



FLYING DOGS

A new airline puts dogs first.

SUMMARY

Students will consider what it would be like to travel with a pet before reading about a new airline on which dogs can fly with their owners.

KEY TERMS

cargo, *crate, socialize, *turbulence



DEEP DIVE

Scientists are investigating why whales mistake plastic for food.

SUMMARY

Students will learn about how plastic impacts wildlife, and will track the plastic waste they create.

KEY TERMS

echo, *litter, prey,



THE JOY OF WRITING

David Ezra Stein makes books for kids.

SUMMARY

Students will learn about an author/illustrator and his creative process, and will brainstorm story ideas to share with a classmate.

KEY TERMS

*genre, laboratory, rhythm



WELCOME HOME

Two astronauts return safely after an extended stay in space.

SUMMARY

Students will analyze photos to explain how they support a news story.

KEY TERMS

capsule, spacecraft



FLYING DOGS

CONTENT STANDARDS

Social Studies (NCSS):

Production, Distribution, and Consumption

COMMON CORE STANDARDS (CCSS)

RI.1, RI.3, SL.1, SL.4, NBT.A.3, NBT.B.7

MATERIALS & RESOURCES

Class set of *Flying Dogs*; class set of "Ticket Math" worksheet, on p. 3 of this guide; whiteboard or chart paper

BEFORE READING

On the board or on chart paper, write "Types of Pets." Tell students the class is going to name the kinds of pets they have at home. List these on the left side of the chart. Then go through each pet on the list, asking students to raise a hand if they have that pet at home. Make a tally chart. Ask students to share what they do with their pet when they travel. Do pets ever travel with them? Does someone come to take care of their pets? Show students the cover of this week's issue, and read the cover text aloud. Have students make predictions about what the airline is like.

DISCUSSION QUESTIONS

- What's the purpose of Bark Air? (pp. 2-3)
- How does the airline "put dogs first"? (pp. 2-3)
- Why do you think tickets for the first flight sold out? (pp. 2-3)
- What does a flight attendant do? (p. 4)
- Why are some passengers scared to fly, according to Jenessa Andrea? (p. 4)

CLOSING ACTIVITIES

Ask students to raise a hand if they've ever been on an airplane. Call on volunteers to share how they felt about it. Invite students who have not been on an airplane to share whether or not they'd like to. Then ask students if they think they'd like to travel on Bark Air with a dog. What might be fun about it? What might be challenging? Partner students up so that each pair includes someone with a pet. Have partners discuss the things that they'd need to pack to be able to travel with their pet. How does Bark Air make traveling with a pet easier?



Pass out copies of "Ticket Math," on page 3 of this guide. Tell students they'll be using the imaginary ticket to answer questions. Have them complete the worksheet independently and then compare answers with a neighbor when they're done.

Name _____ Date _____



Ticket Math

Read *Flying Dogs* (May 2025). Look at the imaginary plane ticket below. Use it to answer the questions.

 AIRLINE TICKET	WOOF FLIGHTS
<p>Passenger: <u>Miles Jones + pet</u></p> <p>Flight from: <u>New York, NY</u> to <u>Los Angeles, CA</u></p> <p>Date: <u>May 1, 2025</u> <u>12:00 p.m.</u> to <u>6:00 p.m.</u></p> <p>Cost: <u>four hundred fifty dollars</u></p> 	<p>Miles Jones + pet NYC to LA May 1, 2025 Seat: 12A, 12B</p>

1. Where is the flight traveling to? _____
2. How long is the flight? _____
3. How much does the flight cost? Write it in numerals. _____

4. Miles also bought a flight back to New York. It was the same price. How much did he spend, total? _____
Show your work.



DEEP DIVE

CONTENT STANDARDS

Science (NGSS):

Earth and Human Activity

COMMON CORE STANDARDS (CCSS)

RI.1, RI.3, RI.9, SL.1, SL.4

MATERIALS & RESOURCES

Class set of *Deep Dive*; class set of “Waste Awareness” worksheet, on p. 5 of this guide; Internet access

BEFORE READING

Start the lesson by watching a video and answering questions about sperm whales with the Kahoot! quiz at ti.me/spermWhaleKahoot. Discuss why whales make the sounds that they do (*to understand their surroundings and find food*). Invite students to share what else they learned about sperm whales from the video and quiz. Then show them the cover of *Deep Dive* and read the cover text aloud. Ask if students can predict why whales mistake plastic for food.

