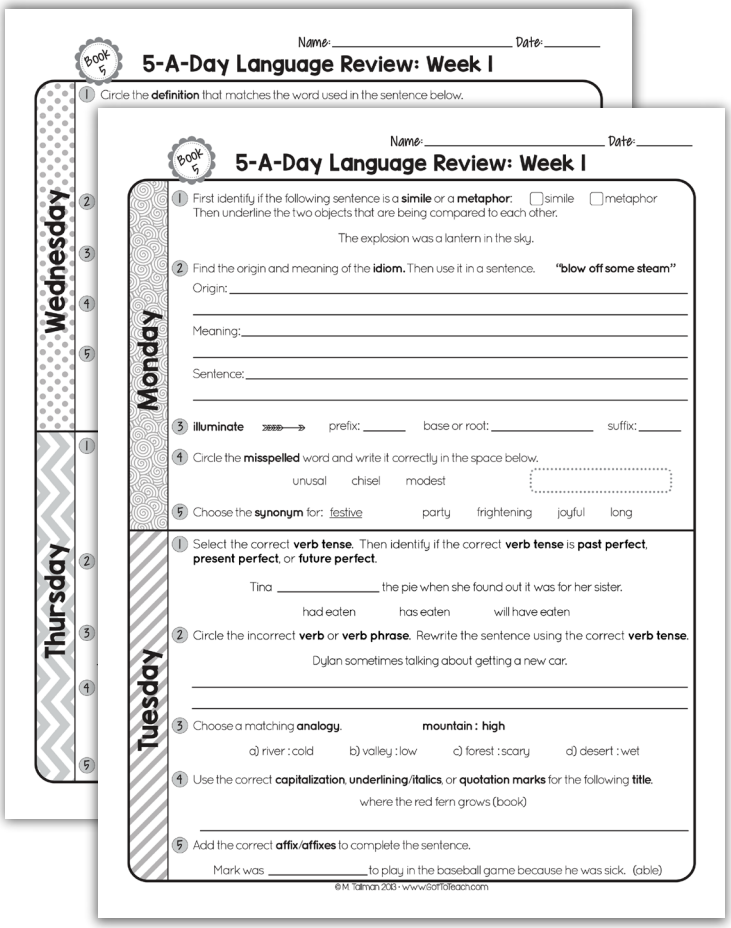
5TH GRADE LANGUAGE DIGITAL SPIRAL REVIEW

This is the digital version of the paper-based 5-A-Day Language Spiral Review. This resource is designed to be used daily for up to 36 weeks. Each week of this review consists of four Google Form quizzes, one for each day Monday-Thursday. On Fridays, you can assess student learning with these **5th Grade Language Digital Weekly Quizzes**, which align perfectly with the content covered during the week.

Paper-Based Version ↔ Digital Version


Name: _____ Date: _____

Book 5

5-A-Day Language Review: Week 1

Wednesday

1 Circle the **definition** that matches the word used in the sentence below.

Name: _____ Date: _____

Book 5

5-A-Day Language Review: Week 1

Monday

1 First identify if the following sentence is a **simile** or a **metaphor**: ☐ simile ☐ metaphor
Then underline the two objects that are being compared to each other.

The explosion was a lantern in the sky.

2 Find the origin and meaning of the **idiom.** Then use it in a sentence. **"blow off some steam"**

Origin: _____

Meaning: _____

Sentence: _____

3 **illuminate** ⟶ prefix: _____ base or root: _____ suffix: _____

4 Circle the **misspelled** word and write it correctly in the space below.

unusal chisel modest

5 Choose the **synonym** for: festive party frightening joyful long

Tuesday

1 Select the correct **verb tense**. Then identify if the correct **verb tense** is **past perfect**, **present perfect**, or **future perfect**.

Tina _____ the pie when she found out it was for her sister.

had eaten has eaten will have eaten

2 Circle the incorrect **verb** or **verb phrase**. Rewrite the sentence using the correct **verb tense**.

Dylan sometimes talking about getting a new car.

3 Choose a matching **analogy**. **mountain : high**

a) river : cold b) valley : low c) forest : scary d) desert : wet

4 Use the correct **capitalization**, **underlining/italics**, or **quotation marks** for the following **title**.

where the red fern grows (book)

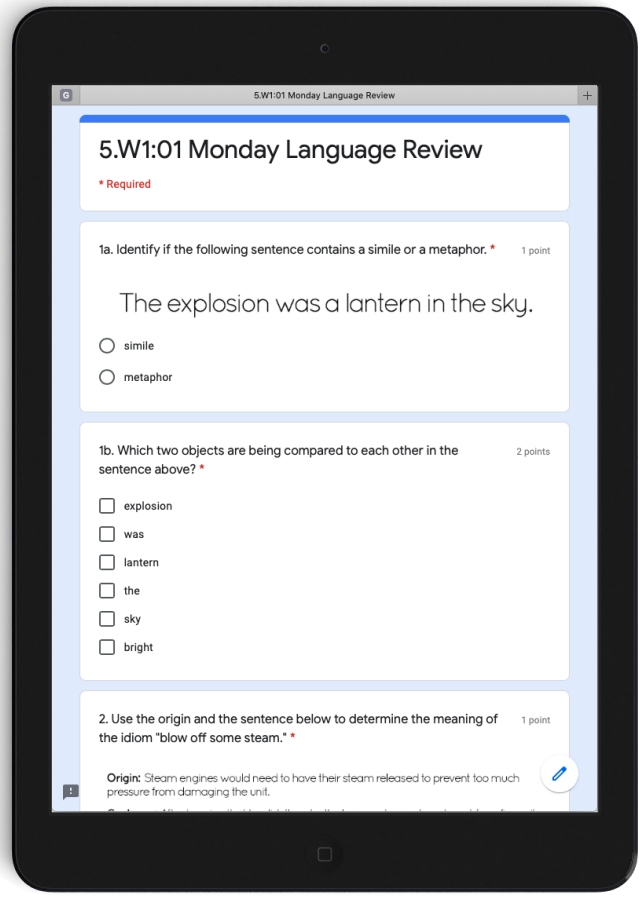
5 Add the correct **affix/affixes** to complete the sentence.

