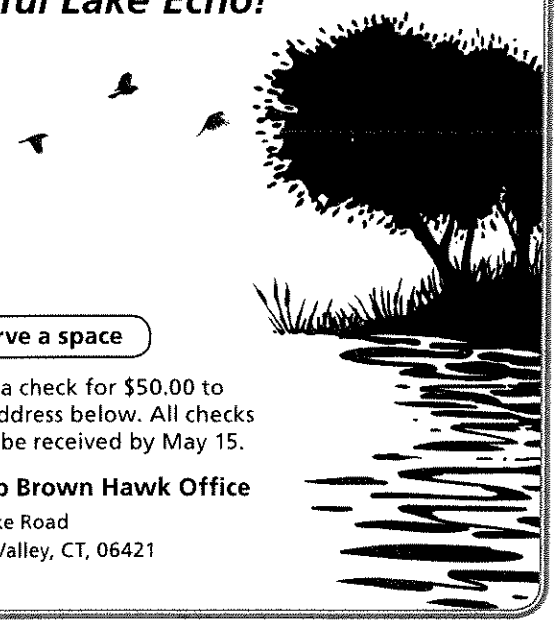
Name: _____

READ THE AD Read the ad carefully to learn about Camp Brown Hawk.

Spend the summer at Camp Brown Hawk!

Camp is located on beautiful Lake Echo!



Counselors lead campers in these activities:

- hiking on beautiful trails
- swimming
- canoeing and kayaking
- doing crafts such as pottery and woodcarving
- doing fun, nature-based science activities
- singing songs around the campfire

About Camp Brown Hawk:

- We're 80 years old this year.
- All camp staff are trained and experienced.
- Each cabin houses eight boys or girls.
- Kids from ages 6 to 16 are welcome.

Reserve a space

Send a check for $50.00 to the address below. All checks must be received by May 15.

Camp Brown Hawk Office
32 Lake Road
Echo Valley, CT, 06421

STRATEGY PRACTICE What is the most important information you would tell a friend about Camp Brown Hawk? Why?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Under which heading would you look to find out if the camp offers bird-watching?**
   - Ⓐ Camp is located on beautiful Lake Echo!
   - Ⓑ Counselors lead campers in these activities
   - Ⓒ About Camp Brown Hawk
   - Ⓓ Reserve a space

2. **Which evidence best supports the idea that the camp is fun?**
   - Ⓐ The camp is 80 years old.
   - Ⓑ Kids between 6 and 16 years old can attend.
   - Ⓒ It costs $50 to reserve a space.
   - Ⓓ There are hiking trails for campers to use.

3. **Which evidence best supports the idea that the camp is safe?**
   - Ⓐ There are eight kids per cabin.
   - Ⓑ The camp is on a lake.
   - Ⓒ The counselors are trained.
   - Ⓓ Campers sing songs.

4. **Why does the ad include a picture?**
   - Ⓐ to make the lake look appealing
   - Ⓑ to show exactly what the camp looks like
   - Ⓒ to illustrate the camp's activities
   - Ⓓ to show how to get to the lake

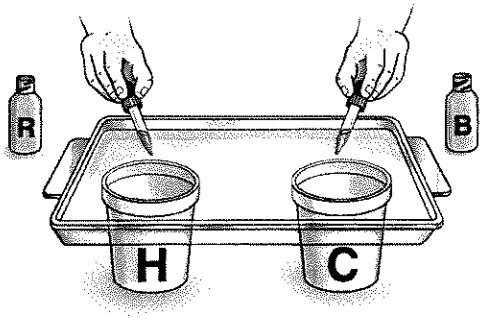
Name: _____

READ THE EXPERIMENT Read each part of the experiment carefully.

Water in Motion

What You Need:

- clear glass tray
- lukewarm water
- large cup with 200 ml of very hot water
- large cup with 200 ml of ice water
- red and blue liquid food coloring



Directions:

1. Fill the tray with lukewarm water.
2. Set the tray on top of the two cups, with the hot cup under one end and the cold cup under the other.
3. Add four drops of red food coloring to the water above the hot cup and four drops of blue food coloring to the water above the cold cup. Add both colors at the same time.

