SUPPORTING ACTIVITIES

FOR GRADE 1 BOOK: *MY WIGGLY TOOTH*

Once the read-aloud story is over, there is a whole series of activities for your class.

Guide your students through these interactive and cross-curricular activities to enhance and build on what they learned from the book.

Health Education

Food literacy, food exploration, healthy self and oral health

Science

Exploring living things and the world around us

English Language Arts

Speaking, listening, reading, viewing, writing and representing

Mathematics

Number sense, measurement, data management

Visual Arts

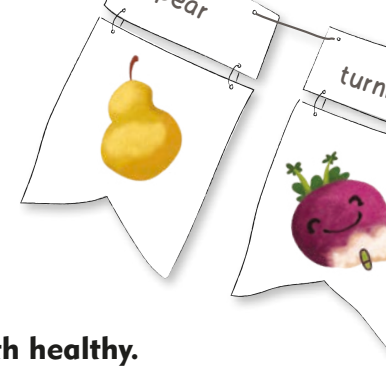
Exploring skills and materials

Social Studies

Community, caring for the environment and cooperative work

The following activities, intended for Grade 1 students, are designed to complement the book's emphasis on oral health and to support the various learning outcomes mentioned above.

Any mention of page numbers refers to the flipbook.



ACTIVITY 1

HOW TO KEEP YOUR TEETH HEALTHY

In the story, Emma's investigation teaches her 5 important steps to keep her teeth healthy. Help teach the class more about what Emma learns.

Supplies

- Large pieces of paper (at least 18 x 24 in. [45 x 60 cm])
- Coloured pencils

Teacher's note

Focusing on one oral health topic per day, hold a class discussion on the importance of each topic.

TOPIC 1:
Brushing teeth (pages 14-15)

TOPIC 2:
Flossing teeth (pages 16-17)

TOPIC 3:
Eating nutritious foods (pages 18-19)

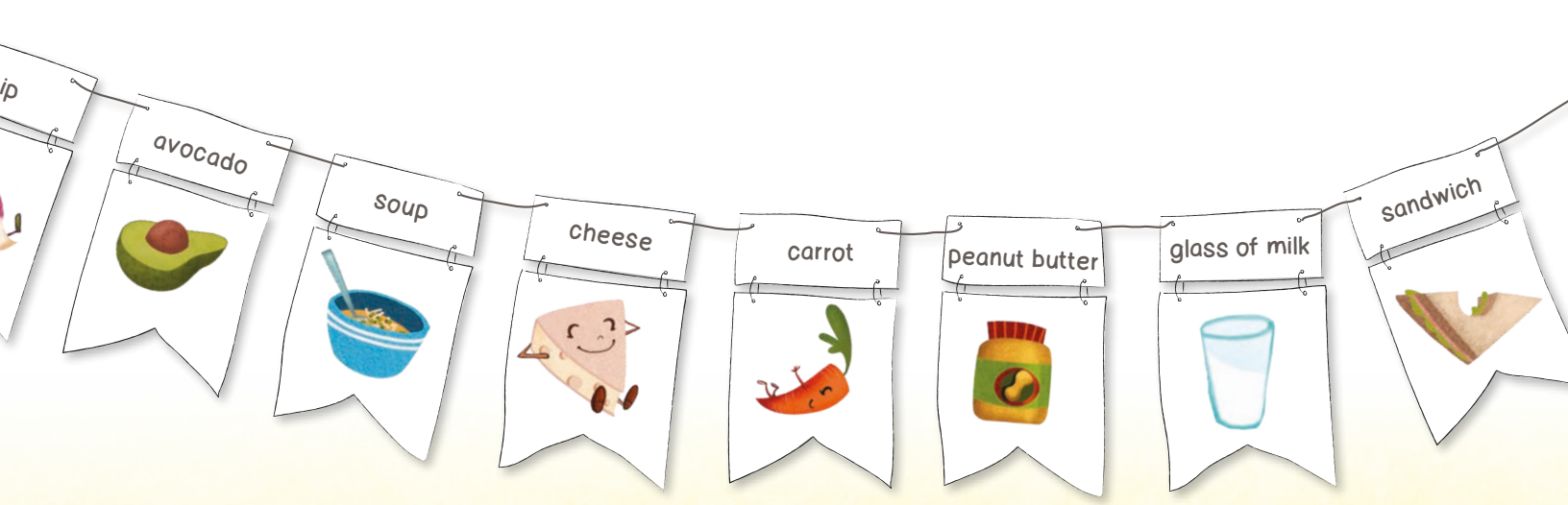
TOPIC 4:
Going to the dentist (pages 20-21)