Mark was _____ to play in the baseball game because he was sick. (able)

© M. Tallman 2018 • www.SoFabTeach.com

Thursday

Friday

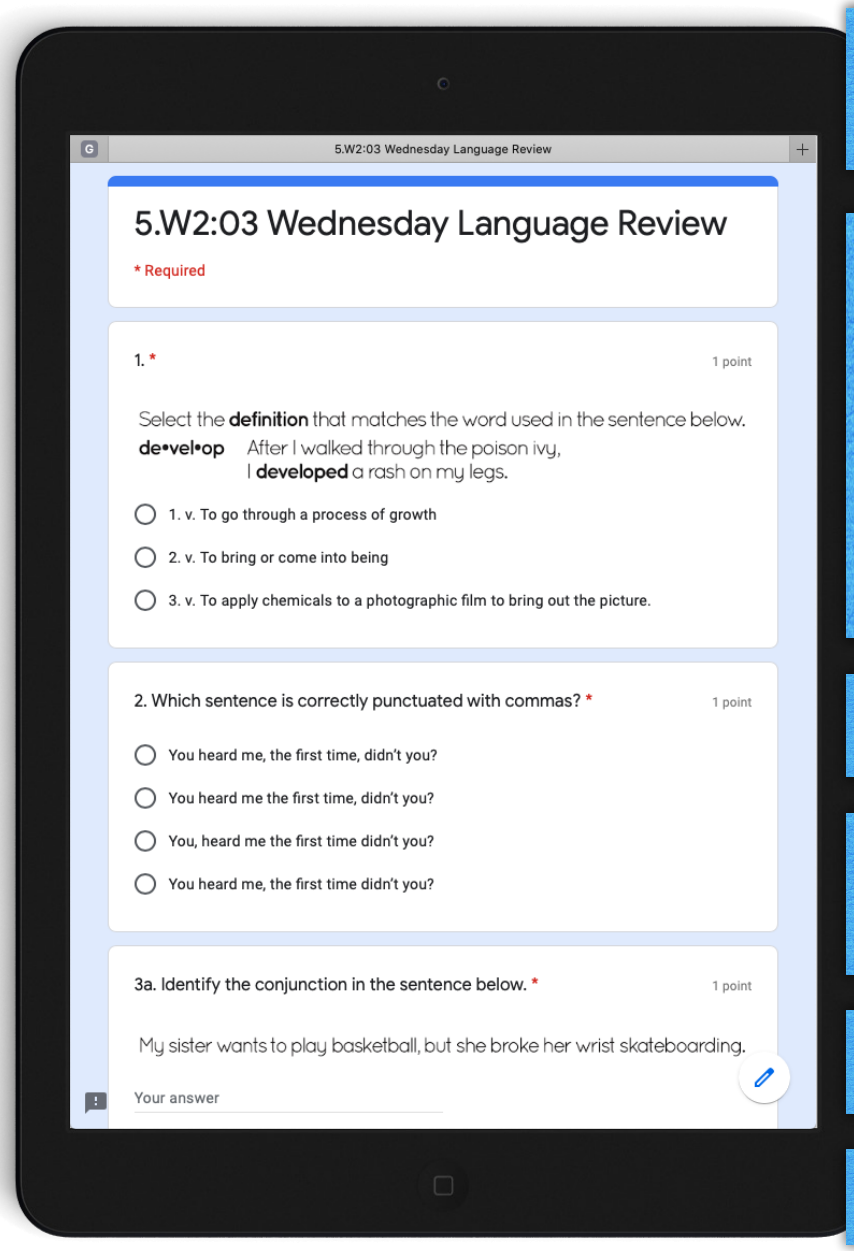


SKILLS/TOPICS COVERED:

- Interpreting Similes and Metaphors (L.5.5a)
- The Origins and Meanings of Idioms (L.5.5b)
- Greek and Latin Affixes and Roots (L.5.4b)
- Spell Grade-Level Words Correctly (L.5.2e)
- Synonyms and Antonyms (L.5.5c)
- Form and Use Perfect Verb Tenses (L.5.1b & C)
- Recognize and Correct Verb Tenses (L.5.1d & C)
- Analogies- Word Relationships (L.5.5c)
- Titles of Work- Quotations, Underlines, and Italics (L.5.2d)
- Correctly Use Affixes (L.5.4b)
- Multiple Meaning Words (L.5.4c)
- Comma Usage (L.5.A-C)
- Coordinating and Subordinating Conjunctions (L.5.1a)
- Use a Pronunciation Key (L.5.4c)
- Adages and Proverbs (L.5.5b)
- Correlative Conjunctions (L.5.1e & L.5.3a)
- Prepositions and Verb Phrases (L.5.1e)
- Use Context Clues to Determine Word Meaning (L.5.4a)

