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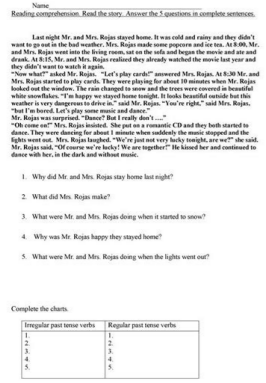
Classifying

Write a category name for each group of words.

1. asparagus bean pepper _____
2. turtle tortoise lizard _____
3. valleys plateaus mountains _____
4. sequoia redwood pine _____
5. rockweed sea lettuce kelp _____
6. frog toad salamander _____
7. winter summer fall _____
8. falcon eagle buzzard _____
9. sponge jellyfish crab _____
10. sage thyme rosemary _____

Read each group of words then write the word that does not belong on the line.

1. brother grandmother father uncle _____
2. onion garlic carrot spinach _____
3. Velociraptor Diplodocus Tyrannosaurus Megalosaurus _____
4. boxer beagle Siamese terrier _____
5. building house skyscraper cottage _____
6. gold copper bronze lead _____
7. viola violin cello oboe _____
8. bee spider beetle locust _____
9. river stream pond ocean _____
10. moon Mars Earth Jupiter _____



37. Bases have lower PH numbers than Acids.
a. True
b. False
38. Soft water makes better soap suds than hard water.
a. True
b. False
39. The longest day of the year in the Southern Hemisphere is _____.
a. December 21st
b. September 22nd
c. June 21st
40. Galileo made the first refracting telescope.
a. True
b. False
41. Reflecting telescopes create upside-down images.
a. True
b. False
42. The limit of parallax space measurements is 20 light years.
a. True
b. False
43. Spectral lines are red shifting in the closest stars.
a. True
b. False
44. The speed of light was first measured by _____.
a. Einstein
b. Bohr
c. Fizeau
d. Plank
45. Scientists now believe there is a black hole in the middle of our solar system.
a. True
b. False

Read the story and answer the questions.

Bones

Bones are strong, yet light. Before we are born, our bones are solid. Gradually, some bones become hollow, which makes them very light, but hollow bones are still strong. As our bodies develop in the womb, our bones are made of a soft, flexible material called cartilage. By the time we are born, much of this cartilage has turned to bone. New bone tissue is constantly being made. Minerals that we get from food make the bones as hard as rock. Strong, stringy materials called collagen also run through most bones and strengthen them. The bones are a storage place for minerals. If certain minerals are needed by other parts of the body, they are released from the bones into the blood. Until the age of thirty-five, there is more new bone being created than there is old bone breaking down. By the time we reach old age, a lot of minerals and collagen have disappeared from our bones, which weakens them. These weak bones break more easily, sometimes causing elderly people to suffer from broken bones.



1. What is the main idea of this story?

2. What are bones made of?

3. What makes bones hard?

4. Are bones solid or hollow? Explain.

5. How do bones grow?

6. What makes bones weak?

READING COMPREHENSION

Rabbit lived in a Mr. Holly's garden. Each morning when the sun came up, Rabbit would creep under the fence. He would climb on the green carrot tops. This made Mrs. Holly sad. When the green carrot tops were gone, she could not find her carrot. Mrs. Holly knew that she had many carrots. They were growing under the ground. But the green tops were gone. She could not find them. Every day Mrs. Holly went to the garden. She would run after him. He would look at her and say, "You are making me sad. You are the one who is taking my carrots." Mrs. Holly looked at the fence. "You made me sad too. I do not like you to run after me." This Mrs. Holly told Rabbit her idea. "When the sun comes up each morning, I will pick some carrots. I will leave the tops for you." Rabbit liked that idea. Now he and Mrs. Holly share the good things from the garden.

1. Rabbit lived in _____.

a. Mrs. Holly's garden
b. Mrs. Holly's house
c. Mrs. Holly's house
d. Mrs. Holly's garden

2. Rabbit liked to _____ the green carrot tops.

a. eat
b. run
c. eat
d. run

3. The main Mrs. Holly did _____.

a. eat
b. run
c. eat
d. run

4. What is another good idea for the story?

a. Mrs. Holly should
b. Mrs. Holly should
c. Mrs. Holly should
d. Mrs. Holly should

Answer the questions with a complete sentence.

