

Sleep Timeline

Grades 2-3

Inspired by various artists

Visionary artists featured in the exhibition "The Science and Mystery of Sleep," have created artwork in their bedroom, inspired by sleep, dreams and sometimes even nightmares.

In this activity, students will examine images from the exhibition, think about their own bedtime routine, and create a personal sleep timeline.

Objectives

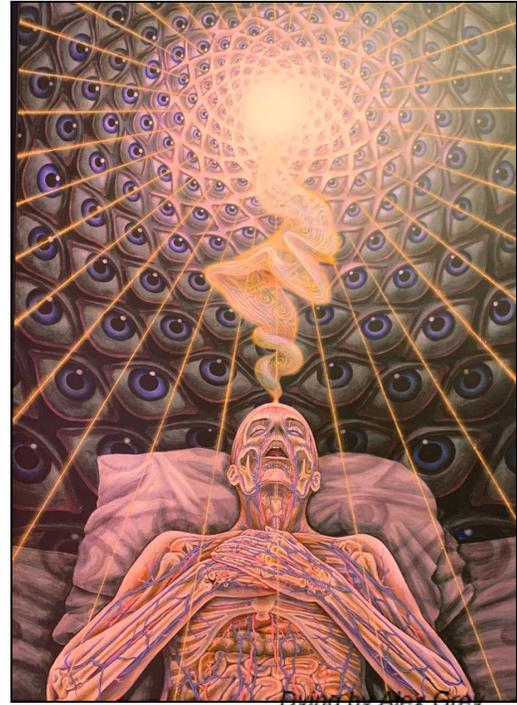
- Students will examine images closely to determine meaning.
- Students will create a narrative sequence of images.
- Students will write a narrative sequence in words.

Critical Questions

What is a timeline?

How is sleep important to us?

What do we do before, during, and after going to sleep?



Dying by Alex Grey

Activities

- **Prepare:** Before starting the lesson, print and laminate several sets of images from "The Science and Mystery of Sleep" exhibition (see resources). If you are in a virtual classroom, create a Google Slides presentation, a Jamboard, or other collaborative workspace with the resource images on each slide.
- **Introduce:** Begin the lesson with a discussion about sleep. Ask students to raise their hands if they have a bedtime. Then ask the students who do not have a bedtime to raise their hands. Then ask students who sleep at night to raise their hands - this should get every hand up. Ask students why everyone sleeps - why is sleep important to us? Has anyone ever not gotten a lot of sleep one night? How did you feel the next day? Share some facts about sleep:
 - a) Humans need about 8 hours of sleep every night to feel their best and stay healthy.
 - b) We spend about $\frac{1}{3}$ of our whole life asleep!
 - c) Our friends in the animal kingdom need sleep to feel good too: a Brown Bat sleeps more than most animals about 20 hours a day, while a horse only sleeps about 3 hours a day.
 - d) Our bodies don't fall asleep or wake up all at once. There are actually four stages of sleep scientists have identified.
 - e) When we sleep deeply, our brain freezes our whole body so we don't accidentally act out our dreams. However, about 3.6% of people's brains don't freeze their bodies during sleep, and they do something called sleepwalking.
- **Define:** Share with students that all people sleep, and most people have rituals that they perform every night before, during, and after we sleep. Share with students that a ritual is a habit we perform over and over again, and sometimes they make us feel safe or calm each time we do them. Call on some students to share rituals they do before, during, and after sleeping. Have the student explain and do a motion or gesture to represent their ritual, then the class copies the

motion or gesture (for example, I brush my teeth before I go to bed, pantomime brushing teeth, whole class pantomimes brushing teeth).

