education resources, and a dentist locator. It also has animations, games, puzzles, and an interactive story to help prepare children for a visit to the dentist.  
<http://www.ada.org/index.asp>

American Academy of Pediatric Dentistry  
This site has a parent information section with FAQ, brochures, and dentist locator.  
<http://www.aapd.org/>

The American Dental Hygienists Association  
This children's section provides answers to common questions, online games, tooth facts, and links to other sites.  
<http://www.adha.org/kidstuff/index.html>

The Pennsylvania Dental Association  
This site has information on clinics that provide free and reduced fee dental care.  
<http://www.padental.org/>

Tooth Fairy Links  
Find Tooth fairy stories, projects, teeth care information and links associated with teeth and the Tooth Fairy on this page.  
<http://www.123toothfairy.com>

Healthy Teeth  
Nova Scotia Dental Association site has a virtual tour of the dentist's office, games for children, and experiments.  
<http://www.healthyteeth.org/index.html>

The Magic School Bus  
This site shows the difference between primary and permanent teeth.  
[www.scholastic.com/magicschoolbus/games/colgate/print.htm](http://www.scholastic.com/magicschoolbus/games/colgate/print.htm)



# Appendix C

## Handouts

## Characters in Rosalie's Neighborhood

# Let's Smile!



Rosalie Stevens  
*(grandmother)*

Robert  
*(husband)*

Alisha  
*(granddaughter, age 5)*



Felicia Gonzalez  
*(young, pregnant, married mother)*

Luis  
*(son, age 5)*

Carlos  
*(son, age 6)*

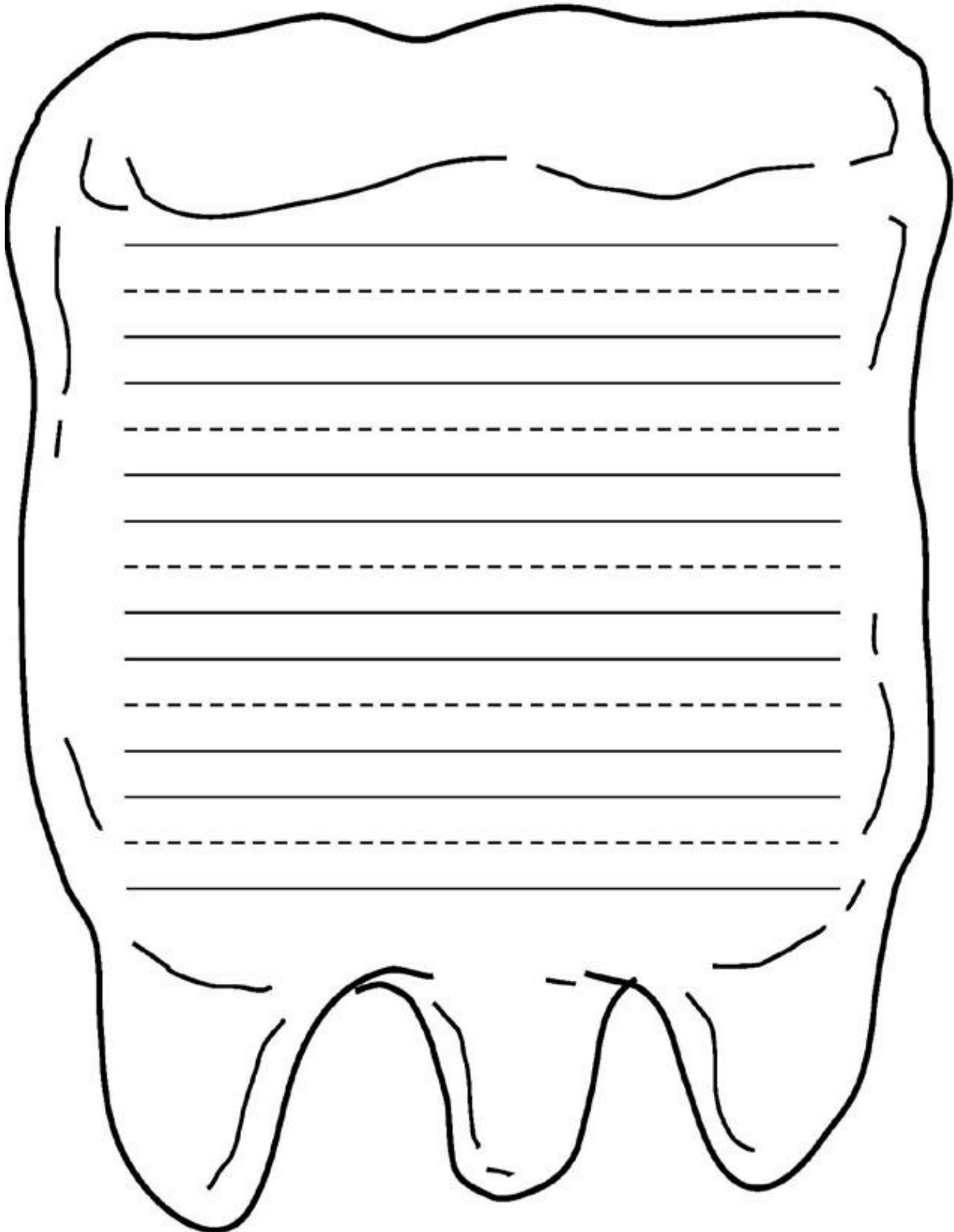
Juan  
*(husband)*



Ginny McMillan  
*(young mother)*

Maggie  
*(daughter, age 6 months)*

Donny  
*(son, age 4)*



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## Tooth Decay Can Be Prevented!

