

# Reading a Magazine Article

A magazine article is designed to catch and hold your interest. Learning how to recognize the items on a magazine page will help you read even the most complicated articles. Look at the sample magazine article as you read each strategy below.

- A** Study **visuals**—photos, pictures, maps—together with their **captions**. Visuals help bring the topic to life.
- B** Read the **title** and other **headings** to get an idea of the article's topic. The title and headings will often try to grab your attention with a question, an exclamation, or a play on words.
- C** Note sections of text that are set off in some way, such as an **indented paragraph** or a passage in a **larger typeface**. This text often summarizes the article's main subject.
- D** Pay attention to terms in different typefaces, such as **italics** or **boldface**. Look for definitions or explanations before or after these terms.
- E** Look for special features, such as **charts** or **sidebars**, that provide additional or related information on the topic.

**MARK IT UP** Use the sample magazine page and the tips above to help you answer the following questions.

1. Circle the photos that represent "talking" animals.
2. Underline the title or heading that uses a play on the word *language*. Circle the title or heading that uses a question to grab your attention.
3. What is the magazine article's main subject? \_\_\_\_\_
4. Find the text that summarizes the main subject. How is it set off?  
\_\_\_\_\_
5. Underline the boldface term that refers to the sounds dolphins make. Double-underline the term that means "chemicals."
6. Who or what is the subject of the sidebar? \_\_\_\_\_

of available technology. Before  
 ing and juxtaposing of film pos  
 of typography and images. It  
 and black-and-white Xerox and  
 green and blue. Even more  
 an old typewriter. Wonderful  
 fully embrace the notion  
 ight.  
 tive typography ever. It will  
 Switzerland. Since the begin  
 between letters and  
 the. With Weir, it is  
 as. He has



**A** Roar!

Sorry. I don't speak lion.



**B** **Say What?** **C** Dogs bark, cows moo, horses neigh. You can hear the languages these animals speak. Now find out about some of the more unusual ways creatures communicate.



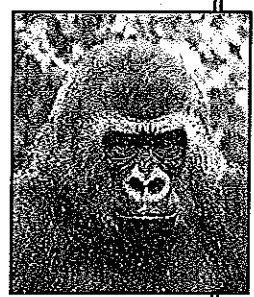
### Dolphins

These water-loving mammals use a variety of ways to talk to each other.

For example, dolphins communicate by slapping their flukes, or tail fins, on the water. They also use a series of whistles and clicks to exchange information. These sounds are called **D** phonations. Scientists believe that dolphins use different sounds in different situations. When dolphins are in trouble, for instance, they seem to voice a special distress call.

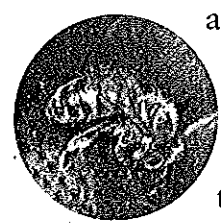
### E Now You're Speaking My Language

Animals that talk to each other is one thing, but how about animals that can talk to humans? Two gorillas named Koko and Michael can do just that. Since the 1970s, they have been taught to understand spoken English and use sign language to talk to their human trainers. Koko, in particular, has made amazing progress. Today, the female lowland gorilla can understand about 2,000 spoken words and can use more than 500 signs.



### Bees

Most animals have a better sense of smell than humans. Some animals even make chemicals called pheromones to talk with smells. Bees, for example, have a chemical language of at least 36 pheromones. They use these chemicals to send smell-messages. One smell may warn other bees about trouble. Another may tell where the best flowers are.



# Reading a Textbook

## Analyzing Text Features

The first page of a textbook lesson introduces you to a particular topic. The page also provides important information that will help guide you through the rest of the lesson. Look at the sample textbook page as you read each strategy below.

- A** Preview the **title** and **subheadings** to find out the lesson's main topic and related subtopics.
- B** Read the **objectives** that often appear at the top of the page. These objectives establish a purpose for your reading.
- C** Look for a list of **vocabulary terms**. These words will be identified and defined throughout the lesson.
- D** Find words set in special type, such as **italics** or **boldface**. Unfamiliar words are often set in italics and defined in the text. Boldface is often used to identify the vocabulary terms in the lesson.
- E** Study any **graphics**, such as tables or charts, on the page. Graphics provide more detailed information on the topic.
- F** Examine **visuals**, such as drawings and diagrams, and their **captions**. Visuals can sometimes present information more clearly than words can.

### MARK IT UP

Use the sample textbook page and the tips above to help you answer the following questions.

1. What is the lesson's main topic? \_\_\_\_\_  
What subtopic is covered on this page? \_\_\_\_\_
2. Underline the lesson objectives. \_\_\_\_\_
3. Circle the vocabulary terms for this lesson. \_\_\_\_\_
4. Which vocabulary term is defined on this page? \_\_\_\_\_
5. Find the prefix *milli* in Table 1-4 and underline it. What does the prefix mean?  
\_\_\_\_\_
6. Circle the caption that explains the picture of the metric ruler. What do the numbers on the ruler measure? \_\_\_\_\_ What do the lines between each pair of numbers measure? \_\_\_\_\_

# A 1.4 Scientific Measurement

## B Lesson Objectives

- › Identify the standard units of measurement used in science.
- › Name some tools used to make scientific measurements.
- › Activity Measure length, mass, volume, temperature, and time in scientific units.

## C New Terms

meter	liter
mass	degree Celsius
gram	second
volume	

Like most people, you probably enjoy buying new clothes. But how do you make sure your new clothes fit? You probably look for the right size. Sizes are a special system of measurement used for clothes.

A special system of measurement is used in science too. The system of measurement used by scientists all over the world is the International System of Units, or SI. By using the same system of measurement, scientists all over can share their data, repeat experiments, and compare results.

SI is a decimal system. This means that it is based on the number 10. The system is easy to use because units can be made larger or smaller by moving the decimal point. Prefixes are used to show the size of a unit. When a prefix is added to the beginning of a unit, the unit size changes by a multiple of 10. Look at the prefixes in Table 1-4. Notice that each prefix has its own meaning. For example, *kilo* means 1000 and *deci* means 1/10. What does *hecto* mean? **D**

**Table 1-4 Prefixes for Scientific Units**

Prefix	Symbol	Meaning	Example
kilo	k	1000	kilogram (kg)
hecto	h	100	hectometer (hm)
deca	da	10	decaliter (daL)
deci	d	1/10	decigram (dg)
centi	c	1/100	centimeter (cm)
milli	m	1/1000	milliliter (mL)
micro	$\mu$	1/1 000 000	micrometer ( $\mu\text{m}$ )

**E**

## A Length

**D**

The SI unit of length is the meter. A doorknob is about 1 meter above the floor. The top of a door is about 2 meters above the floor. You will use a meterstick or metric ruler to measure length.

