

TIME for KIDS

EDITION 5-6
TEACHER'S GUIDE

VOL. 14, NO. 17
FEBRUARY 16, 2024

MICRO-NAPS



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Cover Lesson

Students will learn about the sleeping habits of penguins before analyzing their own sleep patterns.

"Sleep Journal" Worksheet

Students will use the journal page to track their sleep and stress over several days.

Cover Quiz

Assess students' understanding of the article "Power Nappers."

Mini-Lessons

- Students will learn about the Lunar New Year and the Chinese zodiac.
- Students will learn about a dentist's job and consider how health problems can be both prevented and treated.

Magazine Quiz

Assess students' understanding of the magazine Micro-Naps.


Your Job Ad


Learn about newly released Power Skills courses.

TFK PUBLISHING SCHEDULE

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
	BREAK					
4	5	6	7	8	9	10
	BREAK					
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	1	2
	BREAK					
3	4	5	6	7	8	9

 Current issue date

 Future issue dates

Customer Service: 800-777-8600
 Email the editors: tfkteachers@time.com



STANDARDS
SCIENCE (NGSS)
Biological Evolution

CCSS: RI.1, RI.3, RI.7, SL.1, W.2

ARTICLE

POWER NAPPERS

PP. 4–5

A new study shows the power of micro-naps, and how penguin parents use them to stay alive.

LEXILE LEVELS

Main: 910L

Alternate: 740L, 1080L

LESSON MATERIALS

- “Sleep Journal” worksheet (see p. 3 of this guide)
- Cover Quiz (see p. 4 of this guide)

BEFORE READING

Ask students to think of a time they dozed off while doing something. Maybe they were sitting in class, or watching a movie, or riding in a car. Have them turn and talk to a partner about the following: What caused you to drop off? Was this micro-nap restful? Why didn't you take a longer nap? Explain that a new study found that penguins take micro-naps like this all day long. Ask students to predict why this might be. Then have them read “Power Nappers” to find out.

DISCUSSION QUESTIONS

- Why do chinstrap penguins take micro-naps?
- What inspired Paul-Antoine Libourel and his team to study penguins' sleep habits?
- What impact might this study have?
- How are some other animals' sleep styles different from ours?

CLOSING ACTIVITY

Have a discussion about why penguins take thousands of micro-naps per day. Do students relate to this practice? Ask volunteers to talk about whether they think stress affects their sleep. Then provide students with the “Sleep Journal” worksheet, on page 3 of this guide. Tell them they'll use the sleep journal to keep track of stress level and sleep over five days. After the five days, instruct them to summarize and reflect on their sleep habits in writing.

Bring the class together and invite students to share insights from their journals. Then tell them they'll be doing a research project inspired by their sleep patterns. They may choose a topic they'd like to learn more about. For example, a student who took a lot of naps might want to learn about the effects of napping. Or a student who slept poorly due to stress might want to research ways to better manage stress. Have students share their findings with their peers.

ANSWER KEY

Cover Story Quiz

1. D (RI.2) 2. A (RI.3) 3. C (RI.1) 4. D (RI.4) 5. A (RI.6)
6. C (RI.7) 7. Answers will vary. (W.1)

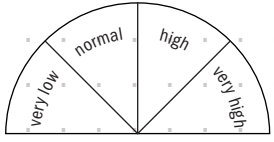
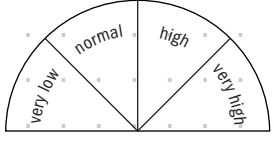
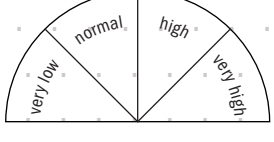
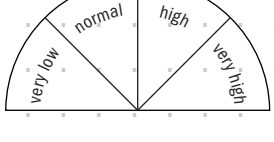
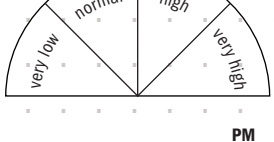
Magazine Quiz

1. B (RI.1) 2. D (RI.7) 3. A (RI.3) 4. C (RI.1)
5. D (RI.4) 6. D (RI.1) 7. B (RI.5) 8. A (RI.2)

Name _____ Date _____

Sleep Journal

Read "Power Nappers" (February 16, 2024). Use the sheet below to track your sleep and stress over the course of five days.

