

6th Grade
Reading/Literature
Week 2 - Day 5

Checklist for Day 5

- Heavy Metal**

- Pete vs. the Python**

- BrainPop Video: Main Idea + Quiz**
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Heavy Metal



Trashed Technology Is Turning Into a High-Tech Hazard

It's your birthday, and you just opened your biggest gift—a sleek silver laptop. You can't wait to instant-message your friends with the news, but first you have to get rid of your old desktop computer. Do you just toss the monitor and keyboard in the trash?

Not anymore.

Seventeen states have passed laws prohibiting people from throwing away electronic waste with regular garbage. Electronic waste, or e-waste, includes televisions, computers, and cell phones.

Although high-tech gadgets don't make you sick when you use them, they might when they are destroyed at the dump. Some e-waste contains heavy metals that can be harmful to humans.

Cell phone batteries contain a chemical called cadmium that can cause damage to kidneys. Some computer monitors contain lead, which can cause brain damage. Flat TV screens are made with mercury, which may cause injury to the nervous system. The nervous system, which includes the brain, spinal cord, and nerves, controls body activities. Those metals may also leak toxins into the ground or give off pollutants when burned.

"The chemicals inside some of these electronics read like a who's who of the periodic table of elements," New Jersey Assemblyman Reed Gusciora told reporters for the Passaic County *Herald News*.

The new legislation requires e-waste to be dumped at hazardous, or dangerous, waste disposal sites

rather than in landfills. Several other states are considering similar laws. California is also pushing for a law requiring manufacturers to stop using hazardous materials in cell phones and iPods.

Legislators aren't the only people taking aim at e-waste. Environmentalists are urging people to recycle their outdated equipment.

"It's just a waste...to not recycle," Patrick O'Shaughnessy, an associate professor of occupational and environmental health at the University of Iowa, told *The Daily Iowan*. "Allowing dangerous [chemicals] to leach into the environment for decades seems irresponsible."

What Can You Do?

Reduce. Be a responsible shopper, and take care of your electronics so they will last longer.

Reuse. Donate or sell your old high-tech gadgets. Schools and community centers often accept donations of electronic equipment.

Recycle. To find a responsible recycler, contact a local or state environmental group.

Name: _____ Date: _____

1. Which part of the body can cadmium, a chemical found in cell phones, harm?

- A. brain
- B. lungs
- C. kidneys
- D. heart

2. Read these two sentences from the passage:

"Although high-tech gadgets don't make you sick when you use them, they might when they are destroyed at the dump."

"The new legislation requires e-waste to be dumped at hazardous, or dangerous, waste disposal sites rather than landfills."

What is the relationship between these two sentences?

- A. The sentences make a comparison for two different topics.
- B. The sentences persuade you to think a certain way.
- C. The sentences show a sequence of events for a specific topic.
- D. The sentences describe a problem and its solution.

3. Which of the following conclusions about the new laws is supported by the passage?

- A. New laws want to dispose of the periodic table of elements.
- B. New laws want legislators to do more about e-waste.
- C. New laws want people to stop buying high-tech gadgets.
- D. New laws want people to safely dispose of e-waste elements.

4. Read the following sentence from the passage:

"Legislators aren't the only people taking aim at e-waste."

In this sentence the word **aim** means

- A. to freeze
- B. to lift up
- C. to direct
- D. to donate

5. The primary purpose of this passage is to

- A. mention the benefits of recycling on a community
- B. describe the function of the nervous system
- C. explain how new laws are targeting the proper disposal of e-waste
- D. discuss the chemicals found in e-waste and how they impact the environment

6. What law is California anxious to pass?

7. As a result of new laws, what will most likely happen to the future of items that contain e-waste?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ high-tech items are great to own, you need to think about where you dispose them, making sure they go to a hazardous waste disposal site.

- A. After
- B. From
- C. Although
- D. So

Name: _____ Date: _____

1. The main idea of this passage is that
 - A. electronic waste includes televisions, computers, and cell phones.
 - B. electronic waste that is not properly thrown out can be harmful to humans.
 - C. in Maine it is against the law to dump hazardous waste in landfills.
 - D. the mercury in flat TV screens may cause injury to the nervous system.

2. The main idea of the "What Can You Do" box is that
 - A. reusing and recycling electronics can decrease pollution.
 - B. electronic waste can have harmful effects on humans.
 - C. hazardous materials come from electronics.
 - D. people should reduce, reuse, and recycle electronics.

3. Based on the text, how might electronic waste thrown out in landfills impact the nearby environment?
 - A. It might increase the number of animals living in the environment.
 - B. It might reduce the level of toxins in the ground of the environment.
 - C. It might pollute the environment.
 - D. it might reduce pollution in the environment.

4. Mercury can injure the nervous system. According to the text, what does the nervous system do?
 - A. The nervous system digests food.
 - B. The nervous system circulates blood.
 - C. The nervous system controls body activities.
 - D. The nervous system fights diseases.

5. Select a detail from the text and explain how it supports the main idea.

Pete vs. the Python

Some dogs track criminals. Other dogs sniff out quail. In Florida, National Park Service officials are training a beagle puppy, nicknamed "Python Pete," to locate 15-foot pythons.



Photos.com

"Python Pete" is being trained to track pythons, such as this one.

For years, Burmese pythons, which are not native to Florida, have been threatening to overrun Everglades National Park. Exotic pet owners introduced the reptiles to the region by dumping them in the forests of southern Florida.

The beasts have been multiplying quickly, eating native mangrove, fox squirrels, wood storks, and other wildlife. National Park Service officials removed 52 Burmese pythons from the park from the mid-1990s through 2003. In 2004, they captured 61 pythons.

