

**HighWire**  
MAGAZINE

# Sleep



**Let Us  
Sleep!**  
The teenage  
body clock

**Catnapping**  
Animal sleep  
patterns

**The World  
of Dreams**  
Your secret life

**Volume 9, Issue 3 Teacher Guide**

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## High Wire Magazine – Sleep Teacher Guide

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# Sleep

## Teacher Guide

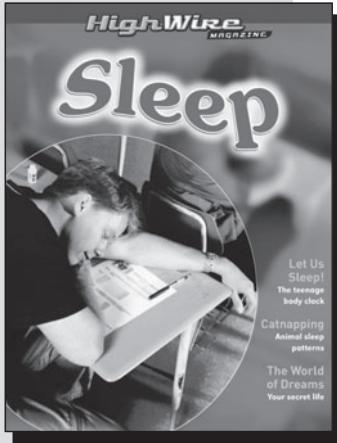
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Sleep

## Key Reading Strategy: *Summarizing and Note Taking*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Summarizing and Note Taking. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 9. **Assessment Master 14**, in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** science, social studies

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about sleep – why we need it, what happens when we go to sleep, the sleep needs of people and animals, and what happens when we dream.

### Making Connections

Tell the students that, as they work their way through this magazine, they will learn interesting facts about sleep. Ask questions such as the following:

- How many hours a night do you sleep?
- Do you often feel as though you need more?
- When do you feel most awake and refreshed?
- If you could decide what hours you could spend at school and what hours you could sleep, what would they be?

The selections in this issue of *High Wire Magazine* include a variety of genres, although most of them are nonfiction. Spend some time previewing nonfiction forms of writing before the students start reading.

## Lesson Focus

Summarizing and  
note taking  
Making connections

## About This Selection

This article explains the benefits of getting a good night's sleep and the problems of not getting enough sleep, especially for those in their teen years.

## Word Talk

Glossary words:

*stimulants, deprivation, hallucinating*

Other vocabulary: *snooze, processes, recharges, sleep debt, mechanism, sleep homeostat, drowsy, genetic, chemicals, stimulate, sleep control center, forgetful, irritable, narcolepsy, condition, caffeine, bloodstream*

# Sleep – Who Needs It?

page 2

## Before Reading

### New Vocabulary

Help the students develop New Vocabulary by using the words in “Word Talk” to create a word wall: Print key words from the unit on cards, and tape or pin them to the wall in alphabetical order or by category.

Divide the students into small groups and hand out prepared word cards with the words printed in large letters at the top of the cards. Have them scan the selection for the words and use the context to try to figure out their meanings.

Glossary words are defined at the back of the magazine. For words that are not defined in the glossary, lead a discussion and ask the students to speculate on their meaning. Then ask each group to find out the meanings of its words and explain them to the class.

You could have the students add the meanings to the cards.

### Text Features

Preview the selection with the class, making brief notes on the board about the Text Features. Use questions and responses such as the following:

- What does this heading tell me? (Write down the title of the article as the topic.)
- What form of writing is this? (magazine article)
- What do the subheadings tell me?
- How do these features help me gain understanding?

### ★Making Notes

Tell the students that they are going to make notes while reading through the selection. Use one or more of the following suggestions to teach this skill:

- Model how to use semantic web charts to organize notes into clusters or related chunks of information.
- Model how to use key words and phrases to create a summary in your own words.
- Remind the students about asking questions and using the information in the text to answer them.
- Model how to read a sentence aloud and identify the important information. Two-column charts work really well for doing this. The columns can have headings such as facts/questions, questions/answers, or interesting/important.



### Teaching Tip

Remind students of strategies for extracting meaning from a text: rereading, reading on, using visual cues, asking a friend, consulting a dictionary.



### Assessment Tip

Look for students who are able to record key information from a text and can use that information to generate a brief, accurate summary.

## During Reading

### ★Making Notes

The class has already identified many key words, so suggest that they use these to create a summary or point-form notes in their own words. You will need to model this.

