

Level
A

Exploring

Content Area READING

- Science
- Social Studies
- Language Arts
- Mathematics

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For teachers' inspection ONLY

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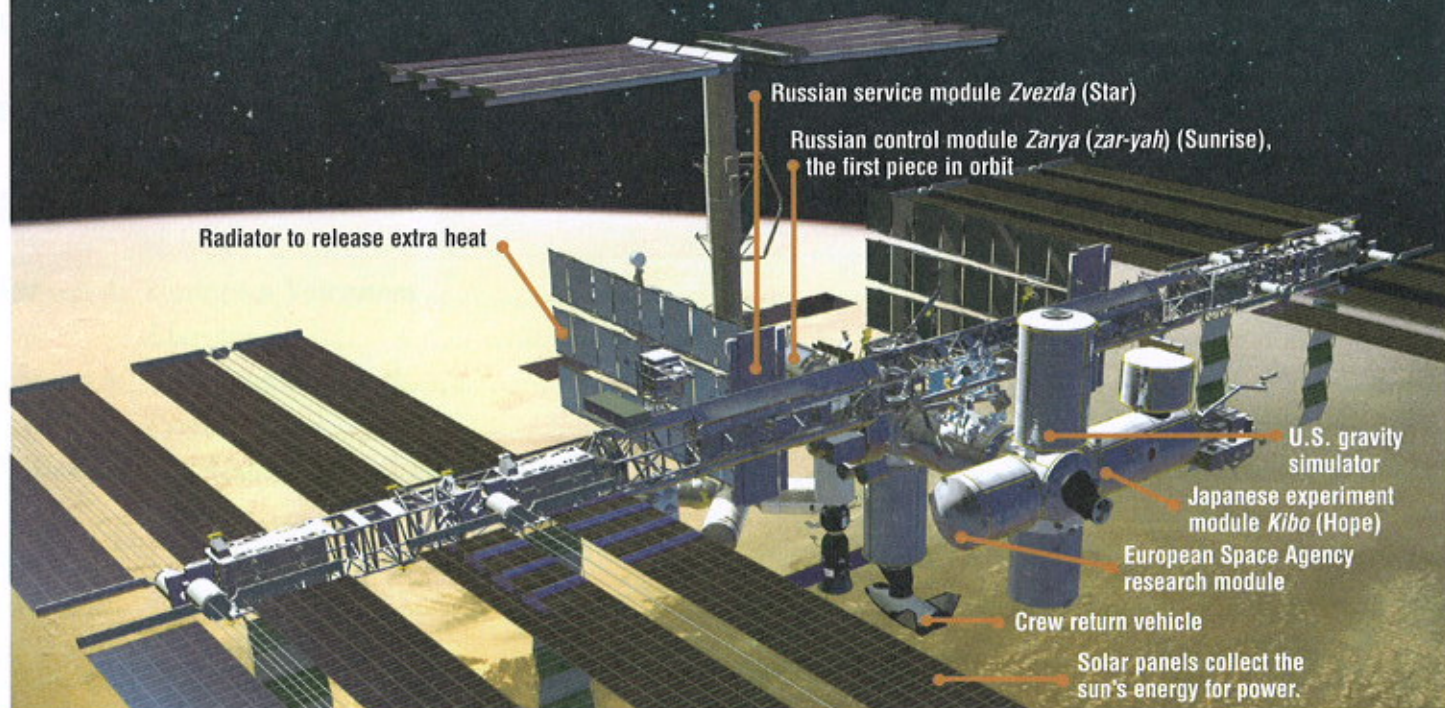
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A BASE IN SPACE



How the Completed Station Will Look

It's home sweet home. Except this home is 230 miles above Earth! The International Space Station won't be finished until 2006. When it is completed, it will be as long as two football fields. That will make the station the biggest human-made object ever to float in space.

Sixteen nations, including the U.S. and Russia, have worked together to build the lab. Right now, a team of astronauts is busy building the station. While they work, they're staying in a small living section called *Zvezda* [ˈzvezda]. (That's the Russian word for "star.") Their little home has food, water, a machine to make oxygen so they can breathe easily, laptop computers, exercise machines—even a high-tech toilet!

The pieces of the space station are being sent from Earth. It will take more than 40 trips to get all the stuff up in space. Once the pieces are up there, it's pretty easy to put them together. That's because the gravity in space is very low. Materials that weigh tons on Earth are light as a feather in orbit.

When the International Space Station is complete, astronauts on board will do experiments. They will see if being weightless for a long time affects their health. They hope to invent things that work better in low gravity. One day, the space station may be a launching pad for a mission to Mars and other planets. No wonder astronauts are sky high about the future of the International Space Station!

