



Page	Title	Summary and Discussion Points	Content Area
4	US to end production of pennies	The last set of pennies was ordered in May, marking the end of US production of pennies. Why is the penny being discontinued? What will happen to prices that end in odd numbers if you are paying with cash?	Social Studies
6	Passport rules changed	A new law will make it more difficult to obtain Italian passports. What is changing? Why did officials make new rules?	Social Studies
14	Study explores how humans heal	A new study found that other mammals heal from wounds more quickly than humans. Why do researchers think this is happening? What studies helped support their claim?	Health
15	Using science to bowl the perfect strike	Scientists have used computer modeling to help bowlers perfect their performances. Which formula helped them determine the ball's movement down a lane? What conditions do scientists think are the best to achieve a strike?	Science
15	An e-notebook that can be reused	A new device combines digital and paper. How does this device work like a notepad? What are the benefits of using this device?	Engineering

FEATURE OF THE WEEK JUNIOR: Book club (page 23)

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

1. How much do book reviews influence your book-reading habits?
2. What makes a good book review?
3. What featured book would you most likely read, and why?
4. Select a book, and create a "Book of the Week," "Ask the Author," or "Reader Recommends" feature for it.

	DEBATE	CREATE
ARTICLE	"Should children be allowed to use AI?" (page 8)	"World Oceans Day observed" (page 3)
VOCABULARY	intelligence, prompt, chatbot, generative	unity, marine resources, regulate, threats
ACTIVITY	Some people believe artificial intelligence can aid students in their learning, while others don't consider it a reliable or safe tool. Demonstrate some examples of generative AI platforms to create a funny image or write a short story. Then ask students to list ways they've seen or used AI. Briefly discuss some examples, like using chatbots, homework help, or practicing a new skill. Have students draw a T-chart and work through the pros and cons of the statement, "Children should not be allowed to use AI". Ask students to share their ideas with a partner and write a list of tips they would share with a peer of how children can responsibly use AI.	Share four ideas of how students can build awareness around World Oceans Day. 1) Use an acrostic poem and the word "ocean". Invite students to use the first letter of each line to spell out a word or message related to the topic. 2) Use a concrete poem format in the shape of a marine animal. Ask students to arrange words and phrases to create the outline and details of their animal. 3) Create suncatchers of jellyfish and write facts that reinforce the importance of protecting our oceans. 4) Explain to students that keystone species are species that other organisms largely depend on. Ask students to select an ocean keystone species to research and share its importance in the ocean environment.
EXTEND	Try creating with AI.	Learn more about an important keystone species.

	ACT	CONNECT
ARTICLE	"Mapping the world's rainforests" (page 10)	"Shimmery wonders of the ocean" (pages 12-13)
VOCABULARY	probe, radar, satellite, scans	tentacles, bell, density, pulsing
ACTIVITY	Researchers are studying the effects of climate change by using satellite images to count the walrus populations. They are asking the public to be "walrus detectives" and help search through images to identify walruses. First, ask students what two animals they think you could spot easily from space. Guide them to think of large land and ocean animals. Clarify that elephants, polar bears, and whales are typically easy to spot. Invite students to use other satellite images to practice identifying animals. Then use the Walrus from Space site to start spotting walruses for their research.	Explore how jellyfish float and move. First, have students build the ocean in a bottle. Have them fill a plastic water bottle halfway with vegetable oil and the rest with water, leaving a little space at the top. Add food coloring to darken the water's color. Distribute half an Alka-Seltzer tablet and have students drop the tablet into their bottles. Have students observe how the bubbles rise and fall, and explain that this is similar to the pulsing movement of a jellyfish. Repeat and record by adding more or less Alka-Seltzer. Ask students what makes the "jellyfish" (bubbles) rise and sink? Explain that real jellyfish move by contracting their bell to push water behind them. In this experiment, bubbles create movement like that pulsing action.
EXTEND	Read more about walruses.	Explore unique characteristics of jellyfish.

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