Results:

Color	Water	Observations
blue	cold	sinks and stays together; moves slowly toward hot side in a band of color; spreads out over the hot cup
red	hot	spreads quickly across the top; covers whole top in 1-2 minutes, then starts to sink

STRATEGY PRACTICE Why are the materials and the directions in two separate lists?

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. Which information is included in the drawing that is *not* listed in the experiment?
   - Ⓐ adding lukewarm water
   - Ⓑ labeling hot and cold water
   - Ⓒ placing the tray on the cups
   - Ⓓ putting food coloring in the water

2. The numbered list tells the _____.
   - Ⓐ steps to take during the experiment
   - Ⓑ materials needed for the experiment
   - Ⓒ results of the experiment
   - Ⓓ reasons to conduct the experiment

3. This experiment is the most similar in writing style to _____.
   - Ⓐ an ad
   - Ⓑ a recipe
   - Ⓒ a magazine article
   - Ⓓ an illustrated story

4. How does the red water move differently from the blue water?
   - Ⓐ It spreads more slowly across the top.
   - Ⓑ It sinks below the blue water more quickly.
   - Ⓒ It moves in a narrower band across the surface.
   - Ⓓ It moves more quickly and spreads out more.

Name: _____

READ THE PASSAGE Read the passage and study the chart.

Measuring Earthquakes

Scientists study earthquakes with a tool called a seismometer, which records movements in the ground. In 1935, a scientist named Charles Richter invented a system of measuring earthquakes. It is called the Richter scale. The current method for measuring earthquakes is consistent with this scale. An earthquake is assigned a number between 1 and 10 to describe how much energy it releases, or its magnitude. A magnitude 1.0 earthquake is so weak that it is never felt, while an 8.0 causes severe damage.

Magnitude	Average Number of Earthquakes	Earthquake Effects
2.0–2.9	1,300,000 per year	Rarely felt but are recorded on seismometers
3.0–3.9	130,000 per year	Barely noticeable; hanging objects may swing
4.0–4.9	13,000 per year	Most people notice them; buildings shake
5.0–5.9	1,300 per year	Everyone notices them; windows may break
6.0–6.9	134 per year	Walls may crack; chimneys may fall
7.0–7.9	18 per year	Ground cracks; weak buildings fall down
8.0–8.9	1 per year	Many buildings fall; bridges collapse
9.0–9.9	1 per 20 years	Complete devastation over a wide area
10.0+	Extremely rare	Never recorded

STRATEGY PRACTICE How is the introductory passage important to understanding the chart?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. Where is information about the frequency of earthquakes measuring 4.0–4.9?
   - Ⓐ in the chart's "Earthquake Effects" column
   - Ⓑ in the introductory paragraph
   - Ⓒ in the chart's "Average Number of Earthquakes" column
   - Ⓓ in the chart's "Magnitude" column

2. Compared to a magnitude 6.0 earthquake, a magnitude 5.0 earthquake is more _____.
   - Ⓐ common
   - Ⓑ destructive to chimneys
   - Ⓒ noticeable
   - Ⓓ detectable by seismometers

3. Detailed information about what happens during an 8.0 earthquake is located _____.
   - Ⓐ in the chart's "Earthquake Effects" column
   - Ⓑ in the introductory paragraph
   - Ⓒ in the chart's "Average Number of Earthquakes" column
   - Ⓓ in the chart's "Magnitude" column

4. According to the chart, as earthquakes increase in magnitude, _____.
   - Ⓐ they are more quickly measured
   - Ⓑ they occur more frequently
   - Ⓒ they cause more damage
   - Ⓓ they are more likely to occur in cities

Name: _____

7th

Determine Important Information

WEEK 5 DAY 4

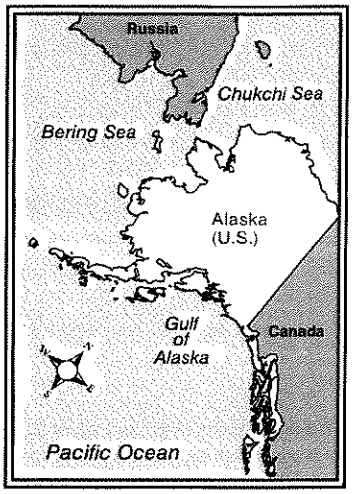
READ THE PASSAGE Think about why the writer uses bulleted information.

