	<b>Lesson Plans for Nestle Collection</b>
	<b>Health and Safety (Level 2, 3-5)</b>
	<b>Reading Is Fundamental</b>
	<b>Books Supported:</b> <ul style="list-style-type: none"> <li>• <i>You Wouldn't Want to Live Without Sleep</i> by Jim Pipe</li> </ul>

## INTRODUCTION

Students often need guidance in basic health and safety practices that can improve their physical and mental health and enable them to come to school ready to learn. The books in this collection help to provide that guidance.

Here are some examples of activities to support students' learning:

- Set up a Health and Safety Literacy Center in your classroom. Include books from this collection and other books about health and safety. You might also include posters and handouts from the CDC or your local pediatrician.
- Talk about health and safety behaviors you practice throughout your day, at home and at school, and why you do those things. For example, you might talk about getting enough sleep, wearing your seatbelt, wearing eye and mouth guards for sports, and limiting time spent with screens. Discuss how common health and safety practices protect your body and mind.
- Make Health and Safety goals charts. Have students write five Health and Safety goals and keep track of those for a week, giving themselves a star or a check for successful completion.

### Materials List:

- Books about health and safety
- Posters and handouts about health and safety
- paper
- star stickers for goals charts (optional)

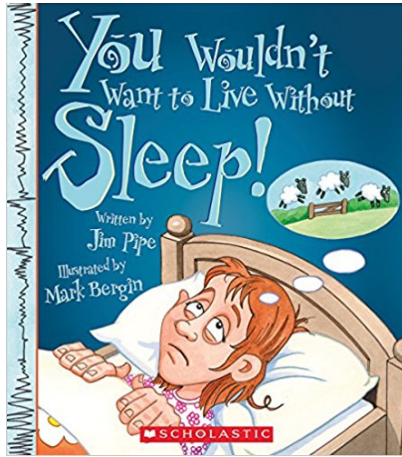
### General Objectives for Hygiene Lessons:

Students will:

- understand new vocabulary
- understand best practices for keeping their bodies and minds safe and healthy
- reinforce current health and safety practices and develop new ones

## BOOK-SPECIFIC LESSON PLAN 1

### Using *You Wouldn't Want to Live Without Sleep* by Jim Pipe with the Health and Safety Level II Lesson Plan



*You Wouldn't Want to Live Without Sleep* by Jim Pipe (Scholastic, 2016) is an overview of how (and how long) we sleep, what happens while we sleep, and the history of scientific understanding of sleep.

### Objectives

Students will:

- understand key vocabulary
- identify the main topic and supporting details
- describe a typical night's sleep
- understand why getting enough sleep is important

### CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### **NGSS Alignment (None)**

**Pre-Reading Activities:** Introduce the book to students. Discuss the title and brainstorm some reasons why "You wouldn't want to live without sleep." Read and discuss the introductory material, "Sleep Timeline" and "What Happens When We Sleep." Model how to find information using the Table of Contents, Index, and Glossary.

**Reading:** Make the book available to read in your Health and Safety Literacy Center or to check out from your classroom library. Provide students with a list of questions to guide their reading.

How much of life do most people spend sleeping? (around 1/3)

What time of day is ideal for a nap, since your body tends to feel a little tired? (around 2:00 p.m.)

What are some actions you can take to prevent nightmares? (Keep a small light on. Avoid watching scary movies or reading scary books near bedtime.)

What sense remains alert while you sleep? Why? (Hearing alerts you to sounds of danger while you are asleep.)

How much sleep do 11-year-olds typically need? (8-9 hours)

### **Post-Reading:**

Post-Reading Comprehension Questions:

What is the main idea of this book? (You wouldn't want to live without sleep!)

What key details support the main idea? (While scientists don't know exactly why we sleep, they do know it's necessary. If you don't get enough sleep, your decision making and problem solving skills suffer, you may get angry or upset easily, and you can even experience hallucinations. If you don't get enough sleep, you're more likely to eat unhealthy food and suffer from various diseases, and you're more likely to have an accident that injures or kills you or others.)

Describe a typical night's sleep. Include the phases of the sleep cycle. (During a typical night's sleep, your body goes through 4-6 sleep cycles lasting about 90 minutes. The sleep cycle begins with pre-sleep, when you can be easily woken. Then comes light sleep, when your body gets cooler, your heartbeat slows, and your eyes are still. The third phase is deep sleep, when your body does important repair work to tissues, bones, and muscles. The fourth phase is very deep sleep, when it is hard to wake up. The fifth and last phase is REM sleep, when your eyes move rapidly, your muscles don't move, and your brain waves increase. REM sleep is when most of your dreams occur.)

Class Activity: Look back at the list you made before reading of reasons "You wouldn't want to live without sleep." Now that students have read the book, is there anything they want to add or remove?

<b>ABOUT THIS TITLE</b>
<b>Lexile:</b> 1080
<b>Interest Level:</b> 8-12 years
<b>Reading Level:</b> 4 <sup>th</sup> -6 <sup>th</sup>
<b>Themes</b> Nonfiction, Informational Text, Sleep, Dreams, History, Health and Safety, Illness Prevention, Animals

**Word List:****Category Vocabulary:**

Sleep	The period of unconscious rest in which humans spend about 1/3 of each day
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**Book-Specific Vocabulary: (There is a longer vocabulary list on pages 30-31 of the book. These are the most relevant sleep-related words from that list.)**

Body clock	The natural system in your body that controls when you need to sleep and eat
Bruxism	Grinding your teeth in your sleep
Circadian rhythm	The scientific term used to describe the 24-hour cycle of waking and sleeping
Electroencephalograph (EEG)	A machine that records the electrical activity in the brain created by brain cells communicating with each other
Hypnagogic dreaming	A dream that happens when you are half-awake and half-asleep, often occurring first thing in the morning
Lucid dream	Any dream when you are aware that you are dreaming
Melatonin	A chemical released by the body to send it to sleep at nighttime
Microsleep	A short nap from a few seconds to several minutes
Nightmare	Bad or frightening dreams
Power nap	A short sleep that helps give you an energy boost
Rapid Eye Movement (REM)	Part of the sleep cycle in which the eyes move rapidly under the eyelids and dreaming often occurs
Sleep deprivation	When you don't get enough sleep
Sleep paralysis	When chemicals in the brain freeze, or paralyze, the victim's muscles for anything from a few seconds to several minutes
Sleepwalking	Walking, eating, and other strange behavior

	while asleep
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