- Clean baby's mouth, gums and teeth after eating with a \_\_\_\_\_.
- Never put your baby to bed with a \_\_\_\_\_ filled with anything but water.
- Check baby's teeth for white spots—they are a sign of beginning tooth \_\_\_\_\_, which can be reversed.
- When children are \_\_\_\_\_ years old, they should have their own soft toothbrush.
- By about age two, children should brush with a pea-sized dab of \_\_\_\_\_ toothpaste.
- Floss between children's teeth that touch each other until they are about age \_\_\_\_\_. Then they can start flossing their own teeth.
- Be sure children drink fluoridated \_\_\_\_\_ or take fluoride drops or tablets.
- Have children's \_\_\_\_\_ examined every year or as directed by your dental health professional.
- If you must give your children sweets, do so only at \_\_\_\_\_.

**At a regular dental visit,  
the dentist or hygienist  
will:**



- **Ask questions about your child's health**
- **Look at your child's teeth and gums**
- **Take x-rays, if needed**
- **Clean and polish teeth**
- **Floss between teeth that touch**
- **Apply a fluoride treatment and sealants, when needed**
- **Make an appointment for a yearly examination**



## *Let's Smile! Dental Record*

<b>Dental Record</b>			
Name: _____			
<b>Date(s) of Treatment</b>	<b>What Happened</b>	<b>Dentist</b>	<b>Questions or Notes</b>



## Personal Medical History

Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Mobile phone: \_\_\_\_\_ Pager: \_\_\_\_\_

### HEALTH INSURANCE

Insurance Company Name & address: \_\_\_\_\_

Group number: \_\_\_\_\_ Subscriber number: \_\_\_\_\_

Doctor(s) Name	Phone Number	Address

Current Medications	Medication Allergies

Food Allergies	Other Allergies

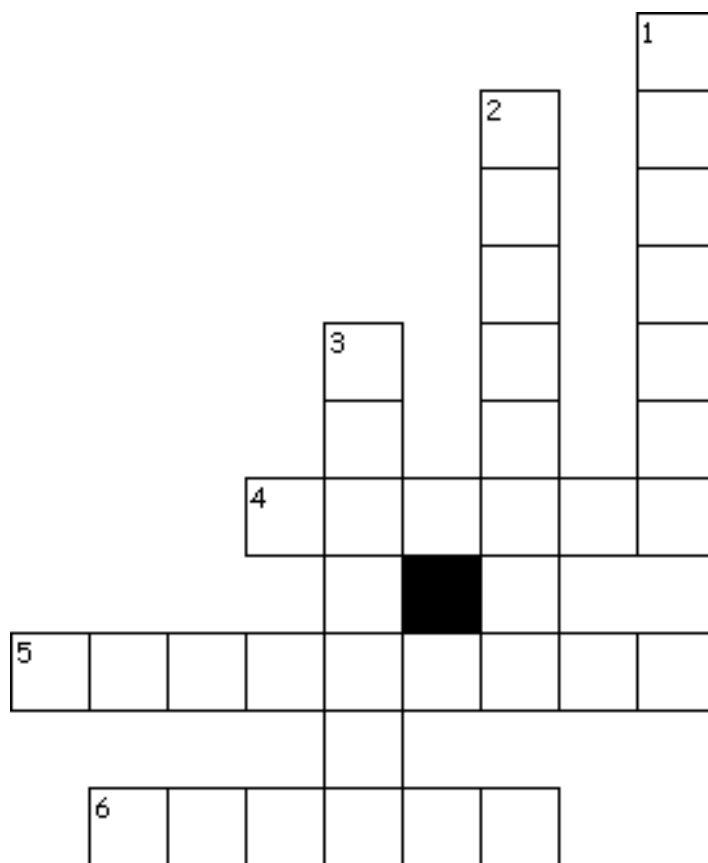
Immunizations*	Date	Date	Date	Date
DTP				
Oral Polio				
Polio Booster				
MMR				
Other				

