



## Activity Plan

### 1. Activity name

Brushing teeth

### 2. Materials

Toothbrush holders

Masking tape on which the children's names are written and placed in front of hole on toothbrush holder

Toothpaste

One plastic cup for each child with his or her name on it

Poster near sink outlining steps for brushing teeth

Mirror above sink

Step stool

Towel dispenser

Waste basket

Liquid soap and dispenser

Paper towels

### 3. Environmental arrangement

All required materials are stored at the sink area. Step stool is placed in front of the sink. Children brush teeth in pairs.

### 4. Sequence of steps

#### Beginning

The interventionist asks the children two at a time to come to the sink and brush their teeth during morning choice-time activities, which follows breakfast.

#### Middle

The children find their toothbrushes by identifying their names written on the masking tape in front of each toothbrush. The interventionist gives a cue if necessary to assist the children in locating their toothbrushes. The interventionist squirts toothpaste onto the bottom of a plastic cup. Children scrape the toothpaste from the bottom of the cup onto the toothbrush with their toothbrushes. The children brush their teeth for 10–20 seconds. The children turn over their cups and fill them with water at the sink. The children rinse out their mouths with water. The children rinse their toothbrushes with water from the faucet. Each child returns his or her toothbrush to the holder.

#### End

The interventionist asks the children to show their smiles. The interventionist comments on the brightness of the children's smiles as a result of brushing their teeth. Children return to the activity in the classroom.

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## 5. Embedded learning opportunities

Learns/practices fine motor skills  
Grasps toothbrush with either hand using whole hand  
Holds an object in each hand  
One hand holds cup while other hand manipulates toothbrush to get toothpaste

Learns/practices adaptive skills  
Uses lips to take in liquids from a cup  
Takes in proper amount of water to rinse mouth  
Brushes teeth

Learns/practices cognitive skills:  
Looks for toothbrush in usual location  
Reads name by sight  
Uses functionally appropriate actions with objects  
Follows directions from adult

Learns/practices social skills  
Responds to request to begin/end brushing  
Takes turns with others at sink  
Participates in established social routine of brushing teeth

## 6. Planned variations

1. The interventionist changes the posters around the sink throughout the year to renew interest in messages about brushing teeth.
2. The interventionist gives children new toothbrushes every 3 months, which offers children an opportunity to select new colors.

## 7. Vocabulary

Actions (brush, rinse, smile, scrape, clean)  
Objects (cup, toothpaste, teeth)  
Names of teeth (molar, incisor)  
Beginning sounds of children's names  
Colors of toothbrushes

## 8. Peer interaction opportunities

The children go to the sink in pairs.  
The interventionist encourages a peer to observe and comment on a child's clean teeth.  
A peer assists the child with locating his or her toothbrush in the holder.

## 9. Caregiver involvement

The children can take a field trip to visit a dentist's office, or a dentist or hygienist can be invited to the classroom to describe proper care of teeth and his or her job.  
The interventionist can read books about the care of teeth during story time.  
The interventionist can send home recipes for healthy snacks.  
Parents/caregivers can send in recipes for healthy snacks that could be used to compile a healthy snack cookbook.