

## MICRO-NAPS



### POWER NAPPERS

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

**LEXILE:** 1080L (910L alternate reading level)

**SCIENCE (NGSS) STANDARD:** Biological Evolution

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.7, SL.1

### ENGAGE THE READER

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 doze 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.

### QUESTIONS FOR CLOSE READING AND DISCUSSION

- 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 do other animals' sleep styles differ from your own?

### EXTEND LEARNING

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 ask students to keep track of stress level and sleep over the next week on a piece of paper or in a journal. After the week, 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.

### COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.

To create a digital quiz, you can use our template [here](#).

**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)

## DISTINGUISHING FACT FROM OPINION

Below is an excerpt from the first lesson in our media-literacy unit plan. Check out the full lesson at [ti.me/MediaLitLesson1](https://www.time.com/time/edge/media-literacy-lesson-1).

### ESSENTIAL QUESTIONS

- How are facts and opinions different?
- How can facts be used to provide evidence for opinions?

### INTRODUCTION

Review writers' three main intentions: to persuade, to inform, or to entertain. Ask students how they can identify which is which. Explain that an important first step is to understand facts and opinions, and the role they play in writing. Use the "Two Facts and a Feeling" slides ([ti.me/factVopinion](https://www.time.com/time/edge/media-literacy-lesson-1)), from the News Literacy Project, to gauge students' understanding of fact vs. opinion. After going through the slides, ask volunteers to explain how facts and opinions are different. Then invite students to come up with their own "Two Facts and a Feeling" and share them to see if a classmate can tell the facts from the opinion.

### SMALL GROUP WORK

Have students read an opinion article, such as TIME's "Rest Takes Hard Work" ([ti.me/restArticle](https://www.time.com/time/edge/media-literacy-lesson-1)). As they do, they should note some facts and opinions they find in the article. Have students share their annotations with a small group. Ask groups to discuss how the author used facts to support his opinions. Which arguments were most compelling, and why? Close the lesson by discussing ways to determine if an article is informational or opinion-based.



## SMILE

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

**LEXILE:** 1040L (840L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individual Development and Identity  
**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4

### BEFORE READING

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

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

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