\*This list of vaccines is an example only. Check with your doctor for your actual immunization schedule.





## Oral Health Crossword



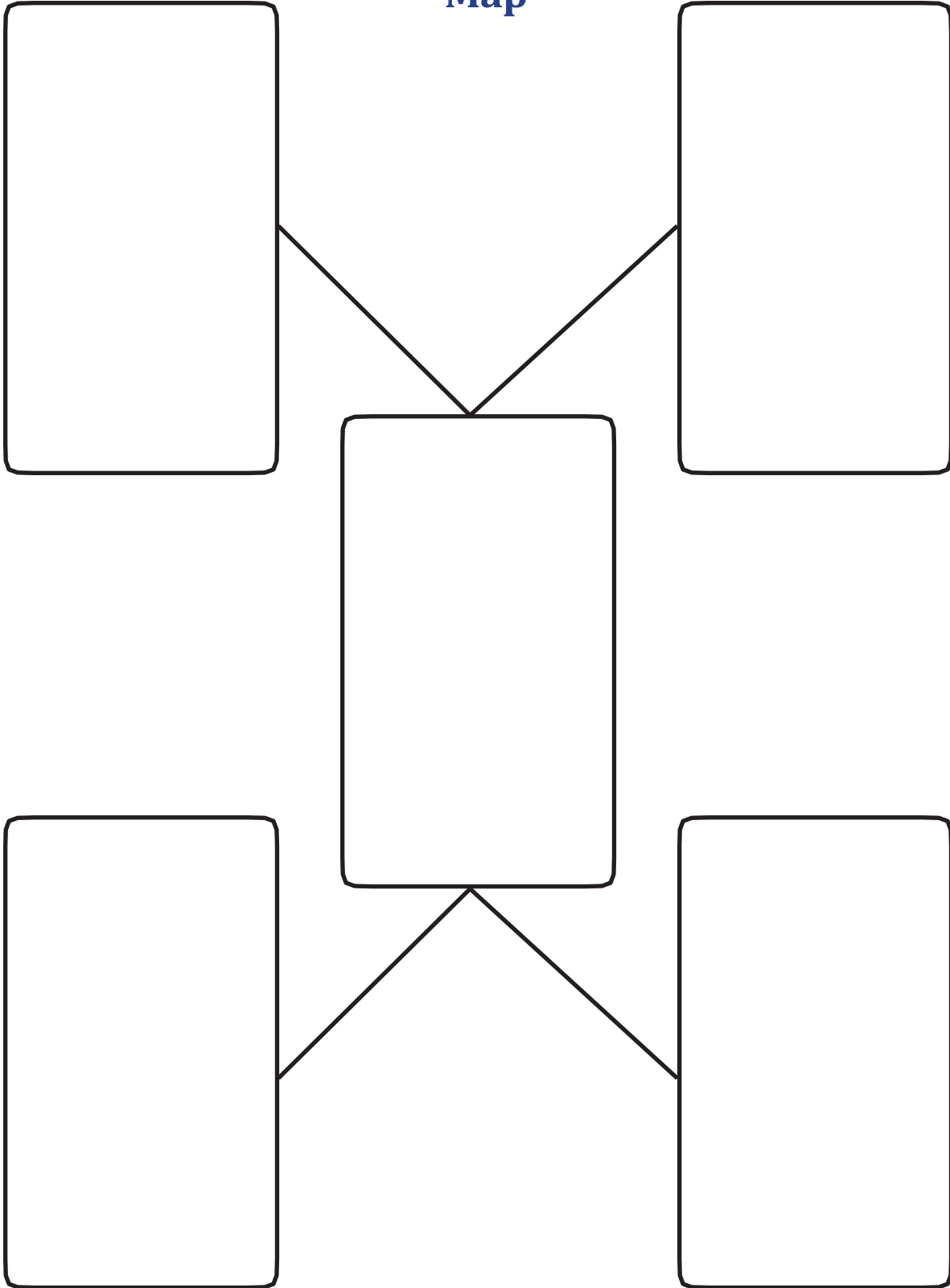
### Across

- 4. a hole in your tooth
- 5. teeth that replace baby teeth
- 6. having to do with the teeth

### Down

- 1. first teeth
- 2. important toothpaste additive
- 3. coating to protect tooth surfaces

**Map**





## Oral Health Word Search #1

F L U O R I D E S F J Z P C F  
U Y W D P Z K S K E Z J R C V  
R Z Q G F V P A T K A E I J N  
N D Q T E L D N C R J L M G K  
F U J D W O E Y H X H H A K D  
A H D I P N M Y S Y X J R N J  
X N D L A P R F U V U I Y T T  
X X P M L H I L R R W K J S K  
B V R S L E E L B B Y G B P C  
J E J C S N S Y H R A I A A F  
P L I H Z O U T T V R D V L S  
M V M E I T L Q O M X I L L N  
L A T N E D Z F O Y T K N T K  
S R B J R Y L C T Y Z M N X T  
Q U G M O X J E T W C A F X C

CAVITY  
DENTAL  
FLOSS

FLUORIDE  
PERMANENT  
PRIMARY

SEALANT  
TOOTHBRUSH  
XRAY

## Oral Health Word Search #1 (Answer Key)

F	L	U	O	R	I	D	E	S	F	J	Z	P	C	F
U	Y	W	D	P	Z	K	S	K	E	Z	J	R	C	V