TOPIC 5:
Sugary and sticky foods (pages 22-23)

With the students' help, write the main topic on the board and hold a class discussion. Then break students into smaller groups, provide each group with a large piece of paper and ask them to draw pictures representing each topic. Encourage students to use the illustrations in the book as inspiration by using the student paper version of the book or by projecting the digital version of the book found on **teachnutrition.ca/book1** in your classroom. Present each group's pictures to the class to wrap up the discussion.

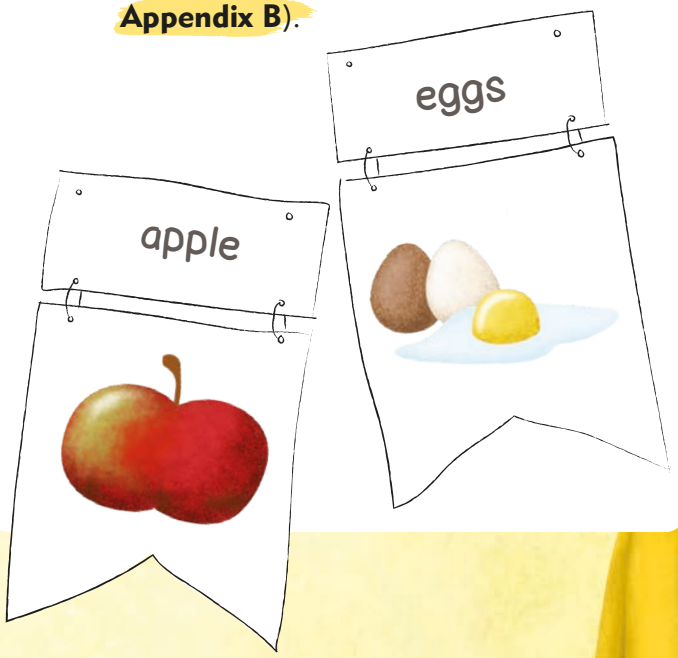
English Language Arts extended learning (procedural writing):

Use the writing template called *How to Brush Your Teeth* available at **teachnutrition.ca/book1** (look for **Appendix A**), and depending on the template you choose, ask students to draw or write each step of brushing their teeth.



Health Education extended learning (food exploration):

There is so much to explore in the world of food. Decorate the classroom with a food garland. Visit **teachnutrition.ca/book1** for the activity *Class Food Garland* (look for **Appendix B**).



ACTIVITY 2

GUESS WHAT HAPPENS!

Children love guessing games! We've built two pausing points into the story. Invite students to use their detective skills to predict what Emma will discover about taking care of her teeth.

Teacher's note

As you read the story aloud, look for the small stop signs surrounding page numbers.

FIRST STOP, PAGE 13:

Pause reading the story and ask the students to try to infer what Emma will find out about taking care of her teeth.

SECOND STOP, PAGE 18:

Pause reading the story and ask the students to give some examples of nutritious foods.

Wondering how to explain the term "nutritious foods" to students? Nutritious foods help your mind and body feel good, give you energy and help you grow.

HOW MANY TEETH?

In the story, Emma is disappointed to see that everyone in her class has lost at least one baby tooth while she hasn't lost any. Through this learning experience, students can see for themselves how many of their classmates have lost at least one baby tooth. This learning experience is a visual way to discuss the process by which baby teeth (primary teeth) are gradually replaced by adult teeth (permanent teeth) and introduce students to data collection.

