Teaching Unit “Teeth”

Overview

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Lesson number 1 and 7 are taught in L1. All other lessons are CLIL lessons and are at least partly taught in English.

Lesson 1 “Number of Teeth” (L1)

As the lesson has been taught in German, just a short overview/ summary will be given to complete the unit for further teaching.

Content objectives
Introduction to the unit “teeth”
Children tell what they already know, what they would like to know about the topic.
Counting teeth and noting down numbers.

Phases/ Teaching sequences

- Introduction to the knew topic by a riddle about teeth
- Children are given the possibility to tell about their teeth (wobbly teeth, visits to the dentist,...) and ask questions.
  Children examine their teeth with a mirror and count them.
  How many teeth are there in the upper jaw/ lower jaw? How many tooth spaces/ wobbly teeth/ new teeth do you have?
  (This part could have been taught in English!)
- Children note down their numbers of teeth (worksheet)
- Homework: Bring the teeth that you have already lost.
Zähne zählen

Schau dir deine Zähne im Spiegel an.
Zähle deine Zähne.

Wie viele Zähne hast du oben? ..............................................
Wie viele Zähne hast du unten? ..............................................
Wie viele sind es insgesamt? ...................................................
Wie viele Lücken hast du? .......................................................
Wie viele Wackelzähne hast du? ..............................................
Wie viele neue Zähne hast du schon? .................................

Wo hast du eine Lücke?

Male den fehlenden Zahn rot an.

Adapted from: Rüdiger Urbanek u.a. : Tinto Arbeitsheft Schreiben. Cornelsen Verlag , Berling 12003, p. 43
Lesson 2 “First and Second Dentition”

<table>
<thead>
<tr>
<th>Content objectives</th>
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<tbody>
<tr>
<td>Children think about and understand why milk teeth fall out and why a second dentition is needed.</td>
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<table>
<thead>
<tr>
<th>Language objectives</th>
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<tbody>
<tr>
<td>Vocabulary: tooth – teeth, milk tooth, permanent tooth, wobbly tooth,</td>
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<thead>
<tr>
<th>Materials/Resources</th>
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</thead>
<tbody>
<tr>
<td>Storybook: Tabitha’s terrifically tough tooth (from Charlotte Middleton, Dial ¹2001)</td>
</tr>
<tr>
<td>Pictures showing how second dentition takes place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phases/ Teaching sequences</th>
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<tbody>
<tr>
<td>Introduction (L2): T. tells the story “Tabitha’s terrifically tough tooth”. It’s about a little girl that tries to loose her wobbly tooth in many different ways. Finally she looses the tooth when sneezing. After the story has been told the children are motivated to tell about their own experiences of how to get rid of their wobbly teeth (children tell in L1). Then the question arouses: Why do you loose your milk teeth? Why is it necessary?</td>
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<thead>
<tr>
<th>Development I (L1): Why do children lose their milk teeth?</th>
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<tbody>
<tr>
<td>The children think about these questions and try to find answers. Teacher gives guiding questions. Children find out that milk teeth are smaller because a baby’s jaws is small. When a child grows, the jaws grow, too, and consequently the milk teeth are too small. The child would have many tooth spaces. So the child (or later the grown-up) needs bigger teeth. That is why a second dentition is necessary.</td>
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<thead>
<tr>
<th>Development II (L2): How does the second dentition take place?</th>
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<tbody>
<tr>
<td>The teacher shows 4 pictures of permanent teeth and milk teeth. The pupils put the pictures into the right order and number them. The teacher explains in English, e.g. 1)Look at the pictures, find picture no.1 Yes, that’s right, here you can see the milk tooth and the permanent tooth. The permanent tooth is sleeping. 2) Find picture no.2. Very good, you can see that the permanent tooth grows. It pushes out. It “eats” the root of the milk tooth. 3)...</td>
</tr>
</tbody>
</table>
Consolidation (L2 + L1):
Pupils get the four pictures, cut them out, put them into the right order, number them and stick them into their exercise books.
The following title and sentence are written in German:
Der Zahnwechsel
Milchzähne sind Platzhalter für die bleibenden Zähne.
Lesson 3 (double period) “My set of teeth”

Content objectives
There are different types of teeth: front teeth, pointed teeth, back teeth.
Find out about the numbers of each type and how they are located in jaws.

