

The Dr. Samuel D. Harris
National
Museum of
Dentistry

HEALTHY MOUTH, HEALTHY BODY SELF-GUIDED TOUR & ACTIVITIES

**Discover the Power
of a Healthy Smile!**



Name _____

GRADE LEVEL: 3-5
STUDENT PACKET

During this visit to the museum, you will explore the following stations in hopes of sparking discussions and completing activities related to the theme “Healthy Mouth, Healthy Body.”

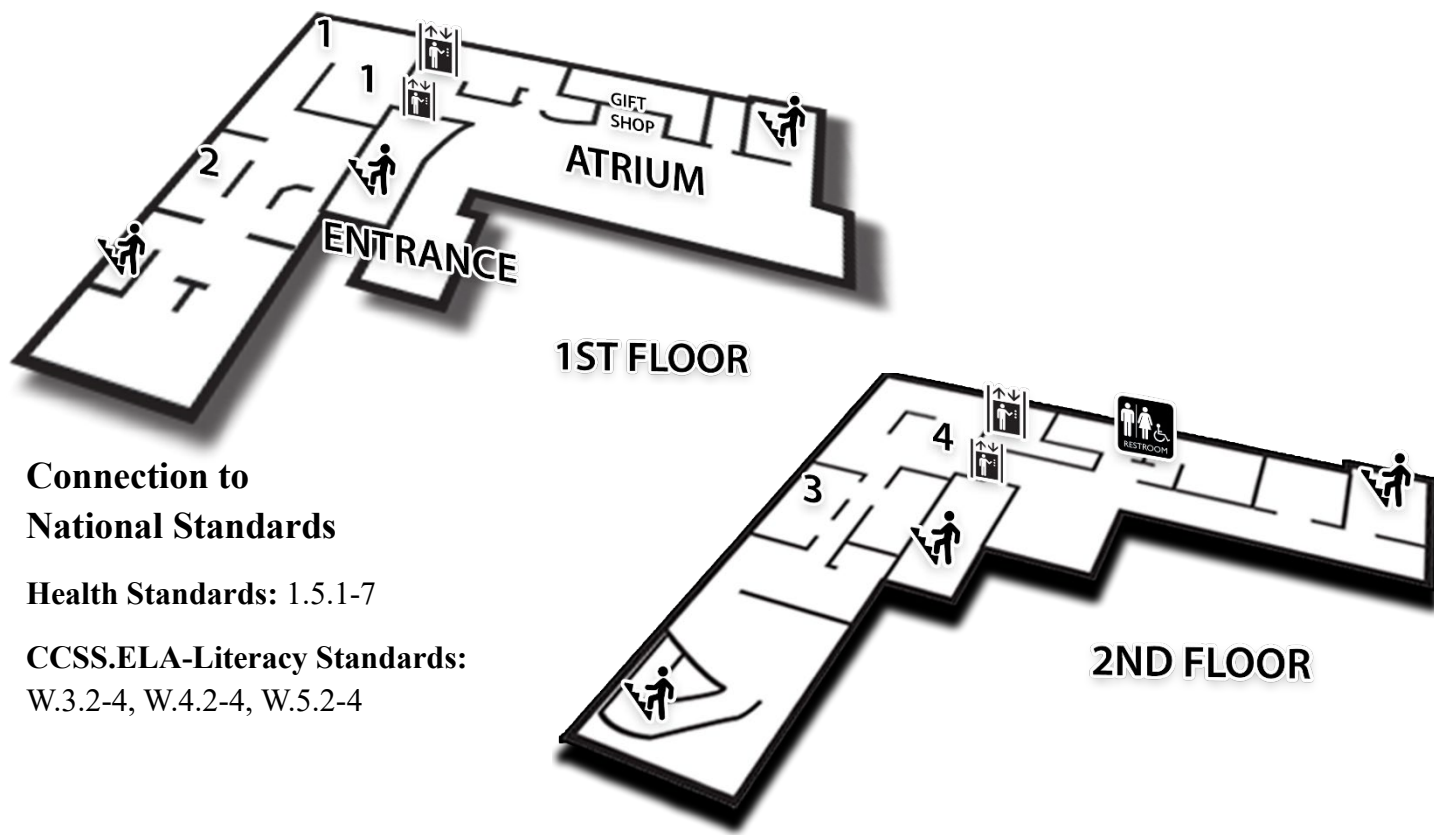
Stations

Check (✓) when complete

- 1. Telling Amazing Stories About Our Mouths! (1st Floor)
- 2. Rhyming with Catchy Jingles (1st Floor)
- 3. Write a Letter Like George Washington (2nd Floor).....
- 4. Mouthwatering Recipes (2nd Floor).....

Optional activity if time allows:

- 5. Scavenger Hunt: Hunt for the Described Objects (1st and 2nd Floor)



Connection to National Standards

Health Standards: 1.5.1-7

CCSS.ELA-Literacy Standards:
W.3.2-4, W.4.2-4, W.5.2-4

Now that you know some amazing feats people can do with their mouths, you are going to write your own story about an amazing feat you do or wish you could do with your mouth.

Example Amazing Feats: Eating, Talking, Singing, Smiling, Drawing, or Performing Stunts.

**Penny and Her Amazing
“Iron Jaw” Act**

Penny Wilson was a circus aerialist, or someone who did acrobatic stunts hanging high above the ground.

