THE WEEK Junior EDUCATION

March 29, 2024
Issue 205

This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
4	Presidential candidates are official	The two Presidential nominees will be a rematch of 2020. Who are the nominees? What is historic about this Presidential race?	Social Studies
6	Boosting kids' art	Kids ages 4 to 17 can now sell their art in a gallery in Nigeria. Where does the money made from their art go?	Arts
12-13	A magical city of art, culture, and fun	Miami is the only major US city founded by a woman and has a rich culture and history. Why is Miami called Magic City? What can you expect to experience around the city?	Social Studies
15	Smart mouthguards protect athletes	Smart mouthguards are now protecting professional rugby players in the UK. What extra features do these mouthguards have? How will this data help other athletes?	Physical Education
15	A robot that monitors trees	A new robot is allowing researchers to explore hard-to-reach canopies in forest areas. What inspired the design of the robot? How does the robot navigate?	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. What one word would you use to describe all of the photos in this week's feature? 2. Answer the following for each photo: What is happening in this photo? Why do you think it was taken? What do you think happened just after this photo was taken? 3. Which photo makes you most curious, and why? 4. How can photographs tell a story? 5. Write a descriptive paragraph that tells the story of one of these photographs.

	DEBATE	CREATE
ARTICLE	“Is spring a better season than fall?” (page 8)	“Science award winners named” (page 2)
VOCABULARY	seasons, senses, recreation, temperature	competition, record holders, judging, challenge
ACTIVITY	Ask students if they believe fall or spring is a better season. Then, draw a tug-of-war diagram on the board with “spring” at one end and “fall” on the other. Explain that students can contribute to the tug-of-war in two ways. One is with evidence: each piece of evidence that spring is better will tug the diagram one way. Each piece of evidence that fall is better will tug the diagram the other way. The other thing they can add is a question that asks for more information or “what if’s”. Summarize by asking students what new ideas they learned about the seasons. Did the class have a clear winner? Could they reach consensus if challenged to?	Host your own classroom competition to see what STEM achievements students can win. Set up the following stations for students to compete. 1) Who can make the biggest bubble? Have students make a bubble wand out of sticks or wooden dowels and cotton string. 2) How far can a paper airplane travel? Tell students to use one piece of paper to create a paper airplane. Set up a throw line, and have them measure the distance it traveled. 3) What is the tallest spaghetti tower? Provide students with dried spaghetti and gumdrops to see who can build the tallest tower. Summarize by recognizing the record-holding classmates.
EXTEND	Explore why we have seasons.	See how the tallest popsicle structure was built.

	ACT	CONNECT
ARTICLE	“Migrating species need protection” (page 10)	“Biggest event in college basketball starts now!” (pages 18-19)
VOCABULARY	migrating species, migration, migration routes, sightings	bracket, elimination, tournament, conference
ACTIVITY	A new report outlines the challenges migrating species face having to travel through varied habitats and far distances. North America has several migratory animals you can track in real time when they are on the move. Use the Journey North site to follow the spring migration season. First, check in with hummingbirds. Ask students, where the hummingbirds are right now. Which direction do they seem to be heading? Repeat the questions using the American Robin. Then, see how you can report any local sightings or look at other migration projects.	March Madness is a single-elimination tournament that features many top schools from across the country. A bracket is used to make predictions of who will win the championship. Invite students to use the March Madness bracket structure to answer a question. This might be deciding the bravest hero in a novel, the most important innovation discovered in the 21st century, or determining which historical figure had the greatest impact on today’s world. Poll the class to fill out the first round of the bracket. Then, designate two students – one assigned to each matchup – to debate for each set of brackets. Set a time limit of one minute for each. Act as the judge and decide a winner for each round.
EXTEND	Find other ways to contribute to science research.	Follow the action of the men’s and women’s conferences.

* 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.