



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade Level 5 – Body Systems

Unit 4

SOLs:

- 5.1.A Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
- 5.1.J Recognize the importance of good hygiene habits.
- 5.2.K Demonstrate dental care, hand washing, and other personal hygiene habits.

Title: Tongue Twister

Objectives/ Goals:

- The student will be able too...
 - label the parts of the tooth.
 - identify the important functions of the teeth, gums, and tongue.
 - describe how to practice good mouth hygiene.

Materials:

- [Tongue Twister Slides/Presentation](#)
- Speakers
- [Tongue Twister Notes](#)
- [Tongue Twister Worksheet](#)
- Coloring supplies

Procedure:

Intro.	<ul style="list-style-type: none">● Write on the board the word “HYGIENE” and ask the students to either journal or brainstorm with a partner what that means or is?
Step 1	<ul style="list-style-type: none">● Slide 1 Using the “Tongue Twister Slides/Presentation” view “The Teeth” video.● Pass out a copy of “Tongue Twister Notes” to each student and have them follow along with the presentation.
Step 2	<ul style="list-style-type: none">● Slide 2 1. Hygiene – actions you take to maintain your health. 2. Plaque – film containing bacteria that grows on teeth (when they have clean hands they can sometimes scrape their fingernail over their tooth and see the plaque). 3. Fluoride – substance the helps fight tooth decay.
Step 3	<ul style="list-style-type: none">● Slide 3 4. Teeth are important because a.) chew few, b.) speech/talk, c.) shape mouth (smile, laugh, structure)● 5. Prevent problems e.) brush, f.) floss, g.) eat right
Step 4	<ul style="list-style-type: none">● Slide 4 Gove over the parts of the tooth and remind them that the left side is looking at the side of the tooth from top to bottom and the right side is layers.<ul style="list-style-type: none">○ Use an example like a tree for the top to bottom<ul style="list-style-type: none">■ A. Crown = top leaves■ B. Neck = tree trunk■ C. Root = tree roots/ground○ Use an example like a cake to help explain the layers<ul style="list-style-type: none">■ 1. Enamel = icing on top■ 2. Dentin = cake■ 3. Pulp = middle icing layer■ (the enamel and dentin wrap around the pulp to protect it)
Step 5	<ul style="list-style-type: none">● Slide 5 Show the video “The Tongue” prior to taking notes on the tongue
Step 6	<ul style="list-style-type: none">● Slide 6 1. Bitter, 2. Sour, 3. Salt, 4. Sweet● Discuss how when you eat food goes all over the tongue and it’s difficult to keep food just on the ‘sweet’ taste buds● Point out that sour and salt taste buds are on both sides of the tongue● *May also want to discuss that some scientists believe that you actually have all kinds of taste buds all over your tongue

Step 7	<ul style="list-style-type: none"> ● Slide 7 5. 10,000; 2 , 7. G, 8. Nose, 9. Brush
Step 8	<ul style="list-style-type: none"> ● Slide 8 10. Yummy, 11. Flavor = taste and smell; Taste = taste buds
Step 9	<ul style="list-style-type: none"> ● Slide 9 Complete Letter A of the Tongue Twisters worksheet as a class ● Ask what made it difficult ● Explain that as they complete this page they should try to say them as fast as they can and repeat the same sentence several times in a row (saying them out loud is necessary for this worksheet; have them use ‘inside voices’ as there is no need to yell tongue twisters) ● Have them answer #1-4 and express that several of the questions are opinions or may have more than one correct answer
Step 10	<ul style="list-style-type: none"> ● Slide 10 and Slide 11 Have them work on creating their own tongue twister. ● Complete the page using their own idea and something they want to write about, however as a class use the ‘skunk’ example from the slides.
Step 11	<ul style="list-style-type: none"> ● Give each student a copy of the “Tongue Twister Worksheet” to transfer their tongue twister onto a final copy. ● Slide 12 and Slide 13 They will not only write their tongue twister in words, but also draw what it may look like. ● Use the computerize slide example, but emphasize that they should write and draw neatly, ask how to spell things, and add personalized touches if they’d like.