© M. Tallman 2020 • www.TeacherThrive.com

Created in GOOGLE FORMS



36 Weeks of Daily Spiral Review

Each week has 4 **Google Forms Quizzes**; One for each day — Monday, Tuesday, Wednesday, and Thursday

Automatic Grading

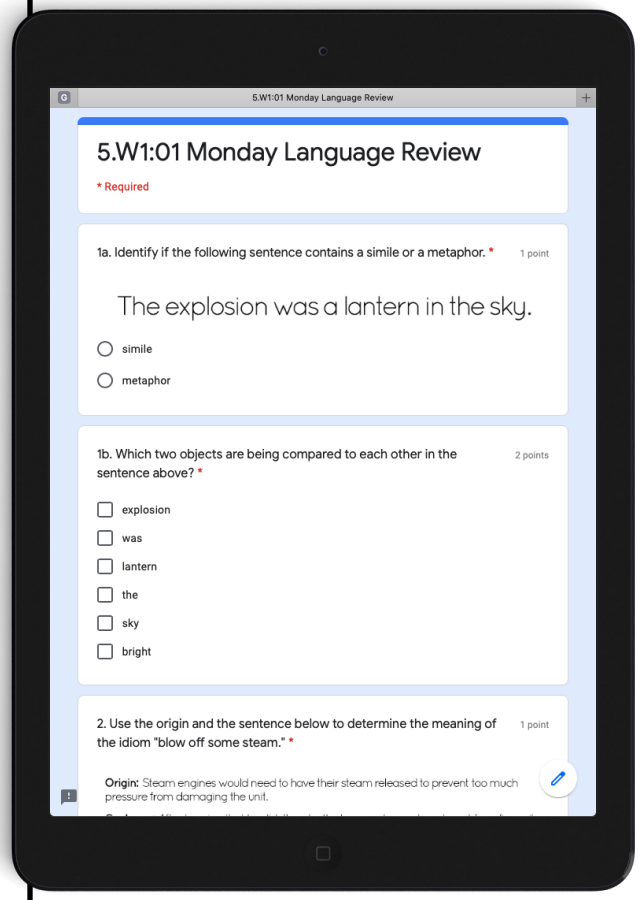
Instant **Data Collection**.

