

TIME for KIDS

EDITION 3-4
TEACHER'S GUIDE

VOL. 15, NO. 14
FEBRUARY 28, 2025

GIANT STEPS



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Cover Lesson

Students will consider what it would be like to live among elephants, before considering how to coexist with animals in their community.

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"Coexisting Communities" Worksheet

Students will learn about the impacts of human development on animals and research some ways to solve those problems.

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Cover Quiz

Assess students' understanding of the article "Walk with the Herd."

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Magazine Quiz

Assess students' understanding of the magazine Giant Steps.

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Profile Writing Lesson 1 Overview

Read the summary and objectives of the first lesson in TFK's profile writing unit, and find links to the full lesson and resources.

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TFK Kid Reporter Contest Handout

This handout can be given to students interested in learning more about the TFK Kid Reporter Contest.

TFK PUBLISHING SCHEDULE

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31	1	2	3	4	5

Current issue
date

Future issue
dates

Customer Service: 800-777-8600
Email the editors: tfkteachers@time.com



STANDARDS
SCIENCE (NGSS)
Earth and Human Activity

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

ARTICLE

WALK WITH THE HERD

PP. 4–5

Life-size elephant sculptures are traveling around the United States, raising support for wildlife.

LEXILE LEVELS

Main: 720L

Alternate: 550L, 890L

LESSON MATERIALS

• “Coexisting Communities” worksheet
(see p. 3 of this guide)

• Cover Quiz (see p. 4 of this guide)

BEFORE READING

Have students think of some animals they’ve seen around in their community. These could be insects that have made their way inside, creatures they’ve seen in their backyard, or animals they’ve seen in the neighborhood. Ask students to name an animal that comes to mind and to describe their reaction to seeing that animal. Do they like seeing it? Are they annoyed by it? Explain that in some places in India, elephants are common backyard animals. Ask students how they’d feel about that, before reading the cover story.

DISCUSSION QUESTIONS

- What do you think it would be like living among elephants? What might be challenging?
- How do the sculptures help people understand elephants better?
- What are some other goals of *The Great Elephant Migration*?
- How does the sidebar, “The Elephant Next Door,” add to the story?

CLOSING ACTIVITY

Ask the class: What does it mean to coexist with something? Ask volunteers. Then ask students for examples of how people can coexist with animals. Explain that students will be considering ways in which human developments have affected animals that live in their community. They’ll work with a group to come up with ways to solve a few of the problems that humans have caused. Group students, and give each group a copy of “Coexisting Communities,” on page 3 of this guide. Give groups time to do research and to fill out the worksheet. Discuss the solutions. Have the class consider which solutions would be easiest to implement, and which would need support from local government.

To extend this lesson, you can have students design a wildlife-friendly community that implements some of the solutions the class came up with. They can draw a diagram of this community, or they can create a 3D model. Close the lesson by asking students if this lesson has influenced them in any way.

ANSWER KEY

Cover Story Quiz

1. A (RI.4) 2. D (RI.1) 3. A (RI.5) 4. C (RI.1) 5. D (RI.3)
6. B (RI.6) 7. Answers will vary. (W.1)

Magazine Quiz

1. D (RI.3) 2. C (RI.1) 3. A (RI.4) 4. A (RI.5)
5. B (RI.6) 6. C (RI.3) 7. B (RI.1) 8. A (RI.2)

Name _____ Date _____

Coexisting Communities

Read “Walk with the Herd” (February 28, 2025). Look at the diagram below. It labels examples of human developments. Work as a group to identify why these could be problems, and list some solutions.

Human development: Swimming pools

Why these are a problem:

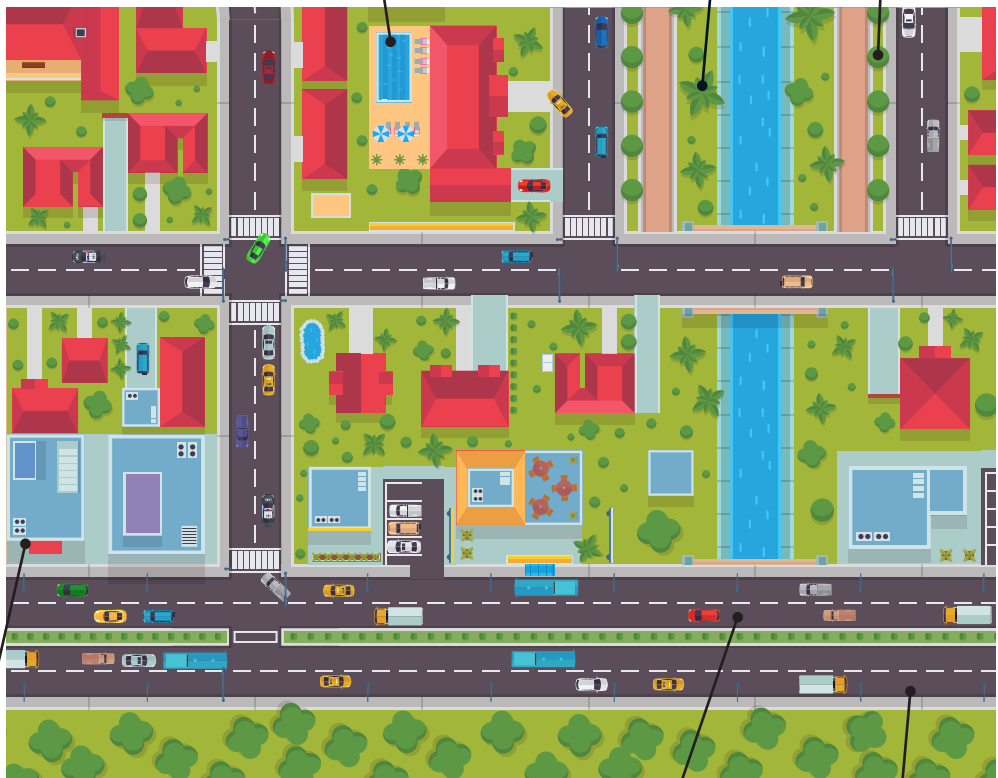
They look like freshwater habitats, but may contain chemicals that are toxic to animals.

