

Two days, same sugar

Years 3 and 4 · Lesson 3 · Acid attacks

Draft for the clinicians' review
The Whole Bite Club · Oral Health Home

Name _____ Class _____

Mark an acid attack on each day wherever something is eaten or drunk, except plain water. Count them. Then write which day was harder on the teeth, and why.

Day A

7 am Toast Sultanas	9 am	11 am	1 pm Sandwich Pop top Muesli bar	3 pm	5 pm	6 pm Dinner	7 pm
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Attacks ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

How many?

Both days have the same amount of sugar.

Day B

7 am Toast	9 am Sultanas	11 am Pop top	1 pm Sandwich	3 pm Muesli bar	5 pm	6 pm Dinner	7 pm
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Attacks ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

How many?

Water is not an attack.

The harder day for teeth was Day _ because _____

Two days, same sugar — answer key

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The counts

Day A: 3 attacks. Day B: 6 attacks.

Why no student has to apply the exception

Neither day's boxes contain plain water, so no student has to apply the exception to get the count right; a water bottle is drawn in the margin of both timelines with a printed line, "Water is not an attack."

What to accept

Accept any count that matches the number of eating occasions the student marked, provided each marked box has food or a sugary drink in it; the transferable skill is one occasion, one attack, not the arithmetic.

The sentence

The sentence must name Day B and give recovery time, saliva or "more times" as the reason. A sentence that names Day B because it has "more sugar" has missed the lesson and is the one to follow up: both days have the same sugar, and the sheet says so.

The rubric line this feeds

Explains why how often we eat affects teeth. Working towards: marks attacks on one day and counts them. At standard: marks both days, counts correctly, and names the day with more attacks as the harder one. Above: does that and explains it by saliva needing time to repair between attacks.

Assessment

Assessment of learning. The two marked timelines are a clean work sample: the count shows directly whether the student has grasped that each eating occasion is one attack.