Model rereading and asking questions about the text, using questions such as these:

- What part of this section is most important?
- What does the author want me to know about this topic?
- What did I find interesting?
- What other questions do I have?
- Does this remind me of anything else I have read about or seen?

Model how the students can use questions to generate the content of the point-form notes or summary.

## After Reading

### Making Connections

To encourage students to be Making Connections to their own lives, have them look through “Tips for Getting a Good Night’s Sleep” and determine which of these things they do and which they don’t. Do they agree or disagree with the tips? Have them create a scale, rating the effectiveness of the tips from one (least effective) to five (most effective). Ask them to think about what they do when they can’t get to sleep. They could add those ideas to the scale and rate them.

### Comparison Chart

Ask the students to consider the technological advances that have been made in the past 100 to 150 years and how they have affected people’s sleep patterns. Make a comparison chart (see sample below) showing how things have changed. Possible topics include light sources, working hours, types of entertainment, games, and modes of transport.

| In the past  | Today   |
|--|---|
| There was no electric light, so people went to bed when it got dark.       | Electric light means that people can be active at any time of the day or night if they want to. |
| There was no TV, so people couldn’t stay up late watching movies or shows. | We have hundreds of channels that run twenty-four hours.  |



## Lesson Focus

Making connections  
Summarizing  
Making judgments

## About This Selection:

Written from a teen's perspective, this persuasive article makes the case for a school day that starts later in the day to be more in tune with students' natural rhythms.

## Word Talk

Glossary word: *symptoms*  
Other vocabulary: *solution, body clocks, programmed, melatonin*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



## Teaching Tip

If students are having trouble with the language or making connections with the theme, put them with partners to complete the anticipation guide.



## Assessment Tip

Look for students who are able to record key information from a text and can use that information to generate a brief, accurate summary.

# Let Us Sleep!

page 10

## Before Reading

### Anticipation Guide

Make copies of the Anticipation Guide, **BLM 1**, which contains statements related to the theme of the selection. The statements must encourage the students to think about the content of the text along with their prior knowledge before they begin reading. The Students can revisit their responses after reading the text.

### Making Connections

Encourage the students to Make Connections by asking questions such as the following:

- What time do you usually go to sleep? How long do you sleep?
- What keeps you awake at night?
- How do you feel when you get up?

## During Reading

### ★Triple-Entry Journal

Have the students make a Triple-Entry Journal with the headings “Evidence for,” “Evidence against,” and “Personal opinion.” Tell the students to read the selection to themselves and write a summary of the main idea in each paragraph (evidence for) in the first column of the journal. Then have them complete the chart by giving the evidence against the main idea, then giving their personal opinion. As this article is biased toward the idea of letting teenagers sleep later, much of the content for the “evidence against” column will have to come from the students' own ideas and thinking.

Example:

| Evidence for  | Evidence against  | Personal opinion   |
|---|---|--|
| The sleep hormone, melatonin, starts much later in teenagers than it does in adults and younger children. | Teenagers are often part of a family. Different schedules would not suit the entire family group. | Teenagers need to make sure they are doing all that they can to get a decent night's sleep. I don't think they should sleep later. |

## After Reading

### Survey

Have the students create a survey to find out whether it's true that teenagers can't get to sleep until late at night. First, ask them to formulate their questions. These are some possible questions:

- What time do you go to bed during the week?
- What time do you go to bed on the weekend?
- Do you watch TV before going to bed?
- How long does it take you to fall asleep?
- Do you fall asleep:
  - faster during the week?
  - faster on the weekend?
  - about the same during the week and on the weekend?

Have the students administer the survey outside of class and then compare the results with the information in the article. Have the students work in small groups to present their results to the rest of the class.

### Debate

Hold a whole-class debate, discussing the proposition that high schools and junior high schools should operate between 2 p.m. and 9 p.m.

### Making Connections

Have the students think about other issues that affect teenagers' daily life at school. Brainstorm topics as a class. Possible ideas include the following:

- homework
- clothing regulations
- school lunch options
- school facilities.