DISCUSSION QUESTIONS

- What is echolocation? Why do whales use it? (pp. 2–3)
- How did scientists conduct their research? (pp. 2–3)
- Why do you think there’s so much plastic in the ocean? (pp. 2–3)
- Which zone is the most explored? Why is that? (p. 4)
- Which zone do you think sperm whales hunt in? Explain. (pp. 2–4)

CLOSING ACTIVITIES

After reading, have a discussion about how plastic can affect wildlife. Can students think of affected wildlife other than the whales they read about? Pull up and read a paired text, “Crafty Crabs” (4/19/24) at ti.me/CraftyCrabs. Ask: How is plastic affecting hermit crabs? Do students think this a good thing or a bad thing? Explain that hermit crabs have adapted to the trash in their environment. But it’s still important to clean up and reduce plastic waste.

Have students talk with a partner about how they can reduce the amount of plastic they use. Pass out the worksheet “Waste Awareness,” on page 5 of this guide. Choose a number of days during which students will track their waste. Then have them use the journal to keep track. At the end of the tracking period, have a discussion about how students can reduce their waste, and encourage them to implement a plan.

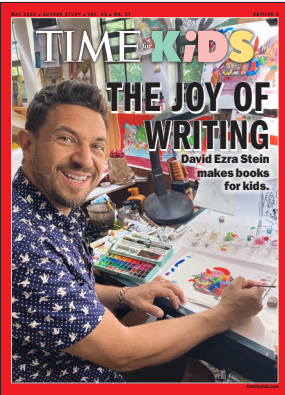
Waste Awareness

Read *Deep Dive* (May 2025). Then use this sheet to track your plastic waste. Come up with a plan to reduce it.

Item	List	Total
Drink containers 		
Single-use straws and utensils 		
Bags, baggies, plastic wrap 		
Food packages and wrappers 		
Other 		

ONYXPRJ—GETTY IMAGES (17)

What can you do to reduce your waste? Write your ideas below.



THE JOY OF WRITING

CONTENT STANDARDS

Social Studies (NCSS):
Individual Development and Identity

COMMON CORE STANDARDS (CCSS)

RI.1, RL.1, RI.2, RI.3, RI.9, SL.1, W.3

MATERIALS & RESOURCES

Class set of *The Joy of Writing*; class set of “Brainstorm Stories,” on p. 7 of this guide; books by David Ezra Stein; access to a library or digital library

BEFORE READING

Before reading the magazine, select a book by David Ezra Stein. Show students the cover, read the title, and share the author’s name. Ask students if they’ve heard of this book. Read the book to the class, asking questions throughout to check for understanding. After reading, ask students if they enjoyed it. Remind them of the author’s name and share the titles of some of his other books. Explain to students that the cover story of this issue of TIME for Kids is about the author David Ezra Stein. Show students the cover of *The Joy of Writing* and read the cover text aloud.

DISCUSSION QUESTIONS

- What are the titles of some of David Ezra Stein’s books? (pp. 2–3)
- What is Stein’s process for writing books? (pp. 2–3)
- Why do you think the magazine is called *The Joy of Writing*? (pp. 1–4)
- What do the books on page 4 have in common? (p. 4)
- Which would you most like to read? Why? (p. 4)

CLOSING ACTIVITIES

After reading, remind students that summer is coming up. Let them know they’re going to be making a summer reading list of five to 10 books that they’re interested in reading. Pass out lined writing paper and have students make their lists, lending support as needed. They can use the school library, your class library, or the local library’s website. Discuss the importance of reading during summer break.

Explain that for today’s worksheet, students will brainstorm ideas for a children’s book, just like Stein does. Pass out copies of “Brainstorm Stories,” on page 7 of this guide. Allow students to draw characters or write story ideas. They can take the sheet home to add ideas as they come. The following day, have students lay their sheets out on the table for peers to look at. Invite students to take a worksheet that sparks an idea for them. Have each student write a story based on a classmate’s worksheet.

