

Teacher's Supplement

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Zzz



MAGAZINE ARTICLES

- Shh! Don't Wake the Animals 8
Expository Nonfiction 890L
- All Night Long 12
Narrative Nonfiction 500L
- Busy Body Sleep Solution 18
Narrative Fiction 420L
- Sleepy Bodies 23
Expository Nonfiction 820L
- Charlotte Jane Battles Bedtime 27
Narrative Fiction 390L



Teacher's Guide for *Click: Sleepyheads*

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OVERVIEW

*In this magazine, readers will learn how many different animals sleep. **Click: Sleepyheads** includes information about how much*

sleep animals and humans need, where they do it, what happens to the body during sleep, and how people understand its importance.

ESSENTIAL QUESTION:

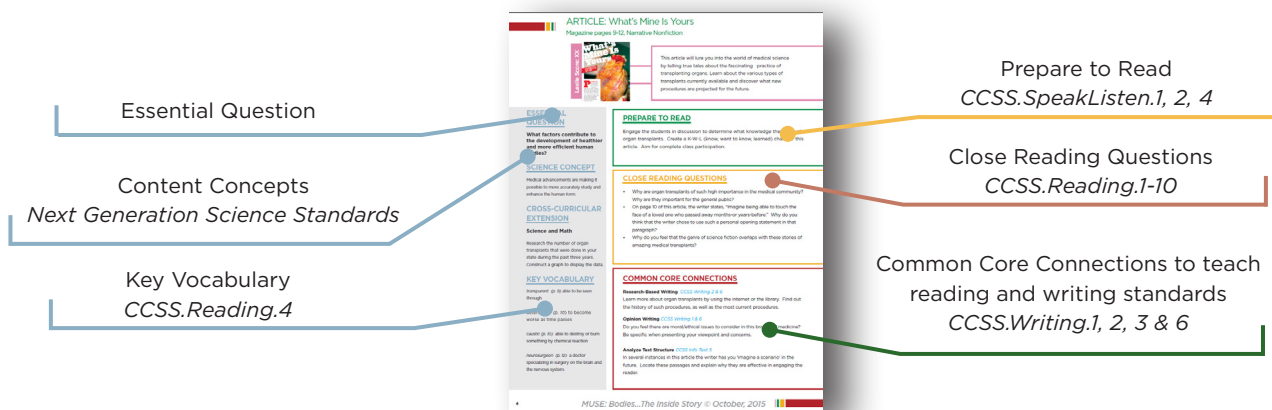
Why is sleep important for animals and humans?



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 8

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:



Essential Question

Content Concepts
Next Generation Science Standards

Key Vocabulary
CCSS.Reading.4

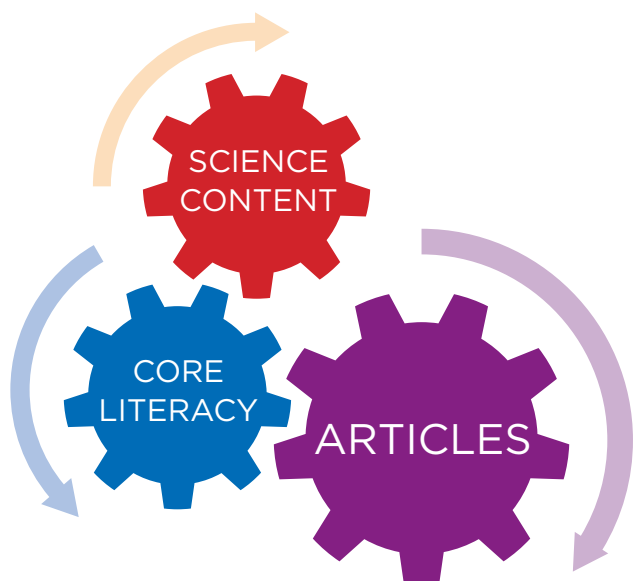
Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 10 - 12

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.Reading.1)

Describe Relationships (CCSS.Reading.3)

Analyze Text Structure (CCSS.Reading.5)

Interpret Visual Information (CCSS.Reading.7)

Summarize (CCSS.Reading.2)

Determine Word Meaning (CCSS.Reading.4)

Understand Author's Point of View (CCSS.Reading.6)

Explain Reasons and Evidence (CCSS.Reading.8)

FOCUS STANDARD: CCSS.Reading.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 10 – 12) as well as the **Article Pages** (pgs. 4 - 8) for ways to incorporate writing into your instruction.

