



**GRADE
THREE**

ORAL HEALTH CURRICULUM



The dental public health professional association, Ontario Association of Public Health Dentistry (OAPHD), has specially created the following Grade 3 oral health module to align with the new Ontario Curriculum, Grades 1—8: Health and Physical Education, 2009.

OAPHD would like to acknowledge the following Ontario Public Health Units for their collaborative effort in the development of this resource:

Brant County Health Unit
Chatham-Kent Health Unit
Public Health Services City of Hamilton
Haldimand-Norfolk Health Unit
Haliburton Kawartha Pine Ridge District Health Unit
Halton Region
Hastings and Prince Edward Counties Health Unit
Niagara Region Public Health
Oxford County
Region of Peel – Public Health
Porcupine Health Unit
Region of Waterloo Public Health
Simcoe Muskoka District Health Unit
Sudbury and District Health Unit
Wellington-Dufferin-Guelph Health Unit
York Region (Grade 7 Mouth guards)

OAPHD is very interested in your feedback on the following module. Please take a few moments to complete the following survey: <http://www.surveymonkey.com/s/VL2QLV9>

General Topic: Grade 3-Healthy Living

This section covers the following expectations from The Ontario Curriculum, Grades 1—8: Health and Physical Education, 2009.

- **C1.4:** Physical growth and development of teeth
- **C1.2:** Healthy eating: The effects of unhealthy beverage choices and tooth decay

Activities

- **Functions of Teeth Activity Sheet**
- **Healthy Snacks Scramble**
- **Tooth Word Search**
- **Brush Everyday Handout**
- **Floss Everyday Handout**
- **Re-think Your Drink Sugar Colouring and Content Sheet** (*This activity can also be linked with an art or health lesson.*)

Additional Information

- Canadian Dental Association: http://www.cda-adc.ca/en/oral_health/cfyt/dental_care_children/index.asp
- Canadian Dental Hygienists' Association: <http://www.cdha.ca/AM/Template.cfm?Section=SmileCity>
- Health Canada: <http://www.hc-sc.gc.ca/hl-vs/oral-bucco/care-soin/techniques-eng.php>

(Please note that the location of URL's can change over time.)

Tooth Growth and Formation

- By grade 3, you should have all of your primary (or baby) teeth; and, by age six or seven, your first adult (or permanent) teeth have started to come in.
- The first teeth that come in are known as your “first molars” or the six-year molars”. These teeth do not replace your primary or baby teeth; they are new ones and come in at the back of your mouth.
- Also, at around age 6, you started to lose your primary or baby teeth. You will lose all of your primary teeth by about 12 years of age.
- By 13 years of age, you will have 28 adult or permanent teeth. The chart below highlights the tooth name and the approximate age that the tooth comes in at.

Tooth Name	Approximate Age Tooth Comes In
Central Incisor	7-8 years
Lateral Incisor	8-9 years
Canine	11-12 years
First Premolar	10-11 years
Second Premolar	10-12 years
First Molar	6-7 years
Second Molar	12-13 years

Oral Hygiene

- Your teeth affect your life in many ways. A healthy mouth allows you to chew and swallow foods and drinks, as well as speak and smile. To achieve and maintain a healthy smile, you must keep your teeth clean.
- Keeping your teeth clean is critical to maintaining a healthy smile and preventing cavities. The plaque (clear sticky film) bacteria (already present in your mouth) mix with sugar (from the foods and drinks you consume) to produce acid. It is this acid that wears away the hard outer layer of your teeth (enamel), and produces a cavity. Therefore, we must work hard to remove the bacteria that cling to our teeth by brushing and flossing daily.

Brushing

- You should brush your teeth two times a day for two minutes each time (hard scrubbing should be avoided – to prevent gum recession and tooth sensitivity) with a pea-sized amount of fluoridated toothpaste.
- Ask your parent/caregiver to help to make sure you are doing a good job. Supervision and adult assisted brushing is advised for children six years of age and younger. The Canadian Dental Association recommends to continue supervising until your child can write (not print) on their own.
- Hold your toothbrush at a 45-degree angle and gently brush in circular strokes from where the tooth and gum meet to the tip of the tooth. Be sure to brush all outside and inside surfaces of each tooth.
- Clean the pits and crevices on the chewing surface of your teeth with short sweeping strokes. And, brush your tongue to remove bacteria and to freshen your breath.