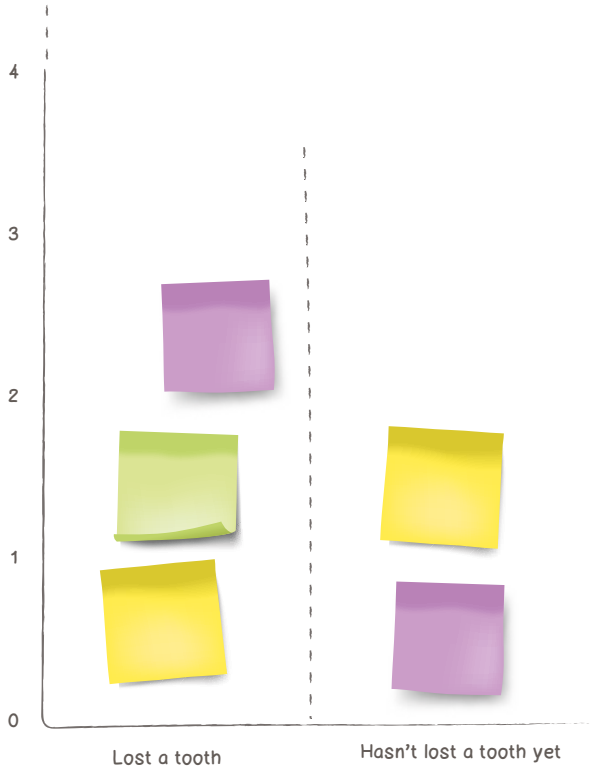
Supplies

- Sticky notes – one for each student

Teacher's note

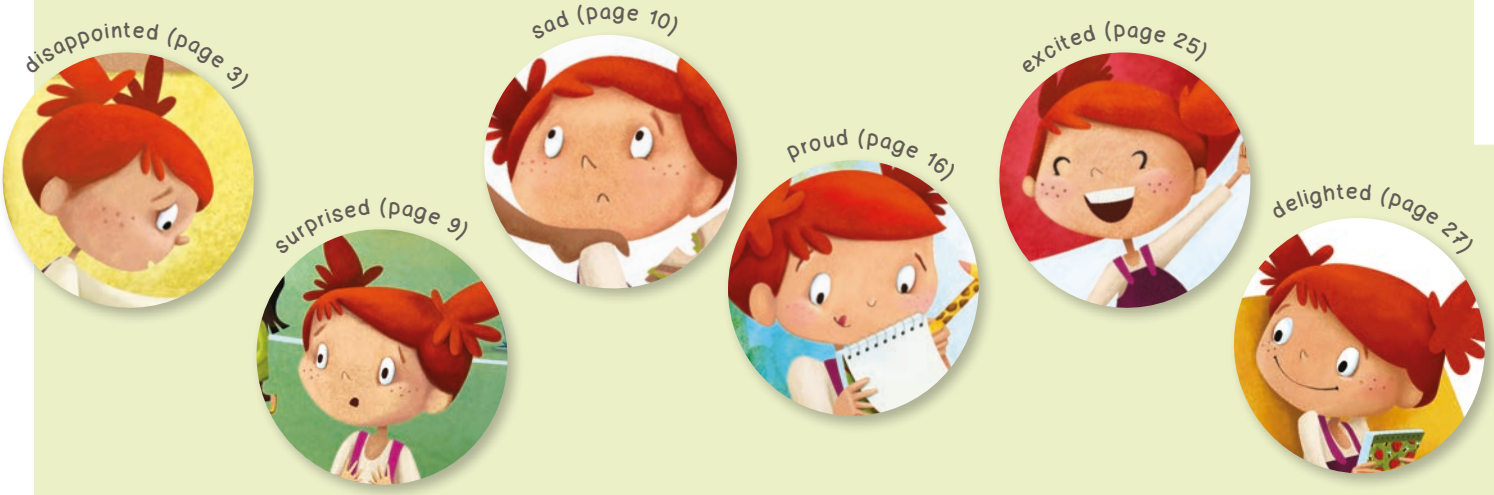
Write the words "Lost a tooth" and "Hasn't lost a tooth yet" across the bottom of the board to start a class bar graph. Ask the students who have lost a baby tooth to put their sticky note on the board in the space above "Lost a tooth." Ask students who haven't lost a baby tooth yet to put their sticky note in the space above "Hasn't lost a tooth yet."

The result will be a class bar graph. Ask all the students to join you in counting the sticky notes in each column to calculate the total numbers.