Prepare the students to write a letter on one of these topics by reinforcing the features of persuasive texts, such as repetition of the main idea, questions in the text, and personal voice (appealing directly to the reader). Then ask the students to choose one of the topics and write a letter to the principal or the editor of a student newspaper.



## Key Reading Strategy: Summarizing and Note Taking

We make notes to help us understand what we have read, to test our understanding of what we have read, and to organize and summarize information. There are many devices that help us summarize information and make sure we are taking good notes.

### Reading and Discussing the Page

Have a student read aloud the introductory paragraph. Then ask the students to read through the information in the red box independently. Discuss the information, and make sure the students all understand it. Have them reflect on the note taking they did when they were reading “Sleep – Who Needs It?” and, using their prior knowledge and experience, have them comment on this strategy and what they have done previously.

Read through “Try It Out,” and have the students complete **BLM 2**, Summarizing and Note Taking.

When they have finished, have the students check each other’s work, making sure that nothing has been left out and that they are able to understand each other’s summaries. When they have done this, have them read “The World of Dreams,” giving it the same treatment.

When they have finished, ask the students to read the “For Real” section and suggest other professions that might require the use of summarizing and note taking.

## Lesson Focus

Making inferences  
Visualizing

## About This Selection

This article explains the nature of dreams and when they occur during sleep. It also explores dream interpretation.

## Word Talk

Glossary words:

*paralyzed, fragments, interpret, shamans, analyzed, prophecies, diagnose, psychologists*

Other vocabulary: *REM sleep, researchers, ancient civilizations, soul, aboriginal, powers, temples, messages, dream dictionary, problems, symbols, unique, represents, reveal*

## Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

## Extra Help

Encourage students to retell what they have read in their own words to monitor comprehension.



## Teaching Tip

Remind students that their mind pictures, or mental images, may come from a variety of sources (for example, understanding of a specific word, personal experience, something they have read before or a movie they have seen). All of them are equally valid.

# The World of Dreams

page 14

## Before Reading

### Word Splash

Use the vocabulary from “Word Talk” to make a Word Splash on either a transparency or chart paper. Have the students predict the content of the selection.

### Making Connections

Ask the students questions such as the following:

- Do you remember your dreams?
- Do you always dream?
- Do you have recurring dreams? Do they occur at a particular time?
- Do you believe your dreams mean anything, or are they just random events?

## During Reading

### Think Aloud

Model Think Aloud, to encourage students to think while they are reading, instead of treating thinking and reading as two separate activities. Students need to recognize that thinking about what they read makes it more meaningful.

During the Think Aloud, focus on the skill of making inferences. Use language such as these sentence stems:

- This is important because ...
- I wonder ...
- I infer ...
- I conclude ...

Model Thinking Aloud with the text on page 15, using cues such as these:

- “Dreams happen in the stage of sleep called REM (Rapid Eye Movement).” (*I wonder if this means that your eyes move about while you are sleeping.*)
- “Your body is paralyzed.” (*This is important because it stops you from moving around so you don’t hurt yourself trying to act out your dreams.*)
- “You’ll have had several dreams by the time you wake up in the morning.” (*That must mean that we don’t remember all our dreams because I never remember having several dreams in the morning.*)

Have the students Think Aloud with partners while reading pages 16 to 18.

### Visualizing

Page 19 provides an excellent opportunity to use the Double-Entry Journal approach to Visualizing. The writer has provided a two-column chart, with the headings “dream” and “meaning.” Have the students reproduce the left-hand column as it is, and ask them to create visual representations of the dreams in the right-hand column.



### **Reflection and Metacognition**

Have the students discuss how the layout of the text and different text features helped them to understand the information.

## **After Reading**

### **Asking Questions**

To encourage asking questions after reading the selection, ask questions such as these:

- What did you learn from this article?
- What questions did you have that were not answered by the article?

Have the students interview each other in pairs. Ask them to prepare five questions to ask their partners and then report their findings to the class. These are some possible questions:

- Do you remember your dreams every night?
- What is the last dream that you can remember?

