



Page	Title	Summary and Discussion Points	Content Area
5	Baseball bat causes controversy	Some players in the MLB are using a new bat design. How does this bat compare to traditional bat designs? Why do some people think the bat is unfair?	PE
6	Surprise discovery	A child accidentally found a 3,800-year-old amulet on a walk. What is an amulet? Who do experts think made this particular amulet?	Social Studies
7	Final coal-fired plant closes	Finland no longer has any coal-fired power plants to provide heat or energy. What type of energy do they mostly use now? Why did they stop burning coal?	Science
11	Study reveals bias for large animals	A study revealed that most conservation funding has gone towards protecting larger mammals. What were some key findings of this study? What does this team hope these findings will encourage?	Science
14	Robotic bees can zig and zag	A robotic insect has been designed to one day help pollinate plants. What inspired this design? How does it work?	Engineering

FEATURE OF THE WEEK JUNIOR: Photos of the week (pages 16 and 17)

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

1. How would you describe the photos in this week's issue?
2. Why do you think these photos were selected?
3. How can photographs be used for storytelling?
4. Write a paragraph that tells a story about one of these photographs.

	DEBATE	CREATE
ARTICLE	"Should people get time off to care for pets?" (page 8)	"A historic symbol of a lost empire" (pages 12-13)
VOCABULARY	policies, "pawternity leave", responsibility, productive	architecture, mythology, culture, values
ACTIVITY	Use a virtual debate platform to set up an online space to promote discussion around taking time off to care for pets. Post the statement, "People should get time off to care for pets," and include the article and other links students could use to provide evidence. Invite students to use the platform to post three responses; there should be at least one response in agreement and one that disagrees. Then, ask students to respond to three of their peers. After all students have completed their posts, have them read the whole discussion and come to a conclusion using evidence from their peers and research.	Show students several images of Angkor Wat's architecture and ask them what shapes and patterns they notice and if the layout looks planned or random. Explain some of the key features, The temple is designed to reflect the Hindu universe, with a central tower (Mount Meru) surrounded by galleries (continents) and moats (oceans), and the carvings tell stories from Hindu mythology and later Buddhism. Then ask students to identify architectural elements in images of the temple and what the designs reflect. Finally, ask students to discuss if they were designing a temple today to reflect their culture or values, what would it look like?
EXTEND	See if you could start a dog walking business.	Visit Angkor at the height of the Khmer Empire.

	ACT	CONNECT
ARTICLE	"Wildlife crossing reaches milestone" (page 4)	"UConn and Florida win hoops titles" (page 18)
VOCABULARY	tracker, habitat, safety inspector, natural features	rematch, coasted, winning streak, possession
ACTIVITY	Ask students to list local animals that might try to cross roads (like deer, turtles, coyotes). Discuss what challenges each animal might have crossing roads designed for humans. Assign groups of three students to take on the role of a Wildlife Tracker, they will investigate which animals need the bridge and how they move (crawl, run, jump), a Habitat Designer will decide which natural features (like plants, soil, rocks) should be included to make the bridge feel like part of the environment, and a Safety Inspector will evaluate how the bridge will keep both animals and drivers safe, and how it connects with existing roads. Have each team create a sketch of their wildlife bridge.	Have students use prompts inspired by March Madness to summarize the final tournament round. Make the prompts into strips for students to randomly select from, 1) Imagine you had won the championship, what would you do next? 2) Describe your feelings if you had lost the championship. 3) Write a letter consoling a player after a tough loss. 4) Debate if the teams that won should have won. 5) Describe what teammates could do if they don't get along. 6) Detail a time you didn't win but were still proud of your performance. Provide students the option to swap for a different prompt. After students have responded, ask students to share their responses.
EXTEND	Travel around the world to see different wildlife bridges.	Watch game highlights.

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