Health Education extended learning (emotional literacy):

Pause the story at different points throughout the book and ask the class to identify Emma's emotions, discussing Emma's emotional responses to various events.

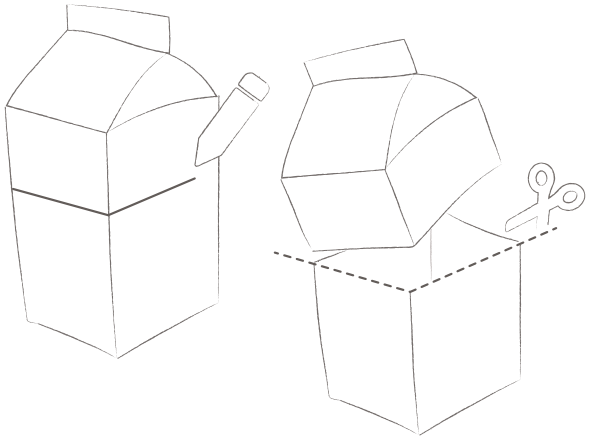


MILK CARTON GARDEN

In the storybook, Emma's classroom has all kinds of arts and crafts made by Emma and her friends. One of the projects is the recycled milk carton planters shown on page 7. This learning experience provides an opportunity to discuss ways to reuse an item and grow your own food.

Teacher's prep

Find and clean several empty milk cartons (250 mL, 1 L or 2 L). Trim the tops of the 250 mL cartons. If using a 1 L or 2 L carton, decide on the depth you want the planter to be; draw a line and cut to height. You can also cut the carton horizontally if you want a bigger planting area.



Supplies

- Paper
- Various art supplies to decorate each carton
- Class set of scissors
- Tape or glue
- Small wooden sticks
- Permanent marker
- Potting soil
- Seeds

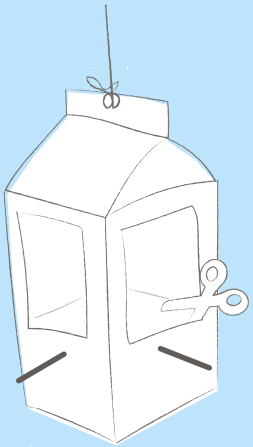
Seeds that germinate easily in shallow containers: **beans, peas, sunflowers, squash, zucchini, green onions and many herbs.**

