

Page	Title	Summary and Discussion Points	Content Area
2	Spelling bee winner sets record	Shrey Parikh, a 14-year-old from California, won the Scripps National Spelling Bee on May 28. What happened in the final round? What record was set?	ELA
3	World Oceans Day observed	On June 8, people around the world will observe United Nations World Oceans Day, an annual event created to inspire action for ocean conservation and awareness. What are some threats to our oceans? What can you do to help protect the oceans?	Science
5	Pride Month celebrated across US	The US kicked off Pride Month on June 1. The month celebrates and advocates for fair treatment of people in the LGBTQ+ community. What is the significance of the Stonewall Uprising? Why do you think "For all of us" was selected as this year's theme?	Social Studies
12-13	Get set for amazing soccer	Held every four years, the FIFA World Cup is the largest tournament in men's international soccer. soccer. The US, Canada, and Mexico will host 48 teams competing from June 11 through July 19. How does the World Cup work? Which team do you predict will win, and why?	Social Studies
14	US releases classified UFO files	The US government has released hundreds of formerly classified files about unidentified flying objects (UFOs). The files include eyewitness accounts of UFO sightings by citizens, pilots, the military, and astronauts, as well as many photos and videos of unknown objects in flight. Do you believe in UFOs? Why would the released files have been previously classified?	Science



FEATURE OF THE WEEK JUNIOR: Around the world (pages 6 and 7)

Invite students to look at this week's feature and answer the questions.

1. Before reading the article, locate each featured city on a world map.
2. Read each article, and identify the one that relates most to your life and the one you are most curious about.
3. Choose one story and predict what will happen one year from now. Write an "Around the world" feature to explain the update.
4. Discuss why it is important to know about events that happen in other parts of the world.

	DEBATE	CREATE
ARTICLE	Articles of students' choice	"Get set for amazing soccer action!" (pages 12 and 13)
VOCABULARY	jaywalking, pedestrians, cyanide bombs, public lands	tournament, amateur, governing body, confederations
ACTIVITY	Distribute three index cards labeled agree, disagree, and need more information to each student. Read the following statements, one at a time, and direct students to hold up the card that represents their opinion on the topic. "Fries from other people's plates taste better." "Iranians should have internet access." "Jaywalking should be allowed." "Cyanide bombs should not be used on public lands." Explain that all of the topics come from this week's issue. In rapid-fire style, challenge students to explain in 30 seconds why they agree or disagree with one of the statements. Then, direct students to use the article and additional research to support the opposing position. They must have at least three facts, data, or other supporting evidence that support that position. Invite students to share their researched positions and reflect on whether researching the opposing position changed their thinking at all.	Show students one of these infographics . Explain that infographics are visual representations of data, information, or knowledge. Ask: What makes an infographic different from a report? Do you like learning information visually? Assign student pairs to one of the 48 countries participating in the World Cup. Direct them to research their country's population, language, culture, one challenge it faces, soccer history, and the current World Cup team. Infographics should include what matters most from each category using bar charts, pictographs, word bubbles, pie charts, illustrations, icons, diagrams, and other visual tools. They can hand-draw their infographic or use templates from Canva . Ask students to write an accompanying paragraph that explains their data and visual choices, what they wanted readers to notice first, and what they wish they had more room to include. Allow each pair to present its infographic and create a World Cup Wall to display all information.
EXTEND	Learn the jaywalking laws in all 50 states.	Invite students to do a World Cup Wall gallery walk with sticky notes, capturing what they learned and questions they have.

	CONNECT	ACT
ARTICLE	"Recordings added to National Registry" (page 21)	"World Oceans Day observed" (page 3)
VOCABULARY	cultural, historical, aesthetic, genres	conservation, designated, regulate, ecosystems
ACTIVITY	Play four of the recordings that were recently added to the National Recording Registry , and ask students to share any observations. Explain that the Library of Congress adds 25 recordings each year to its permanent National Archive so they are preserved for future generations, and these were among the ones chosen. Why do they think these recordings were selected? Selections are made because they are "culturally, historically, or aesthetically significant." Which criteria apply to each recording? Challenge students to nominate five recordings released between 2015 and 2025 that they predict will be added to the Registry by 2035. For each nomination, challenge students to use the Library's criteria to write 2-3 sentences making their case. Once they finalize their lists, direct them to compare their nominations with those of 2-3 other students, then debate and agree on a final "Class of 2035" list of five. Have each group present, explain, and defend its "Class of 2035."	Invite student pairs to select an ocean issue, such as plastic pollution, coral bleaching, overfishing, ocean acidification, or sea-level rise. Explain that they will research their issue and create a three-part public awareness campaign targeting a specific demographic group. Their campaign will include a social media post, a 60-second public service announcement, and an action card with three things their audience can do right now to help address the issue. For their research, they must explain the issue in their own words, find 3-5 facts or statistics, identify at least two groups affected by the issue, and brainstorm 3-5 specific actions their group could take. Then they must plan out their campaign. Posters should have a headline, key statistics, a graphic, and a call to action. PSAs should be 60 seconds and include a hook, an explanation of the issue and who's affected, and a specific ask. Action cards should include three specific actions that their audience can take. After each group presents its campaigns, have the class vote on which campaign was most effective for its intended audience, and why.
EXTEND	Listen to interviews with artists on the Registry.	Celebrate World Oceans Day.

* Note: On your computer or mobile device, click or tap blue links to access linked content.