Language objectives
Vocabulary: front teeth, pointed teeth, back teeth, repetition of numbers and colours
Grammar: There are… (2 pointed teeth)

Materials/Resources
Several plaster casts of upper and lower jaws or dentures
Pictures: Front tooth, pointed tooth, back tooth
Pictures of first and second dentition, worksheet and transparency
Salt dough (pink)
Play dough (white)

Phases/Teaching sequences

Introduction and Development I (L1): The names of the different types of teeth
T: Today let’s have a closer look on how our teeth are located in our mouths.
Pupils are handed out dentures. They explore how the teeth look like and learn the German terms for front teeth, pointed and back teeth (Schneide-, Eck-, Backenzahn). Use pictures to point out the differences.

Development II part 1(L1): The set of teeth of a child
T. shows picture (transparency) of a set of teeth (upper jaw + lower jaw) of a child (cf worksheet).
Children fill in German words, numbers and colour teeth.

Development II part 2 (L2): The set of teeth of a grown-up
T. shows picture (transparency) of a set of teeth (upper jaw + lower jaw) of a grown-up (cf worksheet).
Children fill in numbers and colour teeth.
This can now be done in English, because the children are familiar with the task and the picture.
T: Where are the front teeth? Which colour do they get? How many are there?
P: The front teeth are red. There are 4 front teeth. etc.

Title and sentences are written in L1.
Result worksheet:

Practical implementation (L2)

The children now get some pink salt dough and some white play dough. They are supposed to make their own set of teeth (upper or lower jaw). They can decide if they want to make a set of teeth of a child or a grown up. The form and number of teeth has to be correct. They can use the plaster casts again to have a closer look at the form.

The teacher explains and demonstrates in English step by step what has to be done.

Example:
First you divide the salt dough into 2 portions.
Take one and make a ball, then flatten it.
Take the other one and make a roll.
These are your gums.
Now take the white play dough.
Let’s start with the front teeth (Show picture). Look at the form again. How many front teeth do have to make? etc.
Results
Lesson 4 “What my teeth can do”

**Content objectives**
Find out and understand why we have different types of teeth.

**Language objectives**

**Materials/Resources**
Pieces of carrots, apples, bananas
Pictures: front tooth, pointed tooth, back tooth
Coffee grinder, pair of pinchers, pair of scissors

**Phases/Teaching sequences**

*Introduction/ Repetition (L2/L1)*
Children to sit in a circle.
T. puts pictures of front tooth, pointed tooth and back tooth in the middle. Children name them (English and German)
Have children feel their teeth with their tongue (T: *Touch your front teeth/back teeth... with your tongue.*)

**T:** *We know that we have 3 different types of teeth. (Show pictures again and let them name the teeth again). Why?? Why don’t we have 20 front teeth or 20 back teeth? Why are there 3 different types of teeth?*
→ children to tell their assumptions
→ Different teeth have different tasks!

**Development I: The function of the different types of teeth (L2)**

**T:** *Let’s find out which tasks our teeth have.*
Teacher hands out a piece of apple to every third pupil.
→ take one bite, the others observe! Which teeth do they use for biting?
→ front teeth

Teacher hands out a piece of banana to every third pupil.
→ take one bite, the others observe! Which teeth do they use for biting?
→ front teeth – the traces of the teeth can be seen very well, show to other pupils

Teacher hands out a piece of carrot to every third pupil.
→ take one bite, the others observe! Which teeth do they use for biting?
→ pointed teeth

All pupils eat the rest of their fruits. Which teeth do you use before you swallow?
→ back teeth are used for munching
**Development II: Comparison between teeth and instruments (L2)**

Teacher puts a coffee grinder, a pair of pinchers and a pair of scissors into the middle. The children name the objects (in German) and tell what they are used for.

The teacher repeats in English and introduces some actions with the phrases:

- **Scissors are for cutting**
- **Pincers are for tearing.**
- **The Coffee grinder is for grinding/ crunching.**

Teacher shows pictures of teeth again.

*T: “Think: Which teeth go with these instruments?”*

Pupils match the pictures with the instruments and explain why, for example, our back teeth work like a coffee grinder.

Class to speak (and do actions):

- **My front teeth are for biting.**
- **My pointed teeth are for tearing.**
- **My back teeth are for crunching.**

**Consolidation (L1):**

Worksheet “What our teeth can do” (L1)
Was unsere Zähne alles können

Schneidezahn

Ich kann

Eckzahn

Ich kann

Backenzahn

Ich kann

Setze ein!

mahlen  schneiden  abreifen

Welche Zähne bekommen hier Arbeit?

