

Chomp, Clap, Sneeze, and Snore: These are Sounds of a Healthy Me!

Grade Level or Special Area: Kindergarten

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Length of Unit: Five lessons and a culminating activity - 8 days

I. ABSTRACT

Kindergarteners will be singing and dancing their way to learning about the Human Body! Learning how to maintain a strong, healthy body and lifestyle has never been more fun! The students will engage in a variety of activities, which include songs and movement, technology, and writing. Continual assessments will allow the teacher to monitor progress throughout the unit. Assessments used will include teacher made rubrics, student products, and teacher observation.

II. OVERVIEW

A. Concept Objectives

1. The students will gain knowledge of the human body and its functions. (Health K.4B)
2. The students will understand that exercise is important for a healthy body. (Health K.1C)
3. The students will understand the difference between healthy habits and non-healthy habits. (Health K.1B)
4. The students will understand how to choose healthy practices to take care of their body.
5. The students will develop an understanding of the importance of maintaining cleanliness. (Health K.6C)

B. Content from the *Core Knowledge Sequence*

1. Taking Care of your Body page 19:
 - a. Body
 - b. Healthy foods
 - c. Exercise
 - d. Cleanliness
 - e. Rest

C. Skill Objectives

1. The students will identify body parts and their functions.
2. The students will recall parts of the body through music.
3. The students will recall the five food groups.
4. The students will demonstrate the ability to make healthy food choices.
5. The student will identify why exercise is important for a healthy body.
6. The students will use gross motor skills to perform body movements.
7. The students will differentiate between being clean and not being clean.
8. The students will explain the results of being clean and not being clean.
9. The students will recall the sequence of the sleep cycle using technology.
10. The students will explain why rest is important.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Bagley, K. *Eat Right: Tips for Good Nutrition*. Mankato, Minnesota: Capstone Press, 2002. 0-7368-0971-6
 - 2. Bagley, K. *Keep Clean: A Look at Hygiene*. Mankato, Minnesota: Capstone Press, 2002. 0-7368-0974-0
 - 3. Feeney, K. *Get Moving: Tips on Exercise*. Mankato, Minnesota: Capstone Press, 2002. 0-7368-0973-2
 - 4. Feeney, K. *Sleep Well: Why You Need to Rest*. Mankato, Minnesota: Capstone Press, 2002. 0-7368-0970-8
- B. For Students
 - 1. Introduction of body parts, autonomy, and personal hygiene if attended pre-school.

IV. RESOURCES

- A. Bagley, K. *Eat Right: Tips for Good Nutrition*. Mankato, Minnesota: Capstone Press, 2002. ISBN 0-7368-0971-6
- B. Bagley, K. *Keep Clean: A Look at Hygiene*. Mankato, Minnesota: Capstone Press, 2002. ISBN 0-7368-0974-0
- C. Feeney, K. *Get Moving: Tips on Exercise*. Mankato, Minnesota: Capstone Press, 2002. ISBN 0-7368-0973-2
- D. Feeney, K. *Sleep Well: Why You Need to Rest*. Mankato, Minnesota: Capstone Press, 2002. ISBN 0-7368-0970-8
- E. Rowan, K. *I Know How We Fight Germs*. Cambridge, Massachusetts: Candlewick Press, 1998. ISBN 0-7636-0503-4

V. LESSONS

Lesson One: What My Body Can Do

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. The students will gain knowledge of the human body and its functions.
 - 2. Lesson Content
 - a. Body
 - 3. Skill Objectives
 - a. The students will identify body parts and their functions.
 - b. The students will recall parts of the body through music.
- B. *Materials*
 - 1. *Parts* by Tedd Arnold
 - 2. 1 Teacher-made kinder-sized outline of body
 - 3. Body Part cut outs-Appendix A
 - 4. Body Part Riddles-Appendix B
 - 5. Song: "Head, Shoulders, Knees, and Toes"-Appendix C
 - 6. Classroom set of My Body-Appendix D
 - 7. chart paper
 - 8. tape
 - 9. chart marker
- C. *Key Vocabulary*
 - 1. Brain-The organ in our head that we think and make choices with.
 - 2. Face-The body part that you use to see, smell, and taste with.

3. Ears- The body part that you listen with.
4. Neck-The body part that holds your head up.
5. Arms-The body part that you use to throw a ball.
6. Hands-The body part that you use to hold a pencil and write with.
7. Legs-The body part connected to your feet, that you run and jump with.
8. Feet-The body part that you use to walk on.

D. *Procedures/Activities*

1. The teacher will read *Parts*.
2. Have the students recall the body parts discussed in the story. When the student calls out a part, the teacher writes the part on chart paper. Next, ask the students what they think is the body part's function. The teacher then lists the function next to the part.
3. The teacher will bring out a pre-made kinder sized outline of a body. The teacher will have pre-made labeled cut outs for the parts of the body. See body cut outs-Appendix A. On the back of each body part, the teacher will glue the body part riddle. See Body Riddles-Appendix B. As a whole group, the teacher will read a riddle. As the students answer correctly, place the body part on the kinder outline.
4. Sing "Head, Shoulders, Knees and Toes". (Words are included in Appendix C) The students should demonstrate knowledge of body part location by pointing to the body parts as song is sung.

E. *Assessment/Evaluation*

1. The teacher will evaluate students' knowledge of the body function by matching it to its body part through correctly answering My Body-Appendix D.
2. The teacher will assess the students' knowledge of recalling the body parts through music.

Lesson Two: Chomping Our Way Through the Food Pyramid!

A. *Daily Objectives*

1. Concept Objective
 - a. The students will be able to understand the difference between healthy habits and non-healthy habits.
2. Lesson Content
 - a. Healthy Foods
3. Skill Objectives
 - a. The students will recall the five food groups.
 - b. The students will demonstrate the ability to make healthy food choices.

