INUKTITUT

ᐃᓅᑦᓯᐊᕐᓂᖅ
INUUTSIARNIQ
EXTENSION ACTIVITIES

Level 9: ᖃᓄᐃᒻᒪᑦ ᑭᒍᑎᕗᑦ ᓴᙱᒋᔫᔭᓇᐊᖅᑲᖅᐸᑦ
(Why We Need Strong Teeth)

ᖃᓂᖅᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ
(In the Mouth or Not Sorting Cards)

ICON LEGEND

TEACHER SCRIPT
INDIVIDUAL ACTIVITY
IMPORTANT INFORMATION
CLASS DISCUSSION
PAIRS/SMALL GROUP ACTIVITY
LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in Inuktitut to help you guide your lessons. The English extension activities are also available for download.

ᓄᓇᕗᑦ
Nunavut

EXTENSION ACTIVITY

LEVEL 9

BOOK TITLE

ᖃᓄᐃᒻᒪᑦ ᑭᒍᑎᕗᑦ ᓴᙱᔫᔭᓇᐊᖅᑲᖅᐸᑦ (Why We Need Strong Teeth)

TOPIC

Tobacco and Addictions

LENGTH

1 Lesson (1 Hour)

Essential Question

Why is dental hygiene important?

Lesson Overview

In this lesson, the teacher guides the students to consider dental hygiene, deciding what is good to put in the mouth and what isn't as they sort the "In the Mouth or Not" cards.

REQUIRED MATERIALS

- Book: *ᖃᓄᐃᒻᒪᑦ ᑭᒍᑎᕗᑦ ᓴᙱᔫᔭᓇᐊᖅᑲᖅᐸᑦ (Why We Need Strong Teeth)*
- Hand mirror(s) and/or classroom mirror
- **Optional**: photo of inside of shark's mouth
- **ᖃᓂᕐᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ (In the Mouth or Not Sorting Cards)**

LEARNING ACTIVITIES

- Class discussion about teeth before the reading.
- Counting teeth activity.
- Class discussion about the reading.
- Completion of the **ᖃᓂᕐᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ (In the Mouth or Not) Sorting Cards** activity.

LEARNING CONNECTION

The students will think about the function and purpose of their teeth and the teeth of other animals, and why dental hygiene is important. This builds on their understanding of the book *ᖃᓄᐃᒻᒪᑦ ᑭᒍᑎᕗᑦ ᓴᙱᔫᔭᓇᐊᖅᑲᖅᐸᑦ (Why We Need Strong Teeth)*. Through a class discussion, students begin to understand the importance of taking care of their teeth every day.

READING VOCABULARY

ᓂᕿᑐᖅᑏᑦ, ᐊᐅᓂᖅ, ᓱᕈᕐᓂᖅ, ᓅᖅᑯᓗᒃᑐᑦ ᐱᕈᖅᑐᖅᑐᖅᑎ, ᓂᕿᓂᒃ ᐱᕈᖅᑐᓂᒡᓗ ᓂᓇᓲᖅ, ᑭᒍᑎᒥᐅᔭᐃᓐᓇᕐᓂᐊᓕᖅᑕᑦ, ᑭᒍᑎᖕᒐᐅᑕᑦ
(herbivores, carnivores, grinding, baleen, molars, incisors, canine teeth, primary teeth, permanent teeth, cavities, flossing, plaque, bacteria)

PRE-LESSON PREPARATION

1. Photocopy the **ᖃᓂᕐᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ (In the Mouth or Not) Sorting Cards** activity worksheet and prepare cards for each student or pair of students in your class, as needed.

2. In the following activity, the optional Step 7 asks you to show students a picture of a shark's mouth and teeth. To find a picture online, try searching using the terms "great white shark mouth and teeth." If a photo is not available, follow the instructions in step 7 to explain to students how sharks' teeth differ from human teeth.

WHY WE NEED STRONG TEETH

1. Before reading the book, ask the students to put up their hands if they have lost any of their teeth or have loose or wiggly teeth.

    “ᐊᑐᓂᑭᐊᖅ ᖃᔅᓯᓂᒃ ᑭᒍᑎᖃᖅᐱᓯ? ᖃᐅᔾᒪᕕᑦ? ᑭᒍᑎᑖᕐᒪᐅᑎᕕᓂᖅᑎᑦ ᐲᓚᐅᖅᐸᑦ? ᑭᒍᑎᑎᑦ ᓱᓕ ᑕᐃᒫᒃ ᐅᔪᖅᑎᒋᕚᑦ? ᖃᐅᔾᔨᒋᐊᓚᐅᖅᑕ!”