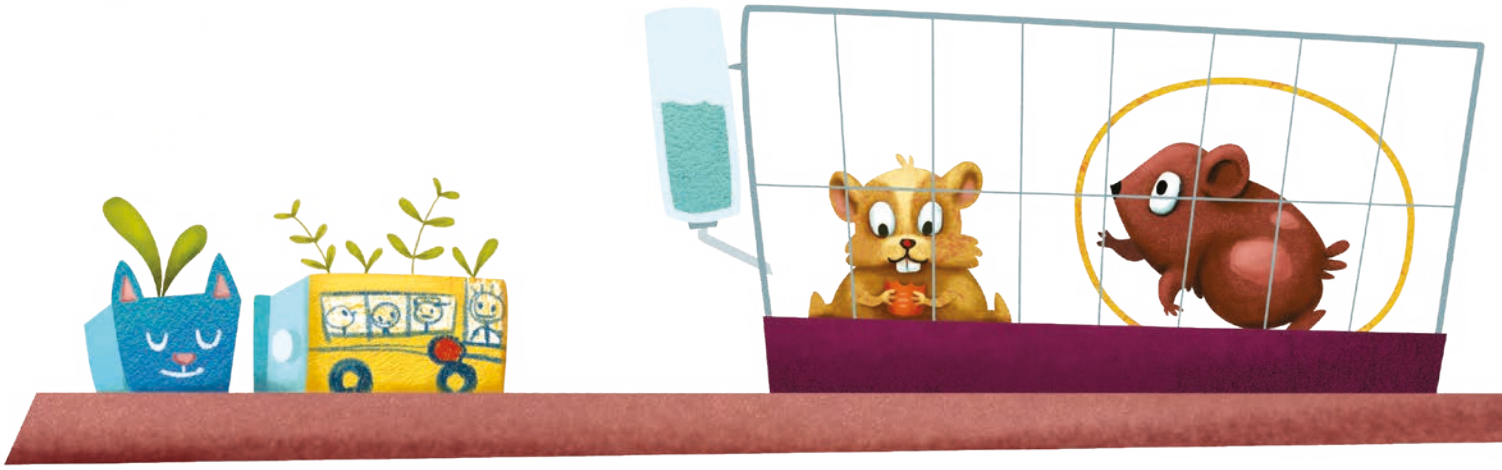
Teacher's note

A milk carton's surface is very slick, so to make decorating easier, we suggest that you cover it with paper. Ask students to trace each side of the carton on the paper, cut the pieces of paper, and then glue (or tape) the paper onto the carton. Have students add potting soil and seeds to their planters. When they finish their planters, have each student write their name on a small wooden stick and put it in the soil alongside the name of the plant that is growing. Have students place their planters in a sunny spot in the classroom and water them. As the plants grow, have students record the progress visually and/or with text.

Visual Arts extended learning (upcycled bird feeder):

Another way to reuse milk cartons is to create milk carton bird feeders. You could also investigate what other items could be upcycled like tissue boxes, toilet paper rolls, etc.





Health Education extended learning (where does food come from?):

To help guide the discussion, project our *Food Cards*, available at **teachnutrition.ca/book1** (look for **Appendix C**), in front of your class and ask questions about where foods come from (e.g., How does milk get in a carton or glass bottle? Which animals does milk come from? How do vegetables grow? Do they all grow in the ground?).

Social Studies extended learning (caring for the environment):

Explain the importance of choosing reusable and recyclable items rather than single-use disposable items. Bring examples of each to your classroom. Start a class discussion by using these guiding questions:

What items do you reuse or recycle at home?

What items do you reuse or recycle at school?

Have you ever seen a number on a recyclable item?

What are some single-use items that can be replaced by reusable items?

ACTIVITY 5

CLASS RECIPE – CURRY SQUASH AND APPLE SOUP

After losing her first baby tooth, Emma celebrates by inviting her friends over to have some of her dad's famous and yummy curry squash and apple soup.

Teacher's note

An engaging way to investigate food and build food literacy skills is cooking with your class. This also provides an opportunity to introduce food safety skills to students and reinforce the habit of handwashing (see article on food safety available at **teachnutrition.ca/foodsafety**).

Classroom cooking isn't as daunting as it seems! To get tips on cooking in the classroom and how to involve students, visit **teachnutrition.ca/cookingintheclassroom**.

Food literacy is an individual's food-related knowledge, attitudes and skills.

If you or your students would like to make this recipe at home, visit teachnutrition.ca/book1 and look for Appendix D.

Supplies

- Large cooking pot
- Measuring cups and spoons
- Wooden spoon for stirring
- Chopping knife, cutting board, vegetable peeler
- Stove top or hot plate
- Upright blender or immersion (wand) blender
- Small serving bowls and spoons
- Butter knives
- Ladle

Students can help

They can wash ingredients, measure, chop with a butter knife, set the table, tidy up, wash the dishes, and do the portioning and serving.

CURRY SQUASH AND APPLE SOUP

Prep time: 15 minutes
Yield: 8 cups (2 L) or about 25 individual servings of 1/3 cup (80 mL)
Cooking time: 35 minutes

Ingredients:

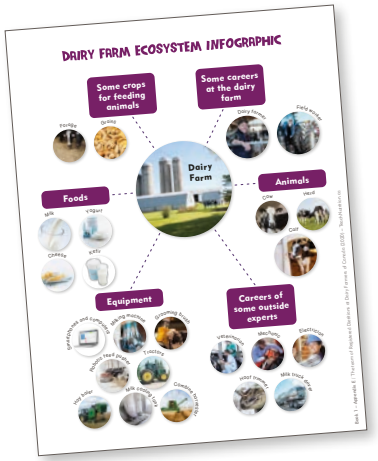
- 1 tbsp (15 mL) butter
- 1 onion, chopped
- 3 cloves garlic, minced
- 2 tsp (10 mL) curry powder
- 1 medium butternut squash or large acorn squash, peeled and chopped (about 6 cups/1.5 L)
- 2 apples, peeled, cored and chopped
- 2 cups (500 mL) low-sodium chicken broth
- 2 cups (500 mL) milk, warmed
- Salt and pepper, to taste