R	Z	Q	G	F	V	P	A	T	K	A	E	I	J	N
N	D	Q	T	E	L	D	N	C	R	J	L	M	G	K
F	U	J	D	W	O	E	Y	H	X	H	H	A	K	D
A	H	D	I	P	N	M	Y	S	Y	X	J	R	N	J
X	N	D	L	A	P	R	F	U	V	U	I	Y	T	T
X	X	P	M	L	H	I	L	R	R	W	K	J	S	K
B	V	R	S	L	E	E	L	B	B	Y	G	B	P	C
J	E	J	C	S	N	S	Y	H	R	A	I	A	A	F
P	L	I	H	Z	O	U	T	T	V	R	D	V	L	S
M	V	M	E	I	T	L	Q	O	M	X	I	L	L	N
L	A	T	N	E	D	Z	F	O	Y	T	K	N	T	K
S	R	B	J	R	Y	L	C	T	Y	Z	M	N	X	T
Q	U	G	M	O	X	J	E	T	W	C	A	F	X	C

CAVITY

FLUORIDE

SEALANT

DENTAL

PERMANENT

TOOTHBRUSH

FLOSS

PRIMARY

XRAY



## Oral Health Word Search #2

B R U S H I Y F N G E A N D F  
D L O S S R I L N G D C P R E  
S E A L A N T O V E I A N T C  
A V N M I T I S E A R V S B Y  
M Z I T G G D S N N O I F Q H  
J R W O A I B T P E U T T G M  
P I Y P R L I U E S L Y S R G  
Y A C E D S B G R N F C Y K M  
D A V V E W A Z M I T M F S R  
L H T P F C E N A R P G A G Z  
S I T T R L U K N Q T N P H K  
Z I J T F J U A E C A J W V F  
C V O P F Y E O N O T R N K C  
X E P H G K J B T X S U T E I  
H T C Y G G M K I E X Z I H E

ANTISEPTIC

FLOSS

RINSE

CAVITY

FLUORIDE

SEALANT

DECAY

PERMANENT

DENTAL

PRIMARY

Hidden Message:

