

Page	Title	Summary and Discussion Points	Content Area
2	Settlement reached in Roblox case	Lawyers for the state of Nevada announced on April 15 that they had reached an agreement with Roblox to improve the gaming platform's safety practices for users ages 16 and under. What Roblox safety practices were being investigated? What actions will Roblox take?	Technology
3	Native artifacts are returned	Thousands of cultural items made by Native Americans from the Columbia River Plateau, a region in the Pacific Northwest of the US, were returned to the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) in Oregon. Why do you think Fred Mitchell returned these artifacts? What do you think tribal leaders meant when they said, "We are getting back a lot of what we lost"?	Social Studies
4	National Library Week is observed	The American Library Association, the largest and oldest organization of its kind in the world, celebrated its 68th National Library Week from April 19–25, with a new report on attempts to ban books. What are your thoughts on the censorship of literature? Who should decide which books are appropriate for young readers?	ELA
12-13	A legacy of excellence and influence	<i>The New York Times</i> marks its 175th anniversary this year. Known as "the paper of record," <i>The New York Times</i> has built a global reputation as an award-winning and authoritative news source. Why do you think <i>The New York Times</i> has stayed in business so long? How do you get your news?	Media Literacy
15	Surgery performed from 1,500 miles away	A surgeon in the UK recently carried out an operation on a patient who was 1,500 miles away, using a computer console and a four-armed Robot. How could this technology help people in need? What are the advantages and challenges of this technology?	Science



**FEATURE OF THE WEEK JUNIOR: Photos of the week (page 16-17)**

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

1. Before viewing the images, list what you know about trout, Chinese tea gardens, polar bears, and pelicans.
2. After viewing the images, list what you observed about trout, Chinese tea gardens, polar bears, and pelicans..
3. How can images help to tell a story?
4. Why do you think these images were selected for this week's feature?

	DEBATE	CREATE
ARTICLE	“Should potatoes be called a vegetable?” (page 8)	“A funny new animal adventure” (page 20)
VOCABULARY	herbaceous, edible, tubers, carbohydrates	animation, mishap, conflict, empathy
ACTIVITY	Introduce students to a snowball activity to help them consider different perspectives in this debate. On the board, write, “Should potatoes be called a vegetable?” Distribute five sheets of white paper to each student. On the first sheet of paper, ask students to write one reason that potatoes should be called a vegetable. Direct students to crumple up the papers and throw them in the center of the room. Invite students to select a “snowball” to read and determine if they agree or disagree. Repeat the exercise with students writing a reason potatoes should not be called a vegetable. Then, invite students to read the article and repeat the exercise, using evidence from it to support both points of view. Finally, invite students to use the last sheet of paper to write their opinions on the debate and the reasoning behind that opinion.	Ask students what Toy Story, The Incredibles, and The Simpsons have in common. They are all animated! Animation is a technique in which images or digital frames are arranged in sequence to make them appear to move. This can be drawn by hand, generated on a computer, or with physical models. Challenge students to name the five types of animation: 2D, 3D, stop-motion, motion graphics, and traditional animation. Direct students <a href="#">here</a> to learn about each technique and watch real-life examples. One type of stop-motion animation students can create is a flipbook. They will need sketch paper, 7 index cards cut in thirds, a pencil, an eraser, a binder clip, and a lightbox. Direct them to sketch a simple drawing that they would like to animate, such as a stick figure, flower, happy face, animal, or ball. Have them identify how their object will move. Draw each movement on the cards and use the lightbox to see the previous movement. When all cards have been drawn, clip the cards in order and quickly flip them to simulate movement. See examples <a href="#">here</a> .
EXTEND	<a href="#">Learn</a> all about potatoes.	<a href="#">Meet</a> an animator.

	CONNECT	ACT
ARTICLE	“Native artifacts are returned” (page 3)	“National Library Week is observed” (page 4)
VOCABULARY	native, artifacts, amassed, tribal leader	ban, promote, document, offensive
ACTIVITY	Challenge students to guess how many federally recognized tribal nations there are in the US. The answer is 547. Invite students to read the article and identify the tribes that are part of the CTUIR and what they can learn about them from the information provided. Then, divide the class into three groups. Assign one group the Cayuse tribe, one group the Umatilla tribe, and the third the Walla Walla tribe. Direct students to browse at least five artifacts from their assigned tribe from the <a href="#">collections of the National Museum of the American Indian</a> . Invite them to take notes that describe the artifacts they have selected and draw conclusions about what, if anything, the artifacts reveal about the tribe, what questions they have about the artifacts, and what they’d like to learn about the tribe. Invite each group to present to the other groups to see if any patterns or additional questions emerge.	Write this quote from the president of the American Library Association: “Libraries exist to make space for every story and every lived experience.” Discuss what the quote means and if students agree. Ask students what they know about banned and challenged books. (A book is <i>banned</i> when it is removed from a library. A book is <i>challenged</i> when a group/person thinks it should be removed, but it remains available.) Why do they think some books are challenged or banned? Invite them to read the article to learn more. Then direct them to review the list of <a href="#">top targeted titles for 2025</a> . Have students read any books on the list? Why do they think some of these titles have been challenged? Do they know if any books have been challenged or banned at their school library? Invite students to share reflections on the importance of diverse narratives and on actions they can take to support their inclusion in their communities or schools.
EXTEND	<a href="#">Learn</a> the history of native languages, nations, and treaties connected to your home or school address.	<a href="#">See</a> where book bans have had the greatest impact.

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