# Classroom notes

*The Sleepover Chocolate Disaster · for teachers, librarians and reading-group leaders*

## At a glance

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|---|---|
| Grades | 1–3 (ages 6–9). Works as a read-aloud from Grade 1; strongest for independent reading at ages 7–9. |
| Topic | Caffeine and sleep — and the habits of a scientist: observing, asking why, fair tests, honest question marks. |
| Story | Eight short chapters, about 1,600 words — roughly 18 minutes read aloud. |
| Back matter | Lumi's Secret Lab Notes (pp. 38–49) · Think Like a Scientist (pp. 50–51) · Lumi's Word Lab, 20 words (pp. 52–63) · Jiwoo's "Prove It" Tracker (pp. 64–69) · For the Grown-Up Lab Partner (pp. 70–72) |

## Big ideas

- Bodies respond to what we eat and drink — and responses differ from person to person.
- When can matter as much as what: the same cake at noon and at 9:47 p.m. can make two very different nights.
- Caffeine doesn't make you need less sleep. It blocks the message that says you do.
- Scientists observe before they decide. A question mark is honest data.
- A fair test changes one thing at a time.
- Some lessons aren't about bodies: sometimes a snack belongs to someone else.

## How this book handles food — please keep it this way in class

- No food is called good or bad, and there are no caffeine charts or bedtime rules. Please keep it that way in class.
- No one's body is discussed. Keep comments on feelings and what bodies do, not on size or weight.
- Don't collect, display or grade students' records — bedtimes included. The tracker belongs to the child and stays at home.
- Plan activities without food or drink, and don't use sweets as rewards during the unit.
- Praise "I don't know" and the question mark. Let a wrong reason stand for a minute; ask one question instead of correcting it.

## Sensitivity notes

Sleep at home. Students' nights differ for reasons that have nothing to do with chocolate: shared rooms, new babies, noise, family work hours. Don't ask students to report their bedtimes or sleep in class — the data activity uses Jiwoo's made-up week instead. If a student says they have trouble sleeping most nights, mention it privately to their family, as you would any health concern.

Medicines and health conditions. Some students take medicine that affects sleep or alertness, or live with a heart or other condition. Follow the family's and care team's lead, and don't ask a student to explain their health to the class.

Coffee, tea and energy drinks at home. Coffee and tea are part of many families' days and cultures. The book doesn't judge them, and the lesson shouldn't either. If energy drinks come up, use the book's own words: "Energy drinks have the most; doctors say kids skip them."

Taking food without asking. Jiwoo's second lesson is about a cake that belonged to someone else. Some children have been blamed for taking food, and some take food because they are hungry. Keep the talk on Jiwoo and the story, not on anyone in the room — and keep every activity food-free.

Body talk. If a student comments on someone's body, redirect to what bodies do: "In this book we're scientists of how bodies feel and work."

## Three short lessons

### Lesson 1 · Read & Notice *40 min*

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| 5 min | Cover prediction: "What could go wrong at a sleepover?" Record predictions on the board. |
| 15 min | Read aloud. Stop after Chapter 4 (predict), Chapter 6 (what is the Sleepiness Chair?) and Chapter 8 (Jiwoo's two lessons). |
| 10 min | Talk: choose two or three discussion questions. |
| 7 min | Introduce Think Like a Scientist (p. 50): Notice · Wonder · Test · Report. |
| 3 min | Exit ticket: one thing I noticed, one thing I wonder. |

### Lesson 2 · Model It *40 min*

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|---|---|
| 10 min | Re-read Lab Notes 2–5 (pp. 42–45): the pile, the chair, the factory, the clock. |
| 20 min | Activity: the Sleepiness Chair Game (active) or Draw the Sleepiness Pile (seated). |
| 10 min | Debrief: "The chair BLOCKS a message. The factory sends its message LATE." Say it in your own words. Vocabulary: adenosine, receptor, block, melatonin. |

### Lesson 3 · Test It *40 min*

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|---|---|
| 15 min | Activity: Four Things, One Night (card sort). |
| 15 min | Data detectives: analyse Jiwoo's filled-in week (pp. 67–68) with the questions below. |
| 10 min | Write a fair test on paper. Optional: send home the blank tracker with the family letter. |

## Data detectives — Jiwoo's week (pages 67–68)

Jiwoo's week (pages 67–68) is made-up data, which makes it safe to analyse together — no student shares their own food or bedtime. Ask the questions in order; teacher notes on the right.