B. *Materials*

1. *The Edible Pyramid* by Loreen Leedy
2. 1 Teacher Made Food Pyramid visual-Appendix F
3. Butcher paper for Food Pyramid visual
4. Various pictures of different foods (at least one for every student)
5. Food Checklist-Appendix E
6. Class set of Healthy Foods-Appendix G
7. "The Food Pyramid"-Appendix H
8. classroom set of manila paper

- C. *Key Vocabulary*
1. Diet-what you eat and drink
 2. Food Pyramid-A Guide that shows the right foods to eat for a healthy diet.
 3. Nutrients-Parts of food that help you grow and stay healthy
 4. Healthy-Feeling well and eating the right foods according to the Food Pyramid.
- D. *Procedures/Activities*
1. The teacher prepares Food Checklist-Appendix E prior to the lesson. At lunchtime, either the day of or the day before, the teacher checks off the types of food each student chooses for their tray. Save Appendix E for later in the lesson.
 2. Prior to lesson, the teacher prepares a food pyramid on chart or butcher paper. See Appendix F for visual. The teacher will also prepare various die cuts or pictures of different foods, enough for each student to have one.
 3. Teacher reads *The Edible Pyramid*.
 4. Introduce the vocabulary word Food Pyramid.
 5. The teacher holds up a picture of a food. The students and teacher identify the name of the food. As the student identifies it correctly, they return to their table to write the initial sound of the food on the picture.
 6. Then the student returns to the group and places their food on the food pyramid in the correct category.
 7. The teacher uses the food checklist (Appendix E) to discuss with students their choices of foods. The students will complete Healthy Foods-Appendix G.
 8. Sing the “The Food Pyramid”-Appendix H
- E. *Assessment/Evaluation*
1. The student will create a healthy meal using the five food groups by drawing a picture of their meal.
 2. The teacher will evaluate the drawing of the meal by observing the representation of the five food groups.

Lesson Three: Move to the Beat!

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will understand that exercise is important for a healthy body.
 2. Lesson Content
 - a. Exercise
 3. Skill Objectives
 - a. The student will identify why exercise is important for a healthy body.
 - b. The students will use gross motor skills to perform body movements.
- B. *Materials*
1. *What Your Kindergartener Needs to Know* p. 189
 2. *On the Move* by Deborah Heiligman
 3. *Let’s Exercise* by Elizabeth Vogel
 4. Chart Paper

5. tape
 6. Chart Marker
 7. “If You’re Healthy and You Know It”-Appendix I
 8. Class Set of I Keep Fit-Appendix J
- C. *Key Vocabulary*
1. Exercise-Movements that makes you strong, healthy, and happy and keeps your body fit.
 2. Energy-The strength to be active without getting tired.
 3. Carbohydrate-A nutrient that provides energy.
- D. *Procedures/Activities*
1. The teacher and students will do and sing the “Hokey Pokey”. See *What Your Kindergartener Needs to Know* p. 189
 2. As a class, brainstorm for a word to describe what you just did.
 3. Introduce the vocabulary word exercise.
 4. Read *On the Move*.
 5. Have students recall different movements that the characters did in the book. The teacher will list the students’ answers on chart paper.
 6. Brainstorm why the students think that exercise is important. Write answers again on chart paper.
 7. Read *Let’s Exercise* to see how many answers the students got right.
 8. Sing “If You’re Healthy and You Know It”-Appendix I
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students’ knowledge of the importance of exercise through the completion of I Keep Fit-Appendix J
 2. The teacher will assess the students’ gross motor skills through acting out songs.

Lesson Four: Splish Splash 2 Days

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will be able to understand the importance of maintaining cleanliness.
 3. Lesson Content
 - a. Cleanliness
 4. Skill Objectives
 - a. The students will differentiate between being clean and not being clean.
 - b. The students will explain the results of being clean and not being clean.
- B. *Materials*
1. Song: “This is the Way we Keep Germs Out”-Appendix K
 2. Chart Paper
 3. Chart Marker
 4. *I Know How We Fight Germs* by Kate Rowan
 5. Classroom set of 12 x 18 manila paper, teacher pre-made into a matchbox cut. See Matchbox Cut Directions-Appendix M.
 6. Half a classroom set of Keeping Clean vs. Not Keeping Clean-Appendix N.
 7. Classroom set of Keeping Germs Out-Appendix L
 8. Clean VS. Not Clean Rubric-Appendix O

9. Glue
 10. Scissors
- C. *Key Vocabulary*
1. Bacteria-Tiny living things that you cannot see. Some are good for you and others can cause sickness and bad smells.
 2. Germs-Types of bacteria that can make you sick.
- D. *Procedures/Activities*
- Day One:
1. Sing “This is the Way We Keep Germs Out”, Appendix K.
 2. Ask questions about the song. Some possible questions are:
 - a. Why do we wash our hands?
 - b. What will happen if we don’t wash our hands?
 - c. When should we wash our hands?
 - d. Why is brushing our teeth important?
 Discuss each verse of the song.
 3. On chart paper, list the responses of the students on how we keep germs out.
 4. The students will explain, in writing, on Keeping Germs Out-Appendix L, one way to keep germs out.
- Day Two:
5. Prior to lesson, the teacher will pre-cut 12 x 18 manila paper into a matchbox cut. You should have 5 rectangular flaps when done. You will need enough for a class set. See Matchbox Cut Directions-Appendix M.
 6. Read *I Know How We Fight Germs*.
 7. Discuss cause and effect.
 8. Explain to the students that some of the students will be working on keeping clean and some will be working on not keeping clean.
 9. Pass out the teacher-made Matchbox Cut Directions. (Appendix M) Pass out half of Keeping Clean vs. Not Keeping Clean-Appendix N to one student and the other half to another student.
 10. Discuss with the student what each phrase says.
 11. Then have them cut out the squares on Keeping Clean vs. Not Keeping Clean-Appendix N and glue them on the flaps. They are to start with the title square first.
 12. The students will draw a picture to match the phrase.
- E. *Assessment/Evaluation*
1. The teacher evaluates students’ knowledge of ways to keep germs out by the students’ answers on Keeping Germs Out-Appendix L.
 2. The teacher will evaluate the students’ knowledge on the results of keeping clean vs. not keeping clean by using a rubric. See Clean VS. Not Clean Rubric-Appendix O.