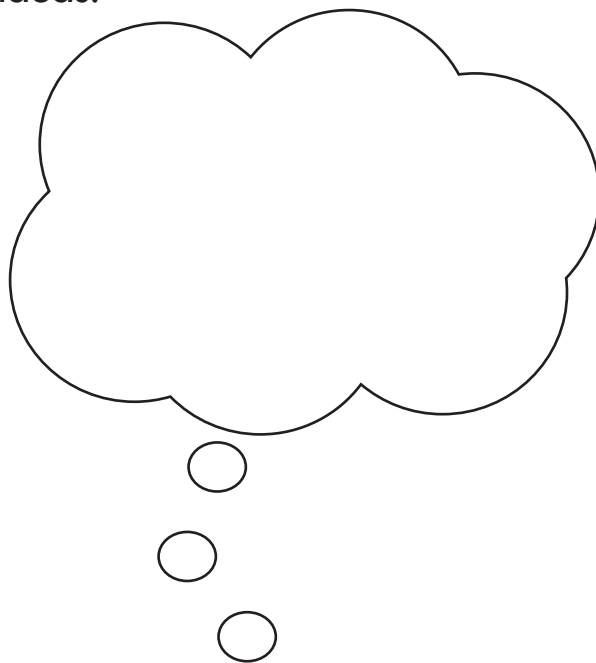
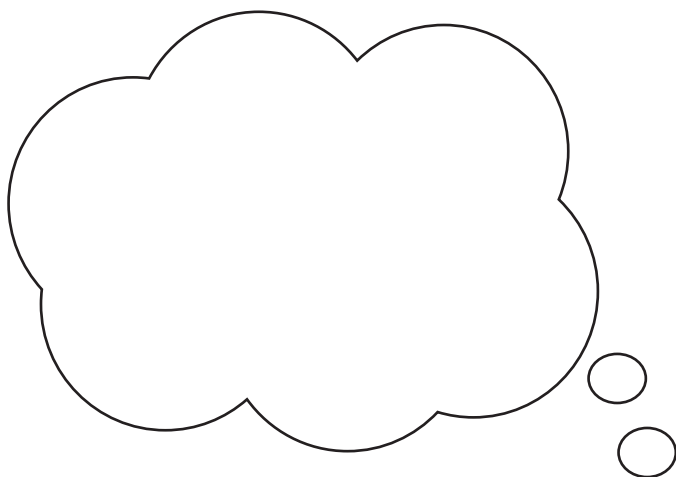
Name _____ Date _____



Brainstorm Stories

Read *The Joy of Writing* (May 2025). David Ezra Stein carries around a sketchbook for ideas and drawings of characters. Use the sheet below to collect some of your own. Then find a partner whose ideas inspire you. Write a story from their ideas.

Thoughts



Characters

WELCOME HOME



CONTENT STANDARDS

21st-Century Skills Focus:
Critical Thinking, Media Literacy

COMMON CORE STANDARDS (CCSS)

RI.1, RI.7, SL.1, SL.3, W.3

MATERIALS & RESOURCES

Class set of *Welcome Home*;
class set of “What’s the Story?”
worksheet, on p. 9 of this guide

BEFORE READING

Provide students with the worksheet on page 9 of this guide, “What’s the Story?” Give them a minute to analyze the photo and think about what might be happening in it. Then have students talk to a partner. Have them come up with a short story about what’s happening in the photo. Ask them to make it as realistic as they can. Then bring the class back together and ask volunteers for their responses. Explain that photos play an important role in news stories. They can help the reader visualize what the event was like and add details that don’t appear in the story. Look at the cover of *Welcome Home* and discuss the photo before reading.

DISCUSSION QUESTIONS

- What is newsworthy about Suni Williams and Butch Wilmore’s trip to space? (p. 2)
- Why was the stay in space longer than expected? (p. 2)
- Explain how the astronauts returned. (p. 2)
- Would you be interested in going to the ISS? Why or why not? (p. 2)

CLOSING ACTIVITIES

Have groups work to summarize the article they just read. Then have them look at the photos. Ask groups to discuss whether the photos add new information or help them better understand the article. Point out the captions and explain their purpose. Then read them aloud. Does this support what students said about the photos? As an optional extension, have students research or think of additional photos that could have been included with the article. Have them repeat these steps for one or both of the news articles on page 3 of the magazine.

To test students’ understanding of this issue of TIME for Kids, ask them to complete the quiz on page 10 of this guide.