[Diagrams of different types of teeth and food items, with corresponding blanks for students to fill in.]
Lesson 5 “The tooth fairy”

This lesson is mostly an English lesson (Story telling) about the tooth fairy. It contains some MeNuK content as it contains a rhyme about how to brush the teeth properly. The content of this rhyme will be consolidated in the 6th lesson of the unit.

<table>
<thead>
<tr>
<th>Content objectives</th>
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<tbody>
<tr>
<td>Get to know the story of the tooth fairy. Learn the rhyme “I brush my teeth”.</td>
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<table>
<thead>
<tr>
<th>Language objectives</th>
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</thead>
<tbody>
<tr>
<td>Understand the story “The tooth fairy”, learn the key vocabulary of the story</td>
</tr>
<tr>
<td>Produce the phrase “This is my tooth fairy”.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Materials/Resources</th>
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</thead>
<tbody>
<tr>
<td>Picture cards and text for telling the story</td>
</tr>
<tr>
<td>c.f. IKURU 2, Cornelsen Verlag, p. 83 ff.</td>
</tr>
<tr>
<td>worksheet for making a pocket book</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phases/ Teaching sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-telling activities (L2)</td>
</tr>
<tr>
<td>Vocabulary introduction/ repetition: tooth, teeth, the tooth is loose, brush my teeth, tooth fairy, pillow, bag, silver coin</td>
</tr>
<tr>
<td>Let the children tell about their own experiences with the tooth fairy</td>
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Story: The tooth fairy (L2)

The teacher tells the story twice. When telling the second time, the teacher encourages the pupils to speak with him/ repeat and do certain actions (e.g. I brush my teeth, put the coin under the pillow, ...)

The children learn to speak the rhyme “I brush my teeth”.

[Image of story illustrations]
Post-telling activities: The tooth fairy (L2)
The story cards are on the blackboard, the children put them into the right order. Key sentences are spoken together.
The children get a worksheet for making their own “pocket story book”.
They cut, fold and colour it and draw a tooth fairy on the first page.
Several children present their tooth fairy pictures by saying “This is my tooth fairy”.
The story is “read” together (children speak while paging through the book).

Story: The tooth fairy (from: IKURU 2, Cornelsen Verlag)

The tooth fairy
Wendy is going to bed.
Wendy is brushing her teeth.
Wendy’s tooth is loose.

Wendy says:
I brush my teeth
From red to white,
Every morning –
Every night.
Round and round,
From red to white.
I brush my teeth
To keep them white.

Oh no! My tooth! My tooth!
I’ve lost a tooth!
Mummy, I’ve lost a tooth!
Wendy’s Mummy says:
“It’s alright, Wendy.
Just put your tooth under your pillow.”

Wendy puts her tooth under her pillow.
She goes to bed. Now she is sleeping.
Good night, Wendy.
The tooth fairy comes into the bedroom.
She puts her hand under Wendy’s pillow.
The tooth fairy takes the tooth.
The tooth fairy puts the tooth into a bag.
She takes something out of her bag.
What is it?
Oh, a silver coin!
The tooth fairy puts the silver coin under Wendy’s pillow.
Woosh! The tooth fairy has gone.
Wendy is still sleeping.

It’s morning. Time to get up.
Wendy puts her hand under her pillow.
Oh, the tooth isn’t there… but what’s this?
A silver coin!
Wendy shouts:
“Mummy, I’ve got a silver coin!
I’ve got a silver coin from the tooth fairy.”
“Oh lucky you!” Wendy’s Mummy says.
“Now go and brush you teeth, Wendy.”
Wendy says
“I brush my teeth…. ”
Lesson 6 “Cleaning my teeth”

**Content objectives**
Learn “rules” for cleaning the teeth, understand why “from red to white” is most effective

**Language objectives**
Learn the rhyme “I brush my teeth”

**Materials/Resources**
Set of teeth (plaster cast), tooth brushes, comb, wool

**Teaching Sequences**

**Introduction**
Teacher shows a set of teeth and a tooth brush: “How do you brush your teeth?” → some pupils demonstrate, the others observe

T. asks: “Why don’t you do it that way?” → T. brushes to and fro, not from red to white → children find explanations

**Experiment with comb and wool**
T. shows a big white and red comb with some pieces of wool or cotton wool between the teeth of the comb. The pieces of wool represent food particles, the comb represents teeth and gums. T. asks a child to brush to and fro (from left to right) → the food particles cannot be brushed away easily. Another child is asked to brush from red to white → the food particles can be brushed away easily!

