TOGETHER COUNTS™

LESSON PLAN D

Be Your Own Goalie

Time Frame: Four 40-minute sessions

Learning Objectives:

- Set a personal health goal and track progress toward its achievement.
- Practice goal-setting skills to improve physical and social OR mental and emotional wellness.
- Develop resources to help reach a personal health goal.
- Reflect on your health behaviors and their effectiveness in achieving your goal.
- Describe ways that technology can influence personal health.

Materials for Lesson Plan:

- Copies of "60 a Day" chart
- Copies of "Sleep: Every Hour Counts" chart
- Pencils and erasers
- Clock
- Computer with Internet Access (optional)

Overview:

This lesson revolves around explaining the printouts: Charts for making and tracking your personal goals for wellness. The overarching lesson is that every step counts; every healthy choice counts; and that small steps add up to bigger results. Students will be motivated by seeing their results on paper. They will also be empowered by seeing that they can set and achieve their own goals —or even surpass them.

Part A. Track Your 60 a Day – Every Minute Counts!

60 Minutes A Day

Time Frame: 40 minutes

Part 1. Start your "60 a Day" chart!
Give each student a copy of the "60 a Day" chart. Have them answer the questions at the bottom about what physical activities they like to do and which new ones they'd like to try.

Discussion:
What do we mean by "vigorous" activity and why is it important for good health?
- Vigorous activities make your body work harder and your heart beat faster.
- Students should spend at least 60 minutes per day doing vigorous activity.
- What kinds of physical activities do you like to do during the day? Are there any activities you've never done but would like to try? (Running, biking, martial arts, gymnastics, playing sports like baseball, skating, etc.)

Part 2. Get started!
Give students 10-15 minutes of free play time to fill their first day of activity on their charts. Ask what kind of indoor or outdoor activities they could do in the next half of class time to add to their charts? Explain that it has to be moderate to vigorous physical activity in order to count. (Speed walking vs. slow walking is an example.) Here are some ideas:
- Do some activities that get your heart pumping: March in place, jog in place, dance, play jump rope games with an "invisible jump rope" (use your imaginations!).
- If you're able to go outside, you could just instruct students to run around the perimeter of the playground or field. As long as they're moving and doing their personal best, every step counts!
- Now fill out your time on your 60 a Day chart.

C. "60 Is the Magic Number" Video (Optional)
If you have access to a computer and projector, watch this quick video with your class. (You may watch this video online or download it to your computer from this link in advance.) Use the discussion questions below as a guide to facilitate conversation.

Video: Cyberchase: 60 Is the Magic Number | PBS Learning (1:40 mins)
In this activity, students learn that 60 minutes of moderate to vigorous activity a day contributes to a healthy lifestyle that can keep you fit. Activities can take place in smaller chunks throughout the day to add up to a total of 60 minutes. Students use addition and a running tally to keep track of activity minutes that add up to 60 minutes. (Grades 3-5)

Discussion Questions:
While Watching the Video:
As students watch the video, ask them to think about and keep notes on these questions:
- What kind of physical activities did the CyberSquad do?
- How did the Jackie and Scanner keep track of their minutes?
- Which activities did Jackie and Scanner count toward their 60 minutes? How did they decide?
- How did they know if they had reached 60 minutes?

After Watching the Video:
- Have students share their notes and answers to the video questions.
- Record answers on a board or chart and discuss together.

Teacher Reference:
Youth Physical Activity Guidelines Toolkit | CDC
https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm

Physical Activity for Children Age 5–12 | Shape America
https://www.shapeamerica.org/standards/guidelines/pa-children-5-12.aspx

Teacher's Toolbox | Shape America
https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.
aspx?hkey=10cff162-c377-4a71-9182-3373635d9626
Family Connection:
Youth Physical Activity: The Role of Families | CDC
https://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_families.pdf

Part B. Stay Hydrated – Every Cup Counts!

Time Frame: 40 minutes

Materials for Activity:

- Plain white paper
- Rulers
- Pencils and pens
- Colored pencils
- Computer and printer (optional)
- Pitcher of water and cups for all students

| Water: Every Cup Counts | | | | | | | Name: _____ |
Cups	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8							
7							
6							
5							
4							
3							
2							
1							

W = Water / M = Milk / J = 100% Juice

Stay Hydrated

Students make their own chart, using pen and paper or on a computer, to set daily goals for water consumption. Teacher notes will contain talking points about why water is a healthy choice for drinks and the science behind why our bodies need water to be healthy and energetic.