Assessments, References, & Sources:

- KidsHealth; Movie: Teeth <https://kidshealth.org/en/kids/teeth-movie.html>
- KidsHealth; Movie: Tongue <https://kidshealth.org/en/kids/tongue-movie.html>
- Stacy Adams, Shaler Area Elementary School



Your Teeth, Gums, & Tongue



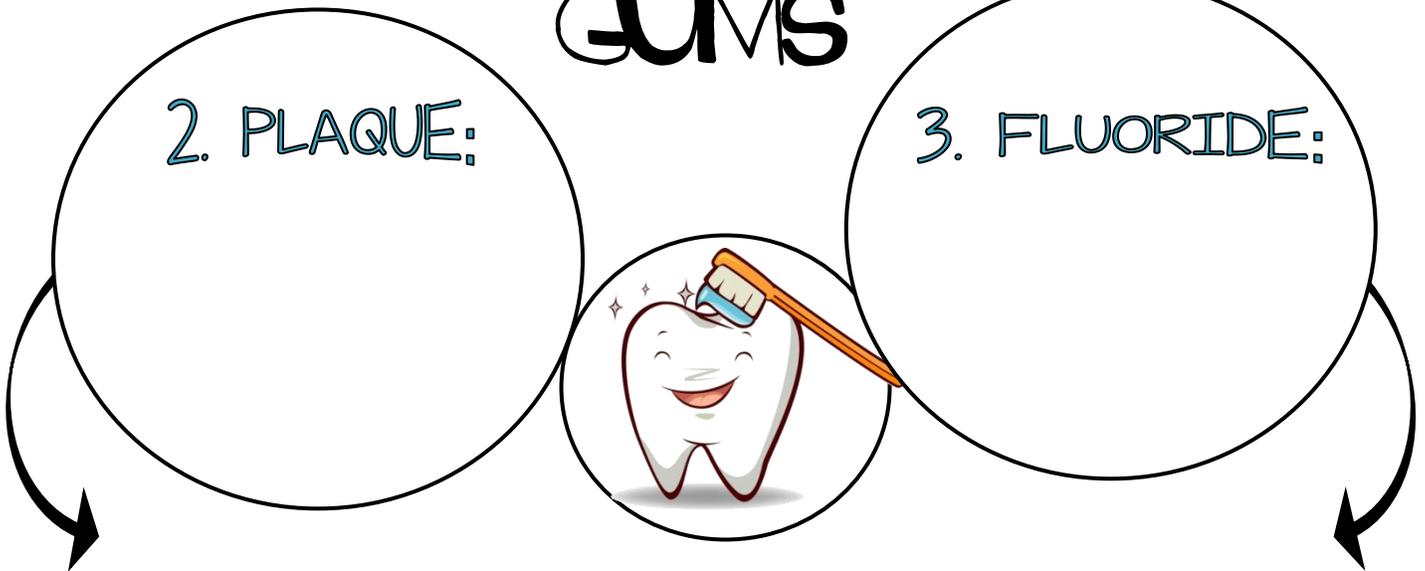
DIRECTIONS: Write the definitions next to each vocabulary word and complete the notes.