Look at the metric ruler in Figure 1-7. The numbers on the ruler are centimeters. Find the prefix *centi* in Table 1-4. *Centi* means 1/100, so a centimeter is 1/100 of a meter. That means there are 100 centimeters in 1 meter.

**E**

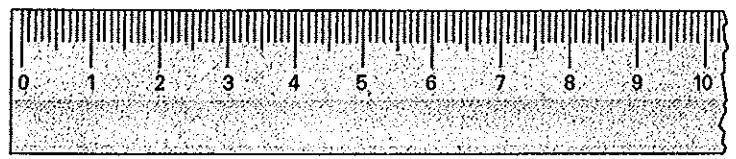


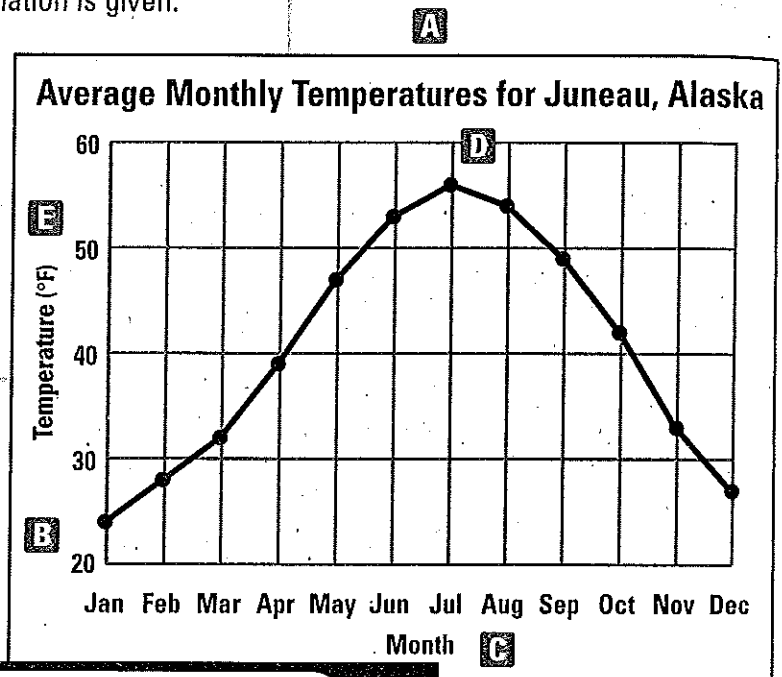
Figure 1-7 A metric ruler. Each centimeter is divided into 10 millimeters.

# Reading Graphs and Charts

Charts and graphs help readers understand key ideas. Line graphs, like the one below, represent data over a period of time. Use these tips and the examples below to help you read charts and graphs more quickly and accurately.

- A** Read the **title** to help you understand what the graph is about.
- B** Look to see how the data from the chart and graph relate to each other.
- C** Read the **headings** to see what kind of information is given.
- D** Read **across the horizontal lines** and **up the vertical lines** of a graph to get an estimate, or value, of the data.
- E** Make sure you understand any **symbols or abbreviations**, such as °F (temperature in Fahrenheit).
- F** Look at the **credit** to see if the information is up-to-date and from a respected source.

The chart and graph below show the average monthly temperatures (°F) for Juneau, Alaska.



**Average Monthly Temperatures for Juneau, Alaska**

Month	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Temp (°F)	24	28	32	39	47	53	56	54	49	42	33	27

Source: National Oceanic and Atmospheric Administration

**MARK IT UP** Answer the following questions, using the chart and line graph above.

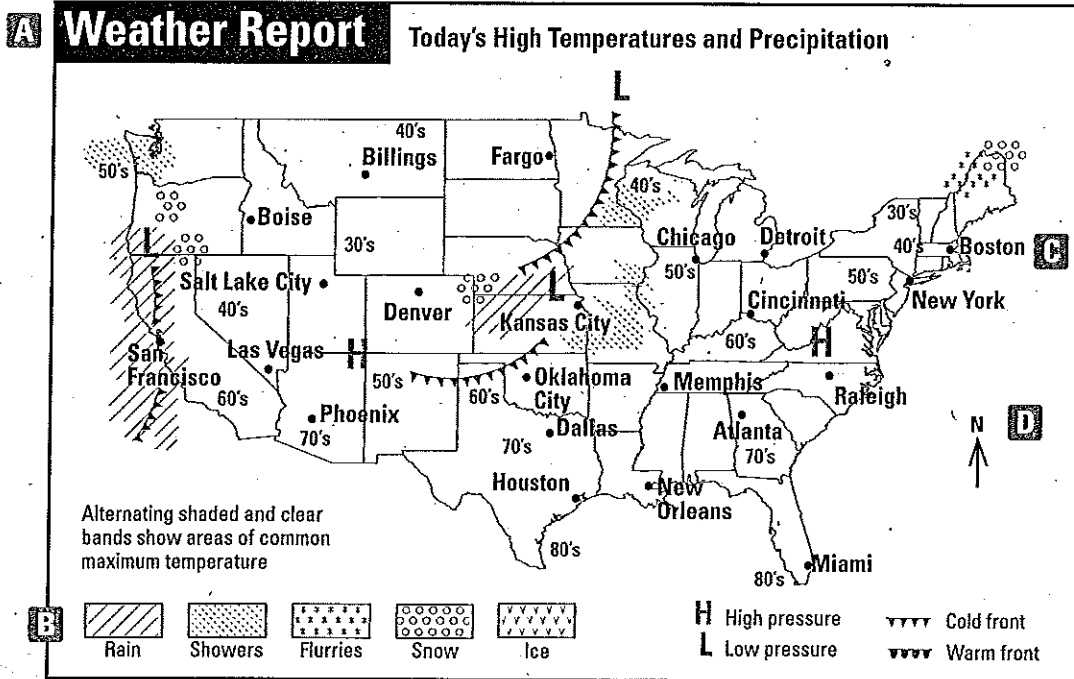
1. What information does the line graph show?  
\_\_\_\_\_
2. Draw a circle around the point in the line graph that shows the highest temperatures.
3. On the chart, shade the boxes that show the highest and lowest temperatures in Juneau, Alaska.

What is the difference between the two temperatures? \_\_\_\_\_

# Reading a Weather Map

To read a map correctly, you have to identify and understand its elements. Look at the example as you read each strategy in this list.

- A** Scan the title to find the content of the map.
- B** Study the key, or legend, to find out what the symbols and colors on the map stand for.
- C** Look at geographic labels to understand specific places on the map.
- D** Notice the scale and pointer to determine distance and direction.



**MARK IT UP** Use the map above to answer the following questions or statements.

1. What is the purpose of this map? \_\_\_\_\_
2. What does the symbol mean?  
\_\_\_\_\_
3. Underline Billings, Detroit, and Memphis on the map.
4. Circle the areas on the map where snow is predicted.
5. Describe the weather predicted for Kansas City. \_\_\_\_\_  
\_\_\_\_\_

## Reading a Diagram

Diagrams combine pictures with a few words to provide a lot of information. Look at the example on the opposite page as you read each of the following strategies.

