

This Week at a Glance

Page	Title	Summary and Discussion Points	Content Area
3	Global measles cases on the rise	Cases of measles are on the rise worldwide. What may have led to this increase? How can people protect themselves?	Health
3	Painting restoration begins	Visitors to a museum in the Netherlands can watch as conservation experts work to restore a famous painting. What does the team use to restore aged pieces of art? What piece of art are they working to repair?	Arts
6	Residents try to protect historical sites	Residents in Chile are working with authorities to protect giant geoglyphs. How would you describe a geoglyph? Why do they need protection?	Social Studies
14	Life-forms helped by meteorite	New research shows that an asteroid that hit Earth may have helped life to thrive. What organisms on Earth bounced back quickly after the impact? What did a meteorite have to do with their success?	Science
15	Wind power that travels with you	A portable wind turbine could help charge your device without access to electricity. How does this innovation work?	Engineering



FEATURE OF THE WEEK JUNIOR: Quiz of the week (page 30)

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

1. Why do you think the magazine has a "Quiz of the week" feature?
2. How, if at all, is this quiz different from other quizzes you have taken?
3. Challenge yourself to see how many questions you can correctly answer from this week's quiz.
4. Create your own quiz using information from this week's issue, and challenge a friend to see how many answers he or she can get correct!

	DEBATE	CREATE
ARTICLE	"Should adults be phone-free outside schools?" (page 8)	"Express your gratitude" (page 24)
VOCABULARY	opposition, rebuttal, screen time, distraction	gratitude, mood boost, thankful, uplifting
ACTIVITY	<p>Group students into pairs and have them sit facing each other. Begin by presenting the statement: "Adults should put away their phones when they pick up kids from school." Explain that the partner whose first name has the most letters will start by offering a rebuttal, and the pair will take turns responding. Set a 3-minute timer and challenge pairs to generate as many rebuttals as possible within the time limit. Next, present the opposing statement: "Adults should be able to use their phones when they pick up kids from school." Repeat the activity and invite students to share their results.</p>	<p>Recognizing people for their achievements and contributions fosters a sense of gratitude. Encourage students to express this by decorating rocks with meaningful messages and colorful designs to spread gratitude throughout your school community. Have students either find their own rocks, or provide rocks for the activity. Guide them to clean their rocks with soap and water. Then, using paint or paint pens, students can add uplifting messages, names, or pictures. Once decorated, help them seal their creations with varnish, clear acrylic coating, or a glue-sealer to make them weather-resistant. Display the finished rocks by starting a rock garden or line the sidewalks with their creations.</p>
EXTEND	Repeat the activity for the morning drop-off.	Learn how to say thank you in different languages.

	ACT	CONNECT
ARTICLE	"World's largest coral found" (page 2)	"The history of a rich and creamy favorite" (pages 12-13)
VOCABULARY	citizens science, coral reef system, classification, network	carbohydrate, protein, lipid, starch
ACTIVITY	<p>Even if you don't live near a coral reef, there are still ways to contribute virtually. Begin by asking students to pair up and discuss the term "citizen scientist." Encourage them to share their ideas about what a citizen scientist might be or do. Explain that citizen scientists are volunteers who assist with real scientific research and discoveries. Next, introduce students to the mission of nemonet.info, a virtual video game where players help NASA classify coral reefs. The more people participate, the better we can train supercomputers to accurately identify and study coral reef systems, making a real impact on ocean science.</p>	<p>Challenge students to identify the presence of carbohydrates, proteins, starch, and lipids in various food samples using simple chemical tests. Briefly review the four macromolecules and their functions in the body. Have students test butter, water, oil, milk, apple juice, and potato using the following procedures. Starch: Add a few drops of iodine solution to food. Positive result: Blue-black color. Lipid: Rub a small amount of food on brown paper. Positive result: Translucent spot on the paper. Sugar: Add Benedict's solution to a liquid food sample and heat in a water bath. Positive result: Color changes to green, yellow, or orange. Protein: Add Biuret reagent to food. Positive result: Violet color. How would you classify butter? How do these macromolecules contribute to a balanced diet?</p>
EXTEND	Find river cleanup events near you.	Find out what happens when you swallow gum.

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