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3.



- (A) They are no longer used as medicine.
- (B) They no longer contain corn syrup.
- (C) Now only children eat them.





2. (A) $\frac{1}{5}$
(B) $\frac{5}{1}$
(C) 1.5



3. (A) It cannot be expressed as a fraction.
(B) It can be expressed as a repeating decimal.
(C) It cannot be expressed as a square root.





Endymion was the youngest son of a wealthy farmer. Ever since he was a young boy, he had been a shepherd, tending his father's flock of sheep as they grazed in the hills high above the village. Now Endymion was 12, and he was growing restless with his life. From high in the hills, he looked down with envy at the activities of the villagers. "I can't go down, but maybe I could get them to come up here and break this boredom," he considered.



1. An antonym is a word that means the opposite. Which word and picture show an antonym for *restless*?



Impatient

(A)



Irritated

(B)



Relaxed

(C)



A Hike to Green Mountain

“What a beautiful day it is!” Emma exclaimed happily.

“It’s a perfect day for a hike,” Tara agreed. “There’s not a cloud in sight, and the air is not too warm and not too cool.”

“We’ll be at the top of the overlook in no time,” Emma predicted.

The girls shouldered their daypacks and set off on the trail up the mountain. The forest was quiet and cool, but everywhere the girls looked, they saw something that interested them. Again and again, they stopped to examine something or to listen to the sounds of the woods.

“Listen to that bird! It sounds like it’s chopping wood!” Emma remarked. “What do you think it is, Tara?”

“My guess is a woodpecker,” laughed Tara.

The sun rose higher and higher in the sky, and the day grew warmer. When they finally reached the overlook, Tara sighed, “At last! I’m tired and need to rest my feet. It’s past time for lunch anyway. Are you ready to eat?”

Pulling her lunch from her pack, Emma nodded and replied, “Oh, yes, I’m as hungry as a bear!”





High above the rest of the world, the tired hikers eagerly devoured their sandwiches and admired the wide landscape spread below them. A hawk soared in the sky above the valley. “What a spectacular vista!” Tara said.

A shadow fell across them, and the girls frowned. Turning, Emma glanced up at the sun in the sky. “Oh, no,” she cried, “Look at those clouds!”



Think about what happens next in this narrative. What do the girls say to each other? What do they do? What emotions do they feel? Write a four-paragraph conclusion to the story that includes dialogue between the girls. Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your conclusion.

- What might happen with the weather?
- What would happen to the girls?
- What might the girls be feeling?
- What would they say to each other?
- What would they do?
- What words will help to convey the mood and the setting?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

26 Dialogue



Write a four-paragraph conclusion to the story that includes dialogue between the girls. Use details to support your writing.

Lined writing area with horizontal lines and a large, faint watermark reading "SAMPLE" diagonally across the page.



Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark reading "WRITING" is oriented diagonally across the page.

Check Your Writing

Ask yourself:

- Did I write a conclusion to the story?
- Did I organize my ideas in at least four paragraphs?
- Did I include dialogue between the girls?
- Did I use words that help to convey the mood and the setting?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?





School Bands






Many students are interested in learning and playing music. They find many opportunities for musical activities in schools. Many schools have concert bands. A concert band practices all year and performs concerts several times a year, usually in the winter around the holidays and in the spring. The concerts are given in the school auditorium. The musicians are seated on a stage, and the director conducts the music. Sometimes the concerts are held just for the student body. Other times, the concerts are open to the public. Parents, neighbors, and other friends enjoy seeing someone they know perform.

A concert band consists of three types of instruments. Woodwinds include flutes, clarinets, oboes, and saxophones. Brass instruments include trumpets, trombones, tubas, French horns, and sousaphones. Percussion instruments include many different kinds of drums, such as snare drums and kettledrums. They also include instruments played by striking them with mallets, such as xylophones and marimbas.





The chart shows some instruments in a school concert band. Mia, what are three instruments you would expect to find in a school concert band?



Woodwinds	Brass	Percussion
Flute Clarinet Saxophone Oboe 	Tuba Trumpet Trombone French horn 	Snare drum Bass drum Cymbals Xylophone 



...



Now it is your turn. What instrument do you play or would you like to play? Why do you play or would like to play that instrument?

Woodwinds	Brass	Percussion
Flute Clarinet Saxophone Oboe 	Tuba Trumpet Trombone French horn 	Snare drum Bass drum Cymbals Xylophone 