Style of toothbrush

- When selecting a toothbrush, remember the following:
 - Your toothbrush should have a small head so it is easy to move around inside your mouth, and should fit comfortably in your hand.
 - Your toothbrush should have soft bristles.

Toothbrush Maintenance

- Rinse your toothbrush with water after every use and let air dry.
- Replace your toothbrush when it has become visibly worn or frayed (typically after 3 months).
- Replace your toothbrush after any illness, cold, or flu.

Flossing

- Flossing is also important to keep your mouth clean and free from bacteria. Flossing helps remove bacteria from in between your teeth – where your toothbrush cannot reach.
- It is important to have your parent/caregiver help you floss.
- To floss, start with a 30-35 cm (elbow's length) piece of floss and wrap the floss around your two middle fingers.
- For your upper teeth, use your two index fingers and thumbs to guide the floss. Your thumbs should be on the outside.
- For your lower teeth, use your two index fingers; when guiding the floss, your fingers should be no more than 2.5cm apart.
- Gently guide the floss between your teeth using a “see-saw” motion.
- Move the floss up and down on the side in of the tooth in a “C” shape motion 2-3 times or until clean.

Financial Assistance for Oral Care

There are limited programs available in Ontario for children and youth with no dental insurance. The following list provides a description of what is available.

- **Children In Need Of Treatment (CINOT)** dental program provides emergency dental treatment for children 0-17 years of age whose families are not on social assistance, do not have insurance, and cannot afford to pay for their dental treatment (<http://www.mhp.gov.on.ca/en/healthy-communities/dental/default.asp>).
- **Healthy Smiles Ontario (HSO)** is a new program for children and youth 0-17 years of age who do not have access to any form of dental coverage. This is a preventive and basic dental care program. Children and youth who are members of a household with an Adjusted Family Net Income of \$20,000 per year or below may be eligible (<http://www.health.gov.on.ca/en/public/programs/dental/>)

Healthy Eating

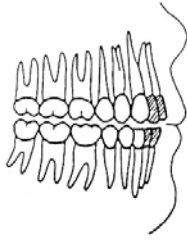
- A main cause of tooth decay is dietary sugar, which mixes with bacteria (plaque) in your mouth to create acid. This acid weakens the hard outer layer of your tooth (enamel).
- Common sources of dietary sugar include: chocolate, cookies, cakes, and pastries; and drinks with added sugar, for example, fruit drinks, carbonated beverages (pop), and sports and energy drinks. But, “sugar” doesn’t always appear on your food labels, so it is important to check for these common “hidden sugars”. There are many types of sugars (commonly ending in “ose”) used in products, a few examples that you may see on a food label include:
 - Corn sweeteners
 - Corn syrup
 - Dextrose
 - Fructose
 - Glucose
 - Honey
 - Maple syrup
 - Molasses
 - Sucrose
- How often you consume sugar (**frequency**: i.e. continuously sipping drinks with added sugar like pop and fruit drinks) and how long sugar lingers in your mouth (**duration**: i.e. continuously sucking on hard candies) affects tooth decay. The more sugary foods you eat and drink, and the longer these foods and drinks stay in your mouth, the more likely you are to develop tooth decay.
- Sugary foods and carbohydrates that are sticky (i.e. dried fruit, granola bars, gummies, and toffee) cling to your tooth’s surface, increasing the duration of sugar on the tooth and the tooth’s exposure to decay-causing acid.