Comprehension Connection



Before Reading

1. What do you know about space flight and living in outer space?
2. What do you think this article will be about?
3. What are three things you would like to find out about the base in space?

During Reading

1. Why is the International Space Station important?
2. What does this article make you want to learn more about?
3. How do the words *oxygen*, *gravity*, *experiments*, and *launching pad* relate to the article's topic?

After Reading

1. What is the main idea of "A Base in Space"? Tell how you know.
2. What do you think about the building of an international space station?
3. What is the author's viewpoint about this subject? How do you know?

Skill Focus

Using Graphic Features to Locate Information

The author put in a detailed diagram—or picture—of the space station. Just a quick look at it tells you that this article will be about a large building in outer space. The section that shows the living space tells you that the station is for astronauts living and working in outer space.

You can study the diagram to learn what the space station looks like. It also helps you understand where each part is, how big it is, and how the parts are put together. The words used to tell about each part let you know what the part is used for.

When you read about science topics, remember to study pictures and diagrams carefully. They often give you as much information as the words do. Graphics also work hand-in-hand with the words to help you understand the main idea. For example, in the second paragraph, the author tells about *Zvezda*, the little living section. You can look at the diagram to see where *Zvezda* is and how small it is.

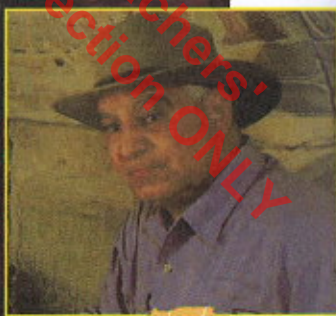
Writer's World

1. Research the progress on the International Space Station. Write a newspaper article telling how the work is going. Describe any problems astronauts have had.
2. Pretend you are an astronaut living and working on the space station. Write a journal entry about your day. Explain how you feel about your work.
3. Pretend you are a science teacher. Write a detailed plan for how you would use this article to teach students about gravity.



Ancient Egypt

Zahi Hawass, right, discovered the mummy of a well-known governor. It was inside this limestone coffin.



How Mummies Were Made

The ancient Egyptians believed in life after death. But they also believed that a person couldn't live forever unless the dead body stayed in good condition. So Egyptians tried to preserve the bodies of the dead. These preserved bodies are called **mummies**. By studying mummies (and written records), today's scientists have learned how they were made.

In the Body

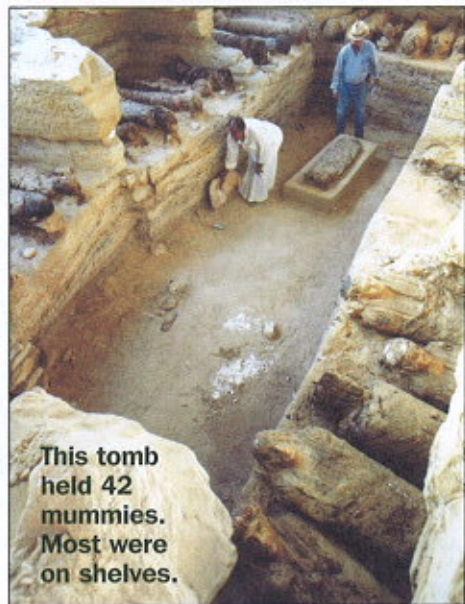
To make a mummy, priests first opened up the dead body. Then they removed most of its organs. Organs were dried and placed in special jars.

Next, the inside of the body was washed. It was also packed with linen or sawdust and sewn up. Then the body was covered in a powder called **natron**. It took 40 days for this salt-like substance to dry

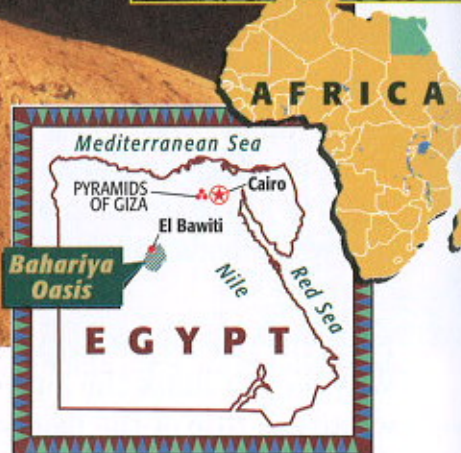
out the body. Finally, the body was wrapped in linen bandages and put in a coffin.

Burying Mummies

A few mummies were placed in pyramids. But most were buried in special tombs. The ancient Egyptians knew what they were doing. Many of the discovered mummies have been in good condition.



