Teaching the cover story on
A Simulated Mars Habitat

SUMMARY
In this week’s issue, TIME writer Jeffrey Kluger takes readers to a simulated Martian habitat in Hawaii.

FAST FACTS
- The Hawaii Space Exploration Analog and Simulation habitat, known as HI-SEAS, is funded by a $1.2 million grant from NASA and is operated by the University of Hawaii at Manoa.
- The first HI-SEAS mission, which began March 28, 2014, lasted four months. The program’s fourth and latest mission lasted a year and ended on August 28, 2016.
- Additional eight-month HI-SEAS missions are expected to take place in 2017 and 2018.
- The goal of the HI-SEAS program is to understand crew dynamics during long-term space travel, in preparation for NASA’s goal of sending humans to Mars in the 2030s.
- Among the six crew members of the yearlong HI-SEAS mission are a physicist/engineer from Germany, an astrobiologist from France, and a soil-and-water scientist from the United States.
- At its closest point, Mars is about 34 million miles from Earth. It is the fourth planet from the sun.

TEACHING TIPS

Before Reading
Build Anticipation
- Tell students it would take at least two years to send astronauts to Mars and back. Ask: What physical and mental challenges might astronauts face on the journey? (Revisit the question after students read the story.)

Build Comprehension
Key Ideas and Details
- Where is the HI-SEAS habitat? What is its purpose? How do HI-SEAS missions bring NASA closer to its goal of one day sending humans to Mars?

Integration of Knowledge and Ideas
- One of the captions on page 5 asks if the HI-SEAS site looks like Mars. Have students answer the question by comparing the photos in the magazine with images in books about Mars.

Start a Discussion
Critical Thinking
- Is the HI-SEAS habitat in Mauna Loa, Hawaii, the best place for scientists to understand how long-term space travel affects the human mind? Challenge students to ground their answers in examples from the text.

Assess Comprehension
timeforkids.com
- Log in and click the blue TFK Magazine tab to find our weekly comprehension quizzes.

Cover Story Standards
Common Core State Standards
- Reading Informational Text
- Writing

Social Studies (NCSS)
- Science, Technology, and Society
  Learners will understand how society often turns to science and technology to solve problems.

Topics Addressed
- Space
- STEM

Worksheet Skills
- Reading a Diagram, p. 3
- Narrative Writing, p. 4
CLOSE READING OF THE COVER STORY
Support close reading by following these steps.

Read for Understanding
• Have students read the cover story independently. Then read the story together, stopping to discuss important facts and details along the way. Ask: What are some of the features of the simulated Mars habitat known as HI-SEAS? How much time did writer Jeffrey Kluger spend in the habitat? How long did the scientists stay? How did they simulate life on Mars? What do researchers hope to learn?

Craft and Structure
• Have students write a paragraph analyzing the author’s purpose. Tell them the paragraph should answer these questions: What was Kluger’s purpose in writing the article? What evidence in the text supports your claim?

Integration of Knowledge and Ideas
• Discuss: What information do the photos provide that the text does not? Do you think readers need to see the photos in order to understand the HI-SEAS mission? Why?
• Compare two texts. Log in at timeforkids.com, click on TFK Magazine, and scroll through to find the March 6, 2015, issue: “Mission to Mars?” What was Kluger’s answer to the question: What was Kluger’s purpose in writing the article? What evidence in the text supports your claim?

Integration of Knowledge and Ideas
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Common Core State Standards Addressed
Grade 3: RI.3.1, RI.3.6, RI.3.7, W.3.2
Grade 4: RI.4.1, RI.4.6, RI.4.7, W.4.2

TFK Digital Editions
Here is some of what you will find this week in TFK’s digital editions. Log in at timeforkids.com and click Classroom App or Whiteboard.

• An animated video from TIME about how NASA plans to send humans to Mars one day
• A video about hurricanes, how they form, and their effects
• A Spanish read-aloud version of the main story
Inside a Mars Habitat

Study the floor plan of the HI-SEAS habitat, in Hawaii. Researchers live here to see what it would be like to travel to Mars. Use the plan to answer the questions.

1. True or false: The dining room is next door to the lab. ________________________

2. You enter the habitat. Which room is to your right?
   ○ bathroom  ○ exercise area  ○ storage

3. Where are tomatoes grown? _________________________________________________

4. What can crew members do for exercise? Give one example.
   _________________________________________________________________________
   _________________________________________________________________________

5. What do you think would be the biggest challenge of living in the HI-SEAS habitat?
   Explain. ___________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

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Bring Writing to Life

Analyze the writer’s craft using the article “A Day on Mars.” Then try writing a lively narrative of your own. Begin by completing the activity below.