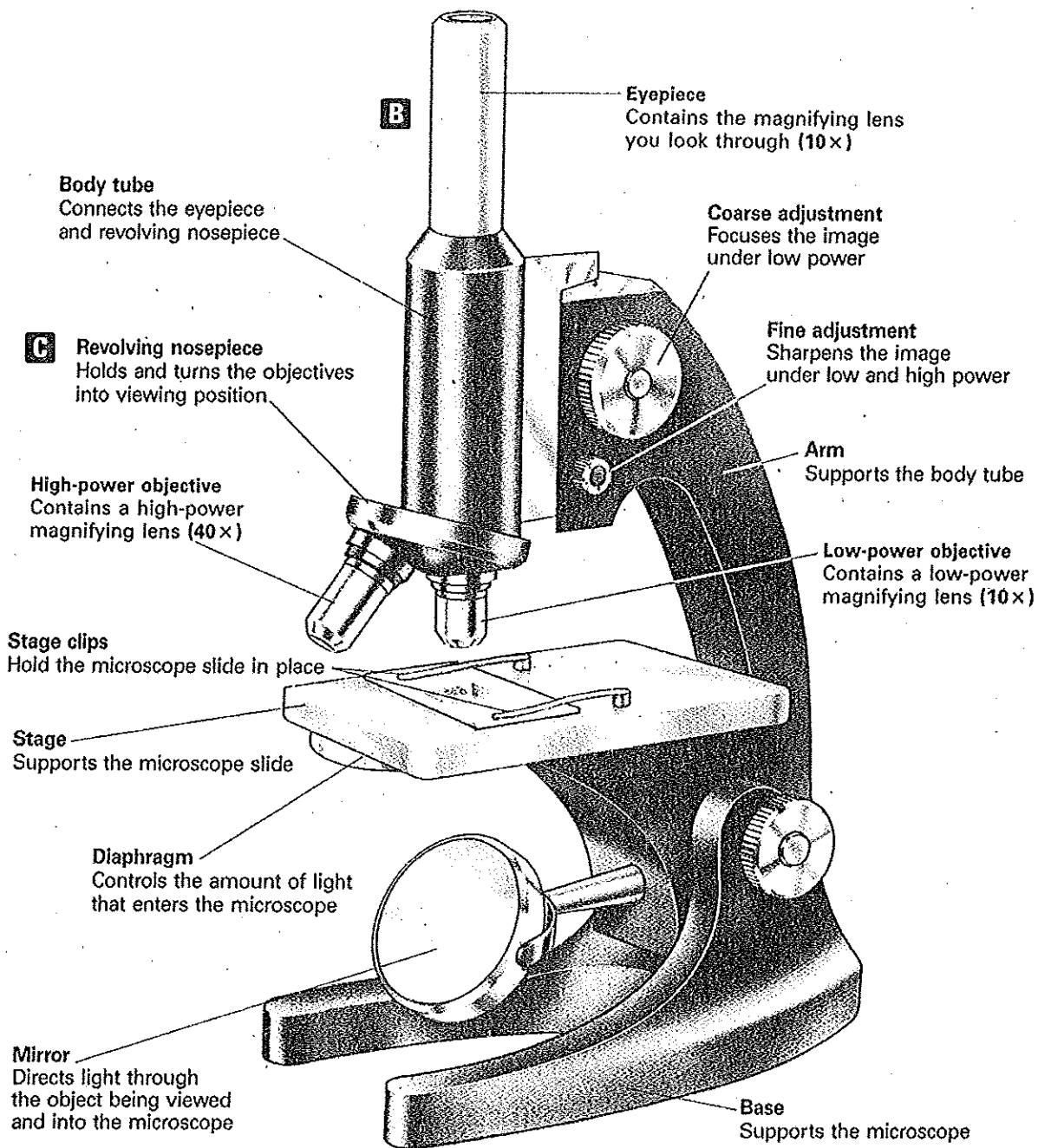
- A** Look at the the **title** to get a quick idea of what the diagram is about.
- B** Study the **image** closely to understand each part of the diagram.
- C** Look at the **captions** and the **labels** for more information.

**MARK IT UP** The diagram on the following page shows the different parts of a microscope. Study the diagram, then answer the following questions using the strategies above.

1. What is the purpose of a microscope? \_\_\_\_\_  
Draw a box around the part of the diagram where you found this information.
2. Circle all of the magnifying lenses on the microscope. What are their names?  
\_\_\_\_\_
3. Draw an arrow to the part of the microscope that holds the slide, or the material to be magnified.
4. Put an asterisk (\*) next to the parts of the microscope that have to do with lighting the slide.
5. Where on the microscope can you adjust your vision? \_\_\_\_\_
6. Find the high-power objective and the low-power objective. Which of the two gives you a closer view?  
\_\_\_\_\_

**A** **COMPOUND MICROSCOPE**

A microscope is a tool used to make tiny objects look larger. A compound microscope has two or more lenses.





# Main Idea and Supporting Details

## Recognizing Text Structures

The main idea in a paragraph is its most important point. Details in the paragraph support the main idea. Identifying the main idea will help you understand a paragraph's message without having to memorize all of the details. Use the following strategies to help you identify a paragraph's main idea and supporting details.

- Look for the **main idea**, which is often the first sentence in a paragraph.
- Use the main idea to help you **summarize** the point of the paragraph.
- Identify specific details, including facts and examples, that **support** the main idea.

## What Kind of Man Was Columbus?

Columbus must have had a magnetic personality.

He wed a woman above his social position. He won support for an idea that had never been tried before. And he talked his fearful sailors out of mutiny with no show of force. He even convinced Ferdinand and Isabella to let him make a fourth voyage after the first three failed to produce the wealth of the Indies.

—from *Kids Discover*



**Main idea**

**Details**

**MARK IT UP** > Read the following paragraph. Underline the main idea. Circle the details that support the main idea.

In Columbus's time, doctors did not know how to treat many illnesses. For example, when a terrible plague struck Europe, there was no medicine to fight the disease. So doctors struggled to find a cure. One doctor told his patients that inhaling the smell of a goat would combat the disease. Others treated patients by removing some of their blood. Of course, neither cure worked.

# Problem and Solution

Does the proposed solution to a problem make sense? In order to decide, you need to look at each part of the text. Use the following strategies to read the text below.

- Look at the beginning or middle of a paragraph to find the **problem**.
- Look for the **details** that explain the problem.
- Look for the **proposed solution**.
- Identify the **details that support** the proposed solution.
- Think about whether the solution is a good one.

## After-School Blues *by Emily Kling*

Statement of problem

For years, the neighbors of Maywood Middle School have complained about students standing around after school.