This tomb held 42 mummies. Most were on shelves.



Meet a Mummy Expert

Zahi Hawass is an expert on mummies. He has spent much of his career exploring the mummy-filled tombs of the Bahariya Oasis in Egypt.

Curse of the Mummy?

When Hawass entered one of the tombs, a terrible smell was coming from a mysterious yellow powder on the floor. Just beyond the powder was the long-lost tomb of a well-known governor. He had ruled 25,000 years ago.

Scientists had searched 33 years for this tomb. Had some ancient Egyptian put the powder nearby to scare people away?

The governor's mummy was one of hundreds found at the oasis. Hawass believes there could be thousands more. Scientists hope to learn more about life in ancient Egypt by studying the mummies. What other secrets of Egyptian life do the mummies hold? Hawass and other researchers plan to spend many more years finding out.

Comprehension Connection



Before Reading

1. Have you ever heard of mummies? What do you know about them?
2. Read the title and look at the pictures. What do you think this textbook page will be about?
3. What do you think "Ancient Egypt" means?

During Reading

1. What idea in the article must you know to understand why mummies were made?
2. Was the Egyptians' way of preserving bodies a good one? What information in the article can help you answer that question?
3. Why did the author give you information about a mummy expert?

After Reading

1. Why do you think scientists have spent years looking for mummies and plan to spend many more years doing so?
2. What did the information on mummies make you think about?
3. Would you want to be a mummy expert like Zahi Hawass? Why or why not?

Skill Focus

Establishing a Purpose and Organizing Ideas

When you are reading nonfiction such as a textbook, you can use different strategies to help you read and understand the material better. One important strategy to use before you read is to decide what your purpose for reading is. Think about what you expect to find out. Read the title of the page: "Ancient Egypt: How Mummies Were Made." You might decide that your purpose for reading is to find out how mummies were made in ancient Egypt.

Read the sidebar's title and subhead. What purpose for reading do those two titles suggest? One possible purpose is to find out what a mummy expert does and what the curse of the mummy is.

After you have finished reading, review what you have read. Did you find out what you expected to? Organize the ideas into main ideas, facts, and details. For example, after reading this textbook page and its sidebar, you would review the facts and details of how mummies were made, why the ancient Egyptians made mummies, and why scientists want to find mummies.

Writer's World

1. Write a letter to Zahi Hawass. Ask him questions about his work with mummies.
2. Pretend you are with Zahi Hawass when he finds the tomb with the mysterious yellow powder on the floor. Write a newspaper story about what happens.
3. Write step-by-step instructions for making a mummy. Use information you find in encyclopedias or on the Internet, as well as the information in the article.



MIA HAMM

Mia Hamm is one of the greatest soccer players ever. Her drive to be the best started when she was young.

Hamm was born in Selma, Alabama, in 1972. She is shy, but not when she plays games. Even as a child, Hamm always wanted to win. She has said, "I quit a lot of games because I hated losing so much." Eventually, her four brothers and sisters wouldn't let her play unless she stayed to the end. Hamm started playing soccer at age seven. After that, she never again quit during a game.

A Gift for Soccer

Hamm quickly became very good at soccer. When she was 14, the coach of women's soccer at the University of North Carolina talked her into coming to his school. Hamm's college team won four straight NCAA soccer championships. By the time she graduated, she had set many records, including most points, most goals, and most assists in women's college soccer history.

Since graduating, Hamm has been a star player for the U.S. National Team. In 1991, the team won the first women's World Championship

in China. Hamm, at age 19, was the youngest player on the team. She has been recognized as the greatest woman soccer player in the world. She is fast and aggressive and scores many goals. Hamm was the MVP in the women's World Cup in 1995 and 1997. She played in two Olympics, winning gold and silver medals. Currently, she plays in the first women's pro soccer league, the WUSA. Hamm stars at forward for the Washington Freedom.

Another Goal

But Hamm's life isn't just about sports. Her adopted brother died of a blood disease. So she sponsored soccer all-star games to raise money to fight bone-marrow disease. At one game, she brought together the people who had received bone marrow and people who donated theirs to them. Hamm said, "This was my most satisfying moment away from the field."



KEY DATES:

- **March 17, 1972** born in Selma, Alabama
- **1987** became the youngest player (at age 15) on the U.S. national women's soccer team
- **1994** had her number retired at the University of North Carolina
- **1994–1998** was named U.S. Soccer Federation Female Athlete of the Year for five straight years
- **1996** won an Olympic Gold medal in Atlanta, Georgia
- **1998** was voted ESPY Sportswoman of the Year
- **1999** was the world's leading goal scorer in international competition, male or female