

## This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
2	Global climate summit ends	An annual conference to address climate change was held in Baku, Azerbaijan. Who attends this event? What topics are discussed?	Health
4	Cleanup of the Appalachian Trail begins	Hundreds of miles of the Appalachian Trail are closed after Hurricane Helene. For what is the Appalachian Trail known? What are examples of damage on the trail? How are people helping?	Science
7	New rules for e-scooters	Italy's government approved a law to improve safety for electric scooter riders. What is now expected of riders? What other restrictions will be in effect?	Social Studies
15	New insight on the invention of the wheel	No one knows precisely where or when the invention of the wheel happened. Why do researchers think copper mines had an early role in the development of the wheel?	Social Studies
15	Device that sees veins through skin	A new device makes it easier to find veins in humans. Why do medical professionals sometimes need access to our veins? How will this device make it easier to see or access veins?	Engineering



### FEATURE OF THE WEEK JUNIOR: Around the world (pages 6 and 7)

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

1. Can you find all of the featured places on a world map?
2. Which place would you most want to visit, and why?
3. Which news story are you most curious about, and why?
4. Which news story most connects to your life?
5. Why is it important for us to learn about news stories worldwide?

	DEBATE	CREATE
ARTICLE	"Should more cities reduce speed limits?" (page 8)	"Can fungi think and make decisions" (page 14)
VOCABULARY	interests, goals, viewpoints, perspectives	mycelium, fungi, spore, network
ACTIVITY	Introduce the statement, "Cities should reduce speed limits." Ask students to consider what may have led to this statement. Who made it? What were people's interests and goals? What was at stake? Then have students brainstorm different points of view from which they could look at this statement. Are there reasons to slow traffic down in areas? Are there other situations where it would benefit people to be able to go more quickly through cities? Challenge students to role-play different roles in the community through different viewpoints. Then ask students to summarize if they think cities should reduce speed limits.	Encourage students to use their imaginations and scientific knowledge to write a creative story about a magical adventure through the mycelium network. Prompt students to imagine they shrunk down to the size of a mushroom spore and find themselves in the middle of the mycelium network, a magical underground web connecting all the plants and trees in the forest. Write a story about your adventure. What does this world look like? Who or what do you meet underground? What challenges do you face? Students can illustrate their stories, creating maps of the mycelium network they explored.
EXTEND	<a href="#">Learn</a> how we decide speed limits.	<a href="#">Learn</a> why scientists are sending mushrooms to space.

	ACT	CONNECT
ARTICLE	"Children's Peace Prize awarded" (page 3)	"A famous tree shines brightly in New York" (pages 12-13)
VOCABULARY	peace, climate action, social justice, courage	environmental impact, awareness, invasive, pest
ACTIVITY	Invite students to learn more about past International Children's Peace Prize winners. First, discuss what the International Children's Peace Prize is and its purpose. Highlight the importance of recognizing young people who contribute to peace, education, climate action, and social justice. Share an example using this year's winner to inspire students. Divide students into pairs or small groups and have them choose a previous winner. Students should research their winner, where they are from, the issue they addressed, their actions, and how their work impacted their community or the world. As a class, discuss common themes among the winners, such as courage, persistence, and innovation.	Have students examine how invasive species can be introduced through holiday trees and assess their potential environmental impacts. Discuss invasive species and how they can spread through different means, including holiday decorations like live Christmas trees. Have students research common invasive pests associated with Christmas trees (Adelges tsugae or hemlock woolly adelgid, pine bark beetles). Brainstorm ways to prevent the spread of invasive species, such as inspecting trees before purchase or using artificial trees. Have students create a public awareness poster or social media post about preventing invasive species during the holiday season.
EXTEND	Write a letter to one of the winners.	<a href="#">Discover</a> the 12 pests of Christmas (trees).

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