Explanation of problem

Every day at three o'clock, they say, students hang around, blocking the sidewalks, horsing around in people's front yards, and leaving behind candy wrappers and soda cans.

The students, on the other hand, feel they have nowhere else to go. The local parks are used by after-school programs for younger kids. Also, nearby restaurants are too expensive for students.

These students are not bad kids. They just want to spend time with their friends before they go home for the evening. Why not open up the school gym and cafeteria for students after school? The school could provide some basic sports equipment and supervision. Then students would have time to play around and relax, and the neighbors would have nothing to complain about.

### MARK IT UP

After reading the text above, answer these questions.

1. In the third paragraph, underline the sentence that explains the proposed solution.
2. Circle a detail that supports the solution.
3. Do you think the solution is a good one? Explain your opinion. \_\_\_\_\_

# Sequence

It's important to understand the **sequence**, or order of events, in texts that you read. That way you know what happens and why. Read the tips below to make sure a sequence is clear to you. Then look at the example on the opposite page.

- Read through the passage and think about what the **main steps**, or stages, are.
- Look for words and phrases that **signal time**: *today, Monday, now, in an hour.*
- Look for words and phrases that **signal order**: *at first, during, then, once.*

**MARK IT UP** Read the passage on the next page, which describes how a butterfly grows and develops. Use the information from the passage and the tips above to answer the questions.

1. In the first paragraph, underline each of the four main stages of a butterfly's life.
2. Circle words or phrases that signal time or order. The first one is done for you.
3. Use the information from the passage to write captions for each of the steps illustrated below. Make sure to include signal words in your sentences.

## The Life Cycle of a Butterfly

1. The egg

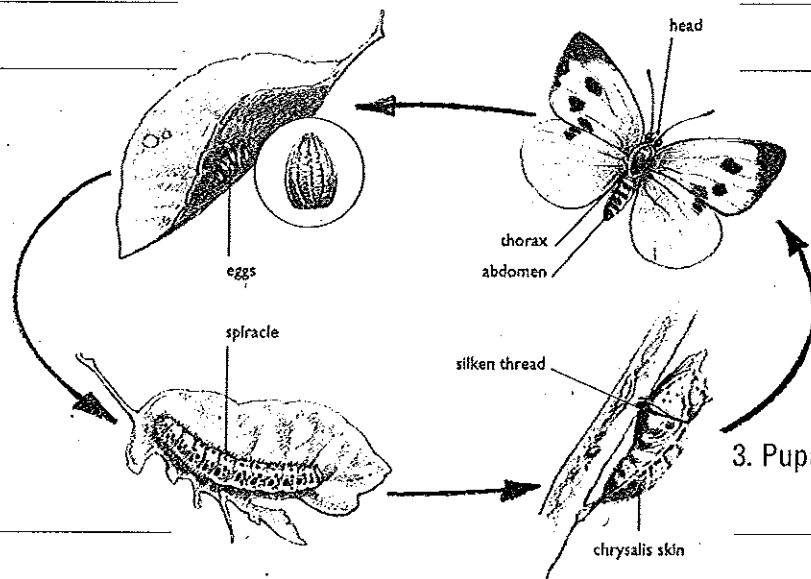
4. Butterfly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2. The caterpillar

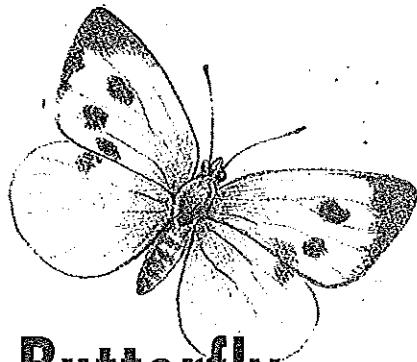
3. Pupa

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## A Butterfly Gets Its Wings

How does a butterfly get its wings? **During** its life, the butterfly goes through different growth stages. There are four main stages altogether: 1) the egg, 2) the caterpillar, 3) the pupa, and 4) the adult. The ancient Greeks called this whole process *metamorphosis*, a word we still use today.

At first, the butterfly is a single slimy egg, no larger than a fingertip. (Imagine its baby pictures!) The baby insect grows within the egg until it is ready to hatch. For most types of butterflies, this first stage lasts about 10 days. When the egg cracks open, a caterpillar crawls out.

In the second stage, the

caterpillar spends most of its time eating and growing (just like a teenager!). As the caterpillar becomes bigger, it sheds its spiky or fuzzy skin. This process is called *molting*. A caterpillar molts several times during its life. Once the caterpillar has shed its skin for the last time, it becomes a pupa.

In the third stage, the pupa immediately grows a hard shell called a *chrysalis*. Then, inside the chrysalis, the pupa goes through the changes that will make it a butterfly. The pupa's hormones turn its body into wings, antennas, and other butterfly parts. After all the changes are complete, the shell splits open. A butterfly is ready to make its entrance.

Finally, the adult butterfly breaks from the chrysalis. Its body, however, doesn't look quite right. It's all soft and wrinkly. As air and blood are pumped through the butterfly's body, it starts to look more like its usual self. In a short time, the butterfly is ready to try out its new wings. With a few flutters, it's off and away!

# Cause and Effect

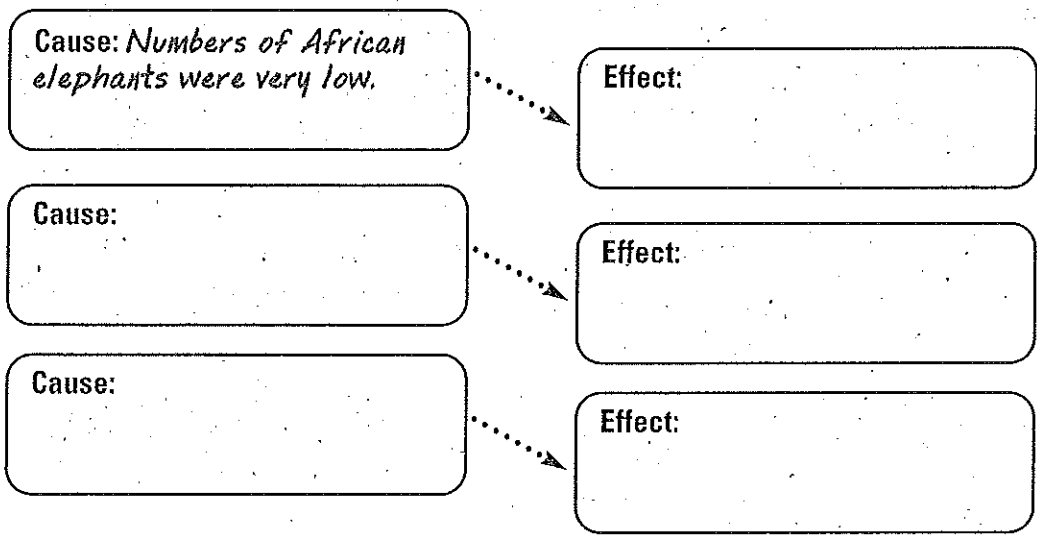
A cause is an event. An effect is something that happens as a result of that event. Identifying causes and effects helps you understand how events are related. The tips below can help you find causes and effects in any reading.

