

THINKING WITH MY FAMILY AND FRIENDS

Video: Star Gazers

*Problem-Solution Nonfiction Text Structure
(problem-evidence-solution-results)*

San loves to sleep! Lately it seems he just can't get enough and it has started causing him problems, especially in school. He has tried going to bed earlier, but he just isn't tired until later in the night. In hopes of solving his problem, San begins searching the Internet for information on sleep. He came across a teen health website that had links to articles on sleep. San learned a lot, but one article put it simply for him to understand. He also noticed that this article was a super example of Problem-Solution Non-fiction Text Structure.

Now it's **Your Turn!** Read *Late to Bed, Late to School* and create a *Think Aloud* and Graphic Organizer with your family or friends.

Then compare your thinking with [San's Think Aloud and Graphic Organizer](#).



Before You Read:

Think about what you may already know about sleep. Think about what you've learned about problems and solutions. Share your thoughts with your family and friends.

While You Read:

Ask your parent, brother, sister, or friend to read this passage with you. Look for signal words and see if together you can determine the problem and solution. You may want to highlight signal words in blue and the problem in orange, evidence in tan, solution in brown and results in green. (You may use any colors available to you – just remember your color scheme!)

After You Read:

- Think about how you can identify the *problem*, *evidence*, *solution*, and *results* from the article you read.
- Discuss your ideas with your family or friends. Together, create a collaborative Think Aloud about how you used Sequence Nonfiction Text Structure to determine the steps in the process. Share your *thinking* with each other.

Late to Bed, Late to School

Are you more like a “night owl” than an “early bird”? Do you love the snooze button on your alarm clock? Research has shown that biological changes cause teens to prefer staying up later at night and waking later in the morning. A problem arises, however, when late nights clash with a school day that may begin as early as 7:00 A.M.

Teens pay a price for not getting the nine hours of sleep they need per night. Sleep-deprived teens are more likely to experience health problems, depressed moods, lower grades, frequent absences, and car accidents that involve falling asleep at the wheel.



One solution being explored by school districts is changing the time the school day begins. Schools across the country are experimenting with starting the school day one to four hours later than usual. The school day ends later in the afternoon, too. Even with busing challenges and concerns about after scheduling extra-curricular activities, the results are encouraging. Teens are more awake during class, have better attendance and report less depression. With car accidents involving sleepy teens decreasing, lives are being saved as well.



Create a Graphic Organizer:

After you have determined the problem, evidence, solution, and results for teen sleep habits, create a graphic organizer below to represent your thinking and to help you remember the author's main points.



Compare your Think Aloud with San's Think Aloud:

San's Think Aloud: I'm thinking this article could give information that I'm looking for about not getting enough sleep and having problems at school. I love the snooze button! The fact that research supports my sleeping habits makes me feel a little better about my difficulty waking up for school. The text says, "a problem arises" so I know I should be looking for the *problem* stated in this sentence. When I read, "late nights clash with the early start time of school" I understand this is the problem the author is referring to. I know that when a problem is stated in text, a solution will usually come later. I'm thinking this must be written in problem-solution text structure. As I continue reading, I'm looking for evidence to support the problem.

The second paragraph explains that teens pay a price for not getting enough sleep, so I know this is the evidence. "Health problems" make sense because the immune systems needs sleep for energy to help keep people healthy. When I read "depressed moods," "lower grades," "frequent absences," and "car accidents," I understand that these are additional pieces of evidence that support the problem. When I read the signal word "solution," I know that I will want to be on the lookout in the coming sentence. I noticed that it says "one solution." That helps me understand only one will be listed, but there could be more that are not shared in the text! When I read, "changing the time the school day begins" is a solution offered by the author. I'm thinking that would be nice, but I bet if that were the case many students would stay up later than they already do! Finally, I notice the word "results." I'm thinking I'll read about the benefits of starting school later. "More awake during class" "better attendance" "less depression" and "lives being saved" seem like great results. I wonder if that change will be made at my school?

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Compare your Graphic Organizer with San's Graphic Organizer:

San's Graphic Organizer: "Because the author is stating a problem, I'm going to create a problem-solution graphic organizer."

Questions to Think About:

- How do *signal words* help San make sense of the text?
- How does the *Problem-Solution Graphic Organizer* help San identify the author's key points?
- Why might this process help you make sense of text?
- When might this process be useful?

