This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
2	Baltimore bridge collapse investigated	One of the nation's largest ports is closed after a cargo ship crashed into a bridge. How were different people impacted from the crash? What will happen next?	Social Studies
4	Florida limits social media for kids	Children under age 14 are now banned from holding accounts on social media platforms in Florida. How is this regulation different from other states? What was the motivation behind this bill?	Social Studies
6	Dragon Ball park	A new Dragon Ball theme park is being built in Saudi Arabia. What are the source materials for this park's theme? What can fans expect from the theme park?	Arts
11	Top pet names in the US revealed	Rover recently surveyed US dog and cat owners to find the most popular pet names used in 2023. What can influence trends in pet names? Do you know any furry friends with the top names of 2023?	ELA
15	A gel that absorbs gold	Discarded electronics can sometimes have valuable metals. How are scientists using milk to extract metals from waste?	Engineering

FEATURE OF THE WEEK JUNIOR: That's unbelievable! (page 34 and 35)

Invite students to look at this week's feature and answer the questions.	1. Invite students to read the stories in this week's feature. What does the word, "unbelievable" mean? Why do they think these stories were selected for the "That's unbelievable" feature? 2. Which story do they think is the *most* unbelievable? Which one relates to their lives the most? Which one are they most curious about? Ask students to explain each answer. 3. Challenge them to imagine that they have been asked to write their own article for a "That's unbelievable" feature about your class, school, or community. What would they write about, and why?

	DEBATE	CREATE
ARTICLE	"Should students' handwriting be graded?" (page 8)	"America's story told through coins" (pages 12-13)
VOCABULARY	symbols, communication, expression, scribe	chemical reaction, oxidation, metal, tarnish
ACTIVITY	Facilitate a Yarn Ball Discussion for students to visualize their conversation. Ask groups of 4-6 students to discuss the statement, "Handwriting should be graded". Provide each group a ball of yarn and start a timer for 8 minutes. Direct students to toss the yarn ball to each other within the group. When they catch the yarn ball, students should participate in the conversation by asking a question, making a connection, or sharing their opinions. They should hold onto a strand of yarn and toss the ball to another peer. Students can toss the yarn ball around as many times as they can, creating a web. After the timer ends, ask students to summarize if their group agrees or disagrees that handwriting should be graded.	Invite students to explore chemical reactions and oxidation by experimenting with different methods to make a penny shiny. Begin by discussing with students the concept of oxidation and how it causes metals, like copper used in pennies, to tarnish and lose their shine. Explain that in this experiment, they will explore different methods to reverse the oxidation process and make pennies shiny again. Set up different stations with solutions, such as vinegar, lemon juice, saltwater, and baking soda solution. Direct students to immerse tarnished pennies in the liquids for a few minutes and observe any changes in the appearance of the penny. Encourage students to share their observations and discuss the effectiveness of each cleaning solution in making the penny shiny.
EXTEND	[Practice](#) hand lettering with calligraphy.	[Get](#) started coin collecting.

	ACT	CONNECT
ARTICLE	"Pets are good for our mental health" (page 10)	"Renovation planned for Ellis Island" (page 5)
VOCABULARY	companion, therapy animal, stress, anxiety	immigration, community, benefits, Ellis Island
ACTIVITY	Start by introducing the concept of pet therapy, also known as animal-assisted therapy. Show students pictures of different types of therapy animals, such as dogs, cats, rabbits, and horses. Discuss the characteristics of each animal and how each might contribute to promoting mental well-being for different people. Ask students how people could interact with the different types of animals and encourage students to share their ideas. Then, ask students to consider places that it could be beneficial to have therapy animals and make recommendations for where therapy animals could be helpful in their community.	Invite students to brainstorm some of the feelings immigrants faced when coming through Ellis Island into the United States. List the adjectives as students share. Next, ask students to contrast the benefits and tradeoffs of living in a new location by creating a t-chart. Encourage students to think about reasons people need to move or share experiences of moves they have made. Finally, have students discuss why having people from the same country, or a sense of community, is important for newly-arrived immigrants. Why would immigrants coming through Ellis Island initially want to find people with a shared culture as they settled into a new country?
EXTEND	[Meet](#) airport therapy animals.	[Go](#) on a virtual tour of Ellis Island.

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