The South Korean pop stars are inspiring fans around the world to support good causes.

New technology is making trains faster than ever.

Scientists grew this beef patty in a lab. Lab-grown meat could be the food of the future.

Find out why scientists are counting chinstrap penguins in Antarctica.

Learn about a high-speed train that relies on magnets.

Fans are inspired by a band’s charitable work.

Read about scientists who are taking a penguin census.

Scientists have discovered how to create meat in a lab.

Students will consider humans’ impact on the Earth and create a representation of what the world might look like in the year 2050.
Explore the Theme
Give partners two magnets that have their poles labeled as A and B. Ask partners to play with the magnets and to record their observations about how the poles react to each other. Then bring students back together to share their observations.

Tell them they’ll be reading about a train that uses magnets to move.

Read the Text
Have students read the text independently or with a partner. Ask them to answer the following questions while reading: What is a maglev train? How does a maglev train work? You might want to hand out sticky notes that students can use to write their answers down or to flag where the answers appear. Move around the room and check for comprehension while students are working. Pick a student, or a pair of students, who are able to explain to the class how a maglev train works. Suggest that students use the opening magnet activity to demonstrate their explanation.

Respond to the Text
Bring the class back together and ask students why people are in support of maglev trains. Have them provide evidence that supports their answer. Then ask students where maglev trains are being tested or proposed. Take a class poll to see who is in support of having a maglev train in the U.S. Have volunteers explain why or why not, using evidence from the text. Students can then complete the reproducible “Choose Your Route,” on page 6 of this guide, to learn more about building a maglev line between Baltimore and D.C. and solidify their opinion.

Common Core State Standards
RI.1, RI.3, RI.8, SL.1, SL.2

Power Words

Explore the Theme
Show students the cover of this week’s magazine and ask them to share what they know about BTS or their music.

Read the Text
Read pages 2 and 3 aloud. Then ask students to go back and underline BTS and BTS ARMY wherever they appear. Have partners discuss who the two groups are and what is important about them.

Bring the class back together to discuss BTS and the BTS ARMY. Ask: How are these two groups related? Then ask the class to think about why the author wrote this text. Write the following sentence starter on the board: “The author wrote this to explain that BTS _____.” Have individuals, partners, or groups work together to complete the sentence on a sticky note. Have students post their sticky notes on the board. Read some correct responses aloud.

Respond to the Text
Tell students that when the editors at TFK plan a magazine, they think through each part, including the text, the pictures, and the design. Ask students if they can identify the design choice for the BTS article’s background. After hearing some ideas, let the class know that the art was inspired by the cover of a BTS mini-album, Map of the Soul: Persona, which is pink with the outline of a heart on it.

Have students consider that a lot of thought goes into creative decisions. This is true for all artists. Provide them with the reproducible “A Story in Songs,” on page 7 of this guide, and read the directions and explainer aloud. Then give students time to imagine their own BTS album based on what they learned in the magazine.

Common Core State Standards
RI.1, RI.6, RI.7, SL.1

Power Words
“Fan Favorites,” pp. 2-3: *charity, deed, empathy, *international
Explore the Theme
Show students the cover of the magazine and read the cover text. Ask: Why do you think scientists count penguins? Ask students to close their eyes and visualize the scene you will be describing. Read the first paragraph on page 2 aloud. Then have students open their eyes and show them the image on pages 2 and 3.

Pair students up and ask them to discuss the following: What is it like to count penguins? Can you think of a way to make counting penguins easier?

Read the Text
Have partners read the rest of the text together, focusing on why scientists are counting penguins and the two methods of doing so. Bring students together to respond to the questions. Then ask them to explain the purpose of using drones to count penguins. How do drones make life easier for scientists?

Respond to the Text
Reread paragraph 4 of the text to the class. Ask: What do penguins tell scientists about krill? If there were not a lot of krill to eat, what would happen to the penguin population? Give students the reproducible “Dining in Antarctica,” on page 8 of this guide. Direct them to read about Antarctic animals and what they eat. Then have them label and illustrate the food chain in the boxes provided. (Note: phytoplankton should be in the first box, whales in the last.)