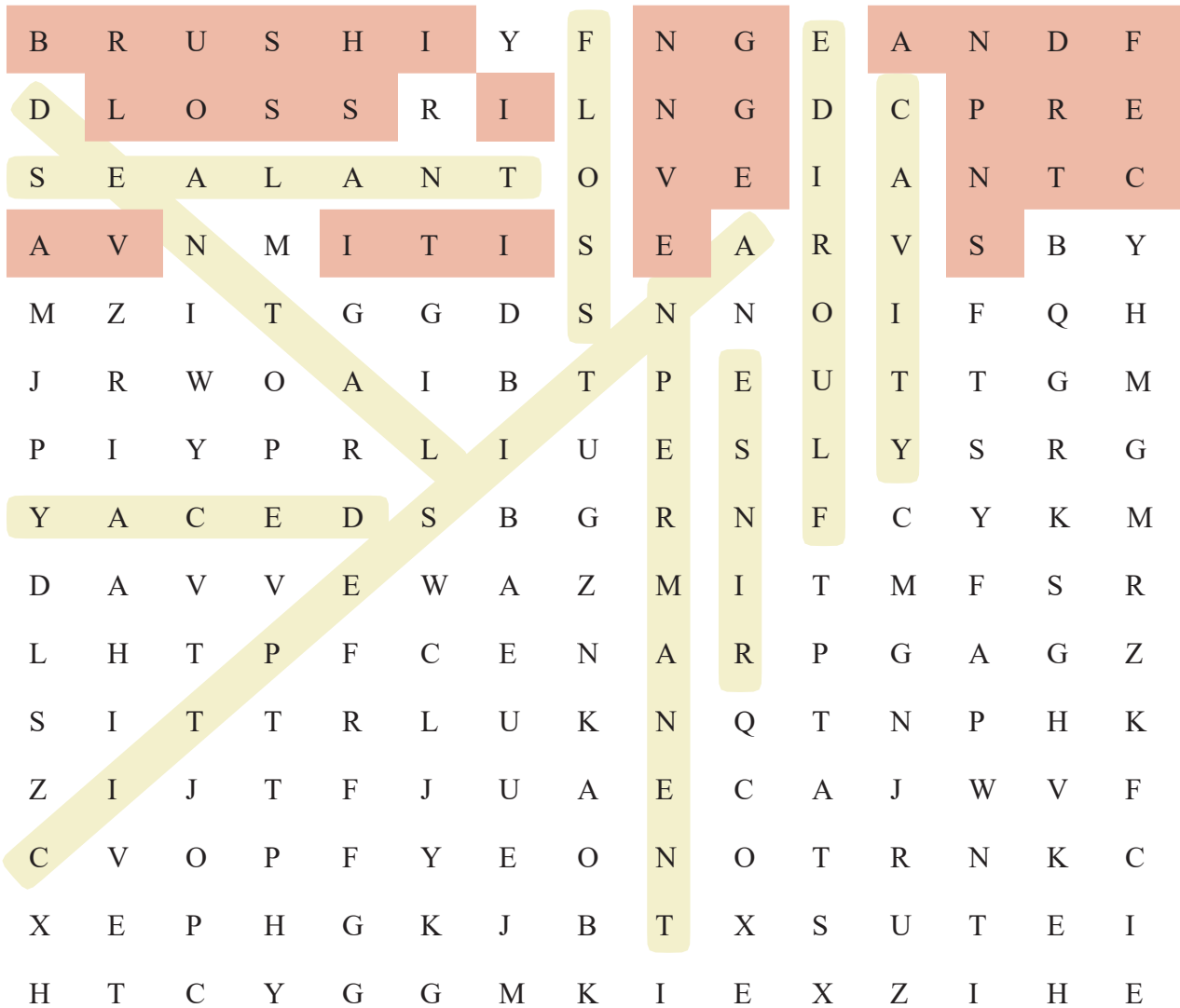


*Let's Smile!* Oral Health Word Search Answer Key

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## Oral Health Word Search #2 (Answer Key)



ANTISEPTIC

FLOSS

RINSE

CAVITY

FLUORIDE

SEALANT

DECAY

PERMANENT

DENTAL

PRIMARY



**Hidden Message: Brushing and Flossing Prevent Cavities** *Let's Smile!* Oral Health Word Search Answer Key

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## Dental Health Songs

NF Brown, RDH Burke Co. Fall 01

### **I'm a Little Toothbrush**

***Tune: I'm a Little Teapot***

I'm a little toothbrush,  
Long and slim,  
Use my bristles, I'll make you grin,  
Up from the bottom  
Down from the top,  
Work, Work, Work,  
We must not stop.