### **Creative/Aesthetic Response**

Show the students examples of artwork that have a dreamlike quality, such as works by Marc Chagall, Hieronymus Bosch, Salvador Dali, or Australian Aboriginal artists. As a Creative/Aesthetic Response, have the students create a visual representation of a dream or a fantasy they have had. Ask them to give a written explanation of their work.

### **Project**

See page 32 in the magazine to begin the project. It is a week-long process, so you may want the students to begin it now.

## Lesson Focus

Text features  
Questioning

### About This Selection

A graph in this selection shows the phases of sleep during the night and explains the changes that occur in the body during each phase.

### Word Talk

Vocabulary: *pulse, sleepwalk, regular, phases*



### Reflection and Metacognition

Ask the students to reflect on how the graphic features help them to understand the information.

# What Happens When We Fall Asleep?

page 20

## Before Reading

### Making Connections

Ask the students questions such as the following:

- What happens when we fall asleep?
- How long does it usually take you to fall asleep?
- Do you know what the different phases of sleep are called? Tell us about them.
- Are you aware of being in different phases throughout the night, that is, sleeping less deeply at some times than you do at others?

Encourage the students to think of their own questions about sleep.

### Text Features

This activity will begin here and carry on through “During Reading.”

Enlarge the text and display it on the board. Have the students identify the different features. For those who struggle with this task, you could list the features on the board and have the students match each feature to its place in the text.

- Print features (typeface, size of type, titles, headings, labels, and captions)
- Organizational features (legends, keys, labels, and captions)
- Design features (color, shape, line, placement, balance, and focal point)
- Organizational patterns (sequential, categorical, explanatory)

## During Reading

### Text Features

Have the students identify how each text element has been used to effectively present the information.

Ask questions such as the following:

- How have important words and information been emphasized?
- Is the information at the top of the page important, or would you be able to understand the graphic just as well without it?
- What is the purpose of the graphic text? Is it necessary? Why/why not?
- Has any information been left out? What is it?
- Is there a better way to present this information? How?
- Do you have any criticisms of the text? What are they?



### Assessment Tip

Look for students who are able to record key information from a text and can use that information to generate a brief, accurate summary.

### Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

## Questioning/Making Notes

Talk to the students about the ideas in the text. It is a reasonably easy text to understand, but it raises lots of questions. Explain that questioning is an important part of reading, as it engages us and keeps us going. Explain that writing questions can be a good way to make notes about a text.

Ask questions such as the following:

- Why is it important to ask questions?
- What questions are not answered in the text?
- Why do you think the text is as brief as it is when so many questions are unanswered?

## After Reading

### Text Reformulation

Ask the students to Reformulate the Text in a way that is equally clear or clearer than the text in the magazine. Have them swap their work with a partner. The partner must compare the new paragraphs with his or her understanding of the original text. Is anything missing?

### Guest Speaker/Note Making

Invite a sleep expert to talk to the students. During the speech, have the students make notes of questions they would like to ask. Allow time for questions at the end, and have the students take notes on the speaker's answers.

## Featured Graphic Organizer: Ideas Outline

Confident writers use various strategies to make connections, identify relationships, and determine potential directions and forms for their writing. By doing this, they can sort, classify, and reorganize their notes. An ideas outline is a clear, succinct way of organizing information in preparation for writing.

### Reading and Discussing the Page

Read aloud with the students the introductory paragraph at the top of page 22. Then, making sure everyone is following along, point out the following items:

- The broad topic is at the top of the chart in big capital letters.
- Subtopics (or categories) branch out from the main topic. They are shown by a different-colored background and are written in bold.
- Each piece of information (or idea) is written in a separate box below a subtopic. The background color is different from that of the subtopic.
- The arrows show the direction in which to read the information.

Having done this, ask questions such as the following:

- What else could you use an ideas outline for?
- Why would you use an ideas outline instead of another sort of graphic organizer?
- Is this a useful way of organizing information? Why/why not?

Make sure there is nothing else that needs clarifying, then ask the students to complete **BLM 3, Ideas Outline**, using the information in “Let Us Sleep!” or “The World of Dreams.” Some students, particularly the more confident ones, may wish to use another article.

