THE SPARKLE SMILE SERIES

Teacher’s Guide

Three story-linked dental health lessons for young learners

Big dental adventures for little smiles.
A practical classroom companion to the Tina the Tiny Tooth stories.

Designed for: Ages 3–7 **Suggested lesson length:** 30–40 minutes

Includes lesson plans, discussion prompts, hands-on activities, assessment ideas and family connections.

Created for parents, early-years educators and primary teachers

How to use this guide

This guide connects three Tina the Tiny Tooth stories with simple, age-appropriate classroom learning. Use each lesson after a read-aloud, as a short oral-health theme day, or across three separate sessions.

Before the lesson

• Read the matching story once for enjoyment. On a second reading, pause and invite children to predict, notice and explain.

• Accept spoken answers, drawings, pointing, acting or short sentences. Children communicate in different ways.

• Keep the tone positive. Focus on helpful habits rather than frightening children about sugar or cavities.

Learning goals across the series

• Recognise that teeth help us bite, chew and smile.

• Understand that brushing helps remove food and plaque from teeth.

• Know that frequent sugary snacks and drinks can increase the risk of tooth decay.

• Practise healthy routines with support from a parent or caregiver.

Teacher note: This is an educational resource, not a substitute for individual dental advice. Adapt examples to children's ages, abilities, language and local guidance.

Quick preparation checklist

• A copy of the relevant Tina story.

• Paper, crayons or pencils, and simple picture cards.

• A large tooth outline or board space for group work.

• Optional: a child-sized toothbrush and a large tooth model.

Lesson 1 · Sugar Monster

Story: *Tina the Tiny Tooth and Sugar Monster*

Big idea: Sugary foods and drinks can contribute to tooth decay, especially when children have them often. Choosing water and tooth-friendly snacks more often helps protect teeth.

Learning objectives

• Identify some foods and drinks that contain added sugar.

• Sort everyday choices into “often” and “sometimes” options without labelling foods as bad.

• Name one way to care for teeth after eating.

Key vocabulary: Sugar · snack · drink · water · tooth decay · healthy choice

Suggested lesson flow · 35 minutes

Time	Teacher does	Children do
5 min	Show the book cover. Ask: “What might the Sugar Monster do?”	Share predictions or point to details.
10 min	Read aloud. Pause to ask what Tina notices and what choices might help.	Listen, predict and answer.
8 min	Show picture cards: water, milk, fruit, sweets, biscuits and fizzy drinks. Sort into “more often” and “sometimes”.	Sort cards with support.
7 min	Invite children to draw a tooth-friendly snack or drink.	Draw, label or describe one choice.
5 min	Review: “What can we choose to drink most often?”	Answer: water is a good everyday drink; brushing twice daily helps clean teeth.

Discussion prompts

• Why is Tina worried about the Sugar Monster?

• Which drink is a good everyday choice when we are thirsty?

• Can we enjoy a treat sometimes and still look after our teeth? How?

Activity · Build a tooth-friendly snack plate

Give children a paper plate outline. Ask them to draw or paste pictures of a snack and drink they could enjoy. Encourage variety, such as fruit, vegetables, plain yoghurt or cheese, and water. Avoid describing individual children’s lunch choices as wrong.

Check for understanding

• Can the child name water as a good everyday drink?

• Can the child give one example of a snack choice?

• Can the child say that frequent sugary foods and drinks can harm teeth?

Family connection: Invite children to tell someone at home one drink they can choose more often and look at drink choices together.

Lesson 2 · Cavity Cloud

Story: *Tina the Tiny Tooth and the Cavity Cloud*

Big idea: Tooth decay can develop when plaque bacteria use sugars from food and drinks to produce acids that damage teeth. Daily brushing with fluoride toothpaste helps prevent decay.

Learning objectives

• Understand that cavities are damaged areas in teeth caused by tooth decay.

• Recognise brushing as an important daily habit.

• Describe a simple morning and bedtime brushing routine.