Part 1. Discussion
For many years we followed the official recommendations of 8–10 glasses a day. Now doctors say it's a bit more flexible, and based more on weight, activity and other factors. But for the sake of simplicity, it's still smart to aim for 8 a day.

To be precise, it is recommended that school-age children drink approximately 6-8 glasses of fluid a day in addition to the water included in the food in their diet.

All this talking about water is making me thirsty. Who'd like a glass of water? [Pour cups of water and ask for volunteers to pass them out to each student.]

Fast facts about water:
More than 70% of our brain is made of water – so we need to stay well hydrated to keep our brain in shape! Otherwise, we might feel tired, distracted or forgetful during school.
- More than half of your body weight is water.
- Every cell in our bodies needs water to live.
- Water lubricates your joints (like knees and elbows) so they don't creak like the Tin Man!
- Dehydration can affect your energy level and mood.

What is dehydration? That's what happens when your body has used up more water than it's taken in. Water is naturally lost from our body all day long (when we go to the toilet and even when we breathe!) — so if we don't drink enough we become dehydrated. When we sweat in the heat or when doing sports, it's even more important to drink.

Brainstorm tips as a class to help you to drink more water:
- Bring a water bottle to school each day.
- Be sure to drink water throughout the day, especially at school.
- Pack a water bottle whenever you go out.
- In summer, pack a frozen water bottle in your lunch box.
- Dilute sweet drinks by adding water and ice to them.
- Add slices or orange or other fruit to your water. Experiment to see which fruits add the most flavor.
- Drink extra water when playing sports or running around in hot weather.

Part 2. Activity: Make Your Own Water Chart
Make your own chart to set and track your daily goals for water consumption.
1. You may use a pencil and ruler with either plain or graph paper, or you may do this exercise on a computer. [Teacher's discretion]
2. There are no rules, other than to include the 7 days of the week and enough space to mark 6–8+ glasses a day.
3. Ideas include:
   a. Outline squares on graph paper to represent cups, then fill them in with light blue pencil or marker.
   b. Draw one pitcher of water with 6-8 lines on it. Color in a line for each cup of water you drink.
   c. Along with your water cup symbols, add another row of symbols for milk and other drinks. Then look back and think which ones you could have swapped for water to make a healthier choice.
   d. Along with circles for cups of water, add some squares for servings of water-rich fruits and veggies (like melon and cucumbers).
4. Bring your chart home, hang it in your kitchen, and ask family members if they'd like you to make one for them!
5. Bring back to school after one week to share your results.

Extensions:
Add a space below your water count each day to include water-rich foods you've eaten – like cucumbers, melon, and others that contain high amounts of water. Do research to find other types of fruits and vegetables that help keep us hydrated and share with the class.

Make a poster or collaborate to create a bulletin board about all the benefits of drinking water. Make sure to hang or decorate this in a visible, central location.

Resource for Teachers:
CDC: Water & Nutrition *https://www.cdc.gov/healthywater/drinking/nutrition/index.html.*

Family Connection:

Tips for getting kids to drink more water:
- Fill up pitchers of tap water and keep them in the fridge. Cold water is much tastier than lukewarm!
- Fill up ice-cube trays so you have a supply of ice on the ready.
- Fun cups and straws entice kids to drink. Stock up at the end of the season sales.
- Drink lots of water yourself. Make water the thirst-quencher of choice for the family.

Tips for making better beverage choices:
- Make water, milk, or 100% juice an easy option in your home. Have ready-to-go containers available in the refrigerator. Place them in lunch boxes or backpacks for easy access when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice each day.
- Don't forget your dairy! Select milk or fortified soy beverages.

- They offer key nutrients such as calcium, vitamin D, and potassium. Older children, teens, and adults need 3 cups of milk per day.
- For additional tips, check out MyPlate's *10 Tips to Make Better Beverage Choices*

Community Connection:
Reach out to community businesses and corporations to ask for donations of water bottles for students and teachers. In exchange for publicity in your school newspaper and local newspaper, they'll be ensuring kids have access to drinking water throughout the day to stay hydrated for optimal academic performance and overall health.