That's where "Python Pete" comes in. The dog's owner, Lori Oberhofer, who works for the National Park Service, has been training Pete to track pythons and to bark when he spots one. Park officials would then spring into action, capturing and removing the reptile. Oberhofer got the idea after reading about Jack Russell terriers that detect brown tree snakes in cargo at an airport in Guam, an island in the South Pacific. "I figured that if a terrier could be trained to sniff out brown tree snakes, then perhaps a beagle could be trained to sniff out pythons," Oberhofer told *National Geographic News*.

Twice a week, Oberhofer puts a live python in a bag and drags it through a field. She then drops the bag and Pete's favorite rope toy. Oberhofer hooks Pete up to a special harness so he knows that it's time to find a snake. "He continues to show improvement each time I take him out to train," she said. "It hasn't taken him long to figure out that smelling a python means playtime for him."

Name: _____ Date: _____

1. What kind of dog is "Python Pete"?

- A. bulldog
- B. Jack Russell terrier
- C. golden retriever
- D. beagle

2. The passage describes the problem of Burmese pythons threatening to overrun Everglades National Park. How is Lori Oberhofer trying to solve the problem?

- A. She is planning to teach dogs how to scare the pythons out of the park.
- B. She is training her dog to track pythons so that they can be removed.
- C. She is working with pet owners to stop them from buying pythons.
- D. She is trying to catch the pythons and ship them to Guam.

3. After reading the passage, what can you conclude about Burmese pythons?

- A. They can be trained to get along well with dogs.
- B. They are causing an increase in the number of tourists.
- C. They prefer living in Florida to anywhere else.
- D. They are having a negative impact on Florida's wildlife.

4. Read this sentence from the passage:

"Oberhofer got the idea after reading about Jack Russell terriers that detect brown tree snakes in cargo at an airport in Guam, an island in the South Pacific."

In this sentence, the word **detect** means

- A. to lose sight of a goal
- B. to teach an animal new tricks
- C. to discover the presence of
- D. to reward for good behavior

5. The primary purpose of this passage is to describe

- A. why pet owners decide to buy Burmese pythons and other exotic pets
- B. things to see and do when visiting Florida's Everglades National Park
- C. what kinds of dogs can be easily trained to track pythons and other snakes
- D. how Florida's National Park officials are trying to solve a python problem

6. How many Burmese pythons did park official capture in 2004?

7. Why, do you think, have exotic pet owners been dumping Burmese pythons in the forests of southern Florida? Cite evidence from the text to support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ Florida, officials are working to remove Burmese pythons from the park.

- A. Before
- B. For
- C. However
- D. In

Name: _____ Date: _____

1. The main idea of the passage is that

- A. park officials have captured over 100 pythons.
- B. "Python Pete" plays with the snakes.
- C. a park service worker trains her dog to look for pythons.
- D. dogs are sniffing out quails.

2. The main idea of the second and third paragraphs is that

- A. pythons have multiplied by eating wildlife.
- B. Lori Oberhofer got her idea from Jack Russell terriers.
- C. Everglades National Park has too many pythons.
- D. the beagle tracks the pythons by smell.

3. When the park officials "spring into action," they

- A. begin work when warm weather comes.
- B. move quickly to start working.
- C. begin to work with "Python Pete".
- D. dump the pythons into the forests.

4. The beagle is learning to follow a python scent because

- A. by following it, he will find his favorite toy.
- B. he likes the pythons.
- C. he wants to please his owner.
- D. he wants to be like a Jack Russell terrier.

5. List one detail that supports the main idea. Explain how it supports the main idea.

1. Which term best describes the main idea of a piece of writing?

- a. A supporting detail
- b. A central point
- c. A broad topic
- d. A statement of opinion

2. In the phrase, "The main idea is buttressed by supporting details," what is the best synonym for "buttressed?"

- a. Backed
- b. Refuted
- c. Confounded
- d. Weakened

3. In an essay, details serve a similar function to:

- a. An instruction manual for putting together furniture.
- b. The characters in a work of fiction.
- c. Blank pages in a notebook.
- d. The evidence an attorney uses to convict a criminal.

4. If you read an essay explaining why eating healthy foods is good for you, what would the topic be?

- a. Healthy foods include fruits, vegetables, and lean protein.
- b. Healthy foods
- c. Eating healthy foods is good for you.
- d. Eating is necessary to sustain life.

5. In the same article about healthy foods, what would the main idea be?

- a. Healthy foods include fruits, vegetables, and lean protein
- b. Healthy foods
- c. Eating healthy foods is good for you
- d. Eating is necessary to sustain life

6. What supporting detail might you find in the same article?

- a. That people who eat healthy foods live longer.
- b. That healthy foods include vegetables and protein.
- c. That healthy foods are good for you.
- d. That eating is necessary to sustain life.

7. If you wanted to find the main idea in a piece of writing, where would you look?

- a. In the first sentence.
- b. In the first sentence of the second paragraph.
- c. In the last sentence of the first paragraph.
- d. There's no one place where the main idea is always found.

8. If you can't figure out the main idea of a passage, what should you do?

- a. Try to recall every specific detail in the passage.
- b. Ask yourself general questions about the passage.
- c. Read the passage once and don't look at it again.
- d. Read the passage over and over until you have it memorized.

9. In what section of a newspaper would you find articles with topics and main ideas? Choose the best answer.

- a. On the editorial page.
- b. In the letters to the editor.
- c. In the main news section.
- d. In virtually every section of the paper.

10. What inference can you make about main ideas in writing?

- a. They're always based in fact, and never opinion.
- b. To be effective, they must be supported by facts.
- c. In many essays, they have nothing to do with the topic.
- d. Most pieces of writing lack main ideas.