Lesson Five: Rest is Best 2 Days

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will gain knowledge of the importance of rest.
 2. Lesson Content
 - a. Rest
 3. Skill Objectives

- a. The student will recall the sequence of the sleep cycle using technology.
 - b. The students will explain why rest is important.
- B. *Materials*
1. 1 Teacher made KWL chart. See Appendix P for visual.
 2. *Sleep Well: Why you Need to Rest*
 3. *What Your Kindergartener Needs to Know* p. 110
 4. Kidspiration® template (software) Optional for technology use.
 5. tape
 6. Chart marker
 7. Sleep Cycle-Appendix Q
 8. Sleep Cycle Format-Appendix R
 9. I Need Sleep-Appendix S
 10. Sleep Cycle Rubric-Appendix T
- C. *Key Vocabulary*
1. REM sleep-The last stage of the sleep cycle where you dream and have nightmares.
 2. Sleep Cycle-the different parts of sleep during the night.
- D. *Procedures/Activities*
- Day One:
1. Prior to lesson, the teacher will make KWL chart on butcher paper. See Appendix P for visual.
 2. Using the KWL, teacher and students will brainstorm “What they Know” about sleep.
 3. Then, the students will tell the teacher what they “Want to Learn” about sleep.
 4. Read *Sleep Well: Why You Need your Rest*. While reading, introduce the saying “The Early Bird Catches the Worm”. See *What Your Kindergartener Needs to Know* p. 110 for further description.
 5. As a group, the students will recall the sleep cycle.
 6. Using Kidspiration® (software), students will independently sequence the parts of sleep cycle in the correct order on the teacher made template. See Sleep Cycle-Appendices Q and R for ideas. If software is not available, sequence the sleep cycle on construction paper.
- Day Two:
7. Review lesson from day before on sleep.
 8. Students will brainstorm ways to fall asleep. While students are brainstorming, the teacher is charting responses on chart paper.
 9. Students will discuss “What they Learned” about sleep by the teacher finishing the KWL chart.
 10. The students will write and/or draw one reason they need a good night’s sleep. See I Need Sleep-Appendix S.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students’ ability to use technology and recall the sequence of the sleep cycle using a teacher made rubric. See Sleep Cycle Rubric-Appendix T.
 2. The teacher will assess the students’ understanding about why rest is important through correctly answering I Need Sleep-Appendix S.

VI. CULMINATING ACTIVITY

School Nurse will talk to class about healthy habits.

Making Class Books: The teacher will make a class book of each of the following appendices:

1. My Body Book
2. Our Healthy Foods Book
3. We Keep Fit Book
4. Our Sleep Book

Extensions

1. Teacher continues using food checklist-Appendix E
2. Guest Speaker such as a dentist
3. Visiting a grocery store to see healthy foods

VII. HANDOUTS/WORKSHEETS

Appendix A: Body Part Cut-Outs (5 Pages)

Appendix B: Body Part Riddles (2 Pages)

Appendix C: “Head, Shoulders, Knees and Toes”

Appendix D: My Body

Appendix E: Food Checklist

Appendix F: Food Pyramid

Appendix G: Healthy Foods

Appendix H: “The Food Pyramid”

Appendix I: “If You’re Healthy and You Know It”

Appendix J: I Keep Fit

Appendix K: “This Is the Way We Keep Germs Out”