Preventing Tooth Decay

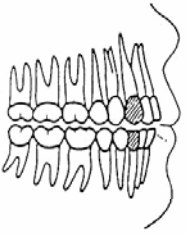
- Choose foods that are nutritious and do not contain added sugars. These foods are beneficial for both your oral and overall health:
 - Cheese (recommend $\leq 20\%$ M.F [Milk Fat])
 - Plain yogurt (recommend $\leq 2\%$ M.F.)
 - Vegetables
 - Eggs
 - Nuts (at home snacks)
 - Seeds (sunflower and pumpkin)

- Choose foods that increase saliva flow to help cleanse your teeth and dilute the sugar in your mouth, for example, hard and crisp foods (e.g. broccoli, celery, and apples), cheese, and sugarless gum.
- Limit sugary foods, for example sweets, and consume them only at mealtime, when your saliva levels are high. Again, your saliva will help cleanse your teeth and dilute the sugar in your mouth.
- Avoid sticky foods, for example dried fruit, granola bars, gummies, and toffee because they cling to your teeth longer and increase your exposure to decay-causing acid.
- Snacking between meals, when saliva levels are low, can leave your teeth susceptible to acid. Choose nutritious snacks between meals that work to cleanse your teeth (listed above). Also, drink water between meals to keep your body hydrated. Water is a sugar-free way to keep hydrated; it is also good for both your oral and overall health.
- Limit how often (frequency) you consume sugar and how long (duration) sugar is in your mouth. Avoid sucking on hard candies (duration) and sipping drinks with added sugar (frequency), as these can increase your risk of tooth decay.
- Avoid drinks with added sugar (e.g. fruit drinks, pop, sports drinks, and energy drinks). These drinks should only be consumed occasionally and at mealtime when saliva levels are high; this will help neutralize the acid caused by the high sugar contents.
- Proper oral hygiene is the best way to prevent tooth decay. Brush your teeth twice daily for two minutes each time with a peas-sized amount of fluoridated toothpaste, and floss your teeth once daily.

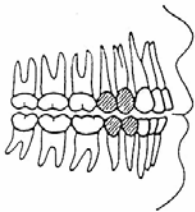
Functions of Teeth



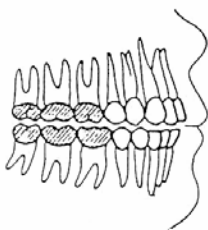
Incisors are cutting teeth that work like scissors to bite off pieces of food.



Cuspids (canines) are pointed teeth that work like a fork to tear food into small pieces.



Bicuspids (premolars) have pointed chewing surfaces and work like a nutcracker to crush food.



Molars have strong, broad surfaces and work like a mortar and pestle to grind food.

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Activity 1: Functions of Teeth Activity Sheet

Materials Needed:

- Copies of the attached activity sheet

Preparation:

Teacher
<ul style="list-style-type: none">• Print copies of attached activity sheet for each student

Activity:

Teacher Activities	Student Activities	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• Distribute the activity sheet to students to work independently <p>Content:</p> <ul style="list-style-type: none">• Review Functions of Teeth handout and review how each tooth is important when biting and chewing food <p>Conclusion:</p> <ul style="list-style-type: none">• Take up the activity sheet with the students and talk about the unique function each tooth performs and how important it is to keep their teeth clean and healthy (oral hygiene and healthy eating) to maintain a healthy mouth and smile	<ul style="list-style-type: none">• Students will work independently	<ul style="list-style-type: none">• 15 minutes

Functions of Teeth Activity Sheet

Match the tool to the right tooth name and its function.



Incisor: Cuts pieces of food



Bicuspid (premolar): Has pointed chewing surfaces to crush food



Molar: Has a strong surface that grinds food



Cuspid: Is pointed to tear food into small pieces

Activity 2: Healthy Snacks Scramble

Materials Needed:

- Copies of the attached activity sheet

Preparation:

Teacher
<ul style="list-style-type: none">• Print copies of attached activity sheet for each student

Activity:

Teacher Activities	Student Activities	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• Distribute the activity sheet to students to work independently <p>Content:</p> <ul style="list-style-type: none">• Review the importance of eating health foods and drinking healthy beverages	<ul style="list-style-type: none">• Students will work independently	<ul style="list-style-type: none">• 15 minutes

Healthy Snacks Scramble



eesche	_____
teebvgalse	_____
deess	_____
eplpa	_____
nlpai rtgouy	_____
thealyh	_____
etteh	_____
tarwe	_____