ARTICLE: Shh! Don't Wake the Animals

Magazine pages 8-11, Expository Nonfiction

Lexile Score: 890

shh! Don't Wake the Animals

The Big Sleep

We say that some animals sleep for the winter, but they really hibernate. What's the difference? A sleeping animal's body cools and slows, but a hibernator's body practically shuts down. That helps it save energy in winter, when food is scarce.

Arctic ground squirrels curl up underground for eight months a year. During that time, their hearts and breathing nearly stop, and their temperatures can drop to below freezing.

Even though fish are champion sleepers, they hibernate in deep caves all winter long. The rest of the year, they make for only a few hours each night to feed their young. During the day, they are hanging upside down in dark, lumpy mud.

On Your Feet

You might think that birds sleep at night. Nope. Birds are the only animals that sleep on their feet. They have a special lock on their legs that keeps them from falling while they sleep. Some birds, like owls, sleep with one foot up and one foot down. Other birds, like chickens, sleep with both feet up. Some birds, like chickens, sleep with both feet up. Some birds, like chickens, sleep with both feet up.



Some animals sleep standing up, some upside down! Read about the many ways animals get their rest.

ESSENTIAL QUESTION

Why is sleep important for animals and humans?

SCIENCE CONCEPT

Animals have body parts that are specifically adapted to help ensure their survival.

CROSS-CURRICULAR EXTENSION

Geography

Pick an animal from the article and do research to find out more about its habitat.

KEY VOCABULARY

hibernate (p. 8) to spend the winter sleeping or resting

mucus (p. 10) a thick liquid that is produced in some parts of the body (such as the nose and throat)

roost (p. 8) a place where birds (or bats) rest or sleep

PREPARE TO READ

Have students do a picture walk through the article. Discuss the animals that they recognize. Then have students talk about the ways in which they see the animals in the photographs sleeping. Discuss what is interesting to students and encourage them to read with the purpose of finding out more about how animals sleep.

CLOSE READING QUESTIONS

- Underline details from the text that describe the difference between sleeping and hibernating.
- Circle the photographs of the two animals in this article that nap standing up.
- Make a list of words that describe how the animals in this article sleep. Use details from the text to compile your list.

COMMON CORE CONNECTIONS

Determine Key Ideas *CCSS Reading 2*

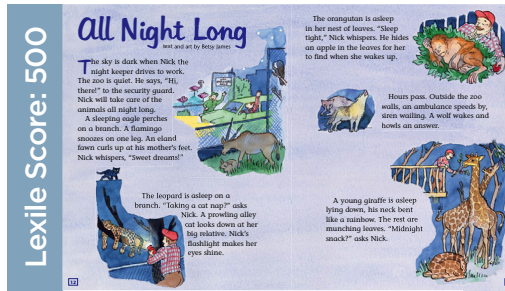
What is the main idea of this article? What ideas and details support the main idea?

Key Ideas and Details *CCSS Reading 1*

How do most birds sleep? Include in your answer details about the different body parts of the bird during rest.

Analyze Text Structure *CCSS Reading 5*

The author divided this article into sections, each with its own heading. How did this structure help you understand the main idea?



While many of us are asleep, the night keeper at the zoo has lots of work to do. Find out what happens at a zoo when the sun goes down.

ESSENTIAL QUESTION

Why is sleep important for animals and humans?

SCIENCE CONCEPT

Animal offspring have physical traits that are similar to their parents' traits.

CROSS-CURRICULAR EXTENSION

Careers

Find out how you could become a zookeeper. Do research to learn more about what being a zookeeper is like and what you would need to study to become one.

KEY VOCABULARY

prowling (p. 12) quietly moving through an area while hunting

relative (p. 12) something that belongs to the same group as something else because of shared characteristics, qualities, etc.

PREPARE TO READ

Have students share what they know about zoos and the animals that are typically kept there. Then have students predict what they think happens at a zoo at night. Encourage students to read to find out.

CLOSE READING QUESTIONS

- What does Nick, the night keeper, hide in the leaves for the orangutan? Highlight details from the text or illustrations that support your answer.
- Underline details from the text that help you visualize the sleeping young giraffe.
- Circle the illustrations that show people working at the zoo at night. What jobs are they doing?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 3*

The text describes different animals the zookeeper encounters during his night of work. Choose a text structure (i.e. comparison, cause/effect, chronology, problem/solution) that helps organize the information so you can understand it more easily. Then, rewrite the article based on the structure you chose.

Determine Author's Purpose *CCSS Reading 6*

Think about why the author wrote this text. What did they want to communicate? To whom?