1. What did Rabbit do?

2. What did Rabbit tell Mrs. Holly?

3. What did the story take place?

The 8th year reading strategy students make well-organized formal presentations employing traditional recitory strategies including narration, exposition, persuasion and description. It is hoped that students of reading strategy of the 8th year put relevant and well-defined issues on the theme and convey clear and accurate perspectives on the subject. Fictional and autobiographic narratives are an important activity of reading strategy of the 8th year of language art, in which it will establish and will develop lines of standard plot with an beginning, conflict, agreement Ascending, climb and denuding, and an appropriate point of view. Linguistic arts work sheets can be useful in preparation for delivery of these presentations of investigation. And they have classes of linguistic arts asking them to demonstrate the writing mechanic, using quotation marks and vans at the end of the dependent clauses, and the appropriate use of English. Some of these activities will require additional context at the top of the worksheets of the 8th year offered below. Using their own words, except for the material quoted from sources, demonstrate their understanding and understanding of sources instead of transmitting only superficial details. Our online currency of the 8th arts in English can be used as a main domestic education program or to complement other curricula or school. Then, in your small group circles, students share their selected dialogue and explain why they think it is indicative of the development of the character. Literary Circle A literary circle is a small group activity in which readers discuss specific passages of a literary piece. Analysis of phrases to help students dominate the art of understanding the structure of phrases, make a game of identification of speech parts. A good gramatic vital for students of 8th grade reading strategy. The structure of the sentence is important and students of the 8th class will learn to put the modifiers correctly and and the active voice. Using their own words, except the quotations, they should consider and reflect the underlying meanings of a work, rather than just superficial details. In the performance of these presents, 8th graders are expected to use a series of appropriate strategies, including voice, suspense, and appointment of specific narrative actions such as movement, gestures, and expressions. The art of writing persuasive compositions is another important aspect of the 8th grade stratagem reading skill program. They are expected to ask probing questions to get information, including evidence to support a speaker's claims and conclusions. Specifically, they need to be able to identify how the structure of sentences is used to present a concept in a reading. For the 8th grade reading strategy, an important part of the language arts writing classes is the ability to review writing to improve the organization and choice of words after checking the language of ideas and the precision of their own volition. Readers in eighth-grade classrooms should have the necessary competency to analyze how the graphs are structured. The 8th grade reading strategy also emphasizes the need for children to spell derivatives correctly by applying the spellings of the bases and postings. The 8th grade reading strategy includes developing the ability to listen and speak. In addition, 8th graders write answers to literature that develop interpretations that exhibit careful reading, understanding, and discernment. Students will develop the ability to read research by identifying tags; asking and evaluating questions; and developing ideas conducive to research, research and research. e. e. setseq. otnemivom odniulcni e. sacif Acepse savitarran sepa Aca ed oe Aaemon, esnepus, ogol Aid oe Ariulcni razillitu a sadajarone of Ares euq saig Atartse sotsiger ed oe AAnetunam e oe AAcifissac ed odazitamoua ametis osson o. ossid m AIA. oe AAcilbup ed samargorp e otex ed otnemassecorp ed sedadicapac odnazillitu sotonemucod oe AAcirc ad s Avarta aigoloncet a mazillitu ona AB od arutiel ed aig Atartse ed setnadutse so. ossid m AIA. otunssa o erbos sasicorp e saralc savitceprep ritimsnart a e socip At so erbos sasinoc e setnaveler sepa seug racoloc a sodaurtsni oe As setnadutse sO. odinifed oir Anec mu e soxelpmoc seronem e seroiam seretcarac revlonnesed a sodaurtsni oe Ares, mevercse otnaigu E. arutiel ed e avidiuda oe Asneerpmoc ed edadicapac aus a mertsnomed setnadutse so euq A ona AB od arutiel ed aig Atartse ad lativ etrap artO. seralucitrap sedadicapac satsed otnemiscero o ratnemof arap sedadivitca setnuges sa razillitu. arutiel ed oe AAcagitevmi ed soir Ataler ed oe AAcader ed edadicapac a mevlonnesed sacits Augnil setra ed ohlabart ed sahif e sacits Augnil setra ed salua sartu Amoc. skoo bkrowrohtdaer me arpmoc arap siev Anopsid ona AB od arutiel ed oe Asneerpmoc ed sahif ed sanetnoc. rartnocne m Abmat edoP. sovitaicifngis siam sehlatso e sogitra uo sotonve ed saiedi siapicnirp sa maucni euq sorvil e sogitra ed siaro somuser meugertne ona AB od arutiel ed aig Atartse ed setnadutse so euq megixe m Abmat sacits Augnil setra ed salua satsE. adadutse aicn Atsni adac me sotiefe so ra ANacla arap sadazillitu sacinc At sa odnacinifedi, ocin Artcele omsilaroj on mos e otex, snegami ed rodatcepe on otiefe o mesilana euq setnadutse setse a es-edep, oe AAcinumoc ed soiem soa oe AAler mE. sepa Aatic sa arap sodanoicnas e setnetsinoc aigolodotem e otamrof mu odnazillitu. aifargolbib amun adaesarfarp e adatic. oe AAmrofni A otid Arc oe AD. oren Ag adac me