2. Provide hand mirrors to students in small groups, and have them take turns counting their teeth. (If no mirrors are available, consider using mirrors in the school bathroom. You will need to supervise the students in the bathroom, and may need to arrange for help supervising so that your class can use both the girls’ and boys’ bathrooms. If that is not an option, ask students to take turns counting each other’s teeth. Make sure students wash their hands before and after counting each other’s teeth.)

    “ᐃᑲᔪᕐᓇᖅᑐᑎᑦ ᐊᓯᕙᑦ ᑭᒍᑎᕐᒥᓐᓂᒃ ᓈᓴᐃᔪᑎᑦ, ᑭᓱᐊᓂ ᖃᓄᐃᒻᒪᒃᑭᐊᖕᒐᐃᑦ ᐃᓄᒐᙳᐊᑎᑦ ᐊᓯᕙᑦ ᖃᓂᖕᒐᑕ ᐃᓗᐊᓄᐊᓇᐊᖃᕐᒥᑉᐱᒋᑦ?”

    Answers might include: prevents spread of germs, prevents possibility of accidental injuries.

3. When the students are finished, gather as a class and ask the students how many teeth they have (most children have 20 primary teeth).
    Optional: Have two students count your teeth. You may wish to have the two students count aloud while you point to each tooth yourself (most adults have 32 permanent teeth). Or, tell students how many teeth adults can have (most adults can have 32 permanent teeth).

4. Introduce the term “primary teeth” and have students brainstorm different reasons why they think primary teeth fall out. Give students some time to provide possible answers.

    “ᑭᒍᑎᑖᕐᒪᐅᑎᕕᓂᖅᑎᑦ ᑕᐃᔭᐅᔪᑦ 'ᑭᒍᑎᑖᕐᒪᐅᑎᓂᒃ' ᑭᒍᑎᑖᕐᒪᐅᑎᕕᓂᖅᑎᑦ ᐲᖅᑲᑦᑕᖅᑐᑦ, ᓄᑖᓂᒃ, ᐱᕈᕐᕕᐅᓪᓗᑎᒃ ᐃᓂᖓᒋᑦ. ᖃᓄᐃᒪᒃᑭᐊᖕᒐᐃᑦ ᑭᒍᑎᑖᕐᒪᐅᑎᕕᓃᑦ ᐲᖅᑲᑦᑕᖅᐸᑦ?”

    If the students do not come up with the reason why their teeth fall out, ask them to consider what the size of a child’s jaw versus an adult’s jaw has to do with the primary teeth falling out. Point to your jaw and trace your finger along your jaw.

    “ᐅᓇ ᐊᒡᓕᕿ. ᐊᒡᓕᕿᐃᑦ ᓇᓂᓗᒍ ᑎᑭᕐᓄᑦ ᐊᒃᑐᕈᒃ ᐊᒃᑐᕐᓗᒍᓗ ᐃᓂᖓ ᒪᓕᒡᓗᒍ. ᐊᒡᓕᕿᐃᑦ ᐊᒡᓕᕿᓐᓂᑦ ᖃᓄᖅ ᐊᔾᔨᖃᙱᓚᖅ?”

    Once students have concluded that an adult jaw is bigger than a child’s jaw, tell the students that your jaw has room for more teeth.

    “ᐃᓐᓇᐅᑉ ᐊᒡᓕᕿᖓ ᐊᖏᓂᖅᓴᐅᖕᒪᑦ ᐱᕕᑐᓂᖅᓴᖅ ᑭᒍᑎᓄᑦ ᐃᓂᓕᒃ. ᑭᒍᑎᑖᕐᒪᐅᑎᕕᓂᖅᑎᑦ ᐲᖅᑲᑦᑕᖅᑐᑦ ᐃᓂᓕᐅᕐᓱᒃᓱᑎᒃ ᐊᖏᓂᖅᓴᓄᑦ ᑭᒍᑎᒦᓇᕐᓂᐊᓕᖅᑕᕐᓄᑦ.”

5. Read the book *ᖃᓄᐃᒻᒪᑦ ᑭᒍᑎᕗᑦ ᓴᙱᕚᔭᓇᐊᖅᑲᖅᐸᑦ (Why We Need Strong Teeth)* with the students. Students may follow along at their desks.

