



Your Sleeping Brain Is Hard at Work (🧠 A Physical Health Story)
(1st Grade – 6-7 yrs.)
Think, Pair, Share: “Sorting” Through Memories



STORY CONNECTION: SLIDE 8 (Approx Time: 25-30 mins)

Your brain is cool. It can store (remember) things for you for a short time – or for a very long time. If you need to store things for a short time, then your brain can do that while you are awake. If you need to store things for a long time, then your brain can do that for you while you are asleep.

Materials needed:

- Information cards (Variation #1-included below)
- Information worksheet (Variation #2-included below)
- Scissors (Variation #1)
- Pencil/pens (Variation #2)
- Optional: Timers

Preparation needed:

- Determine which variation to use with your student(s) during Part II.
- Determine if student(s) will work independently/partners/small groups. Do what works best for your situation.
- Based on grouping, determine how many cards/worksheets to print
 - Variation #1: 1 set of cards per student/grouping
 - Variation #2: 1 worksheet per student/grouping

Instructions:

- In this activity, student(s) will determine if different pieces of information are things that need to be remembered for a short time or for a long time. There are two options of how to use this activity. See both variations below.

Part I: (Complete for both variations)

1. Start by having the student(s) independently think about what “short term” means.
2. Have them turn and talk to a friend about what they thought about.
3. Ask for some of the small groups to share with the whole group.
4. If necessary, explain that this is something that occurs over a relatively short period of time.
5. Next, continue by having the student(s) independently think about what “long term” means.
6. Have them turn and talk to a friend about what they thought about.
7. Ask for some of the small groups to share with the whole group.
8. If necessary, explain that this is something that occurs over a relatively long period of time.

Part II: Select 1 or 2

Variation #1:

1. Explain to student(s) they will be sorting information cards into two groups: Short Time and Long Time.
2. Let the student(s) know how they will complete the activity. If working with partners/groups allow student(s) to move.
3. Give each student/partner/group one set of Information Cards.
4. Ask the student(s) to cut them out.
5. At the top of their desk, they should place the header of each category: Short Time and Long Time. They will use the space below the headers to sort the cards.
6. All remaining cards should be placed in a stack face down.
7. Explain to the student(s) that they will flip over one card at a time.
8. They will read the card and decide if this is information they will only need for a short period of time or a long period of time.
9. Once they decide, they will place the card under that header to identify their answer.
10. Demonstrate for student(s).
For example: If I pull the card, "how to spell my name." I will think that my name is something I have forever. That is something I will need to know for my whole life and that is a LONG time. I will place that card under "Long Time". I will then pull another card, until all the cards are sorted."
11. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
12. Give student(s) an allotted amount of time to read, discuss, and sort cards.

*****Suggestion: Timers can be helpful to keep student(s) on track. *****

13. After all cards have been sorted, go over the cards as a group and discuss each one having student(s) share their ideas as to why it was sorted. Allow student(s) to move any cards that were incorrectly sorted. Clarify for student(s) any questions they might have about any of the cards.
14. In closing, remind student(s) that some information only needs to be stored in our brains for a short period of time because we do not need it for very long. This is done while we are awake. Other information is very important and needs to be stored in our brains for a long time. We need sleep to store these memories so we can use them again later when we need them.

Variation #2

1. Explain to student(s) they will be labeling information on chart as things that need to be remembered for a short period of time (S) or a long period of time (L).
2. Let the student(s) know how they will complete the activity. If working with partners/groups allow student(s) to move.
3. Give each student/partner/group one Information Worksheet.
4. Explain to the student(s) that they will read one box or (statement) at a time.

*****Note: If the reading is going to be difficult for the student(s), the facilitator can read each one aloud. *****

5. The student(s) will decide if this is information they will only need for a short period of time or a long period of time.
6. Once they decide, student(s) will mark an S or L in the box.
7. Demonstrate for student(s).
For example: "If I read the statement, "your birthday." I will think that my birthday is something I have forever. That is something that will not change. I will need to know my birthday for my whole life and that is a LONG time. I will place an "L" in that box because "L" means a 'Long Time'."
8. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
9. After all boxes have been read and marked S or L, go over the worksheet as a group and discuss each box having student(s) share their ideas as to why they marked it the way they did. Allow student(s) to change any answers. Clarify for student(s) any questions they might have about any of the statements.
10. In closing, remind student(s) that some information only needs to be stored in our brains for a short period of time because we do not need it for very long. This is done while we are awake. Other information is very important and needs to be stored in our brains for a long time. We need sleep to store these memories so we can use them again later when we need them.

Variation #1: Information Cards

Short Time	Long Time
What you ate for lunch yesterday	Reading your sight words
Detail from a book you read this morning	Addition and subtraction facts
What color shirt you wore on Monday	Your birthday
The commercial you saw during your favorite show	The names of the people in your family
The kind of shoes your friend has	Your address and phone number
Where your car was parked at the store	The words to a song you are going to sing during an assembly
How many students were absent today	What you did on your vacation to a theme park
A substitute teacher's name	How to spell your name
The song playing on a video you watched	How you get home from school everyday
The kinds of ice cream you can pick from	Getting ready for bed each night

Variation #2: Information Worksheet

What you did on a vacation to a theme park	How many students were absent in your class today
A substitute teacher's name	The kind of shoes your friend has
The words to a song you are going to sing during an assembly	What color shirt you wore on Monday
How to spell your name	The song playing on a video you watched
Your address and phone number	Addition and subtraction facts
The kinds of ice cream you can pick from	Where your car was parked at the store
Getting ready for bed each night	Detail from a book you read this morning
The names of the people in your family	How you get home from school each day
Your birthday	Reading your sight words
What you ate for lunch yesterday	The commercial you saw during your favorite show