



Page	Title	Summary and Discussion Points	Content Area
2	Gaia space telescope signs off	The European Space Agency shut down a star-mapping telescope. What was the primary mission of this telescope? What were some important discoveries?	Science
7	Using beetles as gardeners	Small beetles from the US are now in South Africa with an important job. What is South Africa using these beetles to help with? What do experts hope these beetles can fix?	Science
9	Finding his groove	Timbaland is making music for kids on a new music-driven animated series. What is the plot of the series? How will music be incorporated?	Arts
15	Oldest tools made of bone are found	The oldest bone tool collection was discovered in Tanzania, Africa. What types of tools were found? What types of bones were they carved from?	Social Studies
15	Electric skis that power uphill	A new ski system can help you skip ski-lift lines. How will these new skis work? How long would it take you to go up a hill that is 2 miles? What about 5 miles?	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. How would you describe the photos in this week's issue?
2. Why do you think these photos were selected?
3. How can photographs be used for storytelling?
4. Write a paragraph that tells a story about one of these photographs.

	DEBATE	CREATE
ARTICLE	"Is it OK to decorate public art?" (page 8)	"A US President with a vision of hope" (pages 12-13)
VOCABULARY	public art, modify, unintentional, respect	economy, labor rights, crisis, influence
ACTIVITY	Have students use persuasive writing skills to engage in discussion. Divide the class in half, and have one side take the position that it should be OK to decorate public art and the other that it's not OK to decorate public art. Start by asking students to prepare their introductions. Explain that they should write a paragraph that shares the side they support and their claim of 2-3 points of evidence. Partner students and direct the affirming side to read their paragraph first. Provide time for the opposing partner to respond and state a reason that will counter the claim. Ask the opposing side to read their paragraphs and invite the affirming side to respond. Guide students to repeat and then summarize their discussions.	Elected in 1932 as the 32nd president of the United States, Franklin D. Roosevelt led the country through the Great Depression and World War II. During a crisis, his administration focused on economic recovery through the New Deal, social welfare programs, labor rights, and global leadership. These issues defined his presidency and continue to influence American life today. Divide students into groups of 3-4 and assign each group one of the following issues: economic recovery, labor rights, or global leadership. Ask students to find a recent newspaper article related to their assigned issue. Then, have them compile the information to summarize the issue discussed in the article, note any changes since Roosevelt's era, explain why the issue remains relevant today, and suggest what can be done to address it now.
EXTEND	View public art projects around the world.	Visit Roosevelt's birthplace.

	ACT	CONNECT
ARTICLE	"National Library Week set to begin" (page 4)	"Exciting start to MLB season" (page 18)
VOCABULARY	author, librarian, illustrator, publisher	statistics, batting average, at-bat, hits
ACTIVITY	Celebrate National Library Week with the following activities. 1) "Blind Date with a Book", wrap books in plain paper with a few clues written on the outside. Have students pick one without knowing the title. 2) Library Scavenger Hunt, send students on a quest to find things in the library like: a book about animals, a biography, a book with a blue cover, or a book with a one-word title. 3) "Shelfie" Station, create a photo booth or designated spot where students can take a "shelfie" (a selfie with their favorite book or shelf) and post it on a bulletin board or classroom wall. 4) Meet the Librarian Q&A, have a quick Q&A or mini-interview with the school librarian so students can learn more about what they do.	Practice calculating averages through baseball statistics. Have students assume the role of a baseball coach and evaluate their players based on their batting average. A batting average is calculated by dividing the number of hits by the number of at-bats. For example, if a player has eight hits in 20 at-bats, their batting average is $8 \div 20 = 0.400$. Invite students to calculate the batting average for each of the following players (Alex, seven hits, at-bat 20, Mel hits 9, at-bat 25, Evie, hits 5, at-bat 15, Jay, hits 12, at-bat 30). Have students round to the nearest thousandth (3 decimal places). Ask students to compare who has the highest batting average and who has the lowest.
EXTEND	Visit some famous libraries around the world.	Tips for a perfect baseball swing.

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