

## This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
3	New wolf packs seen in California	Northern California observed two new packs of endangered gray wolves. Why is this significant? What role do gray wolves play in an ecosystem?	Science
6	Imagining the future	An art show in Kenya shared a collection of how people in their community envision the future. What types of topics inspired their art? What do you think your community will look like in 10 years? 50 years?	Science
10	Cats recognize words and images	Cats may be listening more closely than we think. How did researchers find out that cats can recognize words and images? What types of studies did they conduct?	ELA
15	Studying how ants became farmers	Scientists think the asteroid that wiped out the dinosaurs helped ants and fungi to develop. What challenges did ants face that fungi helped them solve?	Social Studies
15	A food wrap that kills bacteria	A new material blocks bacteria and kills germs that can grow on food. How is this material made? How has it been tested?	Engineering



### FEATURE OF THE WEEK JUNIOR: That's unbelievable (pages 27)

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

1. Why do you think this feature is called "That's unbelievable"? What do all of the articles have in common?
2. Which articles do you find most unbelievable, and why?
3. What are some unbelievable things happening in your school or community?
4. Create your own "That's unbelievable" feature for your school or community by writing a three-to-five sentence article and a photograph about something you find unbelievable!

	DEBATE	CREATE
ARTICLE	"Should schools still have snow days?" (page 8)	"A tall mountain rises above Alaska" (pages 12-13)
VOCABULARY	safety, tradition, access, remote learning	summit, range, park, preserve
ACTIVITY	Ask each student to take out a blank piece of paper. Tell students to use evidence from the article to support or refute the claim, "Schools should still have snow days," and write their responses on the paper. Once all students have written down their responses, ask students to crumple their pieces of paper into a ball and, on the count of 3, have everyone throw their "snowball" into the air! Have each student pick up a snowball, open it, and read. Tell students it is their turn to add more information to the snowball they picked up. Explain that this could be a supporting detail to the original statement or a rebuttal. Repeat snowball throwing, picking up, and adding information two more times. Finally, invite a few students to share the discussion from their snowball.	Invite students to compare Denali to other famous mountains around the world. Show a picture of Denali and ask students if they know anything about it. Briefly explain that Denali is North America's tallest mountain and part of the Alaska Range. Introduce mountains students will compare (Everest, Kilimanjaro, Fuji, K2, and Lhoste) on a map. Invite students to research a mountain in groups of 3-4 and identify the mountain's name, location, height, animals and plants present, people who use the mountain, and two general facts. Ask students to display their information on a poster and have students rotate around to compare the different mountains. Summarize by asking students to discuss similarities and differences.
EXTEND	<a href="#">Make</a> frozen bubbles.	<a href="#">Go</a> on virtual tours in Alaska.

	ACT	CONNECT
ARTICLE	"What's the best way to throw a Frisbee" (page 15)	"The power of seeing art up close" (page 14)
VOCABULARY	technique, placement, distance, motion	illusion, visual art, consciousness, perspective
ACTIVITY	Ask students to investigate how varying thumb placement affects the performance of disc throwing. Mark three thumb placement points (1 inch, 2 inches, 3.7 inches) from the outer edge of three discs. Have each student hold the disc at the marked position with their thumb. Tell students to throw the disc using the same arm motion and release technique for all positions. Repeat three times for each thumb placement and measure the speed and distance. Have students record their observations and results on their data sheets. Which thumb placement resulted in the best performance?	Perspective can create an illusion, or false impression, of what a viewer is seeing. Distribute the <a href="#">dragon</a> monocular illusion for students to cut, fold, and assemble. Tell students to place their dragon on a tabletop in the classroom and measure two feet away. Have students cover one eye and look into the dragon's eyes. Then, ask students to rock back and forth and view the dragon from different angles. Next, invite students to watch the <a href="#">video</a> of a floating cube. Play the video until the 20-second mark and ask students how they think their brains and eyes are being fooled! Continue the video to see if their guesses were correct.
EXTEND	<a href="#">Learn</a> more about discus throwing.	<a href="#">Watch</a> how a popular film used force perspective.

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