One of her favorite stunts was the iron jaw act, where she would bite down on a leather shoe strap attached to a hook and wire, and be raised in the air by her mouth to do dances and spins.

Penny had to train her jaw muscles, and keep her teeth very healthy in order to hold her own body weight and do these amazing things.

Because of her special skill, she ended up in the National Museum of Dentistry!

Title

Choose a title that hints to what your story is about!

Beginning: Character Introduction

Introduce the character (you!).

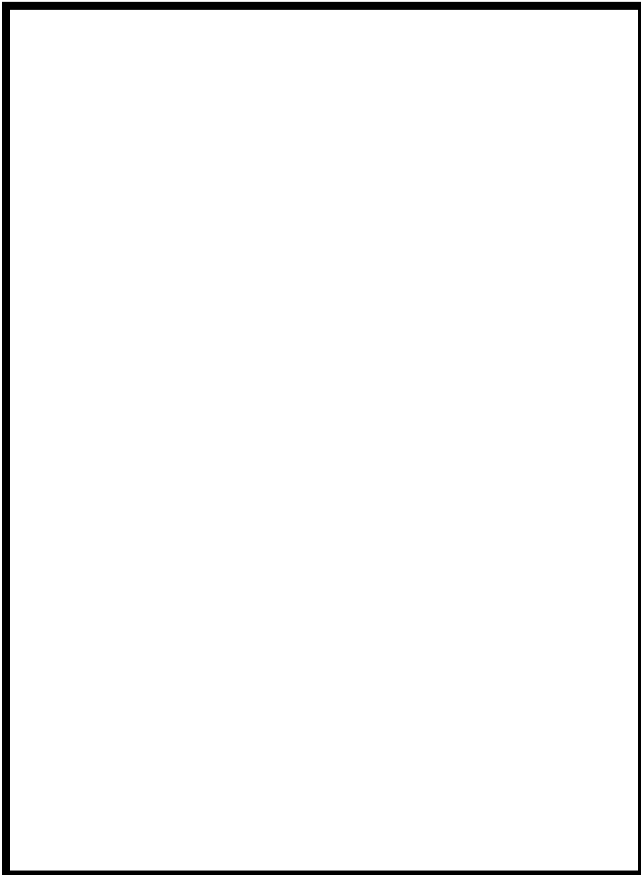
Middle: Describe the Amazing Mouth Feat

Describe what your amazing mouth feat is and how you are able to do it.

End: Share Something Special

Share something special that happened or you wish happened because of your amazing feat.

Work in pairs to design a new toothpaste, mouthwash, floss, or toothbrush in the box, and then create a short (15-30 second) social media ad for the product that includes a rhyming jingle and dance.



Create a rhyming couplet for your jingle, or two sentences that end in words that rhyme.

Examples:

Brush your teeth with Dr. Harris's Marvelous
Toothpaste twice a day!

And your mouth will yell, "YAY!"

Want your smile to light up a room?

Use our new car toothbrush, it goes vroom!

Name your product:

Write your jingle below:

Now that you have learned a little more about George Washington and how he wrote letters to his favorite dentist, John Greenwood, you are going to write your own letter and mail it to either George Washington, John Greenwood, or the Tooth Fairy.

Use the addresses below as the “mail to” address and the address of your school as the “return address” for the envelope. Find the sample envelopes on the windowsill to share as examples.

Then write a letter on the following page by choosing one of the topics below.

Addresses for:

George Washington
National Museum of Dentistry, 2nd Floor
31 S. Greene St.,
Baltimore, MD 21201

John Greenwood
National Museum of Dentistry, Basement
31 S. Greene St.,
Baltimore, MD 21201

The Tooth Fairy
National Museum of Dentistry, Roof
31 S. Greene St.,
Baltimore, MD 21201

Topics to write about in the letter:

- Share something you learned from your visit to the National Museum of Dentistry.
- Share the coolest thing you saw at the National Museum of Dentistry.
- Share what you like about smiling.
- Share how and when you lost your first tooth.

Now that you've learned about saliva and how important it is for keeping your mouth and body healthy, you are going to try and make your mouth water by creating a recipe for your favorite food! Draw your favorite food in the box and then write down the ingredients and steps to make your favorite food.

My favorite food is:

The ingredients I need to make it are:

1. _____

2. _____

3. _____

4. _____

5. _____



To make my favorite food, I need to do the following steps:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

This activity will have three parts: Describing (15 mins), Hunting (10 mins), Guessing (5 mins).

*Describing: Each small group will find an object in the museum and describe it without saying what it is using the form below. **Each student in the group should fill out the form.** Groups should return to the atrium when they have finished describing their object or after 15 mins.*

Hunting: Groups will switch their forms and use the descriptions to try and find the objects! Groups should return to the atrium when they have their guesses or after 10 mins.

Guessing: When all the groups have returned, groups will take turns sharing their guesses to see who found the correct objects based on the descriptions!

Group Number/Name _____

Start by describing its physical characteristics.

Size (Tiny, small, large, bigger than you!): _____

Shape (Round, square, rectangular, or made up of different shapes):

Color (Red, white, or a mix of different colors): _____

Age (Does it look really old or new): _____

Weight (Imagine trying to hold it, is it heavy or light): _____

Material (Is it made out of wood, metal, or different things?):

Now describe what it might be used for and who might have used it.

This object is used to: _____

This item was probably used by: _____

Fill out after hunting for the described object:

What is the object: _____

Where is it located in the museum: _____