Bring the class together and have students share their answers to the Think and Discuss question. Then challenge them to explain how melting sea ice could affect the entire food chain.

Common Core State Standards
RI.1, RI.3, SL.1, SL.2

Power Words

Explore the Theme
Show students the cover of this week’s magazine and read the cover text aloud. Ask why scientists might be growing meat.

Show students the video Cultured Beef at the bottom of “Future Food” at timeforkids.com. Then give students the reproducible “Making Meat,” on page 9 of this guide. Have them read the steps given for making cultured beef. Tell students you’ll be playing the video again, and they should number the steps as they watch. Play the video as many times as necessary for students to write down the steps.

Have partners or groups work together to cut and paste the steps in the correct order, then have students independently draw an illustration for two steps of their choice.

Read the Text
Have students partner up to read the text. Bring the class together and ask students to identify the pros and cons of lab-grown meat. Ask: Based on what you learned, why do you think it is so expensive to make lab-grown meat?

Respond to the Text
On the board, make a T-chart with “I would try lab-grown meat” on one side and “I would not try lab-grown meat” on the other. Give students a sticky note on which to write their reasoning and let them stick it on the side of the chart they agree with.

Have a class discussion about which side has more support and why that is.

Common Core State Standards
RI.1, RI.3, SL.1, SL.2

Power Words

ANSWER KEY
NEWS ISSUE QUIZ
7. Answers will vary but must include student’s opinion and at least one piece of evidence from the article.
**Earth Day Activity**

**Prep Work**

1. Print a class set of “Earth in 2050” and gather coloring materials and craft supplies as desired.

**Lesson Flow**

1. Tell students that April 22 is Earth Day. This is the 50th anniversary of Earth Day. Ask students to share some things they can do to celebrate Earth Day.

2. Let students know that the theme of Earth Day 2020 is climate action. Ask them to consider what things are affected by climate change. *(Some answers might include the oceans, weather patterns, food, animals, and habitats.)*

3. Ask students to freewrite on a separate piece of paper about what might happen to the world if people do not protect it.

4. Then have students turn to page 4 of the Project Penguin issue. Read the text aloud and ask students to look closely at the five images of Earth that kids sent in. Have students partner up and explain what they notice and their reactions.

5. Provide students with a copy of the reproducible “Earth in 2050,” on page 5 of this guide. Allow them access to coloring materials and other materials of their choosing. Have students independently create their own representation of Earth in 30 years.

6. On the back, students should write an explanation about what their drawing shows and why they think it is representative of Earth in 2050.

7. You might wish to have a class show-and-share or a gallery walk, so students can see their peers’ work.

**Discussion**

Bring the class back together and discuss the following: In 30 years, how old will you be? Will you want to be living on an Earth like the one you drew? What can you do to make sure you’ll still want to live on the Earth in 30 years?
Earth in 2050

Read “Kid’s-Eye View” (April 2020) to see what other kids think the world may look like in 30 years. Then draw your own picture below.

Write about it! On the back, explain your drawing.
Choose Your Route

Read “Fast Forward” (April 2020), about maglev trains. There are already a few ways to get from Baltimore to Washington, D.C. Check them out below.

**Baltimore, Maryland**

↓

**Washington, District of Columbia**

- **Bus**
  - 50 minutes.......................... $8
- **Northeast Regional Train**
  - 46 minutes.............................. $15
- **Acela Train**
  - 33 minutes................................. $35

The planned maglev train will take about 15 minutes to get from Baltimore to Washington, D.C. Since it is not built yet, the price of a ticket is unknown. But is estimated to cost more than $50.

1. Which one of these routes would you chose? Explain.

2. Do you think it makes sense to build a maglev line from Baltimore to Washington, D.C.? Explain.

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A Story in Songs

Read “Fan Favorites” (April 2020). Then use what you learn to imagine a new album for BTS below.