1. HYGIENE:

TEETH & GUMS

2. PLAQUE:

3. FLUORIDE:



4. Your teeth and gums are important because they:

a. _____

b. _____

c. _____

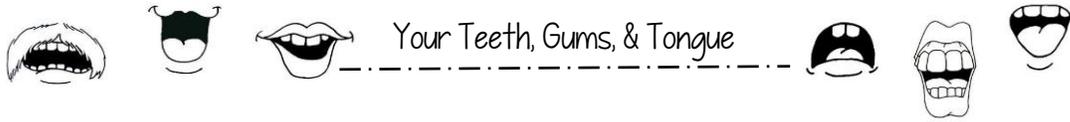
d. GUMS keep teeth in place

5. You can prevent tooth and gum problems by:

e. _____

f. _____

g. _____



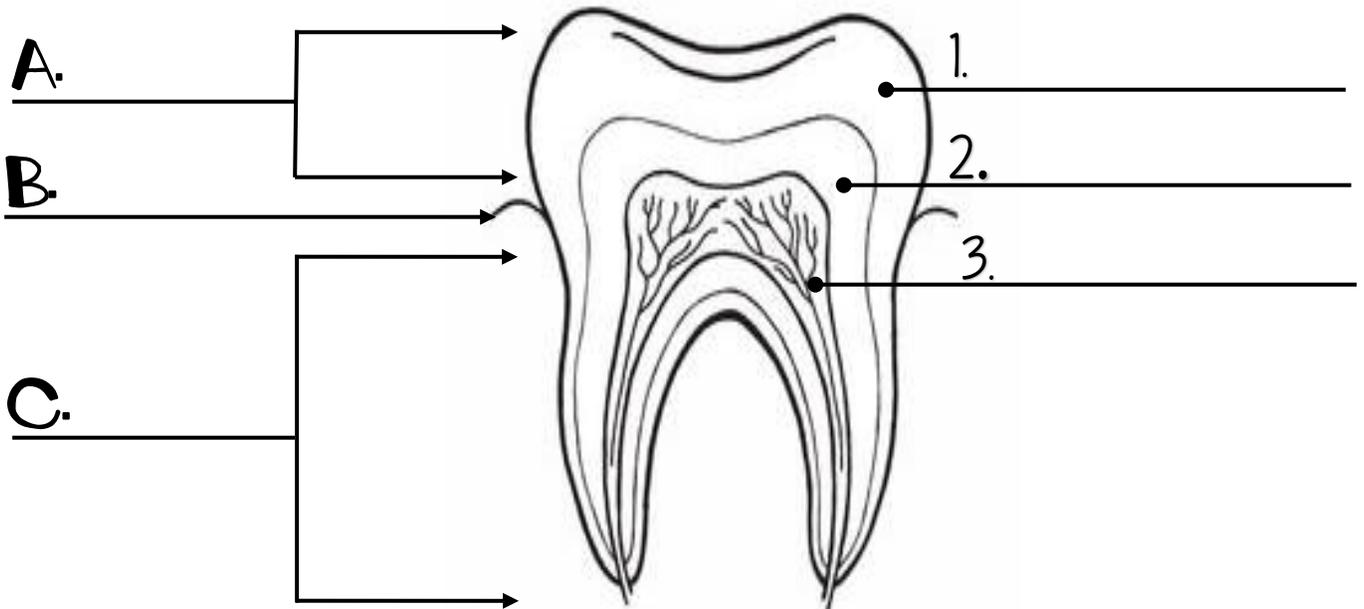
PARTS OF A TOOTH

DIRECTIONS: Label the parts (A.- F.) of the tooth using the word bank and definitions below.

Notice the left side shows you parts of the tooth from top to bottom and the right labels are layers of the tooth.