Key vocabulary: Cavity · tooth decay · plaque · brush · fluoride toothpaste · routine

Suggested lesson flow · 35 minutes

Time	Teacher does	Children do
5 min	Show a tooth picture. Ask what a healthy tooth needs each day.	Notice, describe and share ideas.
10 min	Read aloud. Pause when the Cavity Cloud appears and ask what might help Tina.	Predict and connect the story to brushing.
8 min	Use a large tooth drawing. Demonstrate gentle small circles on outer, inner and chewing surfaces with a clean toothbrush.	Copy the movement in the air or on a paper tooth.
7 min	Children sequence picture cards: toothbrush and toothpaste; brush all sides; spit out toothpaste.	Place or point to steps in order.
5 min	Review: brush in the morning and before bed, with adult help.	Repeat or act out the routine.

Discussion prompts

• What is a cavity?

• Why does Tina need to keep her teeth clean?

• When should we brush our teeth each day?

Activity · Make a brushing routine strip

Children draw two pictures: morning brushing and bedtime brushing. Add them to a simple two-part routine strip to take home.

Check for understanding

• Can the child explain that brushing helps clean teeth?

• Can the child identify morning and bedtime as brushing times?

• Can the child demonstrate gentle brushing movements?

Family connection: Encourage an adult to supervise brushing twice daily. For children aged 3–6, a pea-sized amount of fluoride toothpaste is commonly recommended. Follow local dental guidance for the child's age and needs. Encourage spitting rather than swallowing.

Lesson 3 · Plaque Pirates

Story: *Tina the Tiny Tooth and the Plaque Pirates*

Big idea: Plaque is a sticky film of bacteria that forms on teeth. Brushing carefully twice a day helps remove plaque; cleaning between teeth is also important when teeth touch.

Learning objectives

• Describe plaque as a sticky film that can build up on teeth.

• Identify brushing as a way to remove plaque.

• Understand that grown-ups can help with brushing and cleaning between teeth.

Key vocabulary: Plaque · sticky · clean · toothbrush · between teeth · dentist

Suggested lesson flow · 35 minutes

Time	Teacher does	Children do
5 min	Ask: “What might happen if we forget to clean our teeth?” Introduce plaque.	Share ideas and repeat the new word.
10 min	Read aloud. Invite children to spot how the Plaque Pirates affect Tina’s teeth.	Listen and identify the story problem.
8 min	On a large tooth drawing, place removable paper “plaque” dots. Demonstrate brushing them away.	Take turns showing gentle brushing motions.
7 min	Play “Clean the tooth”: children choose a surface and show how they would brush it.	Point to or act out cleaning front, back and chewing surfaces.
5 min	Review plaque and the daily cleaning routine.	Say one thing they learned.

Discussion prompts

• What are the Plaque Pirates trying to leave on Tina’s teeth?

• How can we remove plaque from tooth surfaces?

• Who can help us clean our teeth properly?

Activity · Plaque patrol

Draw a large smiling tooth and add removable paper dots to represent plaque. Children take turns using a clean, dry toothbrush to gently brush the dots away. Explain that this is a model: real plaque is a sticky film and needs careful brushing.

Check for understanding

• Can the child describe plaque as something that builds up on teeth?

• Can the child show a gentle brushing motion?

• Can the child name an adult who helps with tooth care?

Family connection: Ask children to show an adult how they brushed the front, back and chewing surfaces. Adults should help children brush thoroughly.

Helpful oral-health reminders

Use these simple, consistent messages across all three lessons:

• **Brush twice a day:** once in the morning and once before bedtime, using fluoride toothpaste.

• **Adult support matters:** young children need an adult to supervise and help them brush effectively.

• **Use an age-appropriate amount:** for children aged 3–6, a pea-sized amount of fluoride toothpaste is commonly recommended. Follow local professional guidance, particularly for children with individual dental needs.

• **Spit, don't swallow:** encourage children to spit out toothpaste after brushing rather than swallowing it.

• **Choose water often:** water is a good everyday drink. Keep sugary drinks and snacks occasional and avoid frequent sipping or grazing on sugary items.

• **Visit a dentist:** children should have regular dental check-ups according to local dental advice.

Inclusive teaching: Do not use frightening language or shame children about food. Avoid asking children to disclose private health or family information. Make activities accessible for children with sensory, communication, motor or learning differences.

End-of-series reflection

Invite children to complete one or more prompts verbally, with a drawing, or by pointing:

• "One thing I learned about teeth is…"

• "One way I can help Tina is…"

• "A tooth-care habit I can practise is…"

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