

This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
2	UN calls for ceasefire in Gaza	An immediate ceasefire in the Gaza Strip was called by The Security Council of the United Nations. Why was the United Nations formed? What has been happening over the past five months in Israel and Gaza to get to this resolution?	Social Studies
4	Land returned to Yurok Tribe in California	An historic agreement was signed to return land back to the Yurok Tribe. What types of natural features are part of this land? What is everyone's role in this agreement moving forward?	Social Studies
6	Steps taken to fight dengue	Scientists are using bacteria to control dengue. How is bacteria helping? What has been the impact of this approach?	Science
9	A determined birder	Peter Kaestner has become the first person to document sightings of 10,000 different bird species in the wild. What makes this such a big accomplishment? What birds are native to where you live?	Science
15	Device that turns eclipse into sound	A device called LightSound will help people who are blind or visually impaired experience the solar eclipse. Why are eclipses so special? How does the device work?	Engineering



FEATURE OF THE WEEK JUNIOR: Animal of the week (page 11)

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

1. Before reading the feature, try to guess the following facts about the Cantor's giant softshell turtle: life span, habitat, size, diet, and home country. Then, read the article to see if you were right.
2. Why do you think the Cantor's giant softshell turtle was featured this week?
3. What does it mean when an animal is critically endangered? What other animals are critically endangered?
4. What is one thing that humans can do to help endangered animals like the Cantor's giant softshell turtle?

	DEBATE	CREATE
ARTICLE	"Should dogs have to pass a behavior test?" (page 8)	"A famous architect's works of art" (pages 12-13)
VOCABULARY	behavior, personality, training, stimulate	architecture, deconstructivism, asymmetrical, symmetrical
ACTIVITY	Share the statement, "Dogs should have to pass a behavior test." Ask students to identify the different perspectives of who would be impacted by this requirement. Encourage them to consider the perspectives of dog owners, neighbors, dogs, community members, etc. Next, have students identify how this requirement might work. Should the community have to pay for the test? Or the dog owners? Should any dogs be exempt (because of age or breed)? What about rural vs. city dogs? Would the test work for all dogs? Finally, challenge students to make a recommendation that's most beneficial for everyone involved.	Share several examples of Frank Gehry buildings that are found all over the world. Have students look for patterns and observe what is unique about Gehry's style as they look at examples. They should consider the size of his buildings, colors, and shapes. Guide students to take the spirit of Gehry to create an "Outside the Box" exhibition. Give each student a template to construct a 3D paper cube as the foundation of a building. Instead of being limited to the sides of the cube to create their building, challenge students to make pieces that add shapes and sculptural elements like a Gehry design.
EXTEND	Investigate how dogs are trained for TV and movies.	Take a virtual tour of Frank Gehry architecture.

	ACT	CONNECT
ARTICLE	"Rare total solar eclipse arrives" (page 14)	"World's happiest countries named" (page 3)
VOCABULARY	solar eclipse, celestial bodies, chromosphere, path of totality	factors, satisfaction, ranking, quality of life
ACTIVITY	Have students collaborate with their classmates to create a mini-documentary about the solar eclipse. Ask students to first map out the events leading up to, during, and after the solar eclipse they want to document. Then, have them list who they want to interview and what they want to capture. Encourage students to think about fellow students, scientists, teachers, and community members who will witness the event and how they can weave their perspectives together to create a comprehensive narrative. Help students assign different roles of what they will capture and how they will edit their final piece.	Invite students to analyze data from different countries around the world to see if there are common indicators and factors to happiness. Distribute or share the link to the World Happiness Report . First, direct students to skim the report to identify the criteria the report used to measure happiness. Then, tell students to compare countries that have high scores in the report and contrast them with countries that had low scores. Ask students to consider if all countries could ever be as "happy" as Finland? Why or why not? Then, ask students to discuss if it's fair to compare countries to each other. Is happiness subjective? Do all countries have the same definition of happiness?
EXTEND	Contribute observations to NASA science.	Investigate what it means to be happy.

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

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