### Lesson Focus

Making connections  
Using prior knowledge and experiences  
Monitoring for meaning

### About This Selection

In this feature, a cat owner emails about his pet's sleeping habits. The help desk answer contrasts our sleeping patterns with other animals like birds and dolphins.

### Word Talk

Vocabulary: *catnapping*,  
*mammals*

### Extra Help

Have the students retell the information in their own words to monitor comprehension.



### Reflection and Metacognition

Have the students discuss how a graphic organizer helps them understand the information.

# Ask an Expert: Catnapping

page 24

## Before Reading

### Making Connections

Ask questions such as these:

- What is “catnapping”?
- What do you know about the sleep habits of various animals? Do they change with the animal’s age or the seasons?
- Do you have a pet at home? What is it? How long does it sleep?

### K-W-L Chart

Have the students create a K-W-L chart. Have them fill in the “Know” and “Want to Know” columns. Encourage the students to group the entries in the “Know” and/or “Want to Know” columns and label the groups. Classifying is part of the learning process. They may find or come across other items they want to add as they read the selection.

## During Reading

### Shared Reading

Hold a Shared Reading session in which the students can benefit from hearing an uninterrupted reading of the text while following along in their own copies. In doing this, you will also be making sure they are familiar with the text before they move onto other activities.

### Rereading

★During the Shared Reading session, or afterward when they are Rereading the text, students could be jotting down any answers to their “Want to Know” questions from their K-W-L charts. They can write their answers on sticky notes, then transfer them to the chart later.

Each time the students reread the text, they can tell a partner or write down what they have understood and whether they think they have understood the selection better with each reading.

## After Reading

### K-W-L Chart

Have the students complete their K-W-L charts and generate additional questions about the subject.

### Graphic Organizer

Have the students develop a Graphic Organizer, arranging the information in the text in a continuum ranging from the animal that needs the least amount of sleep to the animal that needs the most.



## Lesson Focus

Monitoring for meaning  
Summarizing

## About This Selection

David signs up for a class trip because the girl he likes is going. The night before, he is too nervous to sleep and ends up sleeping through his alarm and missing the trip.

## Word Talk

Vocabulary: *experience, crag, bundle of nerves, roping up, rummaging*



## Teaching Tip

Provide students with sample notes to illustrate identifying important information as well as missing or irrelevant information.



## Assessment Tip

Look for students who are able to record key information from a text and can use that information to generate a brief, accurate summary.

# The Best Laid Plans

page 26

## Before Reading

### Anticipation Guide

Use **BLM 4**, Anticipation Guide, to get students thinking about the theme. You could add statements of your own.

### Word Splash

Use the vocabulary from “Word Talk” and a selection of other words from the story to make a Word Splash. Have the students make predictions about the content of the story.

## During Reading

### Guided Reading

Tell the students that while they are reading, they should focus on the meaning of the text and on the ways that writers use language to make an everyday emotion more interesting. During this Guided Reading session, ask questions such as the following:

Page 26:

- What does the word “allergic” mean? Why has the author used it in this sentence? What is it meant to convey?
- What emotion do you think David is experiencing when he “felt a spark – no, more like a bonfire”?

Page 29:

- The text says, “David was still feeling totally wired.” What do you imagine his body was doing? How was he feeling? Why was he wired?
- Why didn’t “thinking himself to sleep” work? (Encourage the students to think about information they have read in the articles at the beginning of the magazine to help them answer this question.)

Page 30:

- What do we call the literary device used in the phrase “fighting his way through a tangle of dreams”? (Ask the students to think of other metaphors for what David was experiencing.)

## ★Summarizing

The students can test their understanding by summarizing the text. They need to focus on showing how events, ideas, and information are connected and give a summary of each situation.

Organize the students into small groups, and give each group a supply of sticky notes. Ask the students to recall everything they can about the selection. Taking turns, students can record one piece of information on a sticky note and place it in the middle of the table. When they have all contributed as much as they can recall, have them organize the notes into meaningful clusters (perhaps arranging them by the pages they appear on in the story). Then have them select the important points that are necessary to convey the story, and discard the rest.