1. Good writers often follow the rule “Show, don’t tell.” Reread the first paragraph of the story. How does Kluger show the danger of walking outside the habitat without using the word *dangerous*?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Do you think “Show, don’t tell” is a good rule for writers? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Which word best describes the way Kluger felt about walking outside the habitat?
   _____ carefree _____ joyful _____ afraid _____ content
   How did Kluger get this feeling across by showing rather than telling?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. Think of a time when you felt one of the following emotions. Check one.
   _____ frustrated _____ angry _____ overjoyed _____ foolish
   Write a paragraph describing what happened without ever using the word you chose. Think about how to get the emotion across by showing rather than telling.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Dear Teacher,

The following test pages include stories that have appeared in TIME FOR KIDS magazine or in a Teacher’s Guide. The tests will help your students become familiar with informational texts and topics that they may encounter on English Language Arts tests.

Answer Key

**Test 1**

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

**Test 2**

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

**Test 3**

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

**Test 4**

1. B  
2. C  
3. C  
4. B  
5. Answers will vary.

Test Prep
with TFK

**TEST 1**

**The Future of Libraries**

**TOPIC** High-tech libraries

**SKILLS**

- Comparing and Contrasting Key Details
- Identifying Main Idea
- Using Context Clues
- Making Inferences

**TEST 2**

**Should Kids Be Rewarded for Doing Chores?**

**TOPIC** Rewarding kids for chores

**SKILLS**

- Analyzing Perspective
- Using Content-Area Vocabulary
- Identifying Supporting Details
- Analyzing Quotations

**TEST 3**

**What’s for Breakfast?**

**TOPIC** Healthy eating habits

**SKILLS**

- Identifying Main Idea and Details
- Reading a Chart
- Writing Informational Text

**TEST 4**

**A Towering Attraction**

**TOPIC** Parts of the Eiffel Tower

**SKILLS**

- Reading a Diagram
- Recalling Key Details
- Drawing Conclusions
- Using Vocabulary in Context
- Thinking Critically

**Common Core Standards Assessed**

**Grade 3:** RI.3.2, RI.3.3, W.3.2

**Grade 4:** RI.4.2, RI.4.3, W.4.2

**Grade 3:** RI.3.1, RI.3.4, RI.3.8

**Grade 4:** RI.4.1, RI.4.4, R.4.8

**Grade 3:** RI.3.1, RI.3.2, RI.3.7, W.3.2

**Grade 4:** RI.4.1, RI.4.2, RI.4.7, W.4.2

**Grade 3:** RI.3.1, RI.3.4, RI.3.7, W.3.1

**Grade 4:** RI.4.1, RI.4.2, RI.4.4, RI.4.7, W.4.1
Read the story. Then fill in the bubbles to answer the questions.

The Future of Libraries

Enter the main branch of BiblioTech, a public library in San Antonio, Texas, and you might think you have stumbled into an electronics store. There are 48 desktop computers, an iPad bar, and some Microsoft Surface tables. What you won’t find are shelves full of books. It is the country’s first digital-only public library. Users check out electronic books to read on their devices or on one of the library’s 800 e-readers and tablets.

“It’s a small space,” head librarian Ashley Eklof told TFK. “But we don’t need much room. Instead of bookshelves, we have a community space.” Is this what all libraries will look like one day?

A PLACE TO CREATE

Americans love libraries. But nowadays, libraries are being challenged to meet new needs.

They are rising to the challenge. Last year, the Arlington Heights Memorial Library, in Illinois, went through a makeover. Changes included adding a do-it-yourself project space for teens and a production studio. “Libraries are [becoming] more dynamic, active spaces,” says Jason Kuhl, the library’s executive director. “People are using libraries to gather, learn, and create.”

The role of librarians is changing too. “Now we nurture creativity and learning,” says American Library Association president Barbara Stripling.

Adapted from TIME FOR KIDS, March 7, 2014

1. This story mainly describes how libraries have
   A changed in response to new technology.
   B had a hard time getting people to use their services.
   C tried to get people to read more.
   D helped people find new jobs.

2. How is BiblioTech different from traditional libraries?
   A It has a bigger printed book collection.
   B It has no librarians.
   C It is digital-only.
   D It’s larger than most libraries.

3. What does nurture mean, in the last paragraph?
   A support
   B disagree with
   C change
   D use

4. You can tell from reading this story that it is important for the librarians at BiblioTech to be
   A strict about noise.
   B interested in sports.
   C fast readers.
   D comfortable with technology.

5. What skills can an all-digital library help people develop? Write your answer on a separate sheet.
Read the debate. Then fill in the bubbles to answer the questions.

**Should Kids Be Rewarded for Doing Chores?**

Many kids help out around the house by doing chores. In return, some parents give their kids rewards. “Kids need **positive reinforcement** to motivate them,” Chris Bergman, founder of ChoreMonster, a rewards app, told TFK. Susie Walton, a parenting educator, disagrees. She believes that by rewarding kids, parents are sending a message that work isn’t worth doing unless you get something in return. “A household is a team effort,” she says.

**No**

**Jacob Weissman, 9**
**East Brunswick, New Jersey**

Kids should not be rewarded for doing chores. They should want to lend a hand around the house for the sake of being helpful. Parents do so much for their children, and do we reward them? Some kids grow up with the belief that it is only important to do something if you get something in return. I think kids get the wrong idea when they are always rewarded for chores.