The Most Dangerous Job

It has been called the deadliest job in the world. In fact, there is even a reality television series about it. But why is Alaskan king crab fishing considered so life-threatening?

People catch king crabs in the Gulf of Alaska and the Bering Sea. These are frigidly cold waters, even at the height of summer. The Alaskan king crab fishing season runs for a few weeks in the fall and winter. Crab fishers drop huge steel cages filled with bait into the sea and then haul them up when crabs climb in. The cages are heavy, the seas are rough, and workers can be swept overboard into the freezing water.

The season is short, so workers must put in long hours during very few weeks, often working in the dark. Add to that the frequent storms and the physical exhaustion, and the job becomes incredibly risky. The positive side of such dangerous work is the possibility of making a large amount of money in a short period of time—but only if you survive the season!



The Good and the Bad

- In 2006, $127 million worth of crab was caught.
- Crew members make between $27,000 and $50,000 per season.
- Fishing shifts last for 18 to 20 hours.
- Between 20 and 40 boats overturn each year.

STRATEGY PRACTICE Describe a situation when the information from "The Good and the Bad" would be important or useful.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. Which evidence best supports the idea that crab fishing is dangerous?
   - Ⓐ the existence of a reality television show
   - Ⓑ descriptions of fishing conditions
   - Ⓒ a description of how crabs are caught
   - Ⓓ how much money fishermen make

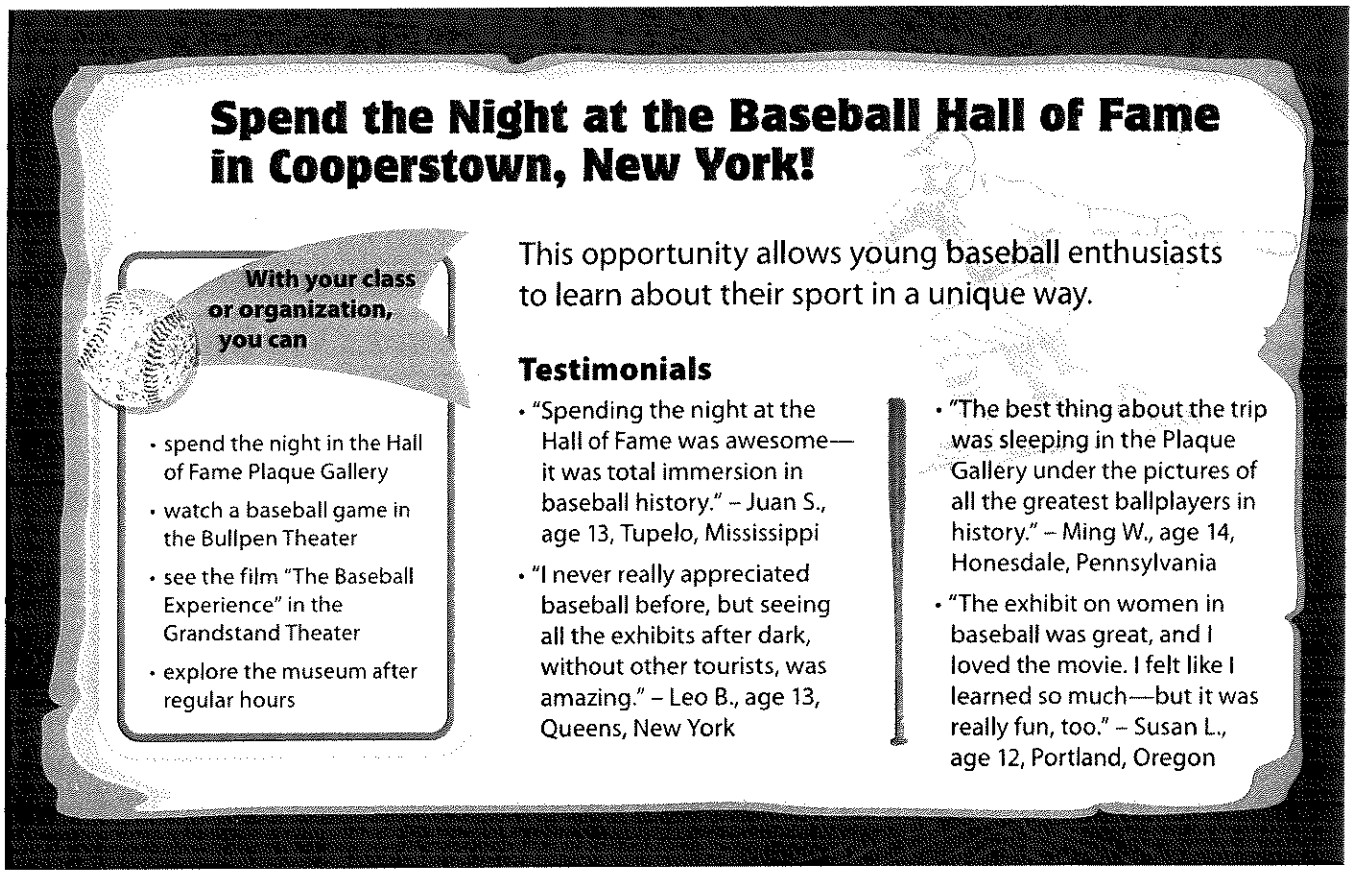
2. Which evidence best supports the statement that crab fishing is life-threatening?
   - Ⓐ The cages are heavy.
   - Ⓑ Workers put in long hours.
   - Ⓒ Workers can be swept overboard.
   - Ⓓ The season takes place in fall and winter.