Part C. Balance Your Screen Time – Every Minute Counts!

Time Frame: 40 minutes

Materials for Activity:

- Simple board games like checkers, Connect Four that can be done during a 15-minute session
- Paper and pencilsan

Lead a discussion about different types of screen time (cell phones, computers, video games, television) and how it all adds up. Then brainstorm other activities kids can do when they're bored or when they've run out of screen time minutes. Take some time to let the kids play some traditional games at the end of the session.

Discussion & Math Activity:
How much time do you think you spend in front of a screen each day? What's our guesstimate? Is that every type of screen? Let's break it down.

Outside of school, how many hours a day do you think you spend in front of a screen?
1) watching TV, 2) using cell phone, 3) playing video games, 4) playing on a computer?

Part 1. Let's do the math.
- How many hours are there in a day? Answer: 24 hours
- How many hours do you need to sleep? Answer: 9–12 hours
- How many hours are you in school? Answer: 7 hours
- How many hours should you do vigorous physical activity? Answer: at least 1 hour
- How many hours do you like to play with friends? Answer: 1-2 hours?
- How many hours do you need for homework? Answer: 1 hour?
- How about reading time before bed? Answer: half an hour?

Part 2. How much time does that leave?
How much time do you think doctors recommend school-age kids spend on screen time? The answer is 2 hours. That's not counting the time you need to use a computer during school or for homework. Does that sound like a lot or a little?

What's the recommended amount of screen time?
- Children under 2: no screen time
- Children 2–5 years old: one hour per day
- Children 6 years and older: two hours per day

The American Academy of Pediatricians says that digital media should never replace healthy activities — particularly sleep, social interaction and physical activity.

Part 3. Brainstorm a list of non-electronic alternatives

Lead a brainstorming activity by throwing out different categories of activities and ideas for each category if kids get stuck. Write a list on a board or easel while students give answers.

• Make cootie catchers
• Arts and crafts
• Reading books
• Doing puzzles
• Draw or doodle in a notebook
• Cook or bake
• Dance in your bedroom
• Play board games
• Learn to make origami
• Learn to weave a friendship bracelet
• Make something with clay

Part 4. Play some simple games

Imagine you were stuck on a desert island and have no phones, no computer, no TV or video games. All you have is some paper and pencils. What could you do to entertain yourself?

Pick a partner to play a game with, or draw, doodle or make a cootie catcher on your own. You could play Tic Tac Toe or Hangman. Can you think of something else?

Demo a game of Tic Tac Toe and then a game of Hangman on the board. Don't assume everyone knows how to play! Can you think of any others?

Homework (Optional):

Over the next week, I'd like you to track your time using any type of device with a screen. Break it down by device and what you do (cell phone: texting, talking, using social media).
Track it on paper, using carefully tracked start and stop times. Make your own chart or keep notes in your daily assignment planner. Find a tracking system that works best for you!

Next week you'll bring your chart or notebook records back in, all filled in. Then we'll brainstorm as a class about trade-offs. (For example, "Instead of texting with a friend, you could invite them over to ride bikes, play catch or chat in person!")

We can also play some board games, so if you have any easy ones like checkers or Connect Four that can easily be done in 15 minutes, please bring them in.

Teacher Reference:

Recommendations for Children's Media Use | American Academy of Pediatrics
https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx

Family Connection:

Screen Time Vs. Lean Time
https://www.cdc.gov/nccdphp/dch/multimedia/infographics/getmoving.htm

Screen Time Poster Printout – to hang near home computer or TV or game console
http://www.actionforhealthykids.org/storage/documents/parent-toolkit/skipthescreen.pdf

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We Can! Screen Time Chart l U.S. Department of Health & Human Services (DHHS)
https://www.nhlbi.nih.gov/health/educational/wecan/downloads/screen-time-log.pdf

Part D. Clock Your Sleep Time – Every Hour Counts!

Time Frame: 40 minutes

Materials for Activity:

• Copies of Sleep Worksheet: Every Hour Counts!
• Pencils
• Computer with internet access and projector

The focus of this activity is a classroom challenge: Make a sleep chart and track
how many hours you sleep each night for a week. If you get enough points as a
class [make the target fairly easy to attain] you'll earn a pajama party! [The next
class they'll be able to change into pajamas and play games and have healthy
snacks.]