Appendix L: Keeping Germs Out

Appendix M: Matchbox Cut Directions

Appendix N: Keeping Clean VS: Not Keeping Clean

Appendix O: Clean VS: Not Clean Rubric

Appendix P: KWL Chart

Appendix Q: Sleep Cycle

Appendix R: Sleep Cycle Format

Appendix S: I Need Sleep

Appendix T: Sleep Cycle Rubric

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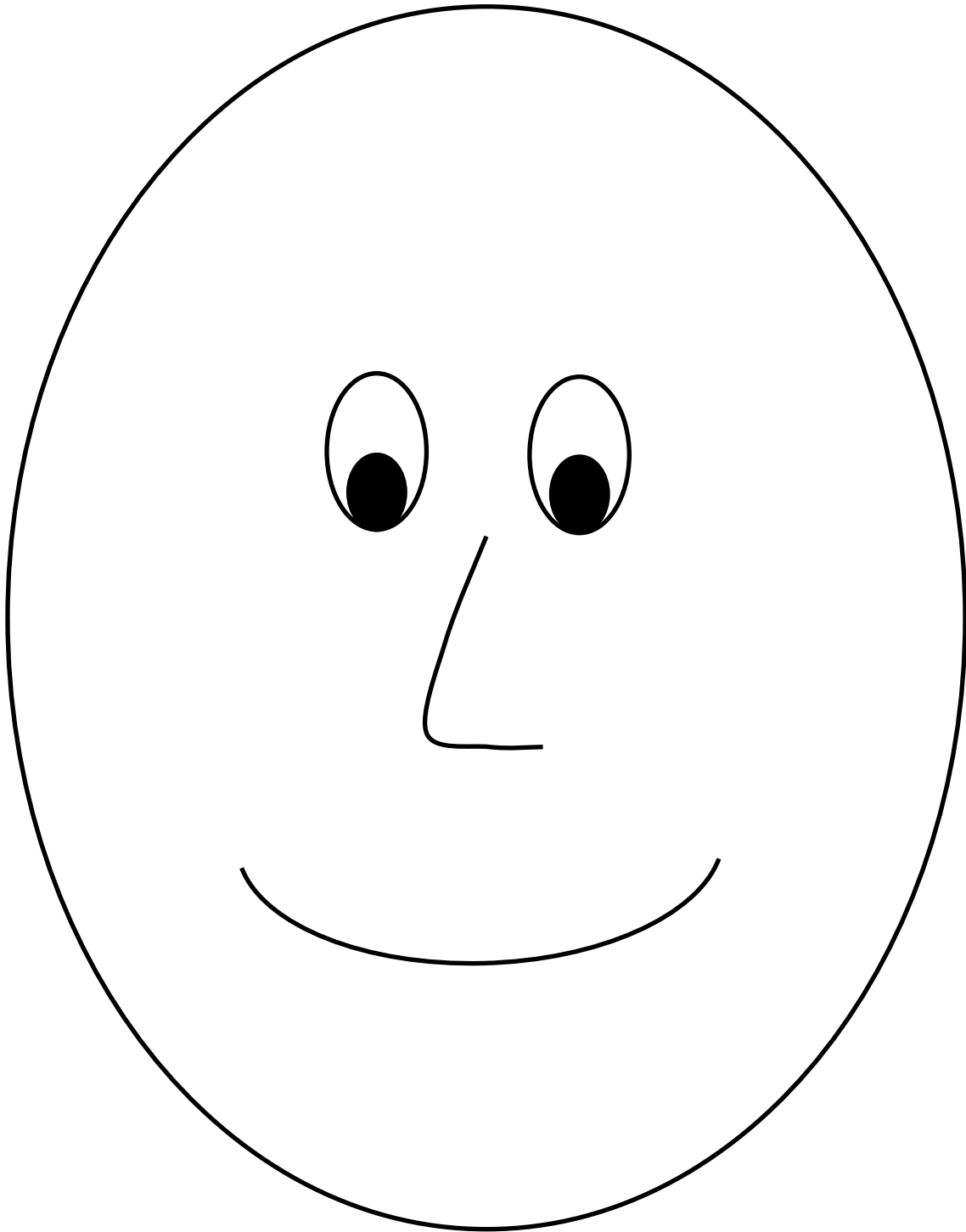
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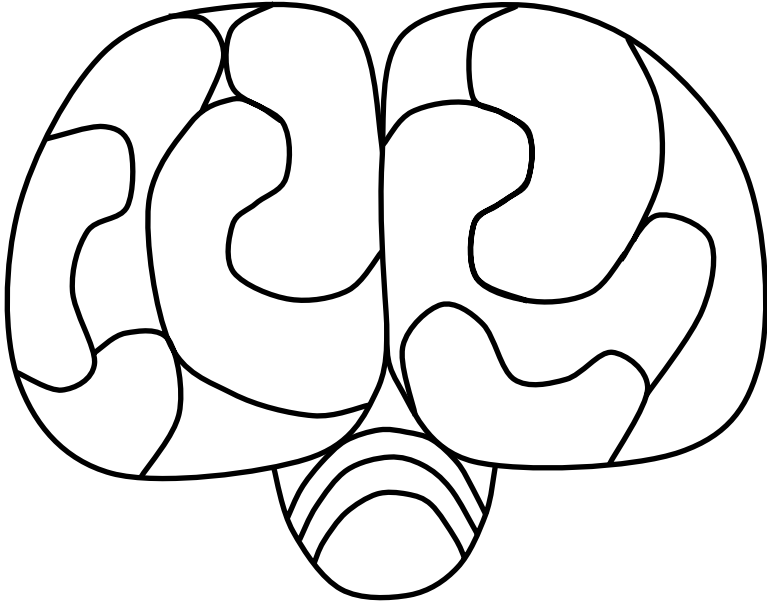
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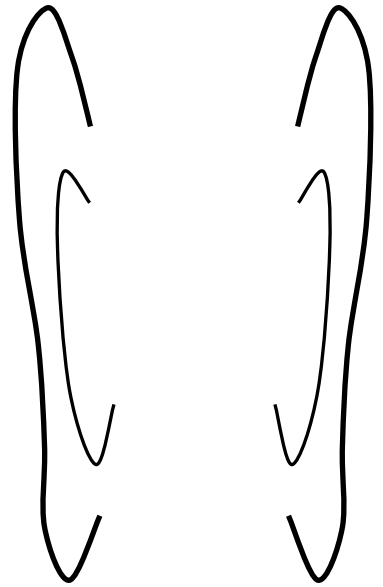
Appendix A Page One
Body Parts Cut-Outs



