



Page	Title	Summary and Discussion Points	Content Area
3	Rise in inflation is reported	The US Department of Labor announced on May 12 that inflation (the rate of increase in the cost of goods and services) had risen by the largest amount in nearly three years in April. What is inflation? How does the rise in inflation impact your life?	Math
4	Public supports changes to Congress	A new nationwide poll reveals that the majority of Americans support changes to the length of time lawmakers can serve in Congress. What is the current term length for Senators and Representatives? Why do you think Americans want changes in term limits?	Social Studies
5	Pediatricians speak up for recess	For the first time in 13 years, the American Academy of Pediatrics (AAP) has issued guidance on the importance of school recess. Why do you think doctors feel that recess is important? What are the risks of kids not having recess?	Health
5	Innovative media leader remembered	Ted Turner, who revolutionized TV news and later became an environmental philanthropist, died on May 6 at age 87. He was known for his groundbreaking ideas that shaped how major events were reported to the world. What was groundbreaking about CNN? What is Ted Turner's legacy?	Social Studies
18	WNBA's 30th season underway	On May 8, the 2026 WNBA (Women's National Basketball Association) regular season began. This is the league's 30th season, and it has two new teams, the Toronto Tempo and the Portland Fire, bringing the total number of teams to 15. What is your favorite WNBA team? Should NBA and WNBA players be paid equally?	Social Studies

**FEATURE OF THE WEEK JUNIOR: Book club (page 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	“Should kids pay rent to their parents?” (page 8)	“WNBA’s 30th season underway” (page 18)
VOCABULARY	rent, civilizations, landowners, savvy	collective bargaining agreement, bonuses, roster, contender
ACTIVITY	Ask student volunteers to share things that they are asked to help pay for or things that they would be willing to pay for. Introducing the word “rent.” Hang four signs in different corners of the room – one that reads strongly agree, one that reads agree, one that reads disagree, and one that reads strongly disagree. Read the prompt, “Kids should pay rent to their parents,” and direct students to move to the sign that reflects their opinion. Invite groups at each sign to discuss and write evidence/reasons for their opinion. Present opinions. Give students an opportunity to move. Next, invite groups to read the article and add to their list of evidence/reasons. Invite groups to present their new information. Again, give students an opportunity to move. Finally, invite students to summarize their argument in 10 words or fewer. Give students an opportunity to move one more time.	Distribute a North American map and challenge students to identify all 15 WNBA teams, including each team's name, mascot, and at least one player. Invite students to select one of these WNBA legends to learn more about: Lisa Leslie, Diana Taurasi, Sue Bird, Tamika Catchings, or Maya Moore. Challenge them to identify major achievements on and off the court and how the player helped to define the league’s first three decades. Share research. Direct students to name current players they believe will shape the next decade. Ex: A’ja Wilson, Caitlin Clark, Paige Bueckers, Breanna Stewart, Napheese Collier, Alyssa Thomas, Allisha Gray, and Azzi Fudd. Challenge them to explain why or how these players will likely make an impact. Finally, ask students to imagine that they are the general manager of a new WNBA team and they can build their “dream team” of past or present WNBA players. They must choose a point guard, shooting guard, small forward, power forward, and center for their starting lineup and explain their choices.
EXTEND	<a href="#">Learn</a> about spending, saving, and donating.	<a href="#">Watch</a> WNBA games.

	CONNECT	ACT
ARTICLE	“Bumblebees breathe underwater” (page 10)	“Ensuring play for all” (page 9)
VOCABULARY	burrows. diapause, metabolic rate, adaptation	accessible, impaired, nonprofit, Braille
ACTIVITY	Invite students to <a href="#">watch polar bears in action</a> . Ask them to list features of polar bears that allow them to live in the Arctic. These include adaptations such as large, powerful paws; a thick coat; a layer of fat called blubber; and a keen sense of smell. Ask what might happen if polar bears were moved to the Amazon rainforest. Invite students to read the article and identify adaptations that allow bumblebees to breathe underwater. Ask student groups to select an animal from this list: camel, monarch butterfly, great white shark, axolotl, or snowshoe hare. Direct students to research the habitat of their animal and 3-5 adaptations that allow them to successfully thrive there. Then invite them to create a T-chart for each adaptation, listing the advantages in their home habitat and the disadvantages if they moved to a different habitat. Invite each group to share and lead a discussion on whether animals can be too well-adapted and what that might mean as climates shift.	Introduce the term “accessible” and ask students to name things at school or in the community designed to support accessibility. Invite students to read the article and identify how Matthew Shifrin made Legos more accessible. Distribute materials such as sandpaper, velcro strips, binder clips, foam sheets, rubber bands, index cards, googly eyes, pipe cleaners, tape, scissors, and paint color chips to student groups. Challenge them to use the materials to design an accessibility modification to a game or toy. They can use one of the following examples or create their own. Make Sorry more accessible for colorblind players. Make Uno more accessible for players with limited grip strength. Make Jenga more accessible for players who have had one arm amputated. Make chess more accessible for players with limited vision. Make it easier to turn pages in a book for readers with Cerebral Palsy. Make it easier for children with hearing loss to use a Walkie Talkie. Invite groups to test their modifications and to reflect on how they could improve them.
EXTEND	<a href="#">Read</a> about wildlife’s most magical adaptations.	<a href="#">Learn</a> about the principles of universal design.

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