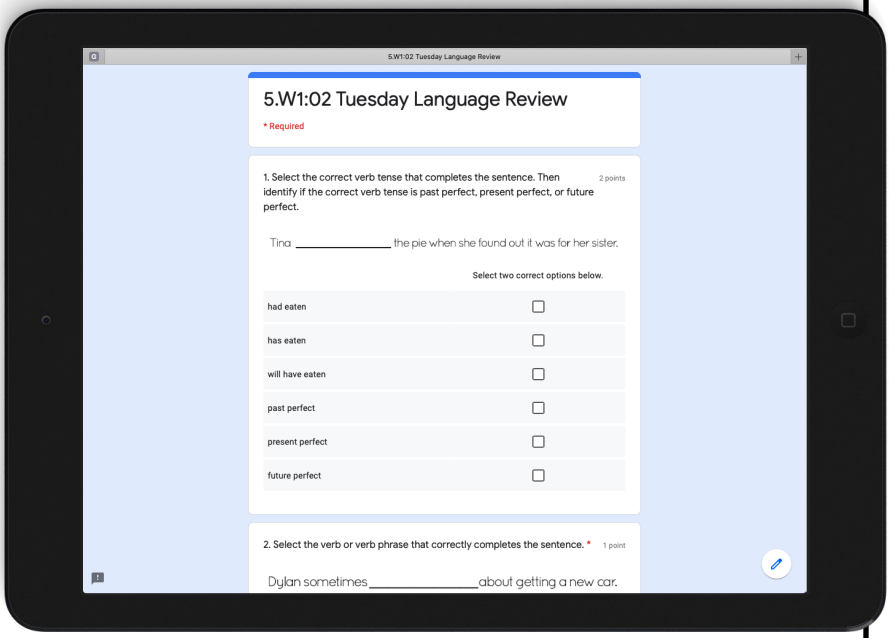
Instant **Data Analysis**

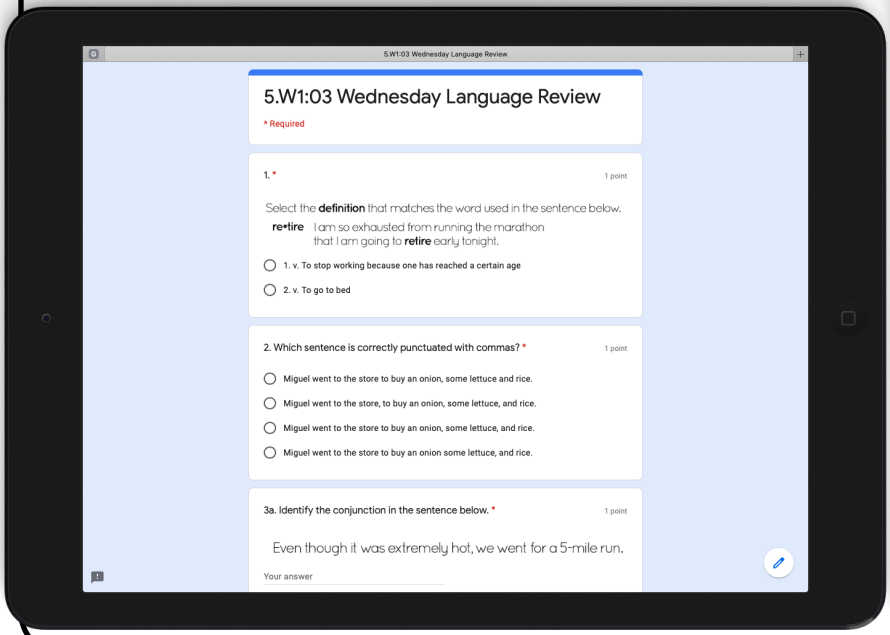
100% **Editable**

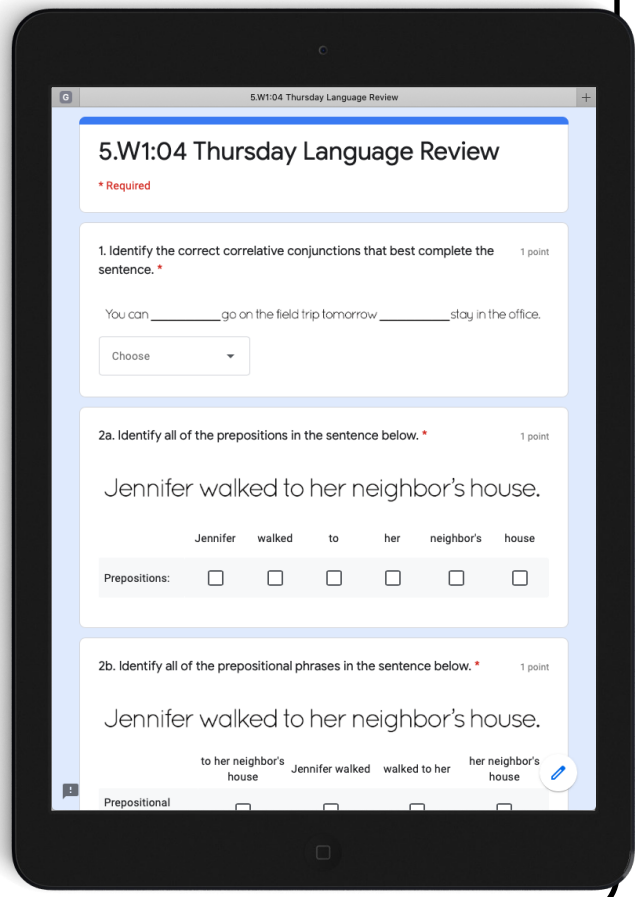
© Copyright 2020 M. Tallman. All rights reserved. Only the original purchaser or licensee is granted permission to shared these resources with his/her students. The original purchaser or licensee is prohibited from sharing any part of this resource with non-student users (e.g., other educators, institutions, or organizations). You may not store or share these files on Google Drives that allow access to those who have not purchased a license. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and publicly placing it on the Internet is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Created in GOOGLE FORMS