### **Are Your Teeth Clean?**

***Tune: Frere Jacques***

Are your teeth clean?  
Are your teeth clean?  
Yes, they are.  
Yes, they are.  
I brush them after each meal.  
I brush them after each meal.  
Brush, Brush, Brush.  
Brush, Brush, Brush.

### **Brush, Brush, Brush Your Teeth**

***Tune: Row, Row, Row Your Boat***

Brush, brush, brush your teeth,  
Brush three times a day,  
Up and down, Down and up,  
Scrub the germs away.

### **Brush, Brush, Brush Your Teeth**

***Tune: Row, Row, Row Your Boat***

Brush, brush, brush your teeth  
After every meal.  
Whiter, whiter, whiter teeth  
Oh, how clean they feel!

### **The Molar in the Mouth**

***Tune: The Farmer in the Dell***

The molar in the mouth,  
The molar, in the mouth,  
Leave out the sweetie stuff,  
The molar in the mouth.  
  
The molar in the mouth,  
The molar in the mouth,  
Keep it clean by brushing right,  
The molar in the mouth  
  
The molar in the mouth,  
The molar in the mouth,  
See your dentist twice a year  
The molar in the mouth.

### **We Drink Milk**

***Tune: Jingle Bells***

We drink milk, we drink milk, drink it every day  
Cola isn't any good, take it all away.  
We drink milk, we drink milk, drink it every day.  
At our school, keep the rule, start this very day.

### **Brush, Brush, Brush Your Teeth**

***Tune: Row, Row, Row Your Boat***  
***(Variation - Chew your food, Drink your milk, Floss your teeth)***

Brush, brush, brush your teeth  
Brush them every day  
Merrily, merrily, merrily, merrily,  
That's the only way!

### **Mary Had Some Pretty Teeth**

***Tune: Mary Had A Little Lamb***

Mary had some pretty teeth, pretty teeth,  
pretty teeth,  
Mary had some pretty teeth,  
With coats as white as snow.  
Mary brushed them every day, every day,  
every day,  
Mary brushed them every day,  
To keep them white you know.

### **Jingle Teeth**

***Tune: Jingle Bells***

Oh! Brush your teeth, brush your teeth,  
Brush them every day  
Oh what fun it is to brush  
The Jiggle Wiggle way.  
Oh! Brush your teeth, brush your teeth,  
Brush them every day  
Oh what fun it is to brush  
The Jiggle Wiggle way!

### **Here's Mike Molar**

***Tune: Are You Sleeping?***  
***(Note: (If you) sung quickly.)***

Here's Mike Molar, here's Mike Molar.  
Should be brushed, should be brushed.  
Mr. Plaque will get him.  
Mr. Plaque will get him.  
(If you) don't watch out.  
(If you) don't watch out

### **Put Your Toothbrush In**

***Tune: Hokey Pokey***

You put your toothbrush in.  
You put your toothbrush out.  
You put your toothbrush in,  
And you shake it all about,  
Chorus: You do the Wiggle Jiggle,  
And you turn yourself around.  
That's what it's all about.  
You show your clean white teeth.  
You put your best smile on.  
You show your clean white teeth,  
Cause your cavities are gone.  
Chorus: You do the Wiggle Jiggle,  
And you turn yourself around.  
That's what it's all about.



### **A Toothbrush is a Useful Thing**

***Tune: Yankee Doodle Dandy***

A toothbrush is a useful thing,  
We always have ours handy,  
I Shake it out and hang it up  
And keep it spic and spandy.



### **Smile, Talk, Chew**

***Tune: Here We Go Round the Mulberry Bush***

***Note: Children can use their hands and face to act out the motions of this song!***

This is the way we use our mouths,  
Use our mouths, use our mouths,  
This is the way we use our mouths,  
Smile, smile, smile.

This is the way we use our mouths,  
Use our mouths, use our mouths,  
This is the way we use our mouths,  
Talk, talk, talk.

This is the way we use our mouths,  
Use our mouths, use our mouths,  
This is the way we use our mouths,  
Chew, chew, chew.

These are the ways we use our mouths,  
Use our mouths, use our mouths,  
These are the ways we use our mouths.  
Smile, Talk, Chew