Directions:

1. In a large pot, melt butter over medium heat.
2. Add onion and garlic; sauté for about 5 minutes or until softened.
3. Stir in curry powder, squash and apples; sauté for 2 minutes.
4. Add broth, cover and bring to a boil.
5. Reduce heat to medium-low and simmer, covered, for 15 to 20 minutes or until squash and apples are soft.
6. Use an immersion (wand) blender in the pot or transfer soup in batches to an upright blender; purée until smooth (return to pot, if necessary).
7. Stir in warm milk and reheat soup over medium heat, stirring, until steaming (don't let the soup boil).
8. Season to taste with up to 1/2 tsp (2 mL) salt and pepper.
9. Ladle into bowls.

Not ready to make soup in the classroom, but want to try cooking with your students? Try a smoothie recipe instead. Order a class set of the *Spin-a-Smoothie* resource available at teachnutrition.ca/maritimescatalogue.

ACTIVITY 6



DAIRY FARM DISCOVERY

On page 8, you will notice a dairy farm near the school. Let's take this opportunity to explore things in and around a dairy farm.

Supplies

- *Dairy Farm Ecosystem Infographic* available at **teachnutrition.ca/book1** (look for **Appendix E**)

Teacher's note

To help guide the discussion, project the *Dairy Farm Ecosystem Infographic* (includes examples of things in and around a dairy farm) in front of your class and ask these guiding questions:

What kinds of foods are made from milk?

What kinds of animals might be there?

What crops are grown to feed the cows?

Who works at a dairy farm?

Who might visit a dairy farm to help it run smoothly?

What machines or equipment can be found on dairy farms?

How does the milk get from the farm to the dairy processor?

TEACHER'S DID YOU KNOW SECTION

This section provides background information for teachers and is not designed to be read out loud to students. We've included it to provide context and a foundation to enhance classroom discussions with your students.

Food and dental health: A bit of science

Why does the bus driver tell Emma she eats nutritious foods like vegetables, nuts, milk and cheese (pages 18-19)?

These foods are considered **non-cariogenic** or **cariostatic**, meaning that they do not promote the development of cavities or they work to protect teeth from cavities. Let's explore a few potential mechanisms:

- Foods like vegetables, nuts and cheese require chewing and therefore **stimulate saliva production**, which neutralizes mouth acidity and rinses food residue from the mouth.
- Cheese and yogurt are a source of calcium. Milk is a good source of calcium and an excellent source of vitamin D. Both **calcium and vitamin D** help maintain the strength of tooth enamel, which protects against cavities and decay.
- Several studies have demonstrated that eating cheese, especially aged cheese, before or after sugary foods has **enamel-protective effects**.

Why does Emma's father tell her that he tries not to eat sugary or sticky foods as often as he can (page 22)?

Sugary or sticky foods (e.g., candy, dried fruit, fruit juice, pop) are considered **cariogenic** foods and can contribute to tooth decay. A balanced diet can sometimes include cariogenic foods, but it's recommended to have them as part of a meal, and brush teeth shortly after to reduce the time sugar sits on teeth.

The language we use with food: Be mindful

Are foods good or bad? Healthy or unhealthy? Always or sometimes?

When talking to students about food, it can be easy to categorize foods this way. But this type of categorization is problematic and can lead to feelings of shame, guilt and embarrassment. This may create a negative association with food and could contribute to future eating problems (disordered eating, selective eating, etc.).

Students have limited (if any) say in grocery shopping and the food they bring to school. Typically, parents or guardians make these choices. It is important to remember that many factors influence food choices: socioeconomic status, culture, medical conditions, texture sensitivities, etc. Also consider that many families face food insecurity, which means there is unreliable or limited access to safe, affordable and nutritious food at home—what a student brings to school may be the only food available. If you are concerned about a student's food brought from home, have a private conversation with the parent or guardian without the student present.

How can you foster positive messaging around all foods and create a safe space for all students?

Rather than labelling foods or commenting on a student's lunches or snacks, encourage them to experiment by trying a variety of nutritious foods. A great way to support this is by cooking in the classroom (see activity 5).