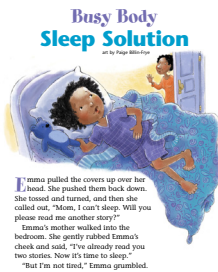
Fluency *CCSS Reading Foundations 4*

What animal wakes up the zoo in this story and how does the animal do it? Have students take turns as the zoo's alarm clock by saying "Hoo! Hoo! Grr-a-a-ah!" (p. 15). Extend the activity by having students read portions of the text aloud to each other.

ARTICLE: Busy Body Sleep Solution

Magazine pages 18-22, Narrative Fiction

Lexile Score: 420



"Let's try your grumpy's busy body sleep solution," said Mom. "Remind your feet how busy they were today." Emma giggled. "OK, feet, you jumped and jumped when I played hopscotch with Leah. You must be tired. Night-night!" She wiggled her feet one last time and then made her feet be still. "Good," said Mom. "Keep going." She kissed the top of Emma's head and quietly left the room.



Sometimes it is hard to go to sleep when you have had a busy day. Find out how Emma settles down her body so she can rest.

ESSENTIAL QUESTION

Why is sleep important for animals and humans?

SCIENCE CONCEPT

Animals have body parts that capture and convey different kinds of information needed for growth and survival.

CROSS-CURRICULAR EXTENSION

Social Studies

What are kids doing on the other side of the world when you are asleep? Illustrate a world time zone map with drawings of what people are most likely doing when you are asleep.

KEY VOCABULARY

deserve (p. 21) used to say that someone or something should or should not have or be given something

grumble (p. 18) to talk in an unhappy way

PREPARE TO READ

Ask students if they have ever had a hard time falling asleep. Have students share their own "sleep solutions." Ask: What do you do to help you fall asleep? Discuss student responses. Encourage students to try the "Busy Body Sleep Solution" tonight!

CLOSE READING QUESTIONS

- Underline the verbs, or action words, that tell what each of Emma's body parts did during her busy day.
- From what point of view is this story being told? Highlight details from the text that support your answer.
- What do you think might have happened if Emma didn't follow the Busy Body Sleep Solution? Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Reading 2*

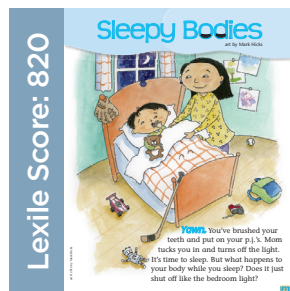
With a partner, summarize the steps of the Busy Body Sleep Solution.

Integrate Visual Information *CCSS Reading 7*

The text describes how Emma used the Busy Body Sleep Solution. Locate an image that shows why this solution was necessary. What details from the text does the image relate to?

Write Informational Text *CCSS Writing 2*

Think about a time when it was hard for you to fall asleep. Write a step-by-step guide of what you did to get to sleep. Share your guide with the rest of the class.



We give ourselves a rest when we sleep, but there are still many things going on in our bodies. Read to find out what happens to our bodies when we sleep and why getting a good night's rest is so important!

ESSENTIAL QUESTION

Why is sleep important for animals and humans?

SCIENCE CONCEPT

Different body parts have unique functions.

CROSS-CURRICULAR EXTENSION

Science

Use information in the text to create a diagram of how different body parts respond to sleep.

KEY VOCABULARY

hormone (p. 25) a natural substance that is produced in the body and influences the way the body grows or develops

limp (p. 24) not firm or stiff

sag (p. 25) to bend or hang down in the middle, especially because of weight or weakness

vibrate (p. 25) to move back and forth or from side to side with very short, quick movements

PREPARE TO READ

Ask: What is your bedtime routine? Have students discuss what they do to get ready for bed. Then ask them what they think their brain does while they sleep. Encourage students to read to find out.

CLOSE READING QUESTIONS

- How does the author organize the information in this article? Go back to the text to help you.
- Underline the sentence on page 25 of the article that describes what happens when something vibrates.
- What happens when people don't get enough sleep? Cite evidence from the text that describes the effects of not getting enough sleep.

COMMON CORE CONNECTIONS

Integrate Visual Information *CCSS Reading 7*

Explain how the illustrations work with their corresponding blocks of text to help you understand the information. Discuss with a partner how a specific illustration helps make the text more clear, or easy, to understand.

Draw Conclusions *CCSS Reading 1*

Why do you think people may say that “the Sandman” comes when we are sleeping? Use details from the text to support your conclusion.

Write Narratives *CCSS Writing 3*

Write an acrostic poem for the word ASLEEP. Use details from the article and what you already know to help you write.