3. Compared to most other professions, king crab fishing _____.
   - Ⓐ is difficult and risky
   - Ⓑ has better working conditions
   - Ⓒ pays less money
   - Ⓓ happens in a warmer area

4. What kind of information is given in the bulleted list?
   - Ⓐ reasons crab fishing is dangerous
   - Ⓑ a timeline of crab fishing events
   - Ⓒ statistics on crab fishing sales
   - Ⓓ crab-fishing data

Name: _____

READ THE POSTER Think about how the writer organized the information in the poster.



Spend the Night at the Baseball Hall of Fame in Cooperstown, New York!

With your class or organization, you can

- spend the night in the Hall of Fame Plaque Gallery
- watch a baseball game in the Bullpen Theater
- see the film "The Baseball Experience" in the Grandstand Theater
- explore the museum after regular hours

This opportunity allows young baseball enthusiasts to learn about their sport in a unique way.

Testimonials

- "Spending the night at the Hall of Fame was awesome—it was total immersion in baseball history." – Juan S., age 13, Tupelo, Mississippi
- "I never really appreciated baseball before, but seeing all the exhibits after dark, without other tourists, was amazing." – Leo B., age 13, Queens, New York
- "The best thing about the trip was sleeping in the Plaque Gallery under the pictures of all the greatest ballplayers in history." – Ming W., age 14, Honesdale, Pennsylvania
- "The exhibit on women in baseball was great, and I loved the movie. I felt like I learned so much—but it was really fun, too." – Susan L., age 12, Portland, Oregon

STRATEGY PRACTICE How is each section of the poster important for convincing people to visit the Baseball Hall of Fame?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. Which evidence best supports the idea that the overnight trip is fun?
   - Ⓐ facts about the Hall of Fame
   - Ⓑ visitors' testimonials
   - Ⓒ details about the gallery
   - Ⓓ the name of the film
2. Which of these things can groups do on the overnight trip?
   - Ⓐ discuss the museum with daytime tourists
   - Ⓑ talk to famous baseball players
   - Ⓒ explore the museum after regular hours
   - Ⓓ eat dinner in the Hall of Fame
3. The visitors' testimonials include _____.
   - Ⓐ quotations from young visitors
   - Ⓑ baseball statistics
   - Ⓒ directions to the museum
   - Ⓓ historical information
4. According to the poster, the people who can spend the night at the Hall of Fame are _____.
   - Ⓐ kids and their families
   - Ⓑ professional baseball players
   - Ⓒ museum members
   - Ⓓ organizations or classes