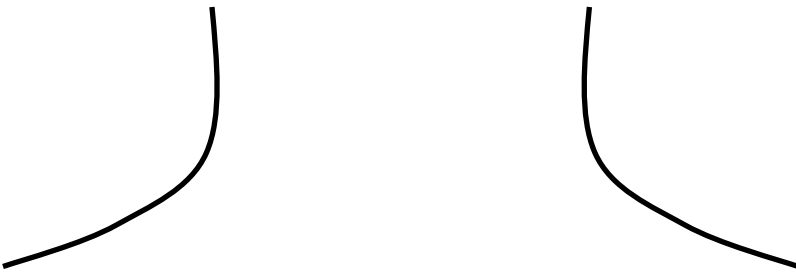
Face



Brain

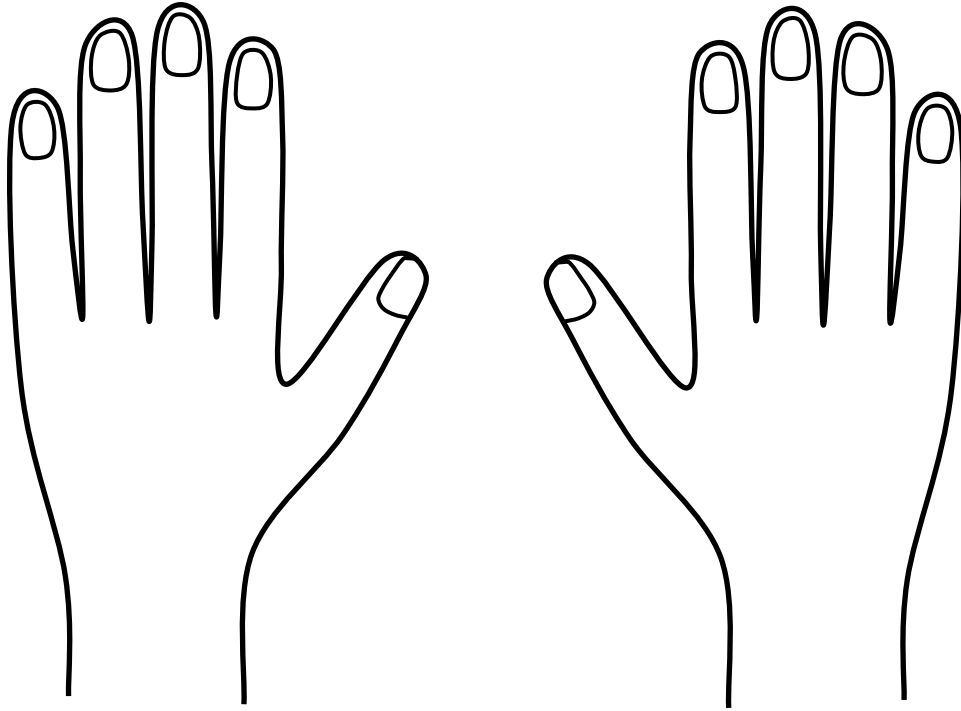


Ears

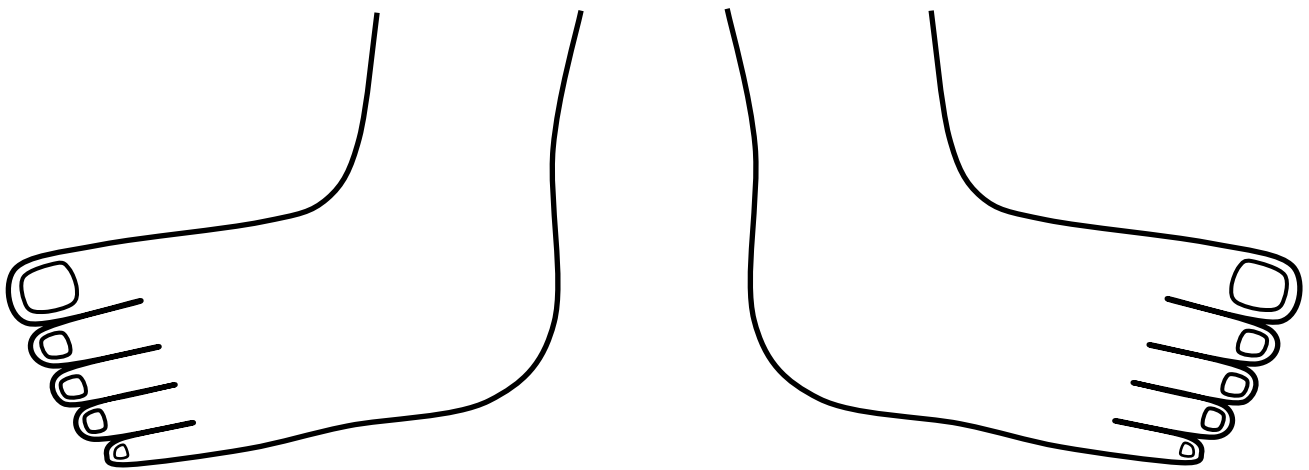


Neck

Appendix A Page Three
Body Parts Cut-Outs

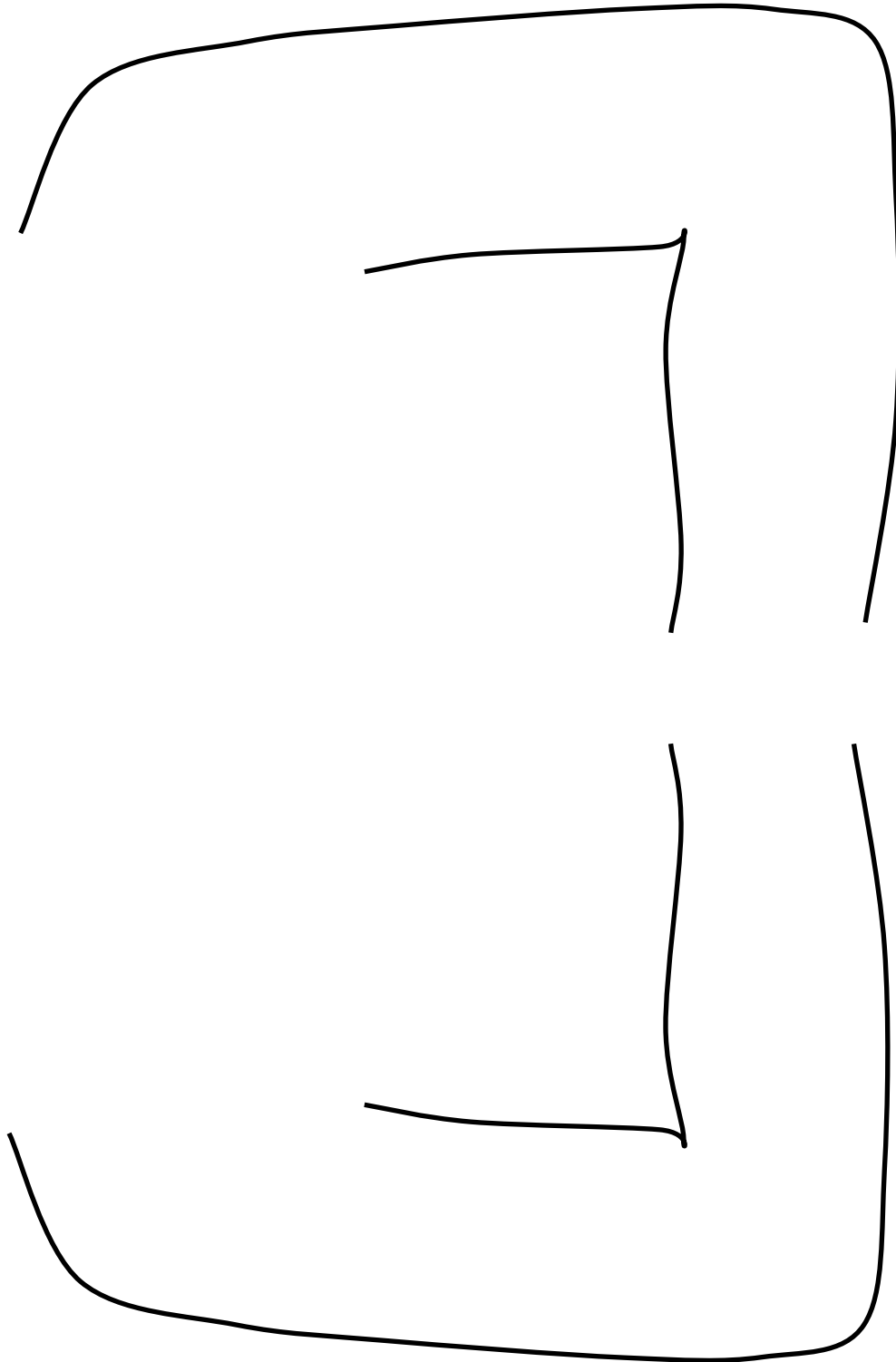


Hands



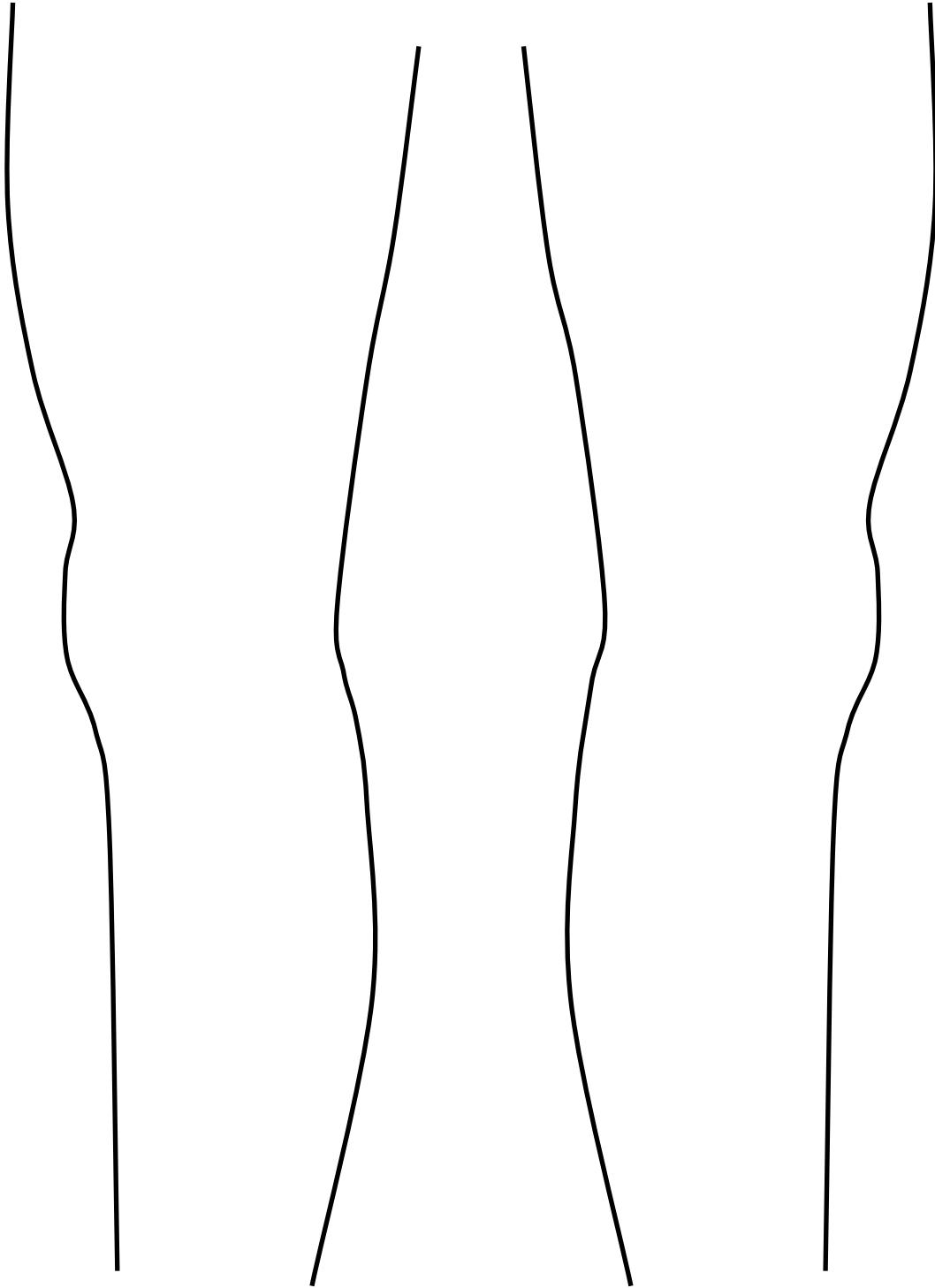
Feet

Appendix A Page Four
Body Parts Cut-Outs



Arms

Appendix A Page Five
Body Parts Cut-Outs



Legs

I use this to think.
I make good choices with this.
What am I?

I use this to see, smell, and taste.
What am I?

I use these to listen with.
What am I?

I use this to hold my head up.
What am I?

I use these to hold a pencil.
What am I?

I use these to throw a ball.
What am I?

I use these to run and jump.
What am I?

I use these to walk on.
What am I?

Appendix C
“Head, Shoulders, Knees and Toes”

Head, Shoulders, Knees, and Toes
Knees and Toes
Head, Shoulders, Knees, and Toes
Knees and Toes
Eyes and Ears and Nose and Mouth
Head, Shoulders, Knees and Toes
Knees and Toes

