

Why Are We Soooooo Tired?

A nonfiction article and an infographic explore the importance of sleep—and how to get more of it.

About the Story

Lexile: 900L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read an article and an infographic about sleep and to draw from both to create a PSA

Key Skills: central ideas, text structure, author's craft, key ideas and details, interpreting text, synthesis

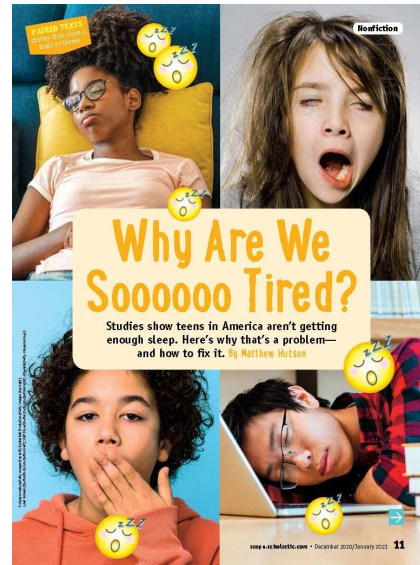
Essential Questions:

- Why is sleep important?
- How does technology affect our lives?
- How can sleep habits be improved?

Standards:

The article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Read-aloud
- Vocabulary
- Text-to-speech

Skill Building Activities to print, project, or share digitally:

- Close Reading and Critical Thinking
- Preparing to Write: Sleep PSA
- **Core Skills Workout:** Central Ideas and Details*
- Vocabulary: Definitions and Practice
- Sleep Survey
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels

Step-By-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

10 minutes

Do-Now: Sleep Survey (5 minutes)

- Project the **Sleep Survey**. As students enter the classroom, have them write down their answers to each question. Then ask volunteers to briefly explain their responses. Alternatively, share the interactive version of the activity, allowing students to respond digitally and view their classmates' responses to each statement in real time.

Preview Vocabulary (5 minutes)

- Share **Vocabulary: Definitions and Practice** and review the words as a class. (Optionally, have students complete the practice **activity** for homework.) Highlighted words: *deficit*, *deprived*, *impaired*, *regulated*, *rejuvenated*, *serenity*

2. Reading and Discussing

45 minutes

"Why Are We Soooooo Tired?"

- Have a volunteer read the **As You Read** box on page 12 of the magazine or at the top of the digital story page.
- Read the story once through as a class. Optionally, have students listen to the **audio read-aloud** of the story while they follow along. (The **audio read-aloud** is located in the Resources tab in Teacher View and at the bottom of the story page in Student View.)
- Divide students into groups to read the story again and respond to the following close-reading questions. *Tip: If you're remote, you can have each group respond in a shared doc or discuss the questions in their own chat room; you can also use the questions as an asynchronous assignment.*

Close-Reading Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **What central idea of the article does the anecdote about Randy Gardner support?** (central ideas, text structure) *The anecdote about Randy Gardner supports the idea that sleep is crucial for one's health and well-being. After explaining that Gardner stayed awake for 11 days straight, the author lists the negative effects of his lack of sleep, including forgetfulness, paranoia, and hallucinations.*
2. **Author Matthew Hutson writes that getting a full night's sleep can be challenging for teens. How does he develop this idea?** (author's craft, key ideas and details) *The author develops the idea that getting a full night's sleep can be challenging for teens by explaining two major reasons that it can be difficult for a teen to get enough sleep. First, Hutson explains that as a teen, your biological clock begins to change, causing you to want to go to bed later—which can lead to a sleep deficit when combined with an early start time for school. Then Hutson explains a second reason teens can have trouble sleeping: technology. Hutson cites studies showing that more screen time leads to less sleep, and he explains how the kind of light that phones emit can interfere with the body's ability to fall asleep.*
3. **Consider this line from the article: "Mary Carskadon, a professor of psychiatry and human behavior at Brown University, calls the factors that affect sleep in teenagers a 'perfect storm' for a sleep deficit." What does Carskadon mean?** (interpreting text) *The phrase "perfect storm" is used to describe a bad or negative situation that results from several bad or negative factors coming together or happening at the same time. Carskadon means that teens are at a very high risk for developing a sleep deficit because there are so many factors that can interfere with teens' sleep—changing biology, early school start times, technology use—happening at once. In other words, teens' biology and their world tend to create the ideal conditions for falling behind on sleep.*

"The Story of Sleep"

- Break students into groups again to read and discuss the infographic. Ask students to discuss anything in the infographic they found interesting or surprising. Invite groups to share their reactions with the class.
- As a class, discuss the following close-reading and critical-thinking questions, some of which draw on both the article and the infographic.

Close-Reading Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **Why might the author have included the section “Famous Nappers” in the infographic?** (author’s craft, key ideas and details) *Answers will vary. Students may say that the author included the section to support the idea that sleep is important. By showing examples of highly successful and admirable people using sleep to enhance their physical and mental performances, the author is showing that sleep can help you lead a healthier, more productive life.*
2. **What does the section about Thomas Edison help you understand about sleep?** (text structure) *The section about Thomas Edison helps you understand that humans’ sleep patterns changed as a result of new technology: the lightbulb. Before electricity was invented, people used to go to sleep much earlier. Now that we have artificial lights and electricity, it’s easier to be active after the sun goes down—we can read, do homework, travel, hang out, etc.*

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. **Consider the section of the infographic “What Keeps You Awake at Night.” Is there anything you would add here? Explain.** *Answers will vary. Students might say that they would add studying and other academic responsibilities, as well as feelings of stress or anxiety.*
2. **In what ways, if any, would you change your sleeping habits after reading the article and the infographic?** *Answers will vary.*

3. Skill Building and Writing

20 minutes

- Have students complete **Preparing to Write: Sleep PSA**. This activity will help them organize their ideas in preparation for the writing prompt on page 15 in the printed magazine and at the bottom of the digital story article.
- Alternatively, have students choose a culminating task from the **Choice Board**, which includes a range of ideas and difficulty levels.