<p>_____ DAY</p> <p>Stress tracker</p>  <p>Sleep tracker</p> <p>PM 8 9 10 11 12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4</p> <p>_____</p>	<p>Nap tracker</p> <p>AM PM</p> <p>10 11 12 1 2 3 4 5 6 7 8 9 10</p> <p>_____</p> <p>Sleep quality ☆ ☆ ☆ ☆ ☆</p>
<p>_____ DAY</p> <p>Stress tracker</p>  <p>Sleep tracker</p> <p>PM 8 9 10 11 12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4</p> <p>_____</p>	<p>Nap tracker</p> <p>AM PM</p> <p>10 11 12 1 2 3 4 5 6 7 8 9 10</p> <p>_____</p> <p>Sleep quality ☆ ☆ ☆ ☆ ☆</p>
<p>_____ DAY</p> <p>Stress tracker</p>  <p>Sleep tracker</p> <p>PM 8 9 10 11 12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4</p> <p>_____</p>	<p>Nap tracker</p> <p>AM PM</p> <p>10 11 12 1 2 3 4 5 6 7 8 9 10</p> <p>_____</p> <p>Sleep quality ☆ ☆ ☆ ☆ ☆</p>
<p>_____ DAY</p> <p>Stress tracker</p>  <p>Sleep tracker</p> <p>PM 8 9 10 11 12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4</p> <p>_____</p>	<p>Nap tracker</p> <p>AM PM</p> <p>10 11 12 1 2 3 4 5 6 7 8 9 10</p> <p>_____</p> <p>Sleep Quality ☆ ☆ ☆ ☆ ☆</p>
<p>_____ DAY</p> <p>Stress tracker</p>  <p>Sleep tracker</p> <p>PM 8 9 10 11 12 AM 1 2 3 4 5 6 7 8 9 10 11 12 PM 1 2 3 4</p> <p>_____</p>	<p>Nap tracker</p> <p>AM PM</p> <p>10 11 12 1 2 3 4 5 6 7 8 9 10</p> <p>_____</p> <p>Sleep quality ☆ ☆ ☆ ☆ ☆</p>

Name _____ Date _____

Use this week's cover story, "Power Nappers," to answer the questions below. For questions 1-6, circle the letter next to the best answer. If you need more space to write your response to question 7, use the back of this page.

<p>1. What did the author of this article want you to learn?</p> <p>A. Most people go to sleep in the evening and wake up in the morning.</p> <p>B. Some animals sleep standing up.</p> <p>C. All animals sleep differently.</p> <p>D. Chinstrap penguins take thousands of micro-naps a day.</p>	<p>4. Based on the context, what does <i>occasionally</i> mean, in the section "New Way to Learn"?</p> <p>A. all the time</p> <p>B. usually</p> <p>C. never</p> <p>D. once in a while</p>
<p>2. What question guided Paul-Antoine Libourel's research?</p> <p>A. How do penguins sleep with the challenges they face?</p> <p>B. How do penguins protect their eggs?</p> <p>C. How do penguins fend off predators?</p> <p>D. How do penguins hunt successfully?</p>	<p>5. Why does Vladyslav Vyazovskiy believe this study was important?</p> <p>A. Studying animals' sleep in the wild can help us better understand what sleep is about.</p> <p>B. Understanding how little sleep penguins need can teach us to sleep less.</p> <p>C. Studying animals in a lab is not helpful.</p> <p>D. The results can teach us how to better protect penguins.</p>
<p>3. How did Libourel's team conduct its research?</p> <p>A. The team took thousands of pictures of penguins in the wild to see when they were sleeping.</p> <p>B. The team studied penguins in a lab.</p> <p>C. The team tracked penguins' brain activity.</p> <p>D. The team read studies from the University of Oxford, in England.</p>	<p>6. The photographs included on page 4</p> <p>A. illustrate how the study was conducted.</p> <p>B. show examples of different sleep styles.</p> <p>C. help readers visualize the penguin activity that's described in the text.</p> <p>D. provide a comparison between penguins' sleep and ours.</p>

7. Do you think this was an important study? Why or why not?

SNAPSHOT

DRAGON DAYS

P. 3

STANDARDSSOCIAL STUDIES (NCSS)
Culture

CCSS: RI.1, RI.3, RI.9, W.2

BEFORE READING

Start the lesson by wishing the class Happy New Year. Is anyone confused? Explain that February 10 was the start of the Lunar New Year, which is celebrated in many Asian cultures. Challenge students to the Lunar New Year Kahoot! at [ti.me/NewYearsKahoot](https://www.time.com/newyearskahoot). Then invite students to share anything else they know about the holiday before looking at the Snapshot on page 3 of the magazine.

DISCUSSION QUESTIONS

- When did the new lunar year begin?
- What animal represents this new year?

CLOSING ACTIVITY

Point out that each year is represented by an animal. Invite students to research the animal of the year in which they were born. According to the Chinese calendar, each animal represents certain personality traits. Have students research the traits associated with their year. They can use the Nat Geo Kids page at [ti.me/zodiacAnimals](https://www.natgeokids.com/1/zodiacAnimals) to get started. Have them journal in response to what they learn.