Healthy Snacks Scramble

Answer Guide

eesche	cheese
teebvgalse	vegetables
deess	seeds
eplpa	apple
nlpai rtgouy	plain yogurt
thealyh	healthy
etteh	teeth
tarwe	water

Activity 3: Tooth Word Search

Materials Needed:

- Copies of the attached word search

Preparation:

Teacher
<ul style="list-style-type: none">• Print copies of attached word search for each student

Activity:

Teacher Activities	Student Activities	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• Distribute the word search to students to work independently <p>Content:</p> <ul style="list-style-type: none">• Link the words in the word search to the lesson on tooth formation and oral hygiene	<ul style="list-style-type: none">• Students will work independently	<ul style="list-style-type: none">• 15 minutes

Name: _____

Tooth Word Search

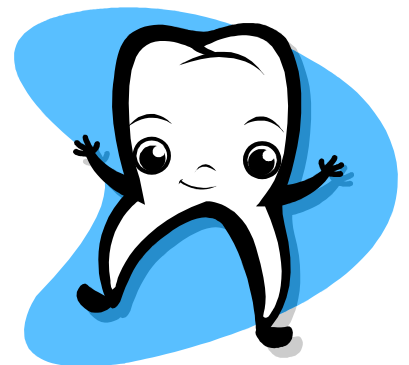
M F I I V F L B I C U S P I D H O H
A N T J C J Q V L I O I I A K P A H
D D E T G C Z A O M T F B K O T H J
L A E C A F S C O O N J V X Z P O T
H M T A T P H I R E E I M Q N H D E
N J H M G Z B F V E B A L D S A G M
L W S Z B D R M C C M D Y D I H E R
W E N R S S U S O H A R S H M R I W
N L H M J O S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

Find the following words:

teeth
chew
toothpaste
premolar
lateral

smile
brush
floss
molar
canine

healthy
toothbrush
incisor
central
bicuspid



Tooth Word Search

Answer Guide

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

Find the following words:

teeth

chew

toothpaste

premolar

lateral

smile

brush

floss

molar

canine

healthy

toothbrush

incisor

central

bicuspid



1. Brush your teeth 2 times each day for at least 2 minutes each time—2 for 2 is what you do!



2. Place your toothbrush where your teeth and gums meet. Brush in small circles to loosen the plaque.

3.

Work in a pattern:

- brush the outside,
- brush the inside, and
- brush the chewing surfaces.



4.

To brush behind the front teeth, use the tip of your toothbrush:

- brush down on the upper, and
- brush up for the lower



The best way to brush every day!



1. Wind 45 cm (18 inches) of floss around your middle fingers.

2. Hold the working portion between your thumbs and first fingers while guiding the floss back and forth between your teeth.



3. Curve the floss into a c-shape around the side of your tooth where the tooth meets the gum. Place your fingers inside your mouth and slide the floss up and down to remove the plaque and food debris.



4. Unwind the floss from one finger to the other so you have a clean section of floss to use each time.



5. Using a holder may make flossing easier, especially for children.

Floss every day!

Activity 4: Re-think Your Drink Sugar Colouring and Content Sheet

Materials Needed:

