**Lesson Planning Form for Differentiating Instruction — Calvin College Education Program**

Teacher Kelsey Stark

Date March 2013 Subject/ Topic/ Theme Healthy Habits: Importance of Sleep Grade \_\_\_2nd\_\_\_

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| **I. Objectives** |
| **How does this lesson tie in to the unit plan?**This is the first topic in the unit plan "healthy habits." This lesson will teach students why good sleep habits are important to a person's overall health and will challenge them to change their own sleep habits. This lesson will also emphasize why adequate sleep enables our bodies to be "temples of the holy spirit" (based off of 1 Corinthians 6:19-20.) |
| **Learners will be able to:** | Cognitive-K C A A S E\* | Psychomotor | affective |
| * state the amount of sleep an individual between ages five and twelve requires each night.
* summarize the benefits adequate sleep has on the body and brain.
* recite various tips for helping an individual sleep better at night.
* argue why adequate sleep is important if we are "temples of the holy spirit" (1 Corinthians 6:19-20).
* decide whether or not to integrate what they have learned about sleep into their own lives by participating in the "daily challenge."
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| **II. Before you start** |
| **Identify prerequisite knowledge and skills.** | Students should understand basic estimationStudents should be able to pick out the number that occurs the most within a set.Students should understand the basic concept of a number line. Students should have basic artistic skills, such as taping, drawing, and cutting.Students should be able to work well with other students in a group and share ideas.Students should have a basic understanding of the Holy Spirit and the bible.Students should be able to write in complete sentences with correct grammar. |
| **Outline assessment activities** | Diagnostic assessment during this lesson will occur during the warm up activity. This activity will help the teacher recognize how aware the students are on the amount of sleep they need.  Formative assessment during this lesson will occur during the class/group discussions, the student's presentations of their "tip," as well as during the review activities. The teacher will use these activities to judge how much the students are grasping and decide if more instruction, or review, is needed.Summative assessment during this lesson will occur when the students turn in their "healthy habits badge." This badge will help the teacher understand how much the students took away form the lesson. |
| **Identify learners (individuals or groups) in your class who will need special attention and describe the level of support and/or challenge you plan on giving them.**  | If students have difficulty with language, and therefore writing, they should be given extra help when they are asked to write on their badges. Extra time could be given to these students to complete the badge as well.English language learners (ELL's) may need bigger words (muscles, attention, sickness, Band-Aid, etc.) given to them in both their native language, and English.  |
| **Materials-what materials (books, handouts, etc.) do you need for this lesson and are they ready to use?** | Healthy habits badge (one for each student) \*Included in unit planTape and 20 half sheets of construction paper with the numbers 1-20 written on them. (This will be used to make the "sleep continuum" on the floor of the classroom.)A poster board with a thermometer drawn on it, along with point numbers written up the sides. "Daily Challenge" worksheet for Day 1 (one for each student.) \*Included in unit planStick person handout (one for each student.) \*Included in unit planBand-Aid's (one for each student.) Pink circular scrap paper to make the stick person’s brain during the activity (one for each student.)Sets of pre-made cards, one with a tip to better help a person get to sleep and the other with the opposite of that tip (four sets necessary.)Large white sheet of paper (to make a poster.)Colored pencils, crayons, or markers |
| **How will your classroom be set up for this lesson?**  | On the floor of the classroom (either at the very front of the room or around the outside edge) the teacher will need to set up the "sleep continuum" on the floor, for the opening of the lesson, using tape and construction paper numbers.The desks in the classroom do not need to be set up in any particular way for this lesson.  |