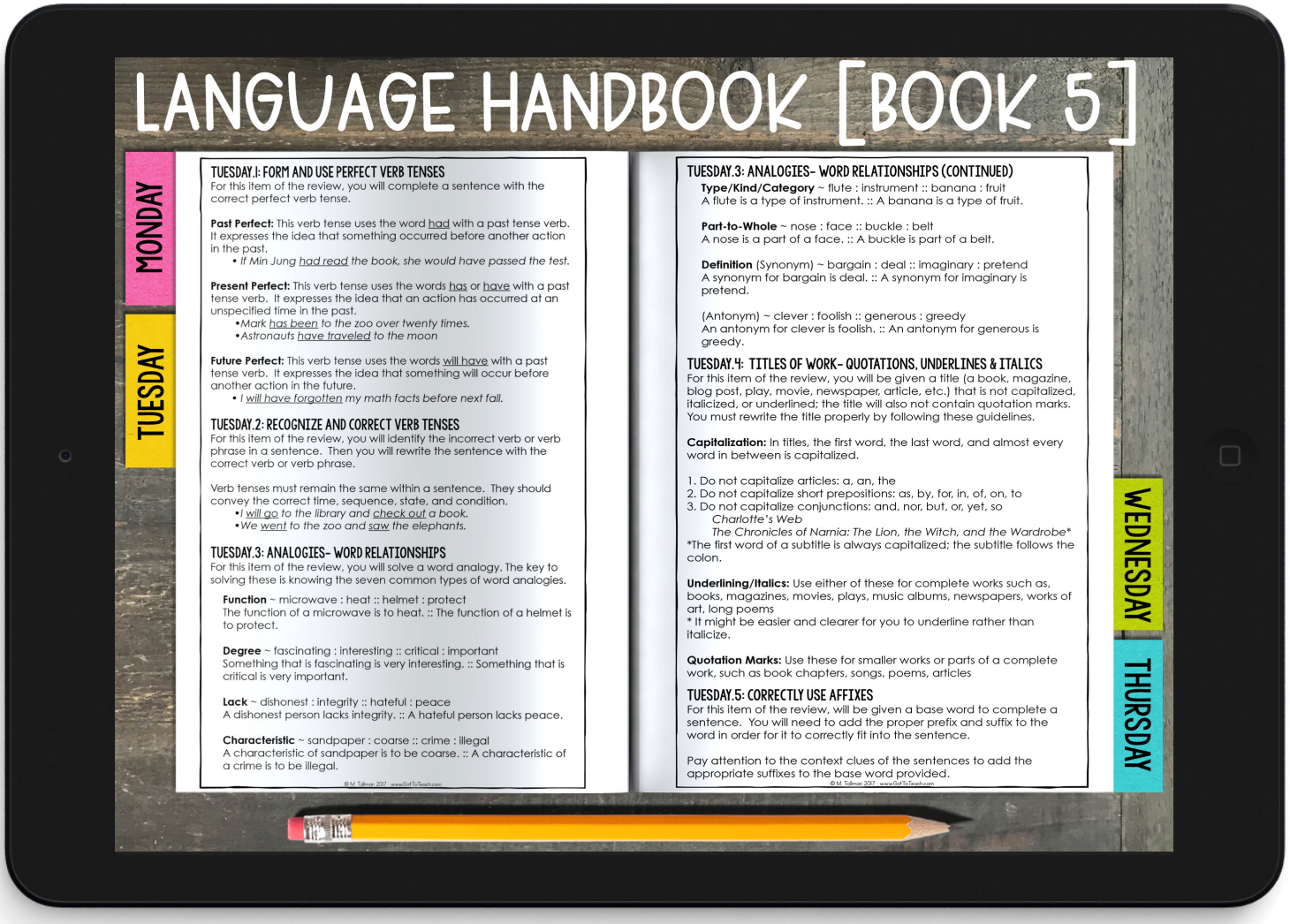




© M. Tallman 2020 • www.TeacherThrive.com

Created in GOOGLE SLIDES

BONUS MATERIAL



LANGUAGE REVIEW HANDBOOK

Students can use this digital handbook as a reference resource while working on their Daily Language Spiral Review.

© M. Tallman 2020 • www.TeacherThrive.com

Using GOOGLE FORMS

STEPS FOR USING FORMS IN GOOGLE CLASSROOM

Click here to watch a short tutorial or follow these steps:

Step 1

You must have a **Google Classroom** account, and your students must also have a **Gmail** account. These accounts are free. Please contact your school's or district's Informational Technology department for assistance setting up these accounts.

Step 2

Copy all the Google Forms to your Google Drive by clicking on the provided links. These links are all organized in the provided spreadsheet. You will then be prompted to create a copy. Click on "copy" and the Google Forms will be saved to your Google Drive.

Step 3

Before assigning a quiz, make sure to enable the settings below in the form.
Click on the ⚙ in the upper right corner.
Click on the "General" tab and then enable the following settings:

- ☑ Collect email addresses
- ☑ Restrict users to your organization
- ☑ Limit to 1 response

Step 4

Assign the Google Form to your students. In Google Classroom, create an assignment and search for the Google Form in your Google Drive. Once you locate the Google Form you want your students to complete, click "assign to all students."

NOT USING GOOGLE CLASSROOM? YOU CAN STILL USE GOOGLE FORMS!

Click here to watch a short tutorial on how to use Google Forms WITHOUT Google Classroom.

© M. Tallman 2020 • www.TeacherThrive.com

TEACHING NOTES
Book 5
5-A-Day Language Review

MONDAY.1 : INTERPRETING SIMILES & METAPHORS (L.5.5A)
The students will identify if a sentence contains a simile or metaphor. They will then underline the two objects that are being compared to each other.

Simile: Compares two like or related things using the words *like* or *as*.
Ava is as tall as a skyscraper.

Metaphor: Compares two unlike or unrelated things by saying that one actually is the other.
My sister is an angel.

MONDAY.2: THE ORIGINS & MEANINGS OF IDIOMS (L.5.5B)
The students will research (L.5.4C) the origin and meaning of a given idiom. They will then write a sentence using the idiom in its proper context.

This item requires students to have access to the Internet. However, if you are using this resource as a "bell ringer" or "morning work," you can provide the origin and meaning (available in answer key) on the board and have them write it on their paper. They can then write a sentence using the idiom.

Here are some helpful sites for locating idiom information:
- http://idiomorigins.net
- http://www.pride-unlimited.com/probono/idioms1.html

*You will want to preview these sites to ensure that content is appropriate for your students.

Your students can also conduct a simple Internet search, such as, "The origin/meaning of 'break a leg.'"

MONDAY.3: GREEK & LATIN AFFIXES & ROOTS (L.5.4B)
The students will break apart a word into its prefix, root/base, and suffix.

When student break words apart, have them identify if the "middle" is a base or a root.