MAGAZINE QUIZ		TIME ^{for} KIDS	
Name	Date		
Welcome Home May 2025 <small>Use Welcome Home (May 2025) to answer the questions. For questions 1-4, circle the letter next to the best answer. If you need more space to answer question 7, use the back of this page.</small>			
Page 2: Down to Earth (p. 2) 1. Why did the astronauts spend nine months in space? A. They were trying to eat food. B. They had many experiments to do. C. Their craft was not able to land back on Earth. D. It was the plan.	Page 3: Flower Power (p. 3) 3. Which best explains why the astronauts brought back plants? A. Wilmore wanted food for pollinators. B. Earth and plants on the ISS were helpful. C. Earth and plants on the ISS were helpful to help build a new home. D. One should make room for large molecules.	Page 4: Cat's Collections (p. 4) 5. What is a Zuchonzi Chonzi? A. a cat and dog B. a cat and dog C. a cat and dog D. both A and B	Page 6: Bugs for Lunch (p. 6) 6. What is a benefit? A. something that helps B. something that is bad C. something that is bad D. something that is harmful
Page 2: Down to Earth (p. 2) 2. Which craft brought the astronauts home? A. the Shuttle B. the Space Shuttle C. the International Space Station D. mission control	Page 3: Hey, Butch (p. 3) 4. The image shows what a large plant looks like. A. what the scene of the space was B. what the scene of the space was C. what the scene of the space was D. what the scene of the space was		
Opinion Writing 7. How would you feel if you were in space for nine months? Why?			

ANSWER KEY

Quiz

1. C 2. B 3. B 4. A
5. D 6. A 7. Answers will vary.

Name _____ Date _____

What's the Story?

Look at the image below. Think about what might be happening in it. Write a story about the image.



SAM SPICER—MOMENT RF/GETTY IMAGES

Name _____ Date _____

Welcome Home May 2025

Use *Welcome Home* (May 2025) to answer the questions. For questions 1–6, circle the letter next to the best answer. If you need more space to answer question 7, use the back of this page.

<p>Page 2: Down to Earth (RI.3)</p> <p>1. Why did the astronauts spend nine months in space?</p> <p>A. They were trying to set a record.</p> <p>B. They had many experiments to do.</p> <p>C. Their craft was not safe to travel home in.</p> <p>D. It was the plan.</p>	<p>Page 3: Flower Power (RI.2)</p> <p>3. Which best explains researchers' findings?</p> <p>A. Wildflowers provide food for pollinators.</p> <p>B. Even small patches of wildflowers are helpful.</p> <p>C. Most wildflowers grow in big fields.</p> <p>D. Cities should make room for large meadows.</p>	<p>Page 4: Carl's Collections (RI.1)</p> <p>5. Who is Zachariah Ohora?</p> <p>A. an author and illustrator</p> <p>B. the creator of <i>Carl the Collector</i></p> <p>C. the main character in <i>Carl the Collector</i></p> <p>D. both A and B</p>
<p>Page 2: Down to Earth (RI.1)</p> <p>2. Which craft brought the astronauts home?</p> <p>A. the Starliner</p> <p>B. the SpaceX Crew Dragon</p> <p>C. the International Space Station</p> <p>D. mission control</p>	<p>Page 3: Hey, Batter Batter! (RI.7)</p> <p>4. The image shows</p> <p>A. what a torpedo bat looks like.</p> <p>B. what the score of the game was.</p> <p>C. which teams are ordering new bats.</p> <p>D. what a bowling pin is.</p>	<p>Page 4: Bugs for Lunch? (RI.4)</p> <p>6. What is a benefit?</p> <p>A. something that helps</p> <p>B. something that's icky</p> <p>C. something that's a treat</p> <p>D. something that's harmful</p>

Opinion Writing

7. How would you feel if you were in space for nine months? Why?



September

- Debate
- Author Study
- Oceans
- Current Events

October

- World
- Animals
- Health
- Current Events

November/December

- Community Service
- Insects
- Arts
- Current Events

January

- STEM
- Weather
- Olympics
- Current Events

February/March

- Culture
- Careers
- Earth Science
- Current Events

April

- Space
- History
- Environment
- Current Events

May

- Sports
- U.S.
- Language Arts
- Current Events



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Content is subject to change.

TIME *for* KIDS

EDITION 2 TEACHER'S GUIDE

ATTENTION, POSTMASTER AND SCHOOL SECRETARY:



FIRM BUNDLE

DO NOT BREAK OPEN!

THIS PACKAGE GOES TO ONE TEACHER

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