



Page	Title	Summary and Discussion Points	Content Area
2	Vaccine debate erupts across U.S.	After major upheaval at the Centers for Disease Control and Prevention (CDC, the US health protection agency), debates over vaccines broke out in the federal government and across the US. What is a vaccine? How would you summarize each side of the debate?	Science
3	Guinness records celebrates 70 years	The organization that tracks record-setting achievements around the globe—Guinness World Records (GWR)—is celebrating 70 years in 2025. Why would someone want to break a world record? If you were to break a world record, what would it be?	Social Studies
4	Bison improve Yellowstone ecosystem	New research has found that free-roaming bison are improving the ecosystem in Yellowstone National Park. Why did researchers want to study the impact of bison on the ecosystem at Yellowstone National Park? What were their findings?	Science
17	Citizen science has impact on research	Ordinary people are making big contributions to scientific research through the online platform <i>iNaturalist</i> , a new study found. What is citizen science? How are ordinary citizens making major contributions to science and research?	Science
20	Changes at the Air and Space Museum	The Air and Space Museum in Washington, DC recently reopened five updated galleries filled with important artifacts. How many Smithsonian museums are there? How can artifacts in museums help us better understand our world?	Social Studies

**FEATURE OF THE WEEK JUNIOR: Book club (p. 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	"Are fruit sandwiches a good idea?" (page 8)	"Nature photo contest" (pages 12-15)
VOCABULARY	traditional, nobleman, genius, savory	foliage, peak, pigment, chlorophyll
ACTIVITY	Ask students to make two columns on a sheet of paper and label them Give-One and Get-One. Share the statement, "Fruit sandwiches are a good idea." Invite students to use the article and brainstorm ideas to fill in the Give-One column. After five minutes, tell students to stand and find a partner. Guide students to Give-One idea to their partner and Get-One in return. Students should write their partner's idea in the Get-One column. Repeat this three more times so students can continue adding to their tables. Summarize by having students vote for or against, and see what most classmates would select.	Readers were invited to submit photographs they have taken of the natural world in <i>The Week Jr.'s</i> annual "Nature Photo Contest." Guide students to view the finalists and winners and select their favorite submission. Tell students to close and open their eyes and share with a partner what their eye is drawn to first in the image they selected. Then ask partners to discuss the following questions: Where do you think the image was taken? What is the subject of the image? Why do you think someone took this picture? What message was the photographer trying to communicate? What do you think happened next? Challenge students to try to replicate one of the photos they observed.
EXTEND	Learn about the <a href="#">health benefits of fruit</a> .	<a href="#">Use</a> these tips to take a nature picture.

	ACT	CONNECT
ARTICLE	Citizen science has impact on research (page 17)	Largest iceberg is breaking up (page 3)
VOCABULARY	citizen scientist, data, species, invasive	fracture, megaberg, climate change, lifespan
ACTIVITY	Introduce the term, "citizen science," and explain that it allows ordinary people to advance scientific research, collect data, and contribute to projects. Challenge students to list 2-3 things they are curious about. Invite them to share their list with a partner. Then, go to a free citizen science site like <a href="#">this one</a> , and encourage students to use the search feature to identify projects that align to their curiosity. Challenge them to describe the project, its location, its goal, the type of data that is being collected, and how they could contribute. Then, encourage them to actively contribute to the research being collected or to create an action plan for doing so.	Invite students to investigate more about the people who study icebergs and the types of roles and responsibilities a career dedicated to icebergs would include. First, divide students into groups of 2 or 3 and ask each group to find at least 3 social handles run by different biologists or research groups. Encourage students to identify specific tools or technologies mentioned, such as satellite imaging or underwater drones, and discuss how these are used in iceberg research. Explain that each group should read through a few posts and then report back to the class information about their expert or research group, what they have learned about their job, and how it relates to tracking icebergs.
EXTEND	<a href="#">Find more</a> citizen science opportunities.	<a href="#">Use</a> this iceberg finder to track icebergs.

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