Discussion Questions:
How much sleep do you need each night? Take a guess.
• School age children should get 9–11 hours of sleep each night. Are you getting
enough sleep? Raise your hand if you think you are. Raise your hand if you think
you are not.

[Pass out copies of the Sleep Worksheet.]

Raise your hand if you have an older brother or sister. How old are they? Do you
ever try to stay up with them on a school night? What if there's a fun show on TV
and you're watching it together?

Raise your hand if you have a younger brother or sister. Look at the chart to see
how much sleep they need.

So why do we need so much sleep? Let's watch this video about the science
behind sleep to find out.

Video: Sleep l Science Trek (PBS Learning)
(You may watch or download the video in advance from this link.)

We spend about a third of our lives sleeping, but what do scientists really know about sleep? In this video, a doctor and
a family nurse practitioner specializing in sleep issues answer students' questions about sleep.

Video Talking Points:
Sleep is especially important for our brains. Sleep goes through different cycles, both light and deep. The deep sleep
cycle, also known as REM, is tied to learning and development. Doctors think this is when our brain stores memories
and helps us solve problems.

Clock Your Sleep Time

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What happens when you don't get enough sleep?
- You get tired and have trouble paying attention in school. You don't learn as well. You may get grumpy and overeat, feel sore and stressed, and your reaction time is impaired.
- Even missing just one hour of sleep a night can cause a whole host of problems. If you don't sleep enough over a long period of time, you can get very sick.
- How can you improve your sleep?
- Avoid electronic devices in the hour before bed. Don't text, watch TV or play video games. The light from these devices can stimulate your brain and make it harder to fall asleep.
- Establish a regular bedtime and sleep schedule. Go to bed and wake up at the same time every day, even on weekends.

Extension: Play the _"Pillow Pitch" online game_ to test your sleep smarts and then answer the true-or-false questions below:
Pillow Pitch Online Game – BAM! Body and Mind l CDC https://www.cdc.gov/bam/body/pillow-smarts.html

Follow Up Questions:
True or False? Shut-eye is important downtime, and your body and brain do nothing while you're asleep.
- **A: False!** While sleep is important, it's definitely not downtime. Your entire body is repairing itself, growing, and fighting any germs you picked up during the day. Your brain is as busy when you're sleeping as when you're awake. Your brain is helping you grow and filing all the stuff you learned during the day. Your brain has tons to do before dawn!

True or False? I always fall asleep with the TV on and sleep fine. It doesn't really matter if you're in a quiet place.
- **A: False!** You might be able to fall asleep, but distractions like light and noise can keep you from getting the really good, deep sleep that helps you rebuild energy. Even if they don't wake you up completely, noise and light force your body to stay aware of what's going on around you. That keeps you from dropping way down into the deep sleep that's the most restful.

Even if you can fall asleep in a loud or bright place, these distractions will make it harder for you to get very deep sleep—and that's the best kind. Very deep sleep is when your body restores energy to get you ready for the next day. Noise and light force your body to stay aware of what's going on around you. That keeps you from dropping way down into the deep sleep that's the most restful.

True or False? Being physically active helps you sleep.
- **A: True!** If you're regularly active and make sure to slow down several hours before going to bed, you'll burn off extra energy and sleep better. But, being really active within a few hours of bedtime can wind you up and make it hard to fall sleep. So, make sure you wrap up your basketball game or swim practice at least three hours before bedtime.

True or False: Time spent sleeping is wasted—it's nine hours you could be playing video games, practicing your free-throw, or even studying!
- **A: False!** You know that sleep is an important a part of your health and energy—it ranks right up there with diet and exercise. Sleep gives you the energy to play video games and basketball, and to study.

Getting enough sleep the night before class will help you stay sharp and remember what you've already learned. Even if you could study for 9 hours straight without getting tired, you'd be much more likely to remember what you studied if you sleep after studying. While you sleep, your body stores memories. Studying without sleeping is like typing on a computer all day, but then not pressing save.

And not sleeping enough can make you clumsy—that's no good while you're on the court. While you sleep, your brain releases the hormones that control your growth. If you don't sleep enough, you may be tired, cranky, klutzy, and forgetful.

While scientists are a little baffled about why all this recharging can happen only when we sleep, they all agree that we do need to sleep.