CROWN - ROOT - NECK

DENTIN - ENAMEL - PULP



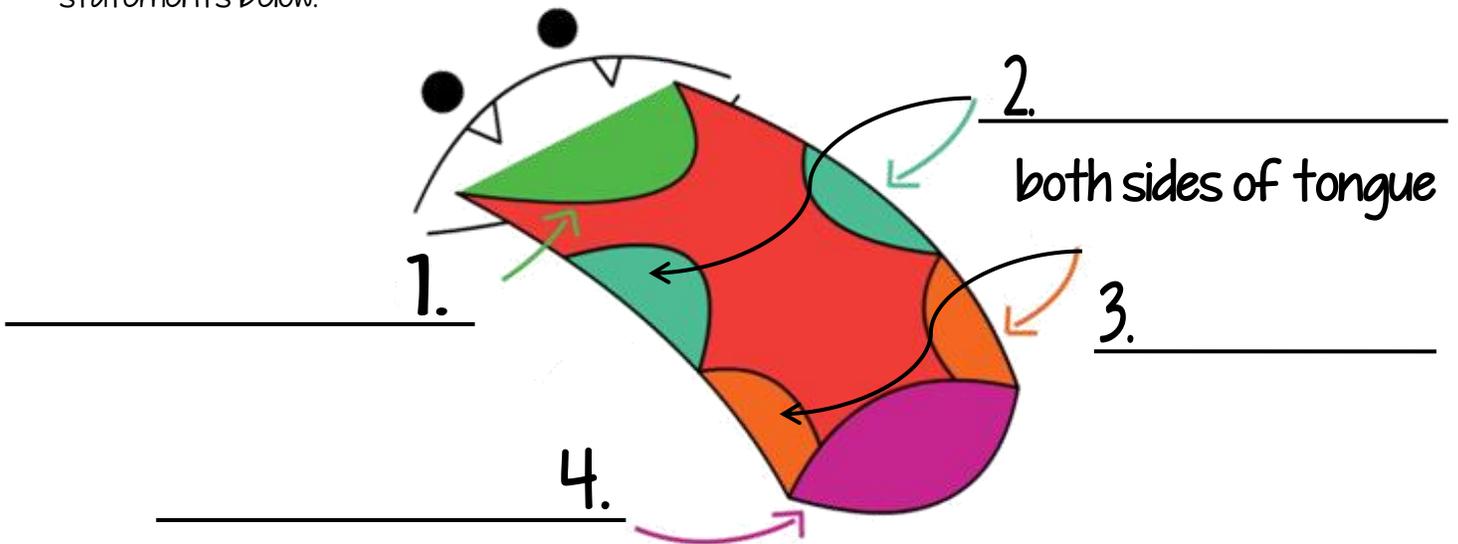
- A. Visible to the eye.
- B. Connects the crown to the root.
- C. Holds the tooth in the gum.

- 1. Hard material that covers the crown.
- 2. Bonelike material surrounds the pulp.
- 3. Soft sensitive tissue containing nerves.



TONGUE

DIRECTIONS: Label the taste bud parts of the tongue numbers 1-4 and complete the statements below.



5. You have about _____ (number) taste buds on your tongue and they are replaced about every _____ (number) weeks.

6. Your tongue touches the top of your mouth to make the letter sounds 'K' and _____.

7. Your _____ also helps you taste food as you chew and swallow food.

8. You should _____ your tongue daily just like your teeth to keep them healthy.

9. There is also a "5th" taste called UMAMI, what does this mean? _____

10. What's the different between TASTE and FLAVOR?

Flavor =

Taste =

Try it out





Your Teeth, Gums, & Tongue



Tongue Twisters

DIRECTIONS: Try reading these tongue twisters as fast as you can and then answer the questions. Also try saying the same one 3 times in a row.

- A. A big black bug blew big blue bubbles.
- B. Many mini mice make nice merry music.
- C. Five fat frogs ate five furry flies.
- D. Six ships send signals.
- E. In a muggy march muskrats munch at midnight.
- F. Give papa a cup of proper coffee in a copper coffee cup.



1. What tongue twister above do you think was the hardest to say (circle the letter)?
 A. B. C. D. E. F.

2. List 3 letters that would be hard to say without teeth _____
 (say several words out loud and then try saying them without bringing your teeth together)

3. If you were missing your 2 front top teeth, what would the 'S' in 'silly' or 'snappy' sound like? _____

4. In your opinion, are your teeth or tongue more important for speech? _____



Your Teeth, Gums, & Tongue

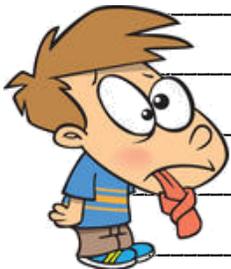


Tongue Twister CREATION

DIRECTIONS: Create your own tongue twister using the helpful starters below. Remember it should be difficult to say and the sentence should make sense.

1. Choose a main topic you'd like to write about (examples could be an animal, a favorite food, or a sport, or anything else you like) _____
2. What letter does your word start #1 (this is what you'll repeat in the rest of your tongue twister)? _____
3. Make a list of 8 words that start with that letter and relate to your topic (also try rhyming some of the words or words that end the same):

4. Now arrange your topic and words into a complete sentence (**AT LEAST 5 WORDS**). Use this space below to brainstorm different arrangements and sentences.



Tongue Twister

Name: _____

Tongue Twister Topic: _____

