

Inside the Grin

Step inside a giant mouth! Use giant floss to practice proper flossing techniques. Polish up on your dental knowledge. This exhibit presents oral healthcare in a positive way that will ease children's fears and misconceptions about visiting the dentist and caring for their smiles.

VOCABULARY

CAVITY

- A hole in the tooth caused by bacteria that breaks down the tooth's enamel.

DENTIN

- The hard tissue, similar to bone, between the enamel and pulp. It forms the majority of a tooth.

ENAMEL

- The hard, glossy, covering on the outside of a tooth.

GINGIVITIS

- Swelling of the gum line. This can cause puffy, red and bleeding gums.

PLAQUE

- Sticky colorless film that forms on the surface of teeth.

PULP

- The inner substance of the tooth, containing arteries, veins and nerve tissue.

SEALANTS

- A clear plastic material that covers the deep nooks and crannies of the back teeth, helping to prevent cavities by protecting them from food, acids and bacteria.

TARTAR

- Hardened plaque that can form above and below the gum line.

XRAYS

- A picture produced by exposing special film to X-rays. Certain parts of the body, such as bones, absorb X-rays and so appear as white areas on the picture.

ACTIVITY STATIONS

TOOTH SLEUTH

- Look for these on the big teeth:
 - Plaque and tartar
 - Gingivitis
 - Cavities
 - Sealant

TUG-A-FLOSS

- Find a friend to help you pull the floss back and forth between the teeth.

BRUSH IT CLEAN

- Brush for two minutes while learning fun facts about teeth.

BE A DENTIST

- Listen to the sounds the tools make.
- Sit in the dentist chair.
- Watch a video of a visit to Dr. Laura Goodell's office.

ANIMAL TEETH:

- Match the teeth to the animals

SMILE CAM:

- Take a picture of yourself inside the grin and email it to yourself!

DISPLAY STATIONS

LOOK OUT FOR CAVITIES

- Enamel, dentin, pulp

ALL TURNED AROUND

- Indirect vision
- Using mirrors

BETTER CHOICES

- Which food choice is better for your teeth?
- Make your choice and find out why one is better than the other

X-RAYS

KEEPING THEM STRAIGHT

- Open bite, cross bite, overjet

SAFETY TIPS

WALK

- This is a high-energy exhibit, please remind students to walk at all times.
- Please remind students to keep their feet on the floor in this exhibit space unless they are sitting in the dentist chair or on the bench.

MEETING SPOT

- Since it is often difficult to stay directly with your group, provide a meeting spot for students and do visual checks periodically. Find a staff member to help you locate lost students!

FIRST AID

- If you need first aid during your visit, please see a staff member. Staff can always be found at the entrance of the museum.

RULES OF THE EXHIBIT

NO RUNNING!

- Please walk while in Inside the Grin. It can get busy but there should be no running so that no one gets hurt. If you see someone running, ask if they could please walk. If you feel as though you need assistance, please call a staff person.

STATE CONTENT STANDARDS (Ohio)

EARLY LEARNING AND DEVELOPMENT

- Social and Emotional Development
 - Self-Concept
 - Sense of Competence
 - Attachment
 - Interactions with Adults
 - Peer Interactions and Relationships – Cooperative Play
 - Peer Interactions and Relationships – Socially Competent Behavior
- Physical Well Being and Motor Development
 - Large Muscle: Balance and Coordination
 - Small Muscle: Touch, Grasp, Reach and Manipulate
 - Sensory Motor
 - Body Awareness
 - Physical Activity
- Approaches Toward Learning
 - Initiative and Curiosity – Explore and Experiment
 - Initiative and Curiosity – Self Direction & Questioning
 - Planning, Action and Reflection - Reflection
 - Persistence
- Cognition and General Knowledge
 - Memory
 - Symbolic Thought
 - Group and Categorize
 - Describe and Compare Measurable Attributes
 - Spatial Relationships
 - Identify and Describe Shapes
 - Inquiry
 - Explorations of Living Things
- Language and Literacy
 - Receptive Language and Comprehension
 - Expressive Language

LANGUAGE ARTS

See National Common Core

MATH

See National Common Core

SCIENCE

K-LS-2 Living things have physical traits and behaviors, which influence their survival.

K-PS-1 Objects and materials can be sorted and described by their properties.

1-PS-2 Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth

SOCIAL STUDIES

NONE

NATIONAL CONTENT STANDARDS

LANGUAGE ARTS – Common Core

RL-K-1 With prompting and support, ask and answer questions about key details in a text

RL-K-4 Ask and answer questions about unknown words in a text.

RL-1-1 Ask and answer questions about key details in a text.

RL-2-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL-2-7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

RI-K-1 With prompting and support, ask and answer questions about key details in a text

RI-K-4 With prompting and support, ask and answer questions about unknown words in a text.

RI-1-1 Ask and answer questions about key details in a text.

RI-1-4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI-1-7 Use the illustrations and details in a text to describe its key ideas.

RI-2-1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SL-K-1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges

SL-K-2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL-K-3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL-1-1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c.** Ask questions to clear up any confusion about the topics and texts under discussion.

SL-1-2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL-1-3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL-2-1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by linking their comments to the remarks of others.
- c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL-2-2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL-2-3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL-3-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d.** Explain their own ideas and understanding in light of the discussion.

SL-3-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL-3-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL-4-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL-5-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL-6-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL-6-2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

MATH – Common Core

K-CC-4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K-MD-1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K-MD-2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

K-MD-3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K-G-1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K-G-2 Correctly name shapes regardless of their orientations or overall size.

K-G-3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

K-G-4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

SCIENCE – Next Generation

NONE

SOCIAL STUDIES – National Standards

NONE