Musicians use their albums to tell a story. BTS have a new album called Map of the Soul: 7. It tells the story of their past seven years as a band. Some songs on the album are “Make It Right,” “My Time,” and “UGH!” The album tells the story of the boys finding out who they are. But the journey is not always easy.

Imagine a new BTS album based on what you learned in “Fan Favorites.”

COVER ART

SONG TITLES

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

Explain the story behind your album.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Dining in Antarctica

Read “Counting Penguins” (April 2020), a story about taking a penguin census in Antarctica. Then learn about the Antarctic food chain below.

Phytoplankton are tiny organisms that grow in the waters of Antarctica. Krill are animals that live in the ocean and feed on phytoplankton. Penguins eat krill and small fish. To get their food, penguins must dive into the water. When they are in the water, they must watch out for killer whales. Killer whales hunt penguins, seals, and other fish.

A food chain shows how animals get energy from what they eat. Use the information above to draw and label a food chain of Antarctica.

Think and Discuss: Krill need sea ice to grow in safety. Climate change is causing sea ice to melt. What might happen to krill?
Making Meat

Before reading “Future Food” (April 2020), learn about how meat is grown in a lab. Cut and paste the steps in order. Then choose two to draw. Draw an arrow from the step you choose to its illustration. The first one is done for you.

STEPS

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muscle tissue is taken from cows.</td>
<td></td>
</tr>
<tr>
<td>Separated muscle cells divide. They grow into myotubes.</td>
<td></td>
</tr>
<tr>
<td>New muscle tissue is layered to create beef.</td>
<td></td>
</tr>
<tr>
<td>Muscle tissue is cut into small pieces.</td>
<td></td>
</tr>
<tr>
<td>Myotubes are placed in a ring. They grow into muscle tissue.</td>
<td></td>
</tr>
</tbody>
</table>
A Better Burger? April 2020

Use this month’s News issue of TIME for Kids Edition 2 to answer the questions. For each question, circle the letter next to the best answer.

Article: “Future Food” RI.2.2 (Identify Main Idea)

1. What could be another title for this article?
   A. “Cow-Free Meat”
   B. “Cellular Meat for Sale”
   C. “Harm-free Hamburgers”
   D. “Feeding the World”

2. The heading “Challenges Ahead” helps the reader understand that
   A. Lab-grown meat is not ready to be sold in stores yet.
   B. Lab-grown meat may help feed a lot of people.
   C. Lab-grown meat is better for the environment.
   D. Lab-grown meat uses less land.

Article: “Future Food” RI.2.5 (Use Text Features)

3. On February 12,
   A. satellites were launched to help with Internet connectivity.
   B. scientists announced that they found a giant turtle shell.
   C. an ancient shrine was discovered in Rome.
   D. the first-ever Kid of the Year show was announced.

Article: “For the Record” RI.2.1 (Read for Detail)

4. What is the meaning of air as used in the article?
   A. what we breathe
   B. to appear on TV
   C. empty space
   D. a device that cools a room

Article: “Cast a Spell” RI.2.5 (Identify Problem and Solution)

5. What is the main problem in the movie Onward?
   A. Ian and Barley’s dad died.
   B. The brothers’ dad comes back to life as a manticore.
   C. The brothers must fight a villain with the body of a lion.
   D. A spell brings back only half of their dad.

Article: “Celebrating Kids” RI.2.4 (Define Words and Phrases)

6. The main character in Grandma’s Gardens is
   A. Hillary Clinton.
   B. Chelsea Clinton.
   C. Grandma Dorothy.
   D. Zara Wierzbowski.

W.2.1 (Opinion Writing)

Explain if you think scientists should continue making lab-grown meat. Provide reasons for your choice.
HOW TO USE THE TEACHER TOOLS

You can access your resources by logging in to your account. Go to timeforkids.com and click Sign In at the top right side of the screen. Remember, students do not need an account to use our website!

To view student articles, please select your grade level.

K-1  2  3-4  5-6

What are my login credentials?
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