- Copies of the attached colouring sheet
- Pencil crayons and/or crayons

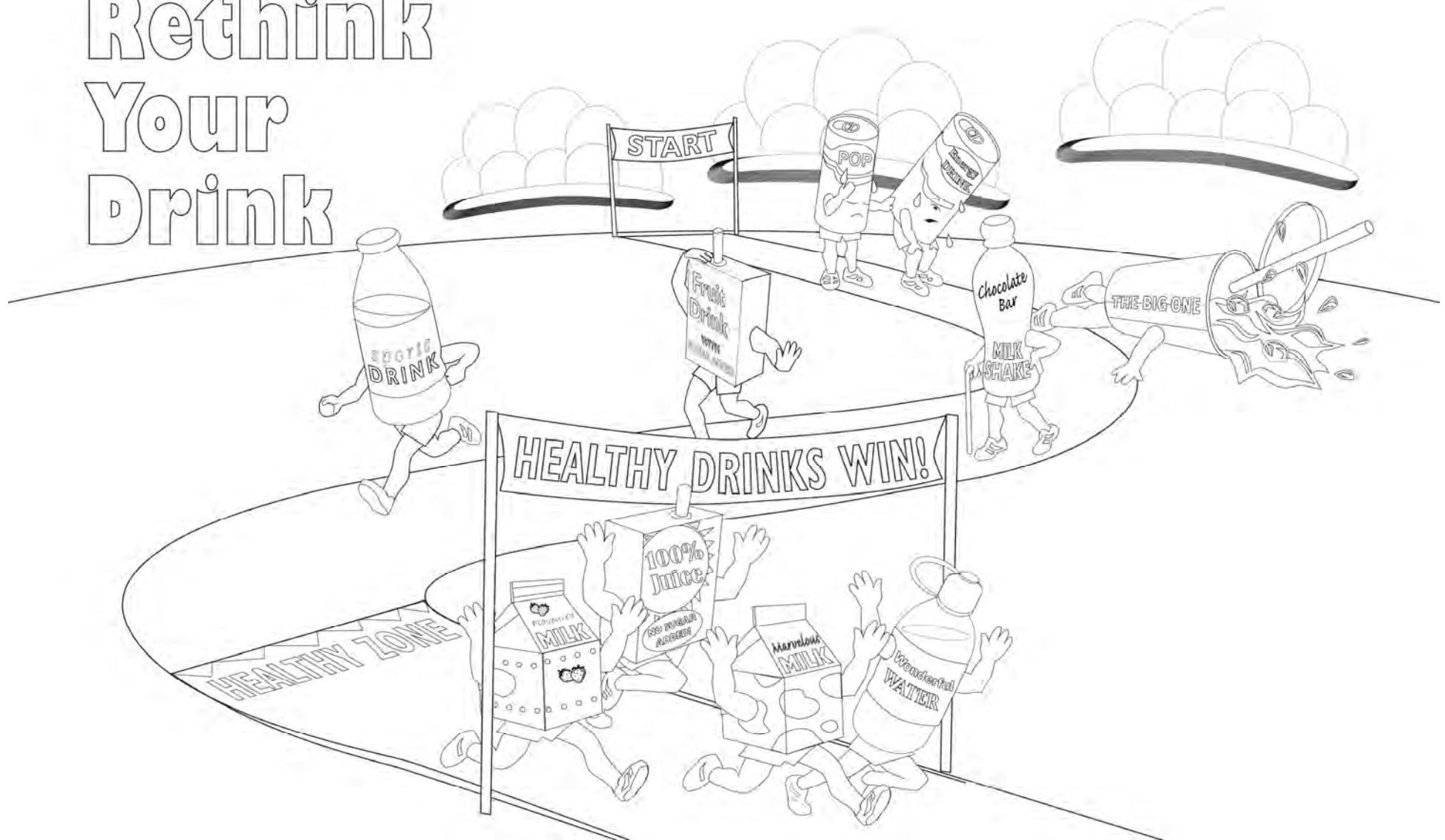
Preparation:

Teacher
<ul style="list-style-type: none"> • Print copies of attached colouring sheet for each student • Bring/ensure students have enough pencil crayons and/or crayons

Activity:

Teacher Activities	Student Activities	Time Required
<p>Introduction:</p> <ul style="list-style-type: none"> • Distribute the colouring sheet to students to work independently <p>Content:</p> <ul style="list-style-type: none"> • Have students colour the re-think your drink sheet • Talk to students about the amount of sugar in some of their favourite drinks (use the teacher's copy of the colouring sheet). Have students guess how many teaspoons of sugar are in each of the beverages on the colouring sheet • Review the students' responses for the number of teaspoons in each of their favourite drinks. Be sure to comment on limiting their consumption of high-sugar beverages and how oral hygiene plays a critical role in removing sugar from their teeth and preventing cavities 	<ul style="list-style-type: none"> • Students will work independently • Students will complete the colouring sheet, and include their estimate as to the number of teaspoons are in each of the beverages on the colouring sheet 	<ul style="list-style-type: none"> • 40 minutes

Rethink Your Drink



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Rethink Your Drink

Stop the Pop!
Choose water, milk or
100% juice instead.