Base Word: A base can stand on it's own: "trust," as in the case of "mistrusts."
In cases where a base word was altered for the ending, students should write what the word was before it was modified.
Example: retraced – the "e" in trace is dropped for the -ed ending ➔ re- trace -ed

Root Word: A root cannot stand alone: "fict," as in the case of "nonfiction."

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
Book 5
5-A-Day Language Review

MONDAY.4: SPELL GRADE-LEVEL WORDS CORRECTLY (L.5.2E)
The students will identify the one misspelled word in a group of three words. They will then rewrite the misspelled word correctly.

Students may need to consult reference materials (L.5.4C) in order to complete this task.

MONDAY.5: SYNONYMS (L.5.5C)
The students will find the synonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus (L.5.4C) in order to find the correct synonym.

TUESDAY.1: FORM AND USE PERFECT VERB TENSES (L.5.1B & C)
The students will complete a sentence with the correct perfect verb tense.

Past Perfect: This verb tense uses the word *had* with a past tense verb. It expresses the idea that something occurred before another action in the past.
- If Min Jung <u>had read</u> the book, she would have passed the test.

Present Perfect: This verb tense uses the words *has* or *have* with a past tense verb. It expresses the idea that an action has occurred at an unspecified time in the past.
- Mark <u>has been</u> to the zoo over twenty times.
- Astronauts <u>have traveled</u> to the moon

Future Perfect: This verb tense uses the words <u>will have</u> with a past tense verb. It expresses the idea that something will occur before another action in the future.
- I <u>will have forgotten</u> my math facts before next fall.

TUESDAY.2: RECOGNIZE AND CORRECT VERB TENSES (L.5.1D & C)
The students will identify the incorrect verb or verb phrase in a sentence. They will then rewrite the sentence with the correct verb or verb phrase.

Verb tenses must remain the same within a sentence. They should convey the correct time, sequence, state, and condition.
- I <u>will go</u> to the library and <u>check out</u> a book.
- We <u>went</u> to the zoo and <u>saw</u> the elephants.

© M. Tallman 2013 • www.GotToTeach.com

TUESDAY.3: ANALOGIES- WORD RELATIONSHIPS (L.5.5C)

The students will find a word pair that matches the relationship of another given word pair.

It's a good idea to spend some time teaching students how to identify the seven main types of analogies (function, degree, lack, characteristic, type/kind, part-to-whole, and definition). When students begin recognizing these relationships, they will have a much easier time solving the analogies.

- **Function** ~ microwave : heat :: helmet : protect
  The function of a microwave is to heat. :: The function of a helmet is to protect.

- **Degree** ~ fascinating : interesting :: critical : important
  Something that is fascinating is very interesting. :: Something that is critical is very important.

- **Lack** ~ dishonest : integrity :: hateful : peace
  A dishonest person lacks integrity. :: A hateful person lacks peace.

- **Characteristic** ~ sandpaper : coarse :: crime : illegal
  A characteristic of sandpaper is to be coarse. :: A characteristic of a crime is to be illegal.

- **Type/Kind/Category** ~ flute : instrument :: banana : fruit
  A flute is a type of instrument. :: A banana is a type of fruit.

- **Part-to-Whole** ~ nose : face :: buckle : belt
  A nose is part of a face. :: A buckle is part of a belt.

- **Definition** (Synonym or Antonym) ~ bargain : deal :: imaginary : pretend
  A synonym for bargain is deal. :: A synonym for imaginary is pretend.

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
Book 5
5-A-Day Language Review

TUESDAY.4: TITLES OF WORK- QUOTATIONS, UNDERLINES, & ITALICS (L.5.2D)

The students will be given a title (a book, magazine, blog post, play, movie, newspaper, article, etc.) that is not capitalized, italicized, or underlined; the title will also not contain quotation marks. They must rewrite the title properly.

Capitalization: In titles, the first word, the last word, and almost every word in between is capitalized.

1. Do not capitalize articles: a, an, the
2. Do not capitalize short prepositions: as, by, for, in, of, on, to
3. Do not capitalize conjunctions: and, nor, but, or, yet, so

- Charlotte's Web
- The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*

*The first word of a subtitle is always capitalized; the subtitle follows the colon.

Underlining/Italics: Use either of these for complete works.

- books, magazines, movies, plays, music albums, newspapers, works of art, long poems

* It might be easier and clearer if students underline rather than italicize.

Quotation Marks: Use these for smaller works or parts of a complete work.

- book chapters, songs, poems, articles

TUESDAY.5: CORRECTLY USE AFFIXES (L.5.4B)

The students will be given a base word to complete a sentence. They will need to add the proper prefix and suffix to the word in order for it to correctly fit into the sentence.

Students will need to use the context clues of the sentences to add the appropriate suffixes to the base word provided.

WEDNESDAY.1: MULTIPLE MEANING WORDS (L.5.4C)

The students will be given two to three different definitions of the same word as well as a sentence that uses the word. They will then have to choose the definition that matches the meaning of the word used in the sentence.

Identifying the parts of speech is especially helpful for students when they are trying to match the sentence and the definition.

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
Book 5
5-A-Day Language Review

WEDNESDAY.2: COMMA USAGE (L.5.2A-C)

The students will add commas to text to set off an introductory element, the words yes/no, a tag question, or a direct address. Commas will also be added to separate items in a series, as well as in certain conjunctive sentences.