Appendix D
My Body

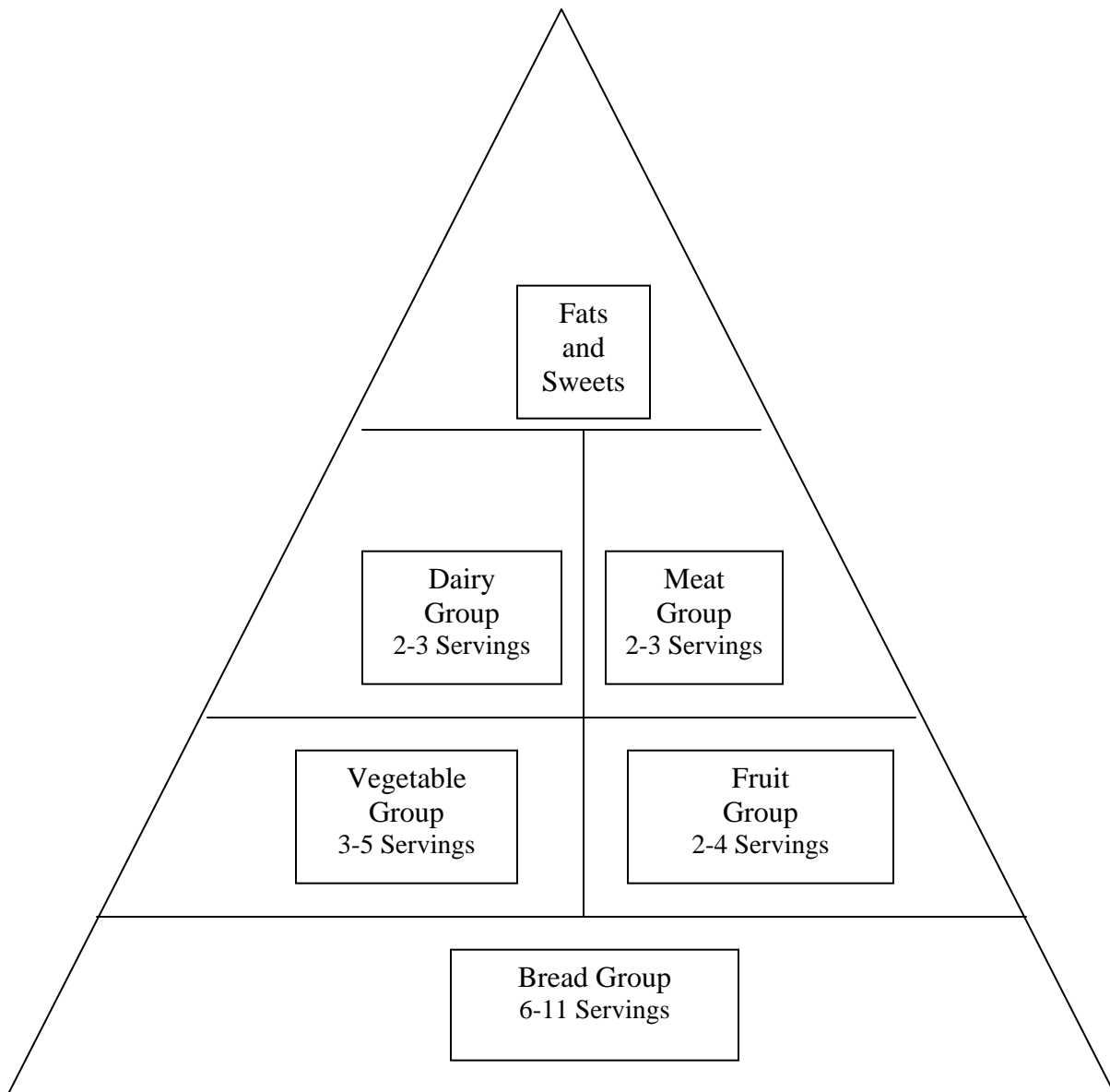
The student copies the word of a body part off the Kinder body. The student then will draw a picture or write the body part's function.

I use my _____

to

•

Appendix F
Food Pyramid



Food Pyramid

**Next time I eat, I
am going to add**

**to make my
meal healthier.**

Appendix H
“The Food Pyramid”

“The Food Pyramid”
(Sung to the Tune of “Farmer in the Dell”)

The farmer in the dell,
The farmer in the dell,
High-ho the dairy-o,
The farmer in the dell.

The farmer picks healthy food.

The wife picks three milks.

The nurse picks three meats.

The child picks the sweets.
High-ho the dairy-o, don’t eat so many sweets.

The dog picks five vegetables.

The cat picks four fruits.

The mouse picks six breads.

The students pick healthy foods.
The students pick healthy foods.
High-ho the dairy-o, we know how to eat healthy foods.

Appendix I
“If You’re Healthy and You Know It”

“If You’re Healthy and You Know It”
(Sung to the tune of “If You Are Happy and You Know It”)

If you’re healthy and you know it, clap your hands.
If you’re healthy and you know it, clap your hands.
If you’re healthy and you know it, then your body will surely show it,
If you’re healthy and you know it, clap your hands.

Verse 2: Stomp your feet
Verse 3: Snap your fingers
Verse 4: Hop up and down
Verse 5: Turn around

If you’re healthy and you know it, clap your hands, stomp your feet, snap your fingers, hop up and down, turn around.

If you’re healthy and you know it, clap your hands, stomp your feet, snap your fingers, hop up and down, turn around.

If you’re healthy and you know it, then your body will surely show it, if you’re healthy and you know it, clap your hands, stomp your feet, snap your fingers, hop up and down, turn around.

I keep fit by



Appendix K
“This is the Way We Keep Germs Out”

“This is the Way We Keep Germs Out...”
(Sung to the tune of “Here We Go Round the Mulberry Bush”)

This is the way we keep germs out, keep germs out, keep germs out, this is the way we keep germs out, so no germs get in.

Verse 2: This is the way we wash our hands.

Verse 3: This is the way we brush our teeth.

Verse 4: This is the way we blow our nose.

Verse 5: This is the way we take a bath.

This is the way we keep germs out, keep germs out, keep germs out, this is the way we keep germs out, so no germs get in.