| Question | Teacher note |
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| On how many days did Jiwoo write something down? | Five — Days 3 and 7 are blank. A blank day is not a failed day (p. 69). |
| Which two entries are question marks — results she couldn't call? | Day 4 ("UNCLEAR. Recording anyway.") and Day 5 ("Leaving a big fat ? here."). Day 1 has a ??? too — she never found out what time she fell asleep. Good catch if a student spots it. |
| At the end of the week, Jiwoo writes that it's not "chocolate = no sleep." What does she think it is instead? | "a LOT of caffeine RIGHT BEFORE BED = no sleep." Her 1 PM cupcake did nothing (p. 68). |
| On Day 2 Jiwoo had a cupcake at 1:00 PM and was out by 9. She wonders if it "really is the timing." What else was different about Day 2? | She had hardly slept the night before — she was still awake after Theo fell asleep at 2:00. And the page never says the cupcake had cocoa in it. More than one thing changed, so Day 2 can't prove the timing on its own. It's still a clue worth testing. |
| On Day 6, hot chocolate right before bed "took FOREVER." Does that fit Jiwoo's rule — "a LOT of caffeine RIGHT BEFORE BED"? | Not exactly: one hot chocolate is less than Day 1's three chocolate things. Maybe the clock matters more than the amount; maybe something else was going on at Grandma's. That's the next test — change one thing. |
| On Day 4, Jiwoo wondered if she was just "replaying the pizza." Why is it smart to write down a second explanation? | A scientist records every possible explanation, then tests one at a time. |

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| What would Jiwoo need to do to be more sure? | More nights, and change one thing at a time while keeping the rest the same — like Lumi's list on page 47. |

## Science background for teachers

Sleepiness builds up while we're awake. The body keeps track of how long we have been awake, and the drive to sleep "gets stronger every hour you are awake". Adenosine is one of the chemical signals involved: in animal studies it rises during long stretches awake and falls during sleep. This is Lumi's "sleepiness pile." Only sleep shrinks it, so after a short night some is left over, which is why Jiwoo wakes up feeling like a soft wet pillow.

Caffeine takes the chair; it doesn't empty the pile. Caffeine fits the same receptors as adenosine without switching them on, so the "time to rest" message gets through less well. Receptors work like locks, but a look-alike key can sometimes fit, which is how blocking drugs work. Caffeine hides sleepiness for a while, but it is not a substitute for sleep.

Melatonin is a second, separate system. The pineal gland, a tiny pinecone-shaped gland in the brain, releases melatonin in the evening and at night, more in darkness and less in light. Room light before bed delays melatonin in adults, and children's melatonin is even more sensitive to light. In one small study of adults, a strong evening dose of caffeine also shifted the melatonin rhythm later. Light and caffeine make the signal come late or weaker; neither switches the gland off.

Chocolate has a little caffeine and more theobromine. Cocoa contains a small amount of caffeine and much more theobromine, a related substance; dark chocolate and cocoa have more of both than milk chocolate. Even so, chocolate and cocoa drinks are the main caffeine source for young children in many countries, simply because children have them more often than coffee or cola. Whether a dessert-sized amount changes a particular child's sleep has not been tested.

Amount, timing and the person all matter. Caffeine takes hours to clear, and people differ widely in how fast they clear it and how strongly they feel it, partly because of their genes. Children clear it at least as fast as adults; the concern is that their bodies are smaller and may be more sensitive. In a home sleep study, a large adult dose taken six hours before bed still shortened sleep, and the sleepers didn't notice. A survey of children aged 8–12 linked more caffeine with more restless sleep and morning tiredness, but it cannot show cause. In a controlled study, caffeine slightly slowed children's heart rates on average while nudging blood pressure up, so a racing heart at a sleepover may owe as much to excitement as to chocolate.

What pediatric guidance says, and where the book fits. The American Academy of Pediatrics says avoiding caffeine is the best choice for all kids, and that energy drinks have no place in children's diets. A 2025 expert panel that included the AAP recommends that children and teens avoid drinks with caffeine. Insomnia means poor sleep that keeps happening over weeks or longer, not one bad night, and trouble sleeping is common in children. The book's "notice, don't label" approach fits AAP advice against dieting and weight talk. A calm, dim wind-down and limiting caffeine from the afternoon on are standard pediatric sleep tips.

## Standards connections

Short descriptions in our own words — check the official documents for exact wording. An honest note first: in U.S. science standards, the body's inner organs first appear in Grade 4 and energy from food in Grade 5. At Grades 1–3, this book supports the practices of science rather than a body or nutrition standard.