6. Give students the opportunity to discuss why teeth are important.

   “ᑭᒍᑎᕗᑦ ᐱᒻᒪᕆᐊᓘᔪᖅᑯᑎᒋᕙᕗᑦ. ᖃᓄᐃᒻᒪᑦ ᐱᒻᒪᕆᐊᓘᕙᑦ?”

   Answers might include: teeth help us eat, teeth help us smile, teeth help us talk.

7. **Optional:** If you had a chance before the lesson to find a photo of a shark’s mouth online or in a book, show that photo to the class. You don’t need to have a photo for this part of the lesson. Describe how sharks’ teeth are different from ours. An example is unlike our teeth, which have roots, sharks’ teeth aren’t attached to gums on a root. This means they lose their teeth frequently because their teeth break or become stuck in prey. Sharks lose about one tooth a week and thousands in a lifetime. Sharks replace their teeth over and over again.

   “ᐃᖃᓗᒃᔪᐊᑦ ᑭᒍᑎᑖᓕᖅᑭᑲᑕᐃᓐᓇᑦᑎᐊᓲᑦ, ᐃᓄᐃᑦ ᐋᒃᑲ! ᑭᒍᑎᖃᕈᑦᑕ ᐃᓐᓇᐅᑉ ᑭᒍᑎᖕᒐᓐᓂᒃ, ᓄᑖᒥᒃ ᑭᖑᓂᐊᒍᑦ ᑭᒍᑎᑳᕋᔭᖕᒋᑦᑐᒍᑦ. ᑕᐃᒪᓐᓂᖕᒐᓄᑦ ᑭᒍᑎᕗᑦ ᑲᒪᒋᑦᑎᐊᕆᐊᓂᑦᓚᒻᒪᕆᐊᓗᒃᐳᑦ ᓴᖖᒋᔫᑦᑎᐊᖅᑯᑦᑐᒋᑦᑐ ᖃᓄᐃᖕᒋᑦᑎᐊᖅᑯᑦᑐᒋᑦ.”

8. Discuss with students how to protect our teeth.

   “ᖃᓄᑭᐊᖅᖕᒐᐃᑦ ᑭᒍᑎᕗᑦ ᑲᒪᒋᑦᑎᐊᕈᓐᓇᖅᐸᕗᑦ ᖃᓄᐃᖕᒋᑦᑎᐊᖅᑯᒍᑦᑎᒍᑦᑐ ᓴᖖᒋᔫᖅᑯᒍᑦᑎᒍᑦᑐ?”

   Answers might include: brush and floss; eat safe food; don’t put things in your mouth that can damage your teeth, for example, cigarettes or chewing tobacco.

   Discuss things that can damage our teeth if we put them in our mouths, and how. Give students an example of something that could damage their teeth. Give students a chance to respond.