ARTICLE: Charlotte Jane Battles Bedtime

Magazine pages 27-33, Narrative Fiction



Charlotte Jane likes to get all the “juice” out of her days—she is very busy and doesn’t want to slow down. Read to find out what she needs to do to keep her energy, or oomph, from disappearing.

ESSENTIAL QUESTION

Why is sleep important for animals and humans?

SCIENCE CONCEPT

Individuals of the same species are recognizable as similar but can also vary in many ways.

CROSS-CURRICULAR EXTENSION

Theater

Make a list of pirate sayings used in the story, such as “Arr,” and “Well, blow me down!” Then, practice saying them to an audience.

KEY VOCABULARY

feat (p. 28) an act or achievement that shows courage, strength, or skill

formidable (p. 27) very powerful or strong

relish (p. 28) to enjoy or take pleasure in (something)

traitor (p. 30) a person who is not loyal to his or her own country, friends, etc.

PREPARE TO READ

Discuss with students why they think some children don’t like going to bed. Then ask students if they think it is important to get a good night’s sleep each night. Discuss students’ responses. Then, have students predict what happens when children don’t get a good night’s sleep.

CLOSE READING QUESTIONS

- Highlight clues in the text and pictures that help you determine what the word *sapped* means (p. 31).
- Underline three places mentioned in the text that Charlotte Jane’s parents looked for her “oomph.” Why couldn’t they find it?
- What do you think “And bedtime was not juicy” on page 28 of the story means? Cite details from the text that support your answer.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Reading 2*

With a partner, summarize what happens in the beginning, middle, and end of this story. Use the text and illustrations to help you as you summarize. Check each other as you go.

Make Inferences *CCSS Reading 1*

What do you think a swashbuckling session is? Use the illustrations and details on pages 28 and 30 to help you.

Write Arguments *CCSS Writing 1*

Do you think it is important to get your sleep? Why or why not? Write an argument, sharing your perspective and supporting it with evidence.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare the articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Make a “sleepy animals” book. Include names of animals with a color drawing of how each animal looks when it is asleep. Use multiple articles to gather your information. Don’t forget the humans—babies, kids, and adults—and time of day!
- Create a list of sleep words. Look through multiple articles to help you compose a list of the many words and phrases related to sleep. How many terms can you come up with? Share your list with a partner. How do your lists compare?
- Use a Venn diagram to show similarities and differences between the sleeping habits of birds and other animals. Use information from “Shh! Don’t Wake the Animals” (pgs. 8–11) and “All Night Long” (pgs. 12–15) to help you make comparisons.
- Make a chart showing the effects of getting sleep versus not getting sleep. Use information from “Busy Body Sleep Solution” (pgs. 18–22), “Sleepy Bodies” (pgs. 23–26), and “Charlotte Jane Battles Bedtime” (pgs. 27–33) to make your chart.
- Make a two-column chart with the headings “Emma” and “Charlotte Jane.” Use “Busy Body Sleep Solution” (pgs. 18–22) and “Charlotte Jane Battles Bedtime” (pgs. 27–33) to write down words that describe each character. Which descriptions are similar? Which descriptions are different? Compare your lists with a partner.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

The Mini-Unit engages students with the topic of sleep. After building background knowledge about how and why animals sleep, students will make connections between articles and use their new knowledge to develop a game of sleep charades.

ENGAGE

**READ AND
COMPARE**

APPLY

ENGAGE: Lead students in a discussion about sleep: what it is, who needs it, and when and how it happens. Explore prior knowledge and information from the articles by creating an ABC Organizer like the one below. Add ideas about sleep beginning with each letter of the alphabet as you work through the unit.

ABC ORGANIZER (TOPIC: SLEEP)			
A Animals sleep	B Babies nap	C Children need rest	D Dream
E Everybody sleeps	F Fish sleep	G Giraffes sleep standing up	H
I	J	K Kids like to stay up!	L
M	N	O	P
Q	R Rest Relax	S Snooze Snore	T
U	V	W	XYZ Zookeepers sleep in the day

Share the essential question:

Why is sleep important for animals and humans?





READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Shh! Don’t Wake the Animals” (pgs. 8–11) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Click: Sleepyheads*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 9 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

UNDERSTAND MAIN IDEAS *CCSS Reading 2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

ANALYZE GRAPHIC FEATURES *CCSS Reading 7* Review the graphic features in the articles and explain how the pictures help you understand the vocabulary words and content.



