

Page	Title	Summary and Discussion Points	Content Area
3	World's happiest countries named	Finland has been named the happiest country in the world for the eighth year. What criteria are used to measure happiness? What other countries made the list?	Health
6	More streets to be car-free	A new law will ban cars from 500 city streets in Paris. What will the street space be replaced with?	Health
10	Sea turtles "dance" when they're excited	Loggerhead sea turtles "dance" when they find food during migration. How do they demonstrate their excitement? How are they using Earth's magnetic fields to migrate? What other animals use magnetic signals to guide their migrations?	Science
15	Mapping the viruses in the human body	Scientists think the human body contains trillions of viruses that don't cause illness or harm. How do researchers plan to set up and conduct a study to learn more about non-harmful viruses?	Science
15	A device that's like Braille for sports	A new device can help people with vision impairments enjoy live sports. How does the device work?	Engineering



FEATURE OF THE WEEK JUNIOR Place of the week (page 1p)

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

1. Challenge students to create a K-W-L chart about Bryce Canyon National Park in Utah. Invite them to list what they know, what they want to learn, and what they learned about this unique place by reading the feature.
2. Why do they think Bryce Canyon National Park was selected for this week's "Place of the week"?
3. What fact about this location did they find most interesting or surprising, and why? What are they most curious about? Would they want to visit the park? Why or why not?
4. Challenge students to select a unique location and create a "Place of the week" feature.

	DEBATE	CREATE
ARTICLE	"Should we use abbreviations?" (page 8)	"A classic candy and colorful collectible" (pages 12-13)
VOCABULARY	acronyms, abbreviations, simplify, confusing	dispenser, capacity, features, automated
ACTIVITY	Some people think abbreviations are helpful communication methods, while others believe they can be confusing. Invite students to share their opinions by leading them in a discussion. Distribute three index cards to each student and ask them to draw a pencil for "Comment", a question mark for "Question", and an exclamation point for "Surprise" on each. Write the statement, "We should use abbreviations". Explain to students that they can raise their hand to trade in one of their cards by commenting, asking a question, or sharing surprising information. Direct students to follow the flow of the discussion to raise a point, ask a question, or share new learning using their cards.	The basic design of Pez dispensers hasn't changed much in almost 100 years of being available. Invite students to brainstorm challenges with the current Pez dispenser (hard to load, candies can get stuck, limited capacity). Have students think of ways to modify or improve the dispenser. Challenge students to think of how the dispenser could be automated or hold twice as many candies but still stay compact. Then ask them to sketch out their new design and label key features. Tell students to share their designs with a partner and explain how their new dispenser works and what makes it better than the current design.
EXTEND	Test yourself with an abbreviation quiz.	Watch how Pez are made.

	ACT	CONNECT
ARTICLE	"Bird fossil rewrites ancient history" (page 14)	"Astronauts settle into life on Earth" (page 2)
VOCABULARY	prehistoric, evolution, fossil evidence, timeline	mechanical failure, leak, operations, maintenance
ACTIVITY	Display a picture of a dodo bird and ask students to think about this question: "If we could bring back the dodo bird, should we?" Give students a few minutes to reflect on this question and write down any thoughts they may have. Then, facilitate a student discussion of this question. Guide students to consider all points of view. Next, ask students to consider other organisms they want to bring back to life. Facilitate a class discussion about the pros and cons of bringing back some of the organisms that the students bring up during the debate.	A common misconception is that landing in water won't hurt as much as hitting solid ground. Challenge students to test this out! Ask students to engineer a container that will protect a raw egg when it's dropped into water and onto the ground. Provide materials like balloons, rubber bands, craft sticks, straws, fabric, packing materials, paper, tape, and scissors to build two of the same design. After students develop the package, drop their landing craft onto the ground and into a tub of water. Have students observe any differences in the impact.
EXTEND	Read ways you can help endangered animals.	Watch the mission splashdown!

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