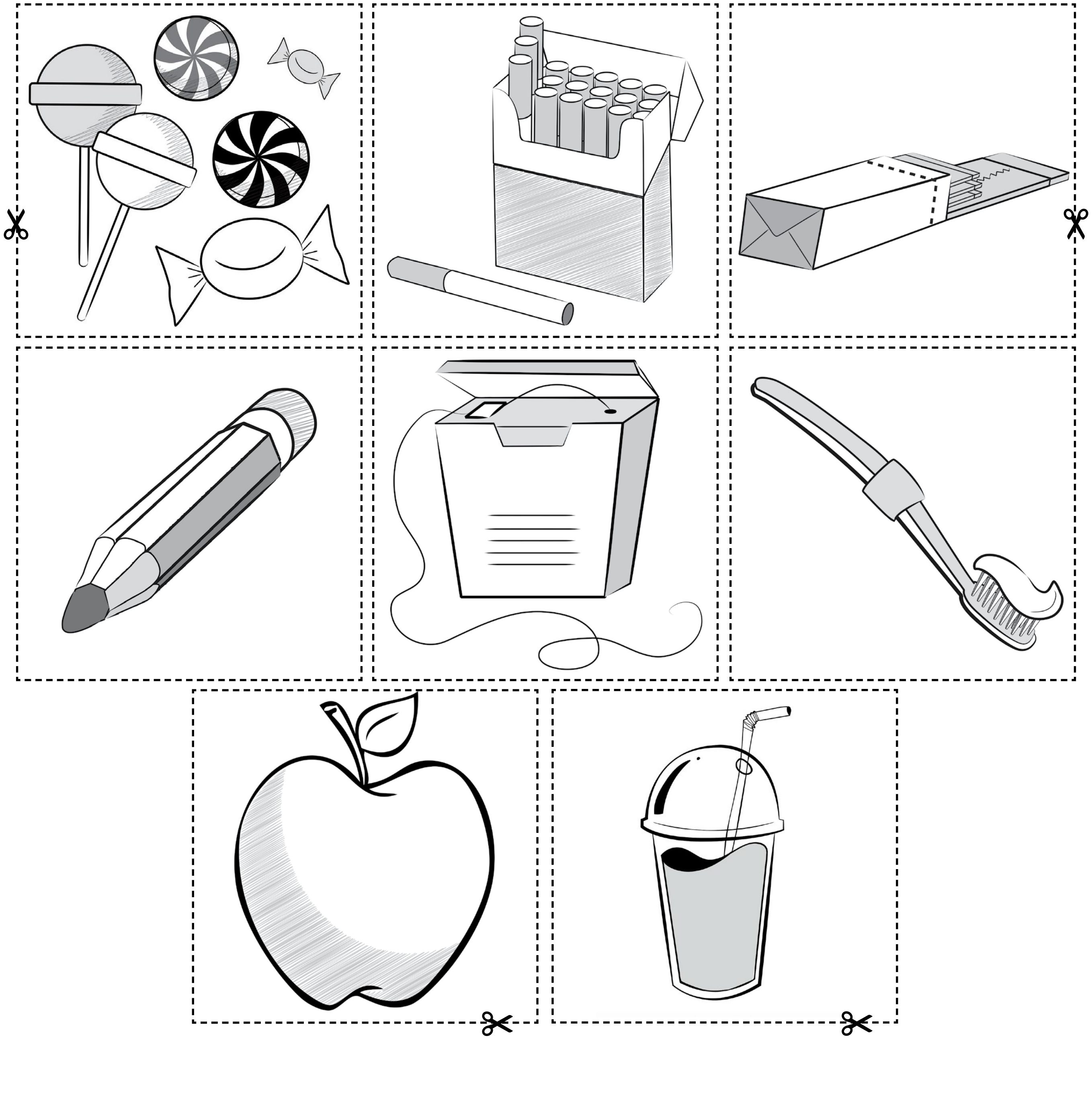
   “ᑭᓲᕙᒃᑭᐊᖅ ᑭᒍᑎᑦᑎᓐᓂ ᓱᕋᒃᑎᑦᑎᔪᓐᓇᖅᑐᑦ ᖃᓂᑦᑎᓐᓄᐊᕐᓂᐊᕈᑦᑎᒍᑦ? ᐅᔭᕋᐃᑦ ᑎᓯᔪᐊᓗᐃᑦ. ᐅᔭᖅᑲᒥᑦ ᐅᖁᒻᒥᖅᓯᒍᒪ, ᓱᕋᐃᕙᔭᖅᑐᖅ ᑭᒍᑎᓐᓂᑦ, ᐆᑦᑑᑎᑦᑎᐊᕙᐃᑦ ᐅᔭᕋᑦ. ᑎᓯᓂᖅᓴᐅᓂᑯᖕᒐᓄᑦ. ᑭᓯᑦᑕᐅᑭᐊᖅᖕᒐᐃᑦ ᓱᕋᐃᔪᓐᓇᓇᕙᑦ ᑭᒍᑎᑦᑎᓐᓂ?”

   Answers might include:
   - ice cubes, ballpoint pens, hard candies: can break or chip teeth
   - chewing tobacco and cigarettes: can cause our teeth to change colour; can increase the chance of cavities; can make our gums unhealthy. Students might note that if your gums are unhealthy, you could lose teeth.

9. Distribute the **ᖃᓂᕐᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ (In the Mouth or Not Sorting Cards)** that you cut out during the **PRE-LESSON PREPARATION** to students (individually or in pairs) and explain the activity. Students will stack the cards into two piles, based on whether the item is good or bad to put in their mouth.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Invite students (individually or in pairs) to share their explanations with the class and explain their thinking.

ᖃᓂᕐᓂᓘᓐᓃᑦ ᐋᒃᑲᓘᓐᓃᑦ

ᓱᒃᑭᖅᑕᕋᓛᑦ ᑭᔾᔭᒃᑭᑦ ᐊᑎᑦᑎᐊᖓᓃᑦᑐᑦ. ᖃᑕᓈᑕᖅᓱᒃᑭᑦ
ᐱᐅᔪᓐᓄ ᐱᐅᖏᑦᑐᓐᓄ ᖃᓂᓐᓅᕐᓄᑎᑦ.