- Look for an action or event that answers the question "What happened?" This is the **effect**.
- Look for an action or event that answers the question "Why did it happen?" This is the **cause**.
- Identify words that **signal** causes and effects, such as *because, as a result, consequently, led to, and since*.

## MARK IT UP

Read the cause-and-effect passage on the next page. Then answer the following questions. Notice that the first cause and effect in the passage are labeled.

1. Sometimes a cause has more than one effect. Double-underline the three effects that occurred because hunters wanted the biggest tusks they could find.
2. Circle words in the passage that signal causes and effects. The first one is done for you.
3. Use the causes and effects in the second paragraph to complete the following diagram.

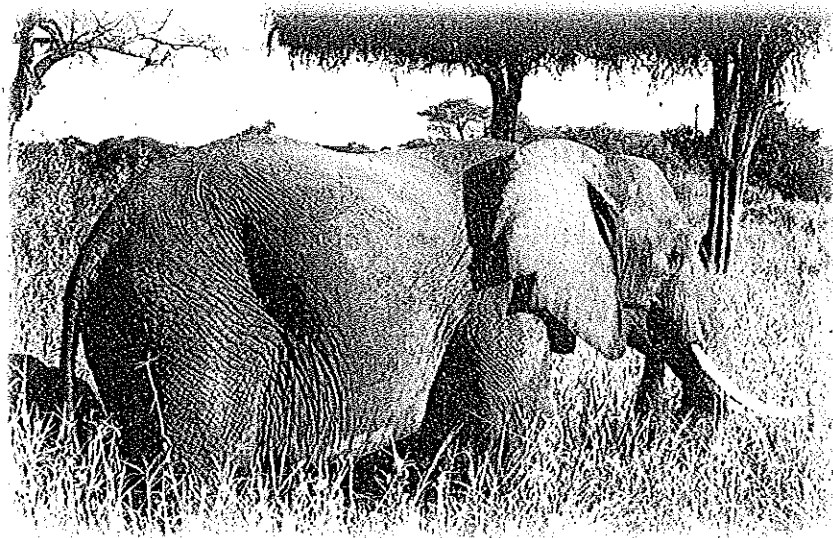


# African Elephants at Risk

For hundreds of years, African elephants have been killed for their ivory tusks. However, in the 1970s, the demand for ivory greatly increased. As a result, the number of African elephants greatly decreased. In addition, since hunters wanted the biggest tusks they could find, they killed the biggest elephants. Not surprisingly, many of the largest elephants have vanished. Today, tusks are only about half the size they were a hundred years ago.

Between 1979 and 1989, the African elephant population was

nearly cut in half. Because the numbers were so low, the African elephant was placed on the endangered species list. Finally, in 1989, a law was passed that put an end to international ivory trade. Consequently, the number of African elephants began to increase. Some African countries, however, objected to the law. These countries depend on the ivory trade. Their objections led to a slight loosening of the law in 1997. Today, some people fear that great numbers of elephants will be killed again.



# Comparison and Contrast

A comparison points out how two things are the same. A contrast points out how they are different. Comparisons and contrasts are important because they show how things or ideas are related. Use the following tips when you read any text that includes comparisons and contrasts, such as the example on the right.

- Watch for **direct statements of comparisons and contrasts**: "These are alike because . . ." or "There are some differences, such as . . ."
- Look for **words and phrases that signal comparisons**, including *also*, *in the same way*, *both*, and *too*.
- Pay attention to **words and phrases that signal contrasts**, such as *on the other hand*, *yet*, *but*, and *unlike*.

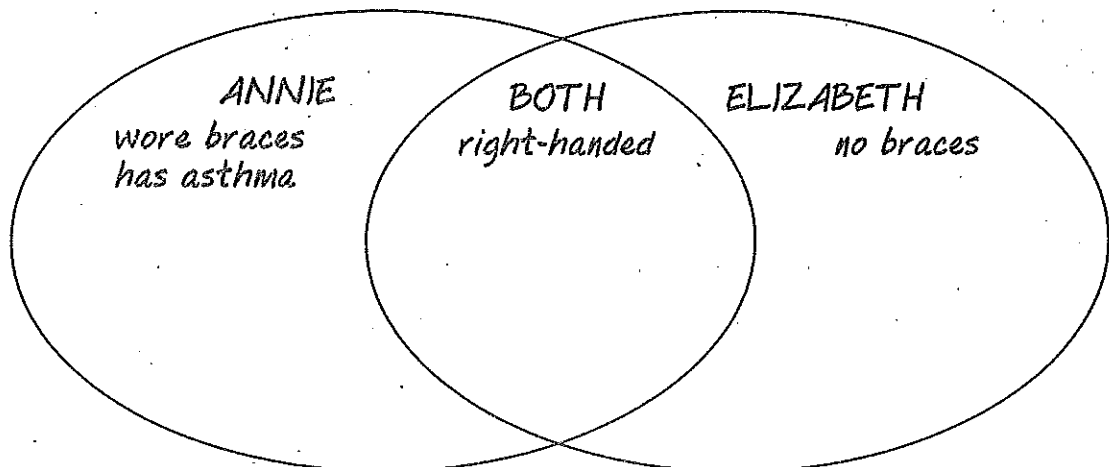
**MARK TIP** Read the article on the opposite page. Then answer the questions, using information from the article and the tips above.

1. Circle the words and phrases that signal comparisons. The first one is done for you.
2. Underline the words and phrases that signal contrasts. The first one is done for you.
3. In your own words, explain what a "mirror-image" twin is. Then draw a box around the part of the article that gives you that information.

---

---

4. A Venn diagram shows how two subjects are similar and how they are different. Complete this diagram, adding at least two similarities and two differences.



# Face to Face with Twins



Identical but not the Same

**A**nnie and Elizabeth say they're alike in many ways and different in others. That's common among identical twins. Annie and Elizabeth are both right-handed. They both wear contact lenses. Their hair looks the same. They lost their baby teeth at about the same time. And they both got their only cavity in the same tooth when they were 9.

"But Annie wore braces and I didn't," says Elizabeth, left. "Annie has asthma and I don't. Plus Annie has more freckles." The twins' mother often got confused when the

girls were babies. How could she tell them apart? One of Elizabeth's toes was more crooked than Annie's.

About 10 percent of identical twins are "mirror-image" twins: For example, one is right-handed, and the other is left-handed. But all twins have different fingerprints.