**Yes**

**Allison Norwood, 10**
**Plymouth, Massachusetts**

Kids should be rewarded for doing chores. It makes them feel good about themselves when they get rewards for doing good things. Also, kids learn that you have to work to earn money. If kids have their own money, they can do what they want with it, and they don’t need their parents to buy things for them. If kids are working toward a goal, they will take their time and do a good job. Parents won’t have to redo the chores.

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1. What is another way to say **positive reinforcement**, in the introduction?
   - A tricks
   - B rewards
   - C money
   - D help

2. Which person would agree that kids should not receive rewards for doing chores?
   - A Jacob Weissman
   - B Susie Walton
   - C Allison Norwood
   - D both A and B

3. What is a reason given for why kids should be rewarded for doing chores?
   - A Parents will be happier.
   - B Kids will do more homework.
   - C Kids will do a better job with chores.
   - D Kids don’t like money.

4. What does it mean to say “a household is a team effort”?
   - A All family members should be rewarded.
   - B Parents should do all chores.
   - C Kids don’t need to help with chores.
   - D Every family member is necessary to make a home run smoothly.

5. With whom do you agree more? Why?
   Write your answer on a separate sheet.
Read the chart. Then fill in the bubbles to answer the questions.

### What’s for Breakfast?

<table>
<thead>
<tr>
<th>Food</th>
<th>Serving Suggestion</th>
<th>Why It’s Good for You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-grain bread</td>
<td>Toast and top with peanut butter, low-fat cream cheese, or fruit spread.</td>
<td>Whole-grain breads contain carbohydrates. Carbohydrates give you energy.</td>
</tr>
<tr>
<td>Oatmeal</td>
<td>Sweeten with raisins and a teaspoon of honey. Or add a sliced banana and low-fat milk.</td>
<td>Oatmeal is rich in fiber. Fiber helps your body digest food and keeps you feeling full.</td>
</tr>
<tr>
<td>Fresh fruit</td>
<td>Peel oranges and slice apples so they are easier to eat on the go.</td>
<td>Fruit is a good source of fiber. Plus, oranges are packed with vitamin C, which is needed for healthy teeth and gums.</td>
</tr>
<tr>
<td>Eggs</td>
<td>Eat them scrambled or hard-boiled. Try an omelet stuffed with fresh vegetables like spinach and tomato.</td>
<td>Eggs have a lot of protein. Your body needs protein to build and maintain muscle.</td>
</tr>
<tr>
<td>Milk and cheese</td>
<td>Sprinkle nuts or seeds on low-fat yogurt. Or try sliced cheddar cheese with apples.</td>
<td>Milk, yogurt, and cheese contain calcium. Calcium helps your bones stay strong.</td>
</tr>
</tbody>
</table>

From TIME FOR KIDS TEACHER’S GUIDE, September 21, 2007

1. What could be another title for this chart?
   - A “Fabulous Fruit”
   - B “Protein Power”
   - C “Breakfast: It’s Good for You”
   - D “Breakfast, Lunch, and Dinner”

2. Eggs have a lot of protein. According to the chart, what does protein do?
   - A It helps your bones stay strong.
   - B It gives you energy.
   - C It keeps your gums healthy.
   - D It helps build and maintain muscle.

3. What do milk, yogurt, and cheese contain?
   - A calcium
   - B vitamin C
   - C carbohydrates
   - D fiber

4. What does fiber do?
   - A It helps you digest food.
   - B It keeps you feeling full.
   - C It helps your body heal.
   - D both A and B

5. Studies show that eating breakfast helps kids do better in school. What do you think might be the reason for this? Explain your answer on a separate sheet.

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A Towering Attraction

Gustave Eiffel designed the Eiffel Tower as the entrance to the 1889 Paris World’s Fair. Today, it is a symbol of France. Take a closer look at the country’s “Iron Lady.”

1. At what height is the viewing area?
   A. 1,063 feet
   B. 906 feet
   C. 377 feet
   D. 187 feet

2. Where can you mail a postcard?
   A. the stairs
   B. first platform
   C. second platform
   D. top platform

3. What is another name for the Eiffel Tower?
   A. Iron Tower
   B. World’s Fair Tower
   C. Iron Lady
   D. Gustave Tower

4. What is the tower made of?
   A. iron and glass
   B. iron and concrete
   C. concrete and glass
   D. concrete and copper

5. How would you describe the Eiffel Tower in a word or phrase? Why? Explain your answer on a separate sheet.
NEW FOR NOVEMBER 2016!

We are pleased to present the November 2016 edition of TIME For Kids Your $: Financial Literacy for Kids. The student magazine and accompanying Teacher’s Guide, developed for grade 4 and grades 5 and 6, feature advice from money expert Jean Chatzky and are made possible by the PwC Charitable Foundation.

Look for TIME For Kids Your $: Financial Literacy for Kids bundled with this week’s issue, or download the student magazine and Teacher’s Guide at timeforkids.com/extras.
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