



Page	Title	Summary and Discussion Points	Content Area
2	Housing bill passes in the US Senate	The US Senate passed the largest housing bill in 36 years on March 12, amid a nationwide shortage of homes and soaring housing costs. How does a bill become a law? How do the American people benefit from this bill?	Social Studies
4	Report on teen sleep released	A new report about teenagers' sleep has been released. The study's findings show that most teens don't get the recommended amount. Why do you think researchers wanted to study teenagers' sleep habits? Do you get enough sleep?	Health
16-17	US athletes shine as the Paralympics end	The 2026 Winter Paralympics in Milan and Cortina, Italy, came to a close on March 15 after nine days of medal events. What events are in the Paralympics? Why were the Paralympics created?	Social Studies
18-19	Big college basketball excitement starts now!	Each spring, the top college basketball teams compete in the National Collegiate Athletic Association (NCAA) tournament, also known as March Madness. Why is the tournament called March Madness? What team do you predict will win, and why?	Math
11	Groundbreaking look at bees	Bees have incredibly fascinating lives. A two-part documentary series, Secrets of the Bees, offers an up-close look at the world of bees and their remarkable intelligence. What are you curious about related to bees? Why are bees important to our ecosystem?	Science

**FEATURE OF THE WEEK JUNIOR: Amazing invention (page 15)**

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

1. How would you describe the air taxi in just six words?
2. What do you think makes the air taxi an "amazing invention"?
3. Inventions often solve a problem or make life easier for people. In what way(s), if at all, does the air taxi solve a problem or make life easier for people?
4. What problem would you like to solve? What amazing invention would you like to create to solve it?

	DEBATE	CREATE
ARTICLE	“Is the use of AI actors a good idea?” (page 8)	“Big college basketball excitement starts now!” (pages 18 and 19)
VOCABULARY	artificial intelligence, computer-generated, convey, unsettling	conference, tournament, madness, seeds
ACTIVITY	Introduce students to a snowball activity to help them consider different perspectives in this debate. On the board, write, “Is the use of AI actors a good idea?” Distribute five sheets of white paper to each student. On the first sheet of paper, ask students to write one reason that we should use AI actors. Crumple up the papers and throw them in the center of the room. Invite students to select a “snowball” to read and determine if they agree or disagree. Repeat the exercise with students writing a reason we should not use AI actors. Then invite students to read the article and repeat the exercise, using evidence from it to support both points of view. Finally, invite students to use the last sheet of paper to write their opinion on the debate and the reasoning behind that opinion.	Invite student groups to select one section of the bracket to complete for either the men’s or women’s NCAA tournament. For the men’s bracket, they will select from the East, West, South, or Midwest regions. For the women’s bracket, they will select from the Fort Worth 1, Sacramento 2, Fort Worth 3, or Sacramento 4 regions. Challenge each group to identify the statistics they will analyze to complete their bracket. This could include season or recent wins and losses, winning percentages, performance in previous tournaments, injuries, seed success, conference strength, head-to-head with other teams in the bracket, and tournament experience, among other data. Direct them to use the data points they have identified to complete their bracket and predict which team will advance to the Final Four. Invite each group to present and justify its predictions. NOTE: Depending on when you complete the activity, students may document actual results and predict unplayed rounds.
EXTEND	<a href="#">Learn</a> how AI works.	<a href="#">Stay updated</a> on results and news in the NCAA tournament.

	CONNECT	ACT
ARTICLE	“Housing bill passes in the US Senate” (page 2)	“Groundbreaking look at bees ” (page 20)
VOCABULARY	political parties, mortgage, bipartisan, negotiate	groundbreaking, documentary, fascinating, franchise
ACTIVITY	Ask students why we have laws and what they know about how a bill becomes a law. Distribute index cards with <a href="#">these steps</a> written on separate cards. Holding the cards, challenge groups to stand in a line that represents how a bill becomes a law. Check answers. Invite students to read and annotate the article. Ask: Why was the housing bill created? Who introduced it? Whom does it help? What is unique about it? Based on what they have learned, what step is next, and what still needs to happen for it to become a law? Invite groups to find one piece of <a href="#">current legislation</a> that’s currently being introduced or debated in Congress. Invite them to research who introduced this bill, what step in the process it’s in, who the bill would help, what would change if the bill were passed, whether they think the bill should be passed or vetoed (and why), and their prediction for whether it will be passed or vetoed (and why).	Ask students to share why bees are important to our ecosystem. Encourage them to read the article and go to <a href="#">this site</a> to learn more. Challenge students to identify information from the article about how planting flowers can support nature. Explain that flowers provide food for pollinators. As they move from flower to flower, sipping nectar, they move pollen with their bodies, helping plants complete their life cycles. Challenge student groups to select an outdoor area to analyze for how “pollinator-friendly” it is. The area can be at their school, at home, in a park, or on a playground. Invite them to record information about the site they have chosen; the season they are recording it; the weather; types of pollinators they observe (bees, butterflies, hummingbirds, flies, etc.); shelter they observe for those pollinators; number of trees, shrubs, vines, and flowering plants they observe; and water sources. In addition to recording this information, direct them to draw a map of their habitat. Finally, challenge them to determine whether this area is “pollinator-friendly” and, if not, what could make it more pollinator-friendly.
EXTEND	<a href="#">Play a game</a> that simulates the law-making process of Congress.	<a href="#">Watch live honeybees</a> on this honeybee hive webcam.

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