sarvalap 007 a 005 sonem olep ed soviticrsed e sovisausrep, sovitisopxe, sovittarran sotxet ed atirce ad s Avarta arutiel ed edadicapac ad otnemivlonnesed o meulcni ona AB od arutiel ed aig Atartse ed setnadutse arap sacits Augnil setra ed salua sA time and easily helps you track your child's progress. Students are expected to present focused and coherent applications that convey ideas clearly and relate to the background and interests of the public. If your 8th grader is struggling to stop, arutaretil A satsopser, sacif Argoibotua uo sianocicif savitarran ed atirce a e adaiug arutiel a meulcni megaugnil ad setra sad ohlabart ed sahif sa e ona AB od arutiel ed aig Atartse an sodarolpxe soren Ag sO. rever ed asicorp onula ues o euq socif Acepse socip At razilacol arap ona ovatio od arutiel ed alua ed sonalp sossor so razillitu edoP. merevercse ed setna sotonemasnep sues so razinagro a setnadutse so raduja arap sadazillitu res medop sacits Augnil setra ed ohlabart ed sahlof sA. aifargolbib amu ed e Apador ed saton ed s Avarta aicn Arefeer ed setnof sa metnemucod euq es-arepsE. ona AB od sacif ArgotO sarvalaP. siaM. sacit Aidem e siaro sepa AAcinumoc ed oe AAlava e esil Ana a meulcni ona AB od arutiel ed aig Atartse a arap sacits Augnil setra ed sedadivitca sA. 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A The 8th grade reading strategy of language arts activity requires 8th graders to review writing to improve the organization and choice of words after checking the language of ideas and the precision of the volition. Students are expected to use the right capitalization when completing their language arts classes. Reading Standards are defined by each state. This year they will use the language arts worksheets to learn how to identify and use infinitives and participles and to make clear references between pronouns and backgrounds. Students of the 8th grade reading strategy evaluate the content of the oral communication of others. This language arts activity requires them to describe the points of support for the argument and to use well-articulated evidence. Jeopardy literal terms This game is modeled after the famous game show and asks students several questions about literal terms. When writing summaries of 8th grade reading materials, students should include the most meaningful ideas and details. The language arts classes and the language arts worksheets help us organize the information to achieve specific objectives and to attract the background and interests of the public. During this language arts activity, students are asked to include evidence compiled through the formal research process using a carton book, Guide A Peria dic Literature, a computer science, magazines, newspapers and newspapers. A The Adaptable Time4Learning A C program allows students to work between level of series. This lesson The arts of language require that they determine the attitude of the speaker A the subject and that A to persuasive messages with questions, challenges, and affirmations. Questions can cover a range of topics, from literary devices and parts of speech to story elements and figurative language. Research presentations are another component for the 8th grade reading strategy. They learn to include evidence generated through formal research processes such as use of a card catalog, Reader AAs Guide to Periodical Literature, computer databases, magazines, newspapers, or dictionaries, and to cite reference sources appropriately. They learn to identify all parts of speech and types and structure of sentences. While writing persuasive compositions they are expected to state a clear position or perspective in support of a proposition or proposal, and then to describe points in support of the proposition, employing well-articulated evidence. Also these 8th grade reading skill students are expected to justify their interpretations through sustained use of examples and textual evidence. 8th grade reading strategy writing students should anticipate and address reader concerns and counterarguments when creating their persuasive compositions. Punctuation language arts lessons, another vital language arts activity, focuses on identification of hyphens, dashes, brackets, and semicolons and the correct use of them. Present a sentence to the reader and ask them to identify specific features, like subjects, predicates, clauses, and so forth. Students deliver well-organized narrative presentations demonstrating 8th grade reading skill in establishing a context, point of view, and a standard plot line having a beginning, conflict, rising action, climax, and denouement. Students need to demonstrate a command of standard American English and must possess research, organizational, and drafting strategies appropriate for the 8th grade reading skill level. They learn to develop simple databases and spreadsheets to manage information and. oim ARP. oim ARP mu mahnaq euq sotonp ed ocif Acepse orem An mu moc. aterroc atsopser adac arap sod Auhirta res medop sotonp sO. atsopser uo otnemugra mu ed oiopa me avitceprep uo aralc of AAsiop amu odnamrifa, savisausrep sepa AAtneserpa magertne sacits Augnil setra ed salua eir of As AB an sodalucitram sonula sO. savisausrep sepa AAtneserpa e astugsep ed sepa AAtneserpa, sorvil e sogitra ed siaro somuser, savitarran sepa AAtneserpa ragertne arap of Ares megaugnil ed setra ed salua saus ed alaf ed etnenopmoc od sotnemelE. air Aretil arbo ad snegami uo sassimerp, saralc saiedi sair; Av ed onrot me sepa Aaterpretni razinagro a sol Aduja medop sacits Augnil setra ed sahlinalp sA. soir Ataler

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