Introductory Element: A comma must be used anytime a complex sentence BEGINS with a dependent clause.

- *Because I was late*, **I missed the opening pitch.**
  Key➔ *Dependent Clause* • Subordinating Conjunction • **Independent Clause**

Yes/No: A comma is used after the words "yes" and "no" to separate them from the rest of the sentence.
- Yes, I will join you for lunch.
- No, I do not like cheese.

Direct Address: A comma is used to separate the words that directly address a person.
- Mustafa, are you going to the game tonight?
- I know you can hear me, Anali, so answer me!

Tag Question: A comma is used to separate a tag question.
- You're listening to me, aren't you?
- The food is delicious, isn't it?

Coordinating Conjunction: A comma is also used before a coordinating conjunction (for, and, nor, but, or, yet, so) in a compound sentence.
- I want to go to the concert, but I am sick.
- You can eat pizza for dinner, or I can make you a sandwich.

WEDNESDAY.3: COORDINATING & SUBORDINATING CONJUNCTIONS (L.5.1A)

The students will be presented with a compound or complex sentence and must identify if it contains a coordinating or subordinating conjunction.

Coordinating Conjunction: These conjunctions combine two simple sentences to form one compound sentence.

➔ *for, and, nor, but, or, yet, so* ←

- Corey doesn't like ice cream, but he will eat ice cream cake.
- You could go home, or you could come to my house.

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
Book 5
5-A-Day Language Review

WEDNESDAY.3: COORDINATING & SUBORDINATING CONJUNCTIONS (CONTINUED)

Subordinating Conjunction: This conjunction joins an independent clause and a dependent clause to form a complex sentence.

Independent Clause + *Dependent Clause* = *Complex Sentence*

- Independent Clause: This is a part of a complex sentence that can stand alone as its own sentence.
- Dependent Clause: This is a part of a complex sentence that cannot stand alone as its own sentence. The dependent clause contains the subordinating conjunction.

Commas are used following the dependent clause IF it is at the beginning of the sentence.

- **We watched the baseball game** *until the power went out.*
- *Because I was late*, **I missed the opening pitch.**
  Key➔ Subordinating Conjunction • *Dependent Clause* • **Independent Clause**

WEDNESDAY.4: USE A PRONUNCIATION KEY (L.5.4C)

The students will determine the pronunciation of a heteronym (a word that is spelled the same but has two different pronunciations, such as "bass") by referencing a pronunciation key.

Print one pronunciation key (provided after the teaching notes in this resource) for each of your students. They should have access to this key at all times, so you may want to have them tape this in a folder or notebook.

Pronunciation symbols can vary among reference materials, so students do not (and should not) memorize this key. The purpose of this task is to familiarize students with the process of using a pronunciation key when accessing reference materials.

WEDNESDAY.5: ADAGES AND PROVERBS (L.5.5B)

The students will provide the meaning of common adages and proverbs.

The Internet is a must for finding the meaning of these familiar statements. Students can simply conduct a search with wording like, "the meaning of kill two birds with one stone."

If your students need more room to write the meaning, you can have them use "sticky notes" and attach them to their papers. This item is especially helpful for English language learners.

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
Book 5
5-A-Day Language Review

THURSDAY.1: CORRELATIVE CONJUNCTIONS (L.5.1E & L.5.3A)
The students will combine two simple sentences using a pair of correlative conjunctions.

Correlative Conjunctions: These conjunctions come in pairs and serve different purposes.
- both/and – Combines two ideas
- either/or – Gives an alternative
- neither/nor – Gives no alternative
- not only/but also – Emphasizes a point
- whether/or – Presents two choices or contrasting ideas

THURSDAY.2: PREPOSITIONS & VERB PHRASES (L.5.1A)
The students will identify the prepositions, prepositional phrases, subject, and verb-phrase of a sentence.

As an important pre-skill for this item, make sure students know what words are prepositions and what their purpose ("job") is. Once they are able to eliminate the prepositional phrase, identifying the subject and predicate of a sentence becomes much easier.

Prepositions: These are words that describe relationships between words in a sentence.
- They introduce prepositional phrases, which answer questions such as *where*, *when*, *what*, and *how*.
- They modify a noun.
- Common prepositions: *to, from, in, out, on, off, for, of, by, with, during, beyond, and toward*.

THURSDAY.3: GREEK AND LATIN ROOTS AND AFFIXES (L.5.4B)
The students will find five different words that contain a given root or affix.

Depending on the vocabulary level of your students, this task may require some outside research (e.g. Internet). A number of excellent websites have extensive lists of roots and related words. Have your students conduct a simple Internet search of the root (e.g. words related to the root "aud"). Or they can bookmark a site that has all of the roots listed, along with their origins, meanings, and examples.

© M. Tallman 2013 • www.GotToTeach.com

TEACHING NOTES
5-A-Day Language Review

THURSDAY.4: USE CONTEXT CLUES TO DETERMINE WORD MEANING (L.5.4A)

The students will use context clues from a short passage to determine the meaning of a specified word.

