



Page	Title	Summary and Discussion Points	Content Area
3	WWII milestone to be observed	The 80th anniversary of Victory in Europe Day will be recognized on May 8. What happened to mark this observance day? How do people plan to recognize this day?	Social Studies
5	Detroit plants giant sequoia forest	An urban forest is being created in Detroit with the help of sequoia trees. Why was Detroit selected? What problems can sequoia trees help solve?	Health
7	Mission to Chinese Space Station launches	Three astronauts from China launched into space. What did the team bring with them? What will they do while they are at the space station?	Science
11	Spotted fur helps giraffes survive	Giraffes have unique patterns of spots. How are the spots unique from one giraffe to another? How are the spots helpful to giraffes?	Science
15	An electric tongue that tastes for you	An electric tongue can taste food without you eating it. How does it work? How could this be helpful to people with dietary restrictions?	Engineering

FEATURE OF THE WEEK JUNIOR: Photos of the week (pages 16 and 17)

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

1. Invite students to review the photos in this week's feature. What do they all have in common?
2. Which photo interests students the most? Which are they most curious about?
3. How do the photographers capture these images in interesting ways?
4. Invite students to use a camera or cell phone to capture an animal, insect, or other living thing. Challenge them to use different techniques, such as light lighting, blurring, depth of field, focus, or time lapse, to capture the image differently.

	DEBATE	CREATE
ARTICLE	"Should colleges have a sports major?" (page 8)	"Warhol artwork thrown away" (page 6)
VOCABULARY	student-athlete, commitment, major, academic credit	repetition, pop art, elements, style
ACTIVITY	For this discussion, students will let their pens do the talking. Place 6-8 pieces of large paper with the statement, "Colleges should have a sports major," around the room. Invite students to travel to a paper and write a statement for or against the statement. Then, ask students to travel to another paper and write another statement for or against. Finally, instruct students to refute 2-3 arguments that their peers have already written on the paper. To scaffold this activity, provide sentence starters and phrases to build or refute an argument (I see your point, but I think ___, I agree with ___ because ___, You may be right about ___, but you're not considering ___). Students should continue to move around the different stations, providing alternative viewpoints.	Begin by showing students 3-4 iconic pieces by Andy Warhol. Invite students to observe the artwork and ask, "What do you notice about the colors, repetition, and subjects Warhol chose?" How does pop art reflect popular culture? Have students list key elements of Warhol's style (bold colors, repetition, contrast, commercial imagery, and simplified shapes). Next, guide students in creating their own pop art using these elements. Students can use colored pencils, markers, crayons, or digital tools to repeat their piece in different color schemes. Once complete, display the pieces around the classroom. Invite students to observe and discuss common themes or pop culture elements they see represented.
EXTEND	Read day-in-the-life stories of college athletes.	Visit a virtual Warhol gallery.

	ACT	CONNECT
ARTICLE	"Rare statues found at Pompeii" (page 14)	"A spectacular trek for wildlife" (pages 12-13)
VOCABULARY	eruption, evacuation, volcano, landmarks	safari, augmented reality, observations, characteristics
ACTIVITY	Engage students in a creative writing assignment by imagining a visit to ancient Pompeii before the eruption of Mount Vesuvius. Have students create a fictional character who will be their guide or companion during their day in Pompeii. This character could be a resident of Pompeii or a fellow time traveler. Share images or virtual tours of Pompeii to provide visual inspiration. Encourage students to think about the sights, sounds, and smells they might encounter in the city. What would they do there? Who would they meet? Tell students to describe their surroundings as they step into ancient Pompeii. What does the city look like? What types of jobs do people have? What are the landmarks or areas they want to explore?	Go on a safari in the classroom! Invite students to boot up the free Animal Safari app and select an animal from their library to observe. Tell students the animal will display as an overlay, standing right in their classroom (or whichever space you use). Ask students to observe how it moves, what type of skin covering it has, if it lives on land or water, and any other interesting features. Then, invite students to select another animal to display. Have students make observations of how the two animals are similar and different from each other, considering the earlier questions. Summarize by asking students to consider the benefits and tradeoffs of using augmented reality to make animal observations.
EXTEND	Visit more lost cities of the world.	Compare with animals you can see on an Indian safari.

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