

Page	Title	Summary and Discussion Points	Content Area
2	US midterm elections taking shape	As the nation gears up for midterm elections in November, primary elections in 44 states will determine which candidates will be on the ballot this fall and influence which political party will have more seats and power in Congress. Is your state having a primary election? What is the advantage to a political party of having more seats in Congress?	Social Studies
4	Endangered US places named	The National Trust for Historic Preservation, an organization dedicated to preserving historic and cultural landmarks across the US, has released its 2026 list of America's 11 Most Endangered Historic Places. What does it mean for a location to be endangered? What places do you predict are on the list?	Social Studies
11	A new library for nature	The Anythink Nature Library is being designed to help people connect with nature. Patrons will be able to borrow not only books but also outdoor gear and scientific equipment. What are the benefits of connecting with nature?	Science
12-17	The 50 books kids love most	<i>The Week Junior</i> surveyed more than 200 children across the US about the books they enjoyed so much that they would recommend them to other kids. We turned their selections into this one-of-a-kind list that features books from all your favorite genres. What is your favorite book genre? What book would you want to see on this list?	ELA
18	Stickers can sense thirsty plants	Scientists have created electronic sensors that can be placed on a plant's leaves, like a sticker, to alert people when the plant needs water. They connect to a computer to track water levels and aren't harmful to the plant. What are the signs of a thirsty plant? How can this invention impact your life?	Science



FEATURE OF THE WEEK JUNIOR: Quiz of the week (page 30)

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

1. Why do you think the magazine has a "Quiz of the week" feature?
2. How, if at all, is this quiz different from other quizzes you have taken?
3. Challenge yourself to see how many questions you can correctly answer from this week's quiz.
4. Create your own quiz using information from this week's issue, and challenge a friend to see how many answers he or she can get correct!

	DEBATE	CREATE
ARTICLE	“Should adults read books for kids?” (page 8)	“The 50 books kids love the most” (pages 12-17)
VOCABULARY	juvenile fiction, publishers, campaigns, wonder	legendary, graphic novels, fantasy, fiction
ACTIVITY	Place 6-8 pieces of large paper with the statement, “Adults should be able to read books written for kids,” 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 papers. 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 to provide alternative viewpoints.	Direct students to go around the room in speed-dating style, telling as many students as possible the names of their favorite books and at least one reason why. Discuss: What patterns emerged? What makes a great book? Invite students to select one book from the featured article to “sell” by creating a one to two-minute video that functions as a movie trailer. First, ask them to list the top reasons they loved the book. Consider characters, story development, elements of surprise, emotions it evokes, or things they learned. Direct them to use that information to write a script or storyboard for their trailer. Then, choose or create images for the trailer that support the script or storyboard, using Canva, Google Slides, CapCut, iMovie, or other apps. The next step is to record a voiceover, add text overlays, and select background music that matches the feeling they want viewers to experience. Host a trailer viewing party to watch everyone’s creations, and invite students to identify the three books they most want to read, based on the trailers.
EXTEND	Learn what it’s like to be a writer.	See which books are considered ones to read in a lifetime.

	CONNECT	ACT
ARTICLE	“US midterm elections taking shape” (page 2)	“Endangered US places named” (page 4)
VOCABULARY	candidate, primary, midterms, general election	endangered, cultural, landmark, deteriorating
ACTIVITY	Invite students to participate in a mock candidate forum. Select real 2026 congressional or gubernatorial races, and assign students a candidate for those races. Allow 2-3 days for them to research their candidate’s platform well enough to answer questions about it, using Ballotpedia, the candidate’s website, or other sources. They should also use the information they research to write a 90-second opening for the forum. On the day of the forum, explain that each candidate will get 90 seconds to share why someone should vote for them. Then, have a moderator (you or a student) ask 4-5 questions that each candidate will answer in character. Allow audience members to ask questions as well. Give each candidate a 60-second closing statement. After the forum, allow students to reflect on what they learned about their candidates, what positions they agreed or disagreed with, what surprised them, whether it was hard to argue for a position they didn’t share, and whether they would vote for their candidate.	Introduce the term “endangered,” and ask students what might make a place endangered. Review the 11 sites and assign each to a small group. Explain that they will be the advocate and expert for their endangered place. First, invite them to research the site’s history. Who built it, and why? What was it used for? Why does the site matter? Then challenge them to identify the specific threat endangering the site. Is it neglect, development pressure, policy changes, or something else? Then, have them find out who is currently working to save the site and what resources they need to do so. Direct students to use all of that information to create a “Save This Place” presentation that answers what the place is, why it matters, what’s at risk if it’s not saved, and what they believe should happen next. After all groups have presented, have the class vote on which site they feel is most urgently in need of help, and have them justify their reasoning.
EXTEND	Track the 2026 midterm races.	Visit the National Trust for Historic Preservation.

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