Possible solutions:

Human development: Non-native trees and shrubs

Why these are a problem:

Possible solutions:



Human development: Windows and reflective surfaces on buildings

Why these are a problem:

Possible solutions:

Human development: Roadways

Why these are a problem:

Possible solutions:

Try It! Think about your town or city. What human developments interfere with wildlife? What are some possible solutions? Write your ideas on the back.

Name _____ Date _____

Use this week's cover story, "Walk with the Herd," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, use the back of this page.

<p>1. Which word could replace <i>conservation</i> in the first paragraph?</p> <p>A. protection B. transportation C. elimination D. creation</p>	<p>4. What role does Tarsh Thekaekara play in the project?</p> <p>A. He asks visitors to consider what it would be like to have elephants in their backyard. B. He's an artist who crafts the elephant sculptures. C. He helped organize the group of artists that studies elephants and creates the sculptures. D. He harvests lantana for the sculptures.</p>
<p>2. Which is true about the elephant sculptures?</p> <p>A. They're miniature versions of Indian elephants. B. They're permanently installed in New York City. C. People must pay a fee to view them. D. People are welcome to get close to the sculptures and touch them.</p>	<p>5. According to the article, why is lantana a good material to use in the sculptures?</p> <p>A. It grows quickly. B. It's a way to showcase native plants. C. It's the same material as elephant toenails. D. It helps prevent the plant from damaging habitats in India.</p>
<p>3. The section "Helpful Giants" explains</p> <p>A. a benefit of the art project. B. how the sculptures are made. C. the difference between Indian elephants and other elephants. D. who creates the artworks.</p>	<p>6. Based on Thekaekara's quotes, he believes that</p> <p>A. elephants are invasive. B. people should be able to live peacefully with wildlife. C. people should interact with the sculptures. D. it's important to protect Indigenous communities.</p>

7. What do you think it would be like to live among elephants?

Name _____ Date _____

Use this week's issue, *Giant Steps*, to answer the questions below. For each question, circle the letter next to the best answer.

PAGE 2: SCRAMBLING FOR EGGS

1. What is causing the egg shortage in the United States?

- A. increased egg prices
- B. higher demand
- C. surcharges
- D. bird flu

PAGES 4–5: WALK WITH THE HERD

5. Based on Tarsh Thekaekara's quotes, he believes that

- A. elephants are invasive.
- B. people should be able to live peacefully with wildlife.
- C. people should interact with the sculptures.
- D. it's important to protect Indigenous communities.

PAGE 2: HAPPY BIRTHDAY, DEAR PLUTO

2. February 18, 1930, is the date on which

- A. Pluto was formed.
- B. Pluto was classified as a dwarf planet.
- C. Pluto was discovered.
- D. Pluto was visited by New Horizons.

PAGES 6–7: ON LOCATION

6. Why is it important to be open-minded as a director of documentaries?

- A. It's challenging to film so much content.
- B. There's a lot of travel involved.
- C. Sometimes, you have to come up with a different idea than the one you started with.
- D. You have to make decisions about what to cut out.

PAGES 4–5: WALK WITH THE HERD

3. Which word could replace *conservation* in the first paragraph?

- A. protection
- B. transportation
- C. elimination
- D. creation

PAGES 6–7: ON LOCATION

7. What are Mike Gunton's documentaries about?

- A. the personality of Africa
- B. animals and nature
- C. cougars, mountain lions, and pumas
- D. how to be a good storyteller

PAGES 4–5: WALK WITH THE HERD

4. The section "Helpful Giants" explains

- A. a benefit of the art project.
- B. how the sculptures are made.
- C. the difference between Indian elephants and other elephants.
- D. who creates the artworks.

PAGE 8: SHOULD KIDS HAVE THEIR PHONES IN SCHOOL?