Annie and Elizabeth say they're best friends, yet competitive. "We fight over everything, but we do have different tastes in guys," says Annie. Elizabeth adds, "Sometimes being a twin is so weird. It's also fun and kind of cool." Annie agrees.

—from *National Geographic World*



# Argument

An argument is an opinion backed up with reasons and facts. Examining an opinion and the reasons that back it up will help you decide if the opinion makes sense. The following tips will help you read an argument.

- Look for words that **signal an opinion**: *I think, feel, argue, or claim*.
- Look for reasons, facts, or expert opinions that **support** the argument.
- Look for overgeneralizations or other **errors in reasoning** that may affect the argument.

## MARK IT UP

Read the argument on the next page and answer the following questions.

1. Circle the words that signal an opinion. The first one is done for you.
2. Underline the phrases that give the author's opinion.
3. Draw a box around the statement that is not supported by reasons or facts.
4. The author presents both sides of the issue. Fill in the chart below. The first one has been done for you.

Pros	Cons
<i>Spirit Week is a way to show creativity.</i>	

# Save Spirit Week

by David Pinsky

Signal word

Teachers at Harrison Middle School **feel** that Spirit Week should be canceled. They argue that it interrupts classes in many ways. Students may forget to do their homework as they concentrate on the Spirit Week themes. A few students skip classes and some go to a different lunch period. Students spend extra time in the bathrooms combing their hair and adjusting their outfits. Some students goof around in class and find it hard to settle down. If Spirit Week isn't canceled, teachers warn that the school will no longer be a good place to learn.

We, the students, feel that Spirit Week encourages us to be better students. Spirit Week is a way for us to show our creativity. For example, last year we had a 70s theme. Students learned how a person dressed during this decade, and they tried to imitate those fashions. Such a theme teaches us about culture and history. Spirit Week also gives us a feeling of pride. At the end of the week, we wear our school colors and support our basketball team against our rivals, the Wildcats. Finally, we feel that Spirit Week teaches us how to work in groups and how to plan and organize an event. Everyone loves Spirit Week. We ask the Harrison School Board to consider our plea and save Spirit Week.

## Reading an Application

Reading and understanding an application will help you fill it out correctly. Use the following strategies when reading the application on the next page.

- A** Begin at the top. Scan the application to see what the different sections are.
- B** Watch for sections you don't have to fill in or questions you don't have to answer.
- C** Look for difficult words or abbreviations, such as *NA* (not applicable), *ph.* (phone number), or *Y/N* (yes or no).
- D** Look for instructions about other materials to be included with the application.

**MARK IT UP** Imagine that you want to attend Camp Chili Pepper this summer. Read the application on the next page. Then answer the following questions.

1. On the application, number the three different sections.
2. Cross out the section you are *not* supposed to fill out.
3. Put an asterisk (\*) next to all of the questions that have to do with your health or physical well-being.
4. Underline the materials you may have to submit along with the application.
5. Circle any questions, words, or abbreviations that you don't understand.
6. **ASSESSMENT PRACTICE** Which of the sections on the application should you leave blank?
  - A. Emergency Contact
  - B. Home Phone
  - C. For Office Use Only
  - D. Date of Birth
7. Fill out the application as best you can.

# **A** CAMP CHILI PEPPER • DAY CAMP APPLICATION

## CAMPER INFORMATION

Please print neatly.

Camper's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Date of Birth \_\_\_\_\_ Male/Female (circle one)

YMCA Member? \_\_\_\_\_ If so, enclose a copy of your membership card. **D**

What school do you attend? \_\_\_\_\_ Grade \_\_\_\_\_

Mother's Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Father's Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Emergency Contact \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Do you have a sibling attending camp? \_\_\_\_\_ If so, name \_\_\_\_\_

**HEALTH INFORMATION:** Check any of the following health problems that affect you:

\_\_\_ asthma    \_\_\_ bee sting allergy    \_\_\_ food allergy    \_\_\_ diabetes

\_\_\_ other ( \_\_\_\_\_ )    \_\_\_ NA **F**

Please enclose a doctor's note describing any special care or medications you need.

Can you swim? \_\_\_\_\_

Please write a brief paragraph explaining why you want to attend Camp Chili Pepper.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SESSION INFORMATION

You may sign up for no more than two activities in each session. You may sign up for the same activity more than once (for example, you may sign up for Music & Art in both Session 1 and Session 2).

### Session 1 (June 17-21)

- \_\_\_ Activity A: Music & Art
- \_\_\_ Activity B: Soccer
- \_\_\_ Activity C: Nature Hiking

### Session 2 (June 25-30)

- \_\_\_ Activity A: Music & Art
- \_\_\_ Activity B: Soccer
- \_\_\_ Activity C: Nature Hiking

## FOR OFFICE USE ONLY

**B** Date \_\_\_\_\_ Session \_\_\_\_\_ Wait List \_\_\_\_\_ Siblings \_\_\_\_\_

# Reading a Public Notice

If you don't read public notices, you might miss out on important events happening in your area. These tips can help you read all kinds of public notices. As you read each tip, look at the sample notice on the right.

- A** Read the notice's **title**, if it has one. The title will tell you what the notice is about.
- B** Ask yourself, "**Could the information in this notice affect me or someone I know?**" If your answer is yes, then you should pay attention to it.
- C** Read any **instructions**—actions the notice is asking or telling you to take.
- D** Look for a **logo, credit, or other way of telling who created the notice**.
- E** Watch for **details** that tell you how you can find out more on the topic.
- F** Look for **special features** designed to make the notice easier to understand, such as instructions in more than one language.

**MARK IT UP** The notice on the opposite page is from a neighborhood youth center. Read it carefully and answer the questions below.

1. What is this notice about? \_\_\_\_\_
2. Circle the part of the notice that tells you who is allowed to participate in activities at the youth center.
3. Which activity does not require parental permission? \_\_\_\_\_
4. Put a star next to the part of the notice that tells who created it.
5. Put a box around parts that tell where you can get more information.
6. **ASSESSMENT PRACTICE** It is especially important to sign up early for the swim class because
  - A. parental permission is not required
  - B. class will not be held on April 4
  - C. there is room for only 15 students
  - D. participants must bring cleats and shin pads

## **A** UPCOMING ACTIVITIES at the Springfield Youth Center

**B** All Springfield residents ages 7 to 18 are eligible to take part. Space is limited, so sign up now!

### Youth Soccer

Having a good time is our goal! Teams are forming for ages 7 to 9, 10 to 12, and 13 to 18. Beginners are welcome. See page 14 for information on dates, times, locations, and fees. *Parental permission is required to participate. Bring cleats and shin pads if you own them.*



### Learn to Swim

This class, taught by qualified instructors, will take you from treading water to dog paddling to the backstroke. It is held at the Richmond Aquatic Center **B** at 1129 North Halsted. See page 14 for dates, times, and fees. *This class is limited to 15 students. Parental permission is required to participate.*



### Jazz Band

Bring a musical instrument and your creative skills to the Youth Center at 4 P.M. on Tuesdays. Certified music teacher Chris Pizziferro will provide supervision and instruction. *Class will not be held on April 4.*



Youth Center

Springfield Youth Center

280 West Clark St.

Springfield, CA 90076-3304

For information: 555-4832

**B** Para los hispanohablantes, llame por favor a 555-4844

Home page: <http://www.springfield.ca.gov/youthctr.home.html>

## Reading a Web Page

You can use the World Wide Web to find information for reports, projects, or just for fun. The tips below will help you understand all kinds of Web pages. As you read the tips, look at the sample Web pages on the right.