### Science practices (Grades K–2 and 3–5)

| Practice | What it looks like | Where it shows up |
|---|---|---|
| Asking questions | Ask questions you can test — in Grades 3–5, ask what would happen if one thing changed. | Four Things, One Night |
| Using models | Use a model to show how something works — and notice how the model differs from the real thing. | Sleepiness Chair Game · Draw the Sleepiness Pile |
| Fair tests | Plan a fair test that changes one thing at a time. | Four Things · My Case Report |
| Working with data | Record observations, look for patterns and compare them with predictions. | Data detectives · trackers |
| Explaining with evidence | Build an explanation from what you observed. | Discussion · Label Detective |
| Cause and effect | Things that happen together are not always cause and effect. | Four Things, One Night · Data detectives |
| Systems | The parts of a system work together. | Sleepiness Chair Game |

### Common Core State Standards — English Language Arts

| Code | In short | Where it shows up |
|---|---|---|
| RL.1.3 · RL.2.3 · RL.3.3 | Describe characters, how they respond to events, and how their actions move the story. | Read-aloud and discussion |
| RL.2.7 · RL.3.7 | Use the pictures to understand characters, setting and plot — and what the art adds to the words. | Read-aloud picture walk |
| RI.2.3 · RI.3.3 | Describe how scientific ideas connect, using sequence and cause-and-effect language. | Lab Notes · Sleepiness Pile · Sleepiness Chair Game |
| RI.2.4 · RI.3.4 · L.2.4 · L.3.4 | Work out the meaning of subject words and phrases. | Word Lab Workout |
| SL.1.1 · SL.2.1 · SL.3.1 | Take part in conversations about texts with partners and groups. | Discussion · Four Things · Label Detective |

Codes refer to the Common Core State Standards for English Language Arts. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

### Health education skills

| Skill | What it looks like | Where it shows up |
|---|---|---|
| Influences | Notice what influences health choices — including media and labels. | Label Detective · Discussion |
| Checking claims | Ask whether health information and product claims can be trusted. | Label Detective · Discussion |
| Asking for help | Say how you feel, and know when to tell a trusted adult. | Discussion · trackers |
| Decisions | Compare options, then reflect on how a choice turned out. | Discussion · Data detectives |

### IB Primary Years Programme

| Theme | Why it fits | Where it shows up |
|---|---|---|
| Who we are | An inquiry into the nature of the self, including physical and mental health. | The whole unit |

## Vocabulary — Lumi's Word Lab

Words for every case: case study · subject · data · observe · hypothesis · experiment

Words from this case: caffeine · stimulant · cocoa / cacao · milligram · sleepiness signal · adenosine · receptor · block · melatonin · insomnia · sensitivity · timing · habit · wind-down

## When a student says...

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|---|---|
| "So chocolate keeps you awake." | "What was different about that night?" (the book's own question, p. 70) |
| "I don't know when I fell asleep." | "Good — you wrote down what you actually knew. That's the whole job." |
| "So I should never eat chocolate at night?" | Lumi's answer, p. 34: "That's not what I said." "I said your body has rules. You get to learn what yours are." |
| "Can we test it in class?" | Not with food or drinks. We test on paper here; at home, it's the family's choice, one week only. |
| "My brother drinks energy drinks." | No judgement of the brother. The book's own words: "Energy drinks have the most; doctors say kids skip them." Then move on gently. |
| "I can never fall asleep." | "Thanks for telling me." Don't probe in front of the class; mention it privately to the family or the school nurse. |

## Family letter

Copy onto school letterhead, or print the one-page version from the hub.

Dear families,

This week our class read The Sleepover Chocolate Disaster, a story about a sleepover, a secret chocolate cake and a very long night — and a girl who learns to observe her own body like a scientist.

Your child may bring home a one-week Wide-Awake Experiment. It is optional and private: nothing is collected, checked or graded. It asks your child to notice when they have something that might contain caffeine, at what time, and when they finally fell asleep — and it treats a question mark as a real result.

If you'd like to help: ask, don't check. Praise the question mark. Don't say the finding first. And stop after one week.

The book never calls a food good or bad and includes no milligram charts or bedtime rules; we're keeping it that way. If you have questions about your child's sleep or health, please talk with your pediatrician.

More for families: lumisnutritionlab.com

## References

Every source behind the science in this book — what each one supports, and who was studied. Most of the research is in adults; we say so under each one. Nothing here is medical advice.


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