Teacher Reference:
National Sleep Foundation: New Sleep Time Recommendations
https://sleepfoundation.org/press-release/national-sleep-foundation-recommends-new-sleep-times

Family Connection:
Watch this video or PPT slide show at this link as a family.
"Skip the Screen" Getting Healthy Together | Action for Healthy Kids

Community Connection:
Invite a fitness coach or leader from the YMCA to talk about tips on leading an active, healthy lifestyle – and how goals can help.

Standards Alignment | Students will:

National Health Education Standards
Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.
Standard 5. Demonstrate the ability to use decision-making skills to enhance health.
Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards
Standard 3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4. Exhibit responsible personal and social behavior that respects self and others.
Standard 5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Common Core Standards > English Language Arts > Speaking and Listening

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Writing

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Math > Measurement & Data

Solve problems involving measurement and conversion of measurements:
CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
CCSS.MATH.CONTENT.4.MD.A.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Solve problems involving measurement and estimation:
CCSS.MATH.CONTENT.3.MD.A.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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Worksheets & Downloads:

Walk, Run & Play. 60 minutes a day!

Today is:

15 30 45 60

MINUTES

Today is:

15 30 45 60

MINUTES

Today is:

15 30 45 60

MINUTES

Today is:

15 30 45 60

Today is:

15 30 45 60

Today is:

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15 30 45 60
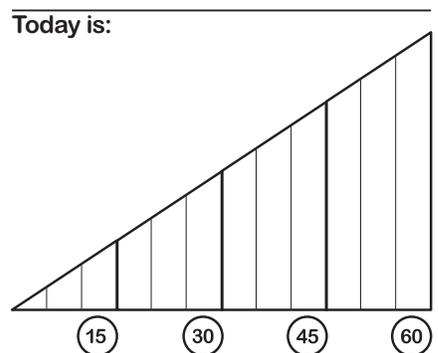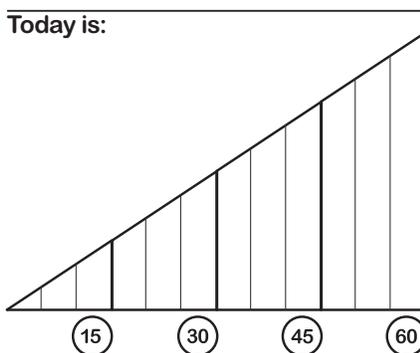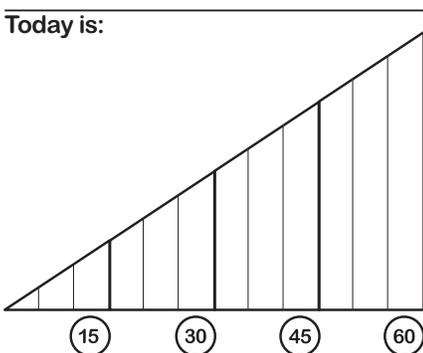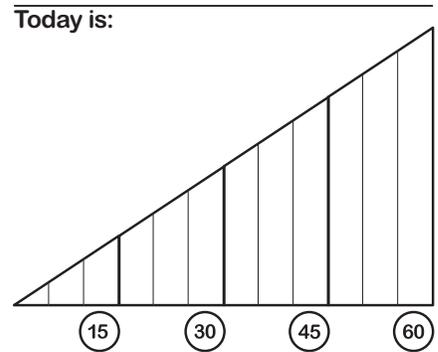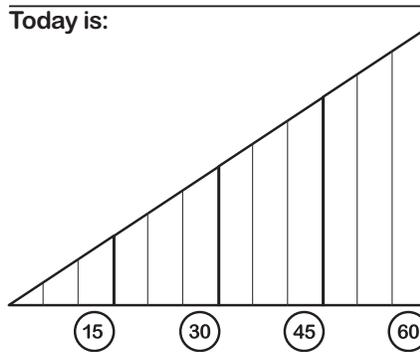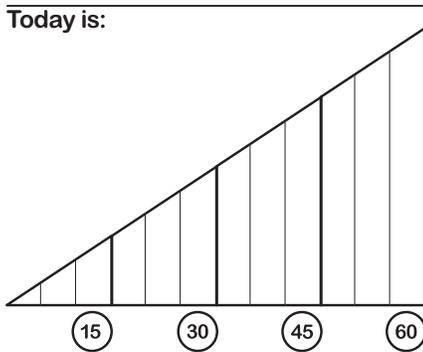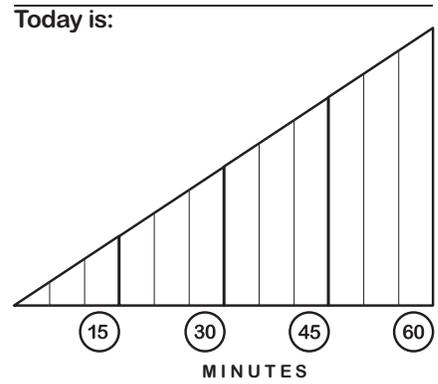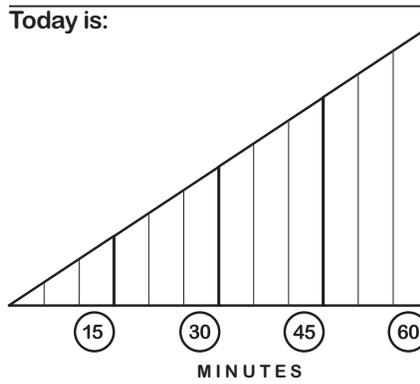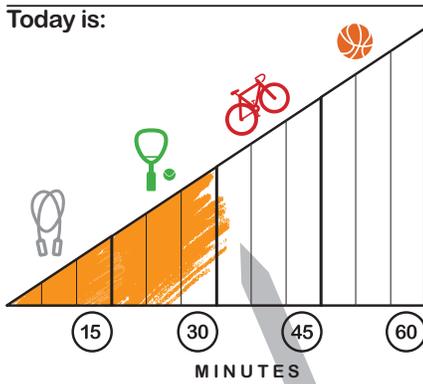
Walk, Run & Play. 60 minutes a day!