### **Somebody Wanted But So**

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

Ask the students to discuss the connections between the pieces of information. For example, "David had a really bad night's sleep" and "David was busy getting organized and worrying about the trip" are related because his concern for everything to go right caused him stress, and this caused him to sleep badly.

Then ask the students to write sentences encompassing the information they have recalled. Once they've completed this, they should have a summary of the selection.

## **After Reading**

### **Somebody Wanted But So**

Encourage the students to use their summary information to do a Somebody Wanted But So activity.

### **Text Reformulation**

The students could write a diary entry from the point of view of either David or Blanca by using the text and also by making educated guesses about what the character is thinking and doing.

### **Creative/Aesthetic Response**

Have the students write a short account of an occasion in their own lives when things didn't go according to plan. Brainstorm ideas with the class before they start writing.

## Featured Project: Interpret your Dreams

**Materials required:** a diary or notebook, pen or pencil, your own dreams

Read aloud the introductory questions at the top of the page. Allow the students to talk in small groups about their dreams. Five minutes is probably enough to get them thinking.

Read aloud “Record Your Dreams.” Give the students time to think about and discuss their dream diaries. You could hold a class brainstorming session to gather different ideas on how to design their diaries.

Some students may be reluctant to think about their dreams, and it will be up to you to make them feel at ease. Assure them that their diaries will be completely private and that they will not be obliged to share them with anyone.

Read through “Interpret Your Dreams,” and make sure the students all know what they need to do.

Go through some report-writing strategies. Tell the students that, when writing a report, the writer must include the following elements:

- An introduction, which gives a broad overview of the report.
- A separate paragraph for each topic. This will vary depending on how the students have designed their diaries. They may assign a paragraph for each night, a paragraph on each type of dream (scary, happy, related to real events), or a paragraph for each aspect of the dream (people, location, theme, time of day).
- Clear connections between sentences and paragraphs.
- A conclusion, being a final statement about their experience in interpreting their dreams.

The students may wish to design a title page and present their diaries for others to read. Be sensitive to privacy issues, and don’t assume that everyone will wish to share their work.

You will need to decide how and if you are going to assess this project, taking into account the students’ different responses.

# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Before reading “Let Us Sleep!” (*Sleep*, page 10–11), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- ➔ Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

| Response before reading | Statement  | Response after reading |
|-------------------------|--|------------------------|
|                         | Teenagers must train their body clocks to fit in with the school day.                            |                        |
|                         | Teenagers are programmed to stay up late.  |                        |
|                         | Teenagers are most alert in the morning.   |                        |
|                         | When schools change their hours to match students’ sleep patterns, students do better at school. |                        |

# Summarizing and Note Taking

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Reread “Sleep – Who Needs It?” (*Sleep*, pages 2–9).
- Use the two-column chart below to write some brief notes about each section. In the first column, write the subheadings. Then note the main ideas in the second column.
- Finally, use the notes you’ve made to summarize the article.
- Compare your summary with someone else’s to see if you had similar or different ideas.

| Sections (subtitles) | Main Ideas |
|----------------------|------------|
| Why sleep?           |            |
|                      |            |
|                      |            |
|                      |            |
|                      |            |
|                      |            |