8. Which best summarizes Nishika Patankar's point of view?

- A. Phones get in the way of both school and socialization.
- B. It is important to have a phone in an emergency.
- C. Young kids do not need phones.
- D. The benefits of phones outweigh the negatives.

LESSON 1: PROFILE WRITING PRETEST AND OVERVIEW

In this two-part lesson, students will take a profile writing pretest to establish a baseline before learning profile writing vocabulary and essay expectations.

Duration

Two 45-minute periods

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives

1. I can independently complete a profile writing assignment.
2. I can use online resources to learn more about a person of interest.
3. I can define and identify examples of vocabulary terms associated with profile writing.
4. I can use a rubric to evaluate my writing.

Materials

Internet access, and a free Your Hot Job account (timeforkids.com/your-hot-job); writing materials or a word processor; class set of “Profile Writing Terms” sheet at ti.me/profileTerms; class set of “Profile Writing Rubric” at ti.me/profileRubric

Find the full lesson plan at ti.me/ProfileLesson1.

Do you dream of being a reporter? Do you want to write, review books and movies, and do cool interviews? If so, you might have what it takes to be a Kid Reporter for TIME for Kids. We're looking for up to 10 students from around the nation to be members of the TFK Kid Reporter team for the 2025–2026 school year. This year's contest is now open.

Here's what two former Kid Reporters have to say about their experience:

- "Being a TFK reporter has been an amazing experience! I've had so much fun meeting interesting people."
—Dylan Landaw, TFK Kid Reporter 2024–2025
- "Being a TFK reporter is a once in a lifetime chance. I'm grateful for the guidance of my mentors who helped me hone my skills."
—Safiyyah Hussain, TFK Kid Reporter 2024–2025



TFK Kid Reporter Milo Bhushan visits the South Carolina Aquarium for an interview in September.



TFK Kid Reporter Sophia Zhang meets journalist Connie Chung on *The Kelly Clarkson Show* in November. She later had the opportunity to interview and learn from Chung.

How to Enter the TFK Kid Reporter Contest 2025

NO PURCHASE NECESSARY TO ENTER OR WIN

How to enter: The TIME for Kids Kid Reporter Contest ("the Contest") begins on February 24, 2025, and is sponsored by TIME for Kids, a division of TIME USA, LLC, its designees, and assignees (collectively, "the Sponsor"). You may enter the Contest in one of two ways:

Online submission: Your parent or legal guardian can simply go to timeforkids.com/kid-reporter ("the Website") and follow the instructions on the Website to complete the program entry form ("the Entry Form") and provide (a) an original essay, explaining why you would be a good reporter for TIME for Kids (the essay must be 50 words or less and written in English), and (b) an original news article of 450 words or less, written by you, that demonstrates your reporting skills. It is not acceptable for the article to have been previously published. You may look at TIME for Kids articles as models, but you may not plagiarize or copy portions of the models, and you may not send an article that is written in a question-and-answer (Q&A) format. The story should include quotes from people you've interviewed and a headline. If any permissions or releases are necessary from subjects in your article, you must obtain them

prior to submission. A recent school photo can be included with the application (optional). Online submissions must be received by June 16, 2025.

Mail-in submission: With a parent's permission, download the entry form, fill in all details as instructed, go to timeforkids.com/kid-reporter and follow the instructions to print a copy of the Entry Form. A recent school photo can be included with the application (optional). Complete the required fields on the Entry Form, including (a) an original essay, explaining why you would be a good reporter for TIME for Kids; the essay must be 50 words or less and written in English; (b) an original news article of 450 words or less, written by you, that demonstrates your reporting skills; it is not acceptable for the article to have been previously published; you may look at TIME for Kids articles as models, but you may not plagiarize or copy portions of the models, and you may not send an article that is written in a question-and-answer (Q&A) format; the story should include a headline and quotes from people you've interviewed; it may include journalistic elements such as originally created or sufficiently licensed photos, editorial cartoons, charts, maps, and graphs, if appropriate; if any permissions or releases are necessary from subjects in your

article, you must obtain them prior to submission; and (c) make sure the signature of your parent or legal guardian is included on the entry, and have your parent or legal guardian mail the completed Entry Form, essay, and news article to:

**TIME for Kids
Kid Reporter Contest
205 E 42nd St., 19th Floor
New York, NY 10017**

Mail-in submissions must be postmarked by June 16, 2025, and received by June 20, 2025, to be considered.

You do not have to be a TIME for Kids subscriber to enter. Limit one (1) entry per person. Sponsor is not responsible for late, illegible, incomplete entries or entries not received for any reason. Entries are subject to the official rules outlined herein (the "Official Rules"). Entries become sole property of Sponsor, and none will be acknowledged or returned. By entering, you warrant that the entry is original to you and does not infringe the intellectual property rights of any third party.

TIME *for* KIDS®

TEACHER'S GUIDE EDITION 3-4

ATTENTION, POSTMASTER AND SCHOOL SECRETARY:



FIRM BUNDLE

DO NOT BREAK OPEN!

THIS PACKAGE GOES TO ONE TEACHER

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