- **Experiment:** Split students into groups of 2-3. Explain that they are to carefully look at the images they are given and imagine they are telling a story about someone's bedtime. Students pick 3-5 images, and put the images in order from beginning to end to tell their story. Each group turns to their neighbors to share their sequential story.
- **Imagine:** Clean up images, and have students return to their seats. Tell the students we are now going to imagine our own sleep timeline. Lead the students through a guided imagery activity where they go over their own bedtime rituals in their minds. Encourage them to remember every detail they can about their own bedtime ritual.
 - a) Close your eyes and imagine it is your bedtime. How do you know it is your bedtime? Does a clock chime? Does a family member remind you? Imagine you are getting ready for bed.
 - b) What comes next? Image where you need to go before you go to bed. You might be going up or down stairs to your bedroom, to the bathroom to brush your teeth.
 - c) What comes next? Do you say good night to any family members, friends, or pets?
 - d) What comes next? Do you change your clothes or take a bath? Picture all the rituals you do before you sleep.
 - e) You are finally done all the things you need to do BEFORE bed, and are climbing into bed. Picture what your bed looks like, what the blankets or pillow feels like, what is the temperature, what sounds do you hear as you fall asleep?
 - f) Imagine you have fallen asleep. Picture yourself sleeping in your bed. Does anything happen during sleep? Do you turn over a few times? Have a dream? Snore a little? Does your cat come to snuggle with you in the middle of the night? Imagine what happens DURING sleep now.
 - g) Imagine it is time to wake up. What wakes you up in the morning? Picture what you do AFTER sleep. This might mean rubbing your eyes, brushing your hair, changing your clothes, saying good morning, eating breakfast or something else. Picture that now. Now you can open your eyes!
- **Draw:** With crayons and colored pencils, have students draw their sleep timeline. Use the attached graphic organizer, or have them draw free form. They should create a sequence of six images for their sleep timeline: two images for what happens before sleep, two for during sleep, and two for after sleep.
- **Tell:** Students will summarize their sleep timeline in at least three sentences, telling an audience of their peers the order of events for their sleep timeline.

Materials

- Images from "The Science and Mystery of Sleep" exhibition
- Pencil
- Crayons, colored pencils, markers
- Optional: sleep timeline graphic organizer

Modification/Extension

Modification: students choose from existing ritual symbols (brushing teeth, saying good night, taking a bath, dreaming, etc) presented in picture form to create their own sleep timeline, and a word bank to write their narrative.

Extension: Students use the graphic organizer to brainstorm ideas, and turn the ideas into a final six panel comic that tells the story of their sleep timeline.

Common Core Standards

Grade 2 ELA Literacy Standards
CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

