

This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
3	Nobel Prize winners are named	Nobel Prizes recognize groundbreaking achievements around the world. Who were some of this year's winners and what were their contributions to society?	ELA
7	Record-breaking teen climber	Nima Rinji Sherpa has accomplished a record-breaking climb. What world record did he break? What did he do to achieve this status?	Social Studies
10	Listening to the sounds of soil	A new method is being used to study the health of soil. How are scientists able to make observations of soil health using hearing? What do they listen for? What types of noises are examples of healthy soil?	Science
15	Nasal spray for severe allergies could save lives	A new nasal spray has been approved to treat severe allergic reactions. What is different about this spray than traditional treatments? Who will it impact?	Health
15	A type of paint that peels off	A new type of paint dries quickly and can also be easily removed. Who will this invention benefit? How does it work?	Engineering



FEATURE OF THE WEEK JUNIOR: Book club (page 23)

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

1. What are book reviews, and why do people write them?
2. What elements are part of a book review?
3. Do you find book reviews helpful? How might a book review help you decide whether or not to read a book?
4. Which featured book would you be most likely to read, and why?
5. Read one of the featured books, and write your own review.

	DEBATE	CREATE
ARTICLE	"Is sweet candy better than sour candy?" (page 8)	"A beloved series of thrilling chills" (pages 12-13)
VOCABULARY	savor, sensation, taste buds, tart	suspense, setting, twist, relatable
ACTIVITY	Ask students to share out their favorite candies, and write a class list on the board. Invite students to also consider international candies and treats they might eat. Write the claim, "Sweet candy is better than sour candy" on the board next to their list of candies. Invite students to discuss their opinions in groups of 3-4, and tally how many of their favorite treats included sweet or sour candy. Ask students which candies they would have to remove from their favorites list if they went with the majority. Finally, guide students to support or refute the claim from the article using evidence from their small group discussion.	Have students write a suspenseful story inspired by R.L. Stine's <i>Goosebumps</i> series. First, have students brainstorm a spooky setting. Encourage them to think about places they normally go and add a twist like a creepy carnival, haunted trail, abandoned building, or eerie lake, and write down what makes it creepy. Next, create a relatable main character and give them a goal or problem to solve. This could be exploring a new place, finding a missing toy, or investigating an unusual sound or creature. Remind students that every <i>Goosebumps</i> story has a big surprise and they should add a twist to their story. Invite students to share their stories with a partner and discuss how each twist made the story more exciting.
EXTEND	Go behind the scenes of candy factories.	Try a virtual choose your own adventure story.

	ACT	CONNECT
ARTICLE	"Recovery begins after second hurricane" (page 2)	"Fat Bear Week has repeat champ" (page 5)
VOCABULARY	natural disaster, awareness, recovery, actions	observation, characteristics, physical traits, identification
ACTIVITY	Explore with students how they can help after a natural disaster. Begin by discussing common types of natural disasters (hurricanes, earthquakes, floods, tornadoes) and their impact on people and communities. Give groups of 4-5 students sticky notes and ask them to brainstorm ways they think kids their age can help after a natural disaster. Ideas might be donating food or clothing, volunteering with clean-up, raising money or awareness, or sending well wishes to those impacted. Have groups place their sticky notes on a central "Action Board" in the classroom. Show students locations where recent natural disasters have occurred and highlight how help can come from near and far and how small actions can add up to make a big difference.	See if you can find some of Fat Bear Week's big winners on camera. Bring up the Katmai Bear Cams for the students. Instruct them to choose a bear camera, such as Brooks Falls, Brooks Falls low, Riffles, Lower River, or River Watch. Ask students to keep a count of the bears visible on the camera. For each bear, have them write down distinctive characteristics that would help with identifying the bear in the future. Provide guidance on what details to observe, such as physical traits (scars, head/ear shape, length of legs), fishing techniques, and whether or not they have cubs. Encourage students to share their observations and compare notes on the identified bears. Ask students how these observations help scientists identify bears and see if they spotted this year's big winner!
EXTEND	Help kids make a plan for natural disasters.	Read frequently asked questions about bears.

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

For more teaching ideas and practical tips on how to use a variety of edtech in the classroom, visit our partner at www.techlearning.com.