**APPLY: SLEEP SENTENCE CHARADES**

Students will apply what they have learned about sleep by making cards with “sleep sentences” on them that describe how different creatures sleep. Then they will play charades with the cards to test each other’s knowledge of who or what sleeps how! Have students use the Sleep Sentence Graphic Organizer to create cards for the game.

Materials: Sleep Sentence Graphic Organizer, pencil, scissors

Step 1

Have pairs of students look through multiple articles and make a list of all the creatures they have read about in the magazine. Students can use their “sleepy animals” book from Cross-Text Connections (p. 9) for guidance.

Step 2

Using their creature list and the Sleep Sentences Planner, have partners write down a sentence on each card describing how each creature sleeps. For example, “A wild horse sleeps standing up,” “A fish sleeps with its eyes open,” or “A human sleeps lying down in a bed.” On the same side of the card, have students list the animal the sentence describes and any hints on ways to act out the behavior described in the sentence.

Step 3

Have students cut out all the cards from the graphic organizer so that each set of partners has a stack of cards.

Step 4

Have each set of partners place their cards “sleep sentence” side down. Have one student pick a card from the set they created and act out the sentence written on the card, without talking, while the other partner guesses what animal is being acted out. Players take turns acting and guessing.

Encourage students to “make it big,” using exaggerated body movements and facial expressions. Will a human fluff her pillow before lying down? Will a fish swim a bit before stopping to rest? Remember, no sounds allowed!

EXTENSIONS

Have student pairs swap their stacks of cards with other student pairs to play.

Copy more graphic organizers for students to write more sleep sentences to add to their stacks of cards.

Have two teams of student pairs play charades against each other with the same set of sleep sentences. One person from each team acts out the same card. Whoever names the sleeping creature first wins!



NAME: _____

SLEEP SENTENCES PLANNER

Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____	Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____
Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____	Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____
Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____	Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____
Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____	Animal: _____ Sleep Sentence: _____ Hints for acting out: _____ _____ _____ _____

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:



Glossary

deserve used to say that someone or something should or should not have or be given something

You **deserve** a break. (p. 21)

feat an act or achievement that shows courage, strength, or skill

She relished swashbuckling sessions, treasure hunts, and Fantastic **Feats** of Daring. (p. 28)

formidable very powerful or strong

"**Formidable** oomph," said her father. (p. 27)

grumble to talk in an unhappy way

Emma **grumbled**. (p. 18)

hibernate to spend the winter sleeping or resting

We say that some animals sleep for the winter, but they really **hibernate**. (p. 8)

hormone a natural substance that is produced in the body and that influences the way the body grows or develops

While you sleep, your body releases stuff called growth **hormones**. (p. 25)

limp not firm or stiff

When you sleep, most of your muscles relax and go **limp**. (p. 24)

mucus a thick liquid that is produced in some parts of the body (such as the nose and throat)

The parrotfish wraps itself in a bag of **mucus**, or snot. (p. 10)

prowling quietly moving through an area while hunting

A **prowling** alley cat looks down at her big relative. (p. 12)

relative something that belongs to the same group as something else because of shared characteristics, qualities, etc.

A prowling alley cat looks down at her big **relative**. (p. 12)

relish to enjoy or take pleasure in (something)

She **relished** swashbuckling sessions, treasure hunts, and Fantastic Feats of Daring. (p. 28)

roost a place where birds (or bats) rest or sleep

During the day, they sleep hanging upside down in dark, cozy **roosts**. (p. 8)

sag to bend or hang down in the middle, especially because of weight or weakness

Sometimes they relax and **sag** so much they block part of the path that air takes when you breathe. (p. 25)

traitor a person who is not loyal to his or her own country, friends, etc.

"**Traitor**," she said. (p. 30)

vibrate to move back and forth or from side to side with very short, quick movements

As the air pushes by, it makes the muscles wiggle and **vibrate**, which makes a noise. (p. 25)



“Shh! Don’t Wake the Animals”

- [http://school.sleepeducation.com/howdoanimalsleep.aspx](http://school.sleepeducation.com/howdoanimalssleep.aspx)

Watch real animals in their natural habitats and listen to fun facts about how they sleep.

“All Night Long”

- <http://kids.sandiegozoo.org/jobs-zoo>

Learn about the many different jobs for people to do at a zoo.

“Busy Body Sleep Solution”

- [http://www.wikihow.com/Fall-Asleep-\(for-Kids\)](http://www.wikihow.com/Fall-Asleep-(for-Kids))

Learn some tips for falling asleep fast.

“Sleepy Bodies”

- <http://kidshealth.org/en/kids/not-tired.html>

Listen and read along to learn why kids need their sleep, find out why we yawn, play a sleep quiz game and more!