**Summary**  

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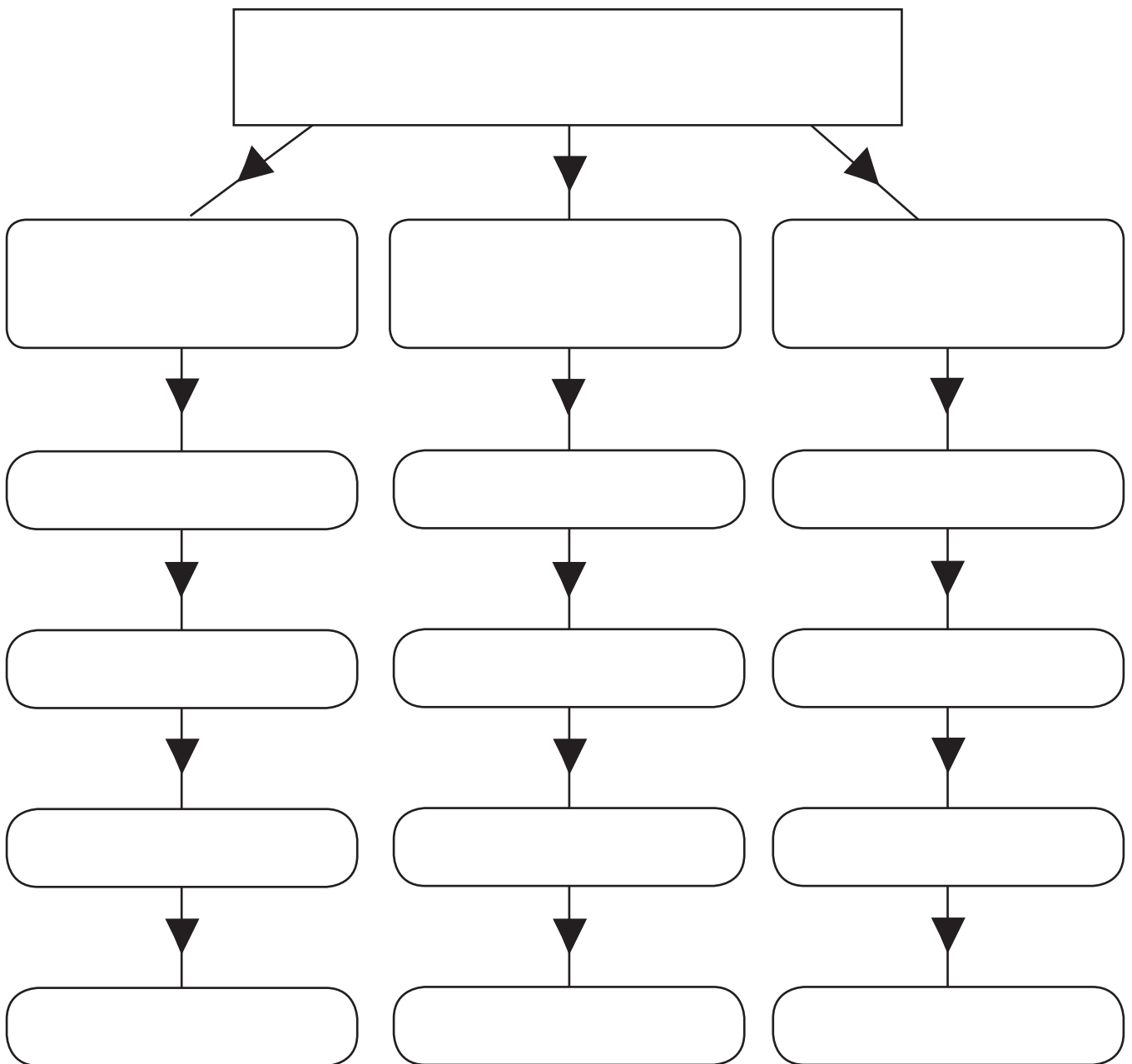
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# Ideas Outline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Reread “The World of Dreams” (*Sleep*, pages 14–19) or another article of your choice, and use the information from the article to make an ideas outline using the chart below.



# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Read the statements in the chart below. Do you agree or disagree? Give each statement a rating in the first column: 1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree.
- ➔ Now read “The Best Laid Plans” (*Sleep*, pages 26–31).
- ➔ Finally, look back at the statements, and think about whether your opinion has changed after reading the story. Fill in the “after reading” column with your new rating.

| Response before reading | Statement  | Response after reading |
|-------------------------|--|------------------------|
|                         | Asking someone out for the first time is never easy, no matter how much experience you have. |                        |
|                         | It’s best to go to bed early the night before a big event.                                   |                        |
|                         | Being nervous about important events in your life is a good thing.                           |                        |
|                         | The best laid plans often go wrong.  |                        |