

Should You Nap at School?

Kids across America aren't getting enough sleep. Are naps at school the solution?

About the Story

Lexile® Measure 880L

For qualitative complexity factors, go to Scope Online.

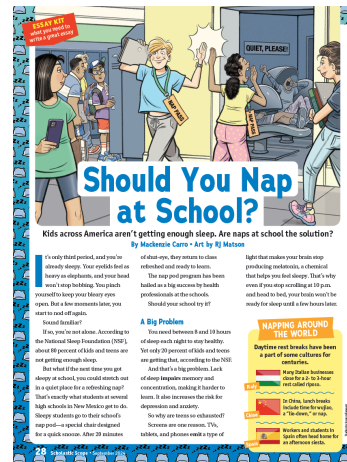
Learning Objective: to read and analyze a text that presents arguments on both sides of a debate, then take a stand

Featured Skill: argument writing

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.8, W.1, SL.1, SL.4

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



Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Connected readings

from the Scope archives:

- "Why Are We Sooooo Tired?" and "The Story of Sleep"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Featured Skill Activity: Essay Kit
- Anchor Chart: Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Preview Vocabulary (5 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *adolescence, emit, impairs, productive, restorative, tendencies*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Read the article once as a class. Optionally, for students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View. Then have students silently reread the article to themselves.
- Have students fill in the "Yes/No" chart in their magazines based on the details they identified in the text. Sample responses:

YES:

- Naps can help you focus in class.
- Not getting enough sleep increases the risk for depression and anxiety.
- Teens' internal clocks and school schedules are out of sync and make it impossible for teens to get enough sleep.
- Big companies have shown that napping at work makes people more productive.

NO:

- Students could miss too much class and fall behind.
- Having the option to nap at school would lead to students staying up even later.
- Students might use naps to get out of a class they don't like.
- Napping can't replace the deep sleep we get at night.

- Schools should align their schedules to teens' sleeping tendencies instead of letting students nap.
- Discuss: Which supporting details do you think are the strongest? The weakest? Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.

3. Write About It: What Do You Think? (45 minutes)

- Have students work individually to complete the **Essay Kit**, a guided writing activity and outline that will help them write their own argument essay in response to this question:

Should teens get to nap at school?

- Students can use the **Transitions** and **Argument Essay Checklist** anchor charts to help them edit and evaluate their essays.

Connected readings from the *Scope* archives:

- Paired Texts: [“Why Are We Soooooo Tired?” \(Nonfiction\)](#) and [“The Story of Sleep” \(Infographic\)](#)