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| III. The Plan |
| Time | Components | **Describe teacher activities and student activities for each component of the lesson.** |
|  | **Motivation** | On the floor of the classroom there will be a continuum with numbers on it made out of tape and paper (to be set up prior to students entering.) The teacher will ask students to estimate how many hours they think a kid their age needs to sleep each night. The teacher will then ask the students to stand near the number their estimation is closest to on the number line, which is located on the floor.Once all of the students have found the number they want to stand at explain to them that they actually need ten to eleven hours of sleep each night if they are between the ages five and twelve. Next, ask the students to tell you, nice and loud, how many hours of sleep they need each night if they are between ages five and twelve (the students should respond 10-11 hours.) Then, tell the students they will need to jump back to their seat using only that number of hops.  |
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|  | **Development** | First, the teacher will strive to explain to students the importance of sleep for both the brain and the body. The teacher will pass out the stickperson handout to every student in the room. The students should carefully cut the "stick person" out leaving some white space. The teacher will then tell the students to give their stick person a name, and tell them to write it at the bottom of the sheet. He or she will ask the students to stand the stick person up. The teacher will explain the following directions to the students. The students will walk their stick person around to other people to talk, play, run, or whatever stick people do in "stick person land." Then, right when the teacher says, "sleep" the students are to put their paper flat on the ground and make him or her "sleep" and be completely quiet so they can listen to what the teacher says. The teacher should specify that important information will be given out to the students while the stick person is sleeping, and that they will need to listen. Then the game will begin. Each time the teacher says "sleep" he or she will whisper (loud enough so the students can hear her) one thing that sleep does to help the stick person's body. Along with each way sleep helps our bodies the teacher will tell the students to put or write something on their stick person to represent that idea. The order will go as follows,* "Sleep is important for our bodies because...it helps us remember what we learn." The students will then be asked to come get a pink circular piece of scrap paper and quietly tape it on their stick person's head. It will be the stick person's brain.
* "Sleep is important because...it helps us pay attention." The students will then be asked to draw eyes on their stick person. The eyes should be wide awake, open, and paying attention.
* "Sleep is important because...it helps us think of new ideas." The students will then draw a light bulb above their stick person's head.
* "Sleep is important because...it helps our muscles, bones, and skin grow." The students will then be asked to draw muscles on their stick person.
* "Sleep is important because...it helps our body fix injuries." The students will then be asked to go to the front of the room and get a Band-Aid to put on their stick person's leg.
* "Sleep is important because...it helps our body fight sickness." The students will then be asked to draw a boxing glove on their stick person, helping him "fight" off illnesses.

When the activity is over the teacher will put the reasons why sleep is important for your body on the board. The students will then be asked to say each one together, as initiated by the teacher, and point to the item that represents it on their stick person. Next the teacher will divide the class into four groups. Each group will receive two different actions. The group will have to decide which is a better action to do right before bed to help them sleep better. The teacher can walk around the room to assess and help guide student thinking. The students will then present their tip to the class. The tips (and opposite actions) that the groups should receive are below:Try to go to bed at around the same time every night. / Go to bed at a different time every night.Don't watch scary TV shows or movies before bed / Watch scary TV shows right before bed.Don't eat much sugar or drink lots of soda before bed / Drink lots of soda and eat sugar before bed.Do calming things before bed, such as reading. / Don't do calm things before bed...go for a run. Next, the teacher will get out a large white sheet of paper. He or she will ask a student to read 1 Corinthians 6:19-20. The teacher will then ask the students what they think this means. The teacher will then explain how the Holy Spirit resides and lives in us, enabling us to worship God and follow his path for us. The teacher will then write at the top of the white sheet of paper "Temples of the Holy Spirit: 1 Corinthians 6:19-20." The teacher should then write the heading, "sleep" on the poster. Then he or she will ask the class what sleep has to do with being temples of the Holy Spirit. The teacher should lead the class in brainstorming. By then end he or she should make sure the students understand that sleep is important because it helps us think clearly and have enough energy to worship God and follow where the Holy Spirit is leading us. As the class brainstorms ideas the teacher will ask for volunteers to come up to the white poster and write down the reasons that are said. Next, the teacher should review with the children. First, have the students get out their stick people. Have them say the reasons why sleep is important together as a class while they point to the items that represent each reason. Next, have students raise their hands and tell a few tips to help a person sleep better. Lastly, tell the class to stand up and go to the spot on the number line that states how many hours of sleep a person age five to twelve needs each night. Have them hop back to their seat in that many hops once again.During the last portion of the lesson the teacher will introduce "the daily challenge." The teacher will show the class a poster board with a thermometer drawn on it and explain that as a class the challenge is to achieve points over the next three days in order to fill it all the way to the top. (The teacher can choose whether or not a prize will be rewarded to the class as a result.) The teacher will then hand out a small half sheet of paper to help guide the students through that night’s daily challenge. The teacher should explain to the class that there are two labeled blanks to be filled in, one that tells the time they went to bed, and the other that tells the time they woke up. If the student brings the sheet back to class the next day and it states that they slept for 10-11 hours, three points will be added to the thermometer. The teacher should encourage the students to take the sheet home to an adult and have them help determine when they should go to bed that night in order to get points for the class. |
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|  | **Closure** | To conclude the lesson students will each receive a healthy habits badge. The teacher will explain to students that once the three sections of the badge are completed they will be certified healthy habits hero.Next the teacher will ask students which portion of the badge they discussed as a class today. The students will likely answer, "sleep." The teacher will then tell students they need to write three complete sentences on what they learned about sleep in that section of the badge.  |
| **Your reflection about the lesson including ideas for improvement for next time.** (Write this after teaching the lesson, if you had a chance to teach it. If you did not teach this lesson, focus on the process of preparing the lesson.) |