SMILE

PP. 6–7

Smiles help us connect and communicate. A dentist's job is to help you maintain a clean and confident grin.

STANDARDSSOCIAL STUDIES (NCSS)
Individual Development and Identity

CCSS: RI.1, RI.2, RI.3, RI.4, SL.1

BEFORE READING

Write the root word *dent-* on the board. See if students can come up with words that have that root (e.g., *dentist*, *dental*, *dentures*). Make a list and see if students can identify a pattern or if they can guess what the root word means. Explain that *dent-* comes from the Latin word for tooth. Today, they'll be reading about two people in the field of dentistry.

DISCUSSION QUESTIONS

- What originally drew Annelise Hardin and John DeLorme to dentistry?
- How does one prepare to become a dentist?

CLOSING ACTIVITY

As a class, reread the last section of the article. Discuss the difference between prevention and treatment. Come up with a list of ways to prevent dental problems. Then discuss how dentists help treat them. Have students pick another career in health. What part of the body does that profession address? Does their job title indicate that? Instruct students to list ways to prevent damage or injury to that part of the body. Then have them list methods of treatment for that body part.

Name _____ Date _____

Use this week's issue, *Micro-Naps*, to answer the questions below. For each question, circle the letter next to the best answer.

<p>PAGE 2: SUPER BOWL HISTORY</p> <p>1. Which team won the first Super Bowl?</p> <ul style="list-style-type: none"> A. Kansas City Chiefs B. Green Bay Packers C. Pittsburgh Steelers D. New England Patriots 	<p>PAGES 4–5: POWER NAPPERS</p> <p>5. Based on the context, what does <i>occasionally</i> mean, in the section “New Way to Learn”?</p> <ul style="list-style-type: none"> A. all the time B. usually C. never D. once in a while
<p>PAGE 2: SUPER BOWL HISTORY</p> <p>2. Based on the chart, how many Super Bowl games have the New England Patriots (top right mascot) played in?</p> <ul style="list-style-type: none"> A. five B. six C. 10 D. 11 	<p>PAGES 6–7: SMILE!</p> <p>6. Which best describes the role a smile plays in communication?</p> <ul style="list-style-type: none"> A. A smile demonstrates confidence. B. A smile shows joy. C. A smile indicates sarcasm. D. A smile can express a range of emotions.
<p>PAGES 4–5: POWER NAPPERS</p> <p>3. What question guided Paul-Antoine Libourel's research?</p> <ul style="list-style-type: none"> A. How do penguins sleep with the challenges they face? B. How do penguins protect their eggs? C. How do penguins fend off predators? D. How do penguins hunt successfully? 	<p>PAGES 6–7: SMILE!</p> <p>7. The section “Five Fast Facts” is organized as</p> <ul style="list-style-type: none"> A. a bulleted list. B. statements followed by explanations. C. an interview. D. cause and effect sentences.
<p>PAGES 4–5: POWER NAPPERS</p> <p>4. How did Libourel's team conduct its research?</p> <ul style="list-style-type: none"> A. The team took thousands of pictures of penguins in the wild to see when they were sleeping. B. The team studied penguins in a lab. C. The team tracked penguins' brain activity. D. The team read studies from the University of Oxford, in England. 	<p>PAGE 8: NEW HORIZONS</p> <p>8. What does the headline help readers understand about the series?</p> <ul style="list-style-type: none"> A. The show marks a new chapter in the world of Pokémon. B. Liko is an anchor to the show. C. Fans will be happy to return to familiar settings. D. The show is mysterious.

New Power Skills courses **UNLOCKED!**

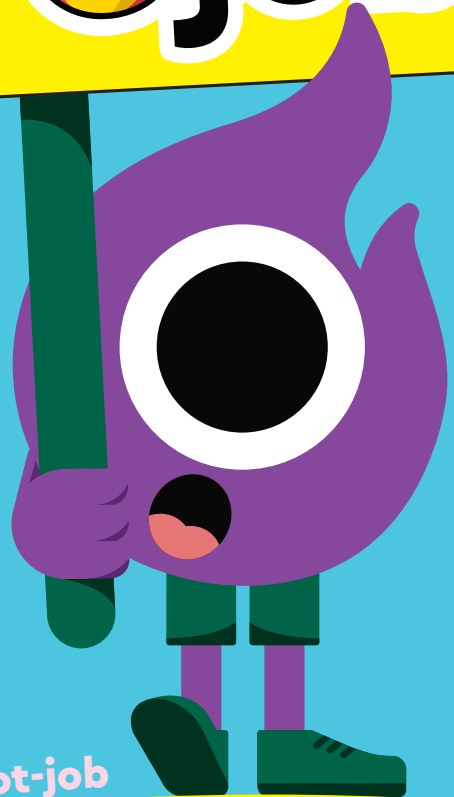


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