Appendix L
Keeping Germs Out

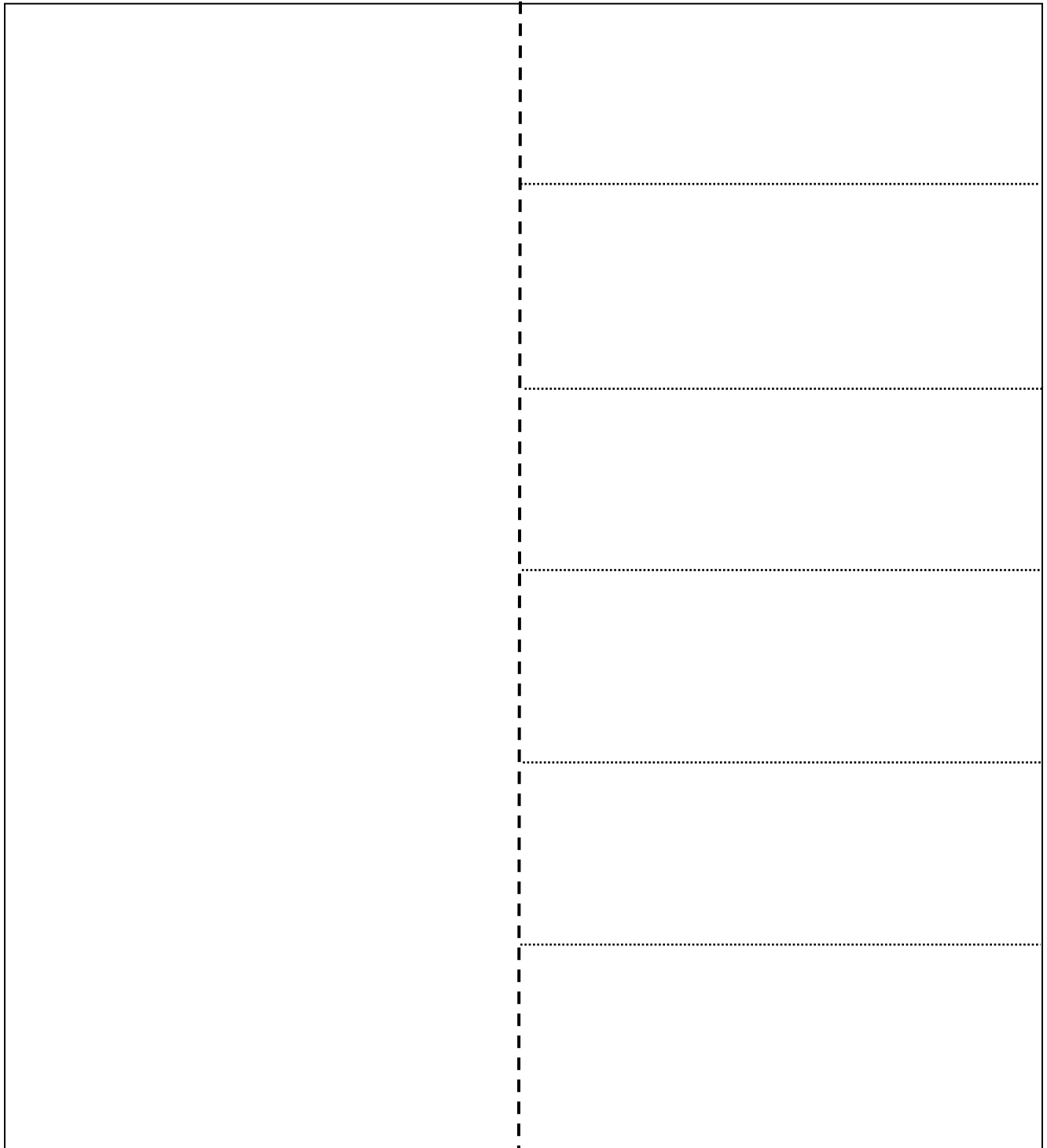
One way I keep
germs out is

Appendix M
Matchbox Cut Directions

..... Cut on line

- - - - - Fold on line

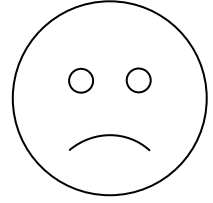
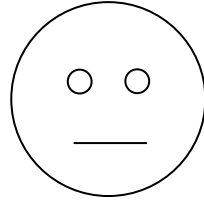
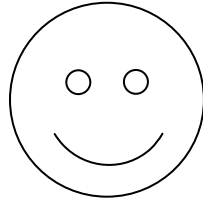
This sample should be done on construction paper.



Appendix N
Keeping Clean VS. Not Keeping Clean

Keeping Clean	I wash my hands.	I brush my teeth.
I use a tissue when I sneeze.	I take a bath.	
Not keeping Clean	I forget to wash my hands.	I forget to brush my teeth.
I sneeze.	I skipped my bath.	

Appendix O
Clean VS. Not Clean Rubric



Neatness			
Appropriate Picture			

Appendix P
KWL Chart

KWL Chart

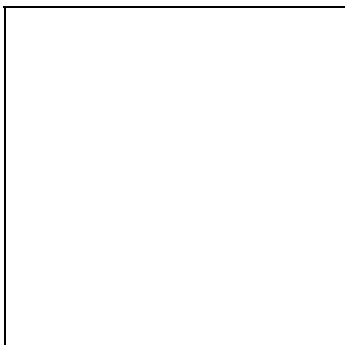
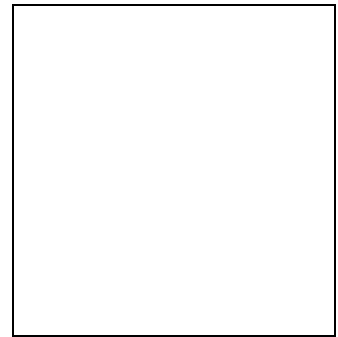
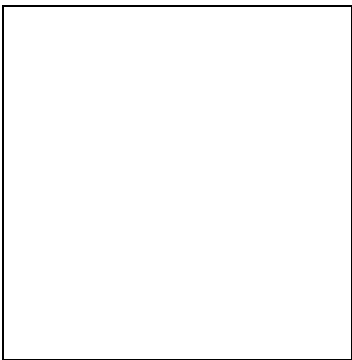
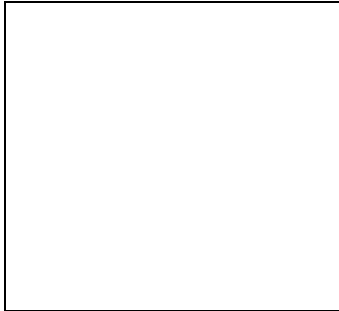
What I K now	What I W ant to Learn	What I L earned
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Appendix Q
Sleep Cycle

Students will sequence the parts of the sleep cycle in the correct order. Use these if you do not have Kidspiration® (software).

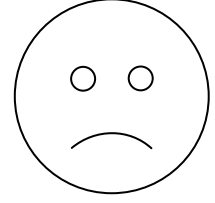
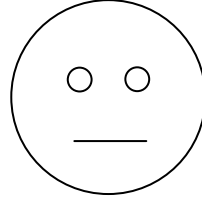
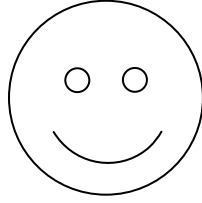
<p>Stage 1 Falling Asleep</p>	<p>Stage 2 Light Sleep</p>
<p>Stage 3 and 4 Deep and Quiet Sleep</p>	<p>REM Rapid Eye Movement</p>

Appendix R
Sleep Cycle Format



One reason I
need a good
night's sleep is

Appendix T
Sleep Cycle Rubric



In sequential order			
Used Template Provided			
Typed Name			