- A** The page's **Web address**, sometimes called a URL, tells you where you are.
- B** Read the **title** of the page—it's usually near the top. It will give you a general idea of what topics the page covers.
- C** Look for **menu bars** along the top, bottom, or side of the page. These tell you about other parts of the site.
- D** Notice any **links** to related pages. Links are often underlined words.
- E** Some sites have **interactive areas** where you can ask a question or tell the site's creators what you think of their work.

**MARK IT UP** Read the two Web sites on the right-hand page. One is a search engine that shows responses to a student's search. The other is a site linked to one of those responses. Then use the information from the sites and the tips above to answer these questions.

1. Put a star by the Web address of each page.
2. Circle the part of the "LookQuick" site that shows what question the student asked.
3. On the "All About Asteroids" site, which link would you click on if you wanted to learn about asteroids and dinosaurs?  
\_\_\_\_\_
4. Which link would you click on to find a list of sources the "All About Asteroids" creators used?  
\_\_\_\_\_
5. **ASSESSMENT PRACTICE** The "All About Asteroids" site gives information on
  - A. how many asteroids hit Mars each year
  - B. how people can make their own asteroids
  - C. what an asteroid is
  - D. all of the above

Location: <http://www.lookquick.com/search/+asteroids+hit+Earth>

## LookQuick

Could an asteroid hit Earth?

Search Again

Select words to add to your search...

asteroid belt  minor planet  planetoid  Ceres

9,807 pages found; best matches first.

### 100% All About Asteroids

<http://www.finditout.org/science/space/asteroid.html>

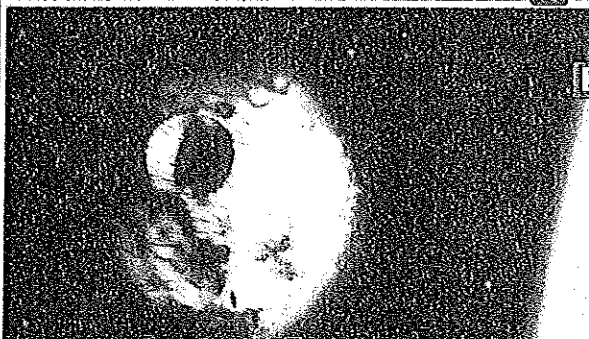
An asteroid is a chunk of rock that travels through space. The largest... [More Like This](#)

### 98% Near Earth Asteroid Rendezvous

<http://www.turboweb.net/members/jacqueline/NEAR>

The Near Earth Asteroid Rendezvous spacecraft has been in orbit... [More Like This](#)

Location: <http://www.finditout.org/science/space/asteroid.html>



An asteroid is a chunk of rock that travels through space. The largest known asteroid is 580 miles in diameter! Recently, there have been movies, TV shows, and magazine articles about the possibility of an asteroid crashing into the earth. Could this really happen? Click on the links to find out more.

What are asteroids?

When was the first asteroid discovered?

Did an asteroid cause the dinosaurs to die out?

What are the chances that an asteroid will hit Earth?

Who is watching the skies for asteroids?

Ask us an asteroid question

Take this poll

Do you think an asteroid will end the world?

# ALL ABOUT ASTEROIDS

[See More Science Topics](#) [See More General Topics](#) [Search This Site](#) [E-mail the Authors](#) [See Related Sites](#) [Bibliography](#)



# Reading Technical Directions

Technical directions help you use the products you buy. The following strategies will help you read and follow technical directions.

- A** Read all the steps carefully at least once before you begin.
- B** Look for **numbers** or **letters** that indicate the steps you should follow.
- C** Match the numbers or letters to the visual, if there is one.
- D** Look for **words** that tell you what to do, such as *press*, *select*, *set*, or *turn*.
- E** Pay close attention to **warnings** or **notes** with more information.

**MARK IT UP** Use the information from the technical directions on the following page to help you answer the questions.

1. Circle the words in each step that tell you what to do.
2. Look for the numbers that have multiple steps. Box the extra set of steps.
3. What happens when you press the ENTER button?  
\_\_\_\_\_
4. Which step indicates that you will see a screen of the Timer Setup menu?  
\_\_\_\_\_
5. What does the warning tell you?  
\_\_\_\_\_
6. **ASSESSMENT PRACTICE** What key is used to make the Setup menu appear on screen?
  - A. Enter
  - B. Power
  - C. Menu
  - D. Timer