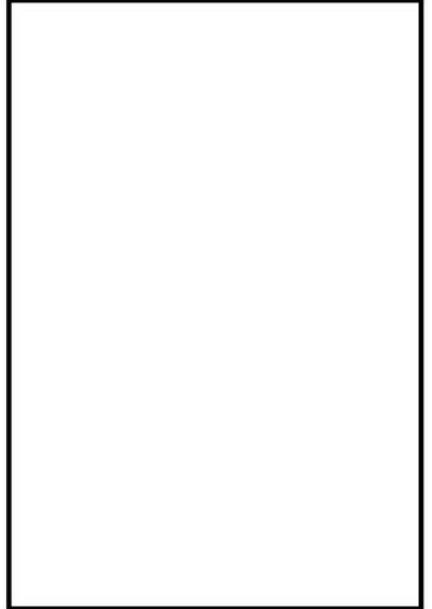
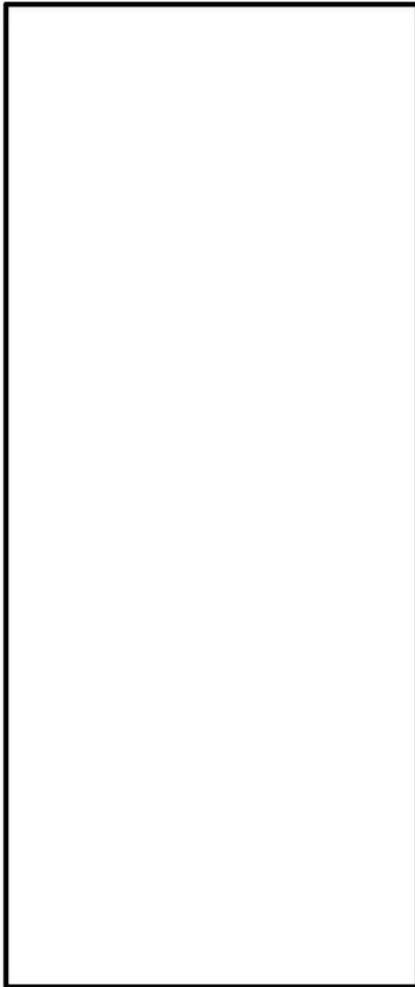
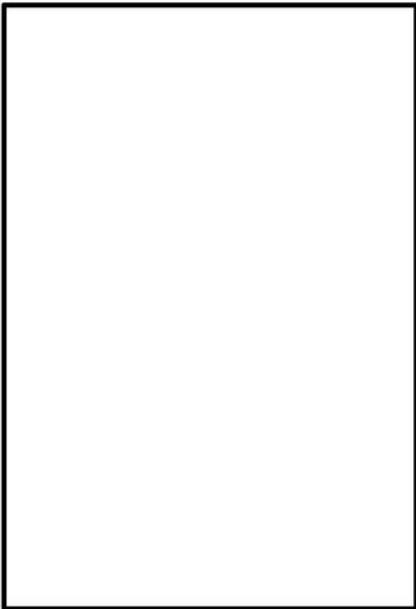
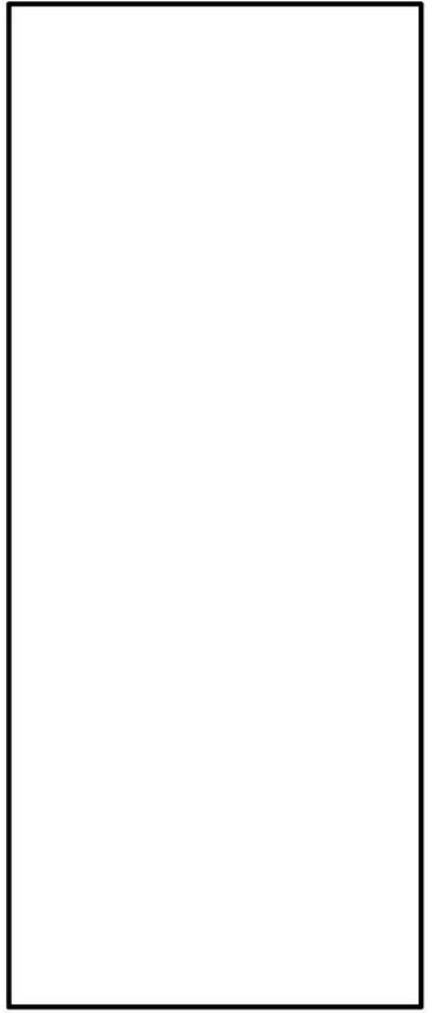
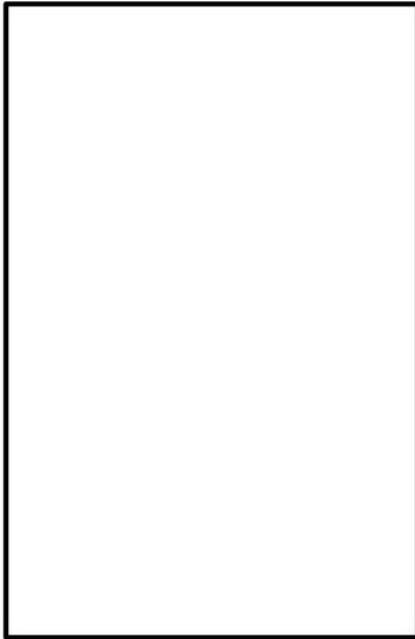
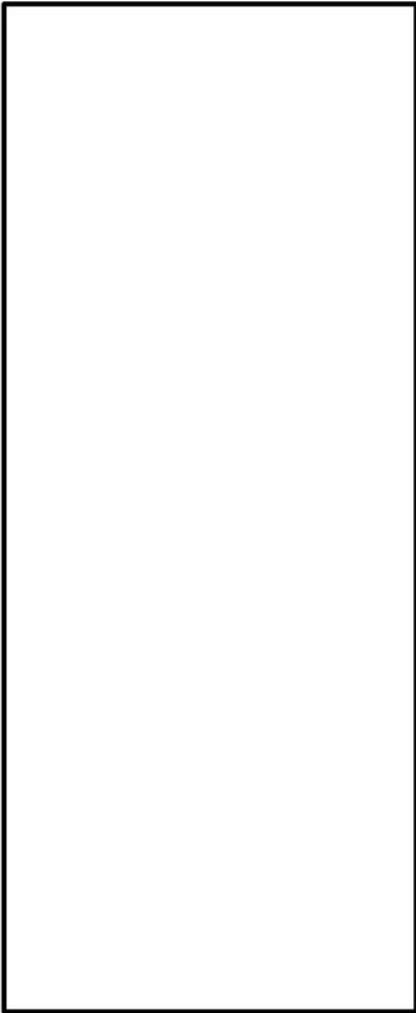
Grade 3 ELA Literacy Standards
CCSS.ELA-LITERACY.RI.3.3

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.

Resources

Contact Beka Plum for Sleep exhibition images: beka@avam.org





Name _____

Sleep Timeline

1

2

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