♥ Aerobic

some examples
- Bicycle riding
- Walking to School
- Rollerblading
- Baseball/Softball
- Swimming
- Soccer
- Dancing

Bone-Strengthening

some examples
- Hopping, Skipping
- Jumping Rope
- Jogging/Running
- Tennis
- Jumping
- Basketball
- Volleyball

Muscle-Strengthening

some examples
- Tug of War
- Push-Ups
- Rope Climbing
- Sit-ups
- Swinging
- Gymnastics
- Tree Climbing

Monday, April 4

Today is: _____

Activity	minutes	♥	⬤	🏃
rode my bike	15	Ⓧ	○	○
climbed tree	23	○	○	Ⓧ
hop-scotch	30	○	Ⓧ	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

Today is: _____

Activity	minutes	♥	⬤	🏃
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○
_____		○	○	○

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Water: Every Cup Counts

Name: _____

Cups	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8							
7							
6							
5							
4							
3							
2							
1							

W = Water / M = Milk / J = 100% Juice

Healthy LifeStars®

TOGETHER COUNTS

Sleep: Every Hour Counts

Recommended hours awake vs. hours asleep, per age group

🟡 Hours awake

⚫🔘 Hours asleep
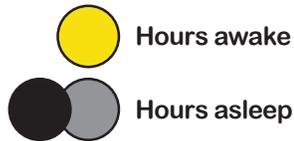
Find your age range. Count the dots.

BLACK dots: [   ]
+
GREY dots: [   ]
=
RANGE OF
SLEEP HOURS

Kids my age need:

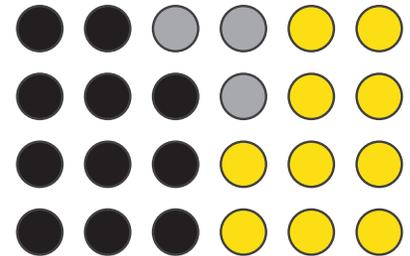[   ] to [   ] hours
of sleep each night.
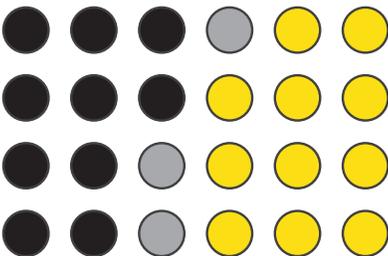