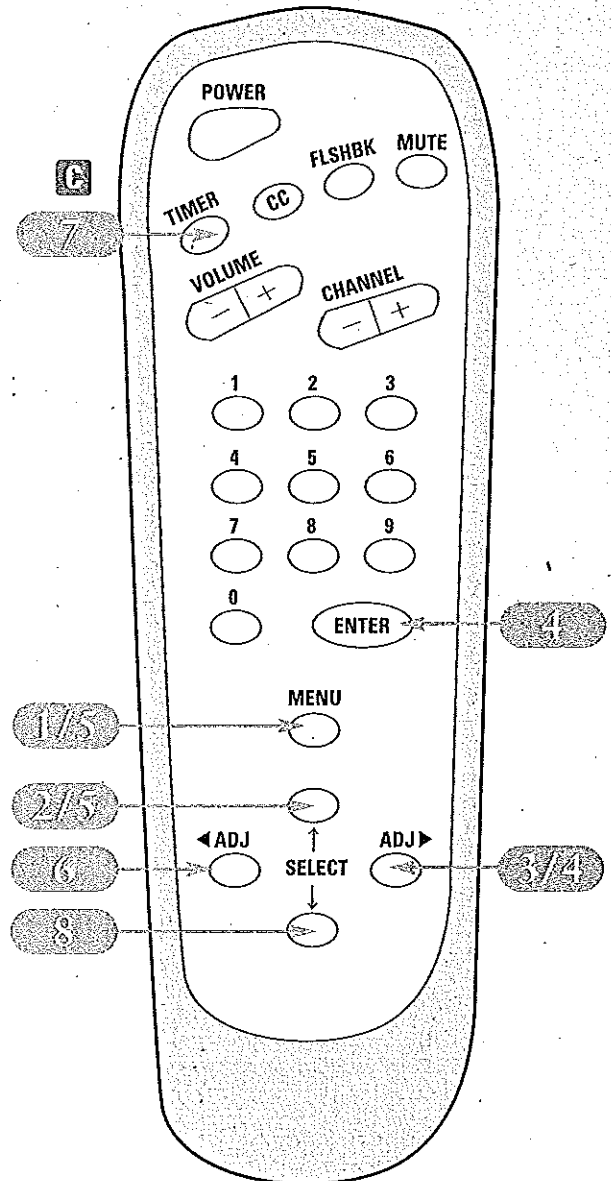
## A Setting the Sleep Timer

1. Press the MENU key. The Setup menu will appear on your television.
2. Select the Timer Setup on your screen by using the UP/DOWN arrows on your remote control.
3. Now press the RIGHT/LEFT arrows. A menu of the Timer Setup will appear on the screen.
4. Sleep Timer: Use the RIGHT/LEFT arrows to program the length of time until the TV shuts down. You can select any time from ten minutes to four hours. Press ENTER or QUIT to return to TV viewing.

## Setting On/Off Timer

5. Follow steps 1 and 2 above to get to the Timer Setup menu. Using the UP/DOWN arrows on the remote control, select On Time on your screen.
6. Press the RIGHT or LEFT arrow to adjust the time your television will turn on automatically.
7. Press the TIMER button to choose either A.M. or P.M.
8. Repeat steps 5 through 7 to set Off Time. Use the UP/DOWN arrows to select the On/Off Timer and activate the timer by pressing a RIGHT/LEFT arrow.

**WARNING:** The On/Off timer will not work until the clock on your television has been set.



# Product Information: Medicine Labels

The labels on such over-the-counter (OTC) medicines as pain relievers, cough syrups, and nasal sprays provide information about the medicines' use and dosage. Learning to read OTC labels will help you take these medicines safely and effectively. Look at the example label as you read each strategy below.

- A** Read the **list of conditions or illnesses** the medicine can be used to treat.
- B** Pay attention to the **directions** that tell who should take the medicine. They also provide information on the **recommended daily dose**: how much and how often the medicine should be taken.
- C** Read the **warnings** section carefully. This section tells users how long the medicine can safely be taken and explains what to do if the condition continues or new symptoms appear. It also contains a warning for new mothers.
- D** Always note this sentence, which appears on many medicines. It serves as a **reminder** that even OTC medicines can be dangerous in the wrong hands.


### Extra-Strength Non-Aspirin


**A** **INDICATIONS:** For the temporary relief of minor aches and pains associated with the common cold, headache, toothache, muscular aches, backache, for the minor pain of arthritis, for the pain of cramps, and for the reduction of fever.

**B** **DIRECTIONS:** Adults and children 12 years of age and older: Take 2 tablets every 4 to 6 hours. No more than a total of 8 tablets in any 24-hour period, or as directed by a doctor. Not for use in children under 12 years of age.

**C** **WARNINGS:** Do not take for pain for more than 10 days or for fever for more than 3 days unless directed by a physician. If pain or fever persists or gets worse, if new symptoms occur, or if redness or swelling is present, consult a physician. If you are pregnant or nursing a baby, seek the advice of a health professional before using this product.

**D** **KEEP THIS AND ALL MEDICINES OUT OF CHILDREN'S REACH.** In case of accidental overdose, contact a physician or poison control center immediately.

 Mtd. for Aspirin Laboratories  
Chicago, IL 60601

  
18948 11 65238

**MARK YOUR** Read the medicine label to help you answer these questions.

- 1. Circle the conditions or illnesses the medicine can be used to treat.
- 2. How many tablets can be safely taken in one day? \_\_\_\_\_
- 3. Who should not take the tablets at all? \_\_\_\_\_
- 4. What should you do if the pain gets worse after taking the tablets? \_\_\_\_\_
- 5. Draw an arrow that points to the warning about young children. What should be done if a child takes a handful of the tablets? \_\_\_\_\_
- 6. **ASSESSMENT PRACTICE** How often should the tablets be taken?
  - A. every 4 to 6 hours
  - B. every 8 hours
  - C. every 12 hours
  - D. every 24 hours

# Reading a Bus Schedule

Knowing how to read a schedule accurately will help you get to places on time. Look at the example as you read each strategy in this list.

- A** Scan the **title** to learn what the schedule covers.
- B** Look at **labels of dates** or **days of the week** to learn when the schedule is in operation.
- C** Study **place labels**, such as stations, to understand specific stops on the schedule.
- D** Look at **expressions of time** to know what hours or minutes are listed on the schedule.

Bus Route 333: Grand Avenue <b>A</b> Weekday Mornings—EASTBOUND <b>B</b>					
<b>C</b> Lawrence Station	Chestnut St. Mall	Grand & Lincoln	Memorial Hospital	Grand & Delaware	Three Rivers Station
<b>D</b> 4:57 A.M.	5:03 A.M.	5:06 A.M.	5:10 A.M.	5:16 A.M.	5:19 A.M.
5:38	5:44	5:48	5:53	5:59	6:02
5:55	6:02	6:06	6:11	6:18	6:22
6:15	6:22	6:26	6:31	6:38	6:42
6:35	6:42	6:46	6:51	6:58	7:02
7:00	7:08	7:13	7:19	7:28	7:33
7:15	7:23	7:28	7:34	7:43	7:48
7:30	7:38	7:43	7:49	7:58	8:03
7:55	8:03	8:08	8:14	8:23	8:28
8:25	8:33	8:38	8:44	8:52	8:57
8:50	8:58	9:03	9:09	9:17	9:22
9:20	9:28	9:33	9:39	9:47	9:52
9:50	9:58	10:03	10:09	10:17	10:22
10:20	10:28	10:33	10:39	10:47	10:52
10:50	10:58	11:03	11:09	11:17	11:22
11:20	11:28	11:33	11:39	11:47	11:52
11:50	11:58	12:03 P.M.	12:09 P.M.	12:17 P.M.	12:22 P.M.

**MARK IT UP** Use the schedule above to answer the following questions or statements.

- What main street do the buses on this route take? \_\_\_\_\_  
Circle the part of the page that gave you this information.
- Is this a weekday, weekend, or holiday schedule? \_\_\_\_\_  
Circle the part of the page that gave you this information.
- Put an "X" by both the fourth and fifth stops on this route.
- What time would you arrive at Three Rivers Station if you caught the 8:50 A.M. bus from Lawrence Station? Underline the part of the page that gave you this information.
- ASSESSMENT PRACTICE** In what direction do the buses on this route travel?  
 A. west  
 B. north  
 C. south  
 D. east