Talk about brushing teeth on the outside, inside and on chewing surface.

**Rhyme (from IKURU2, Cornelsen Verlag)**
The children speak the rhyme and do actions with it.

I brush my teeth
From red to white,
Every morning –
Every night.
Round and round,
From red to white.
I brush my teeth
To keep them white.

T. asks “How long do you brush your teeth?” by pointing to his watch. → 2-3 minutes!
And when? → In the morning, at night

**Cleaning my teeth**
Pupils show their tooth brushes, talk about tooth brush hygiene.
Class brushes teeth together (without toothpaste) to practice correct moves of the
tooth brush. Alarm clock is set on three minutes. T. gives commands on how to brush.

Consolidation (L1)
Pupils fill in the worksheet (L1).
<table>
<thead>
<tr>
<th>Illustration</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Brushing teeth" /></td>
<td>Ich putze auf den Kauflächen hin und her.</td>
</tr>
<tr>
<td><img src="image" alt="Brushing outer side" /></td>
<td>Ich putze außen in kleinen kreisenden Bewegungen</td>
</tr>
<tr>
<td><img src="image" alt="Brushing inner side" /></td>
<td>Ich putze innen gründlich mit aus.</td>
</tr>
<tr>
<td><img src="image" alt="Timer" /></td>
<td>Ich putze morgens und abends lang.</td>
</tr>
</tbody>
</table>

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Lesson 7 “Caries” (L1)

Again this lesson is taught in German.

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<tr>
<th>Content objectives</th>
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<tbody>
<tr>
<td>Become aware that brushing the teeth keeps teeth healthy and understand what happens if teeth are not cleaned properly</td>
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<thead>
<tr>
<th>Phases/ Teaching sequences</th>
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<tbody>
<tr>
<td>• Learn a song about brushing the teeth</td>
</tr>
<tr>
<td>• T: “Now we know how to brush our teeth properly, but why is it so important to clean them every day?”</td>
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<tr>
<td>→ Talk about bacteria and acidity</td>
</tr>
<tr>
<td>Children tell their own experiences about caries.</td>
</tr>
<tr>
<td>• Watch the movie “Karius and Baktus” and talk about it.</td>
</tr>
<tr>
<td>(In this movie two bacteria are personified, two little men living in the mouth of a boy. As they start building houses in the teeth and digging holes, the boy gets a tooth ache and finally goes to the dentist.)</td>
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<tr>
<td>• Consolidation: The teacher draws a carious tooth on the blackboard. The children copy it and write some sentences (L1. e.g. Caries (Title) Teeth can become bad. Bacteria and acidity can make cavities in our teeth. That may hurt a lot.)</td>
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Lesson 8 “Food that is good for my teeth”

<table>
<thead>
<tr>
<th>Content objectives</th>
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<tbody>
<tr>
<td>Think about which food is good for our teeth, which is rather bad.</td>
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<tr>
<td>Understand why certain food is good/ bad.</td>
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<table>
<thead>
<tr>
<th>Language objectives</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary “food”</td>
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<table>
<thead>
<tr>
<th>Material</th>
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<tbody>
<tr>
<td>Pictures cards “healthy tooth” and “bad tooth”, different types of food</td>
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<thead>
<tr>
<th>Phases/ Teaching sequences</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>T. shows a picture of a healthy and a bad tooth.</td>
</tr>
<tr>
<td>This tooth is happy. It is healthy.</td>
</tr>
<tr>
<td>This tooth is sad. It has got a hole.</td>
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<tr>
<td>Children to speak sentences.</td>
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</tbody>
</table>
Development

Pictures are put in the middle of the circle. The teacher puts several “food pictures” around the tooth pictures (face down). One by one the pupils turn over the pictures, name the food and put it next to the healthy or bad tooth. Class to speak sentences like for example

*Cheese is good for my teeth.*
*Milk is good for my teeth.*
*Apples are good for my teeth.*
*Lemons are bad for my teeth.*
*Cola is bad for my teeth.*
*Lollipops are bad for my teeth.*

Talk about calcium, sugar and acidity.

Consolidation

Worksheet.

Children cut out pictures of food and stick them next to the healthy or the bad tooth.