👶 Newborn
0-3 months | 14-17 hours
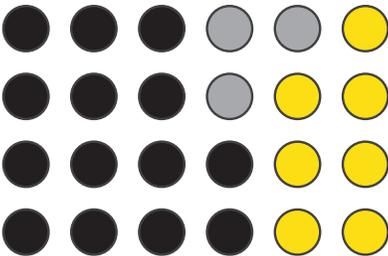
🛒 Infant
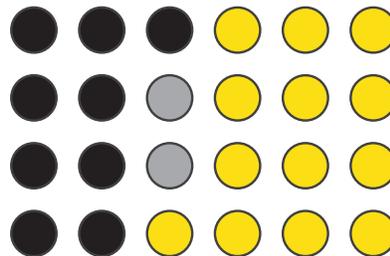4-11 months | 12-15 hours
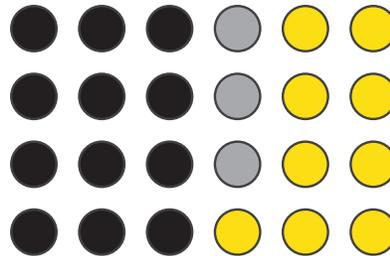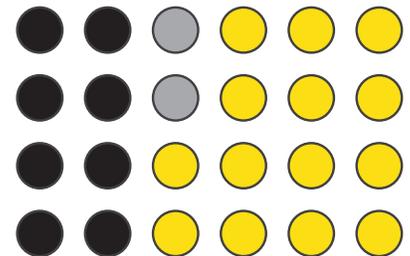
🍼 Toddler
1-2 years | 11-14 hours
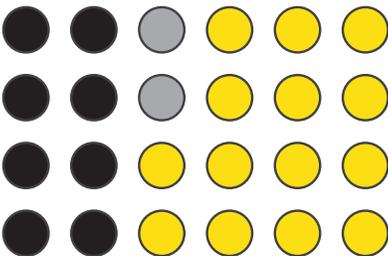
👦 Preschool
3-5 years | 10-13 hours
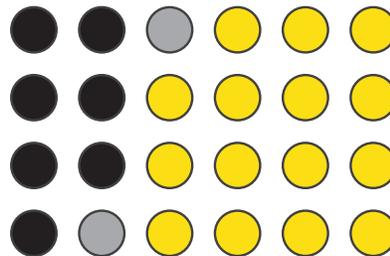
🧒 School-Age
6-13 years | 9-11 hours

🧑 Teenage
14-17 years | 8-10 hours

👨 Young Adult
18-25 years | 7-9 hours

👨 Adult
26-64 years | 7-9 hours

👴 Senior
65+ years | 7-8 hours

TOGETHER COUNTS™
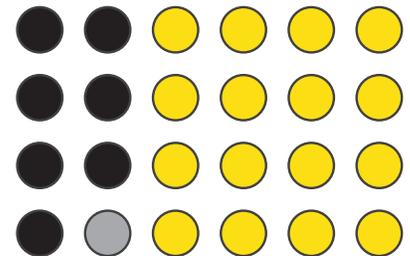
Sleep: Every Hour Counts

How many do you get?
Hang this chart on your refrigerator or near your breakfast table.
Remember to fill it out each morning before you forget.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
TIME TO BED	8:30 pm						
WAKEUP TIME	7:30 am						
HOURS SLEPT	11						

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
TIME TO BED							
WAKEUP TIME							
HOURS SLEPT							

Word Jumble:

1. Sleep is especially important for our ___ ___ ___ ___ ___ ___ [srinab].

2. Very deep sleep is when your body restores ___ ___ ___ ___ ___ ___ [reenyg] to get you ready for the next day.

3. While you sleep, your body stores memories. Studying without sleeping is like typing on a computer all day, but then not pressing ___ ___ ___ ___ ! [vesa]

Fill in the Blanks:

4. Students my age should get between ___ and ___ hours of sleep per night.

5. To improve your sleep, you should avoid electronic devices for ___ hours/minutes before bed. (Fill in the blank and then circle either hours or minutes.)

6. What's your strategy for getting more sleep each night? _____
_____

Draw an Emoji:

What do you look like after you have had enough sleep?	What do you look like when you have *not* had enough sleep?

Answer Guide for Teachers:

Word Jumble: 1 – brains, 2 – energy, 3 – save

Fill in the Blanks: 4 – between 9 and 11, 5 – 1 hour or 60 minutes