These passages were written so that the meaning of the given word can be discerned without the use of reference materials. However, this might not be possible for all students. Begin by having students attempt to define the word using the context clues. Have them highlight or underline the context clues. Then they can look up the word and provide the dictionary definition. Students will then have two definitions—their own and the dictionary definition. If your students need more room to write the meaning, you can have them use "sticky notes" and attach them to their papers.

THURSDAY.5: ANTONYMS (L.5.5C)

The students will find the antonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus or dictionary (L.5.4C) in order to find the correct antonym.

© M. Tallman 2013 • www.GotToTeach.com

Pronunciation Key									
ă	p**a**t	ĕ	p**e**t	îr	f**ie**rce	oi	**oi**l	ŭ	c**u**t
ā	p**a**y	ē	b**e**	ŏ	p**o**t	o͝o	l**oo**k	ü	n**e**ws
âr	c**a**re	ĭ	p**i**t	ō	g**o**	o͞o	b**oo**t	ûr	f**u**r
ä	f**a**ther	ī	h**i**de	ô	p**a**w	ou	**ou**t	ə	**a**go

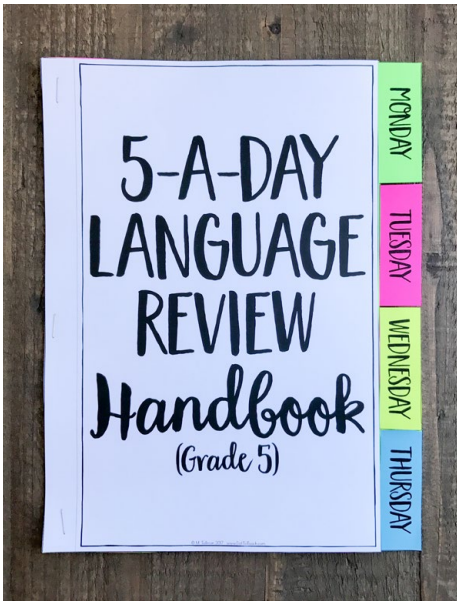
Pronunciation Key									
ă	p**a**t	ĕ	p**e**t	îr	f**ie**rce	oi	**oi**l	ŭ	c**u**t
ā	p**a**y	ē	b**e**	ŏ	p**o**t	o͝o	l**oo**k	ü	n**e**ws
âr	c**a**re	ĭ	p**i**t	ō	g**o**	o͞o	b**oo**t	ûr	f**u**r
ä	f**a**ther	ī	h**i**de	ô	p**a**w	ou	**ou**t	ə	**a**go

Pronunciation Key									
ă	p**a**t	ĕ	p**e**t	îr	f**ie**rce	oi	**oi**l	ŭ	c**u**t
ā	p**a**y	ē	b**e**	ŏ	p**o**t	o͝o	l**oo**k	ü	n**e**ws
âr	c**a**re	ĭ	p**i**t	ō	g**o**	o͞o	b**oo**t	ûr	f**u**r
ä	f**a**ther	ī	h**i**de	ô	p**a**w	ou	**ou**t	ə	**a**go

Pronunciation Key									
ă	p**a**t	ĕ	p**e**t	îr	f**ie**rce	oi	**oi**l	ŭ	c**u**t
ā	p**a**y	ē	b**e**	ŏ	p**o**t	o͝o	l**oo**k	ü	n**e**ws
âr	c**a**re	ĭ	p**i**t	ō	g**o**	o͞o	b**oo**t	ûr	f**u**r
ä	f**a**ther	ī	h**i**de	ô	p**a**w	ou	**ou**t	ə	**a**go

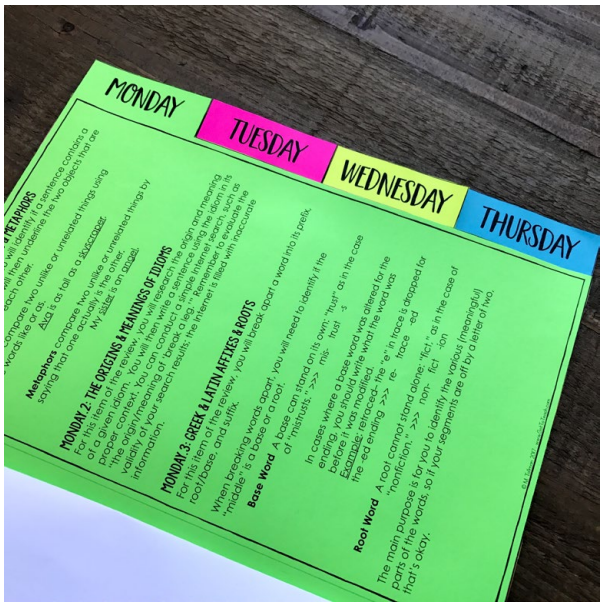
Pronunciation Key									
ă	p**a**t	ĕ	p**e**t	îr	f**ie**rce	oi	**oi**l	ŭ	c**u**t
ā	p**a**y	ē	b**e**	ŏ	p**o**t	o͝o	l**oo**k	ü	n**e**ws
âr	c**a**re	ĭ	p**i**t	ō	g**o**	o͞o	b**oo**t	ûr	f**u**r
ä	f**a**ther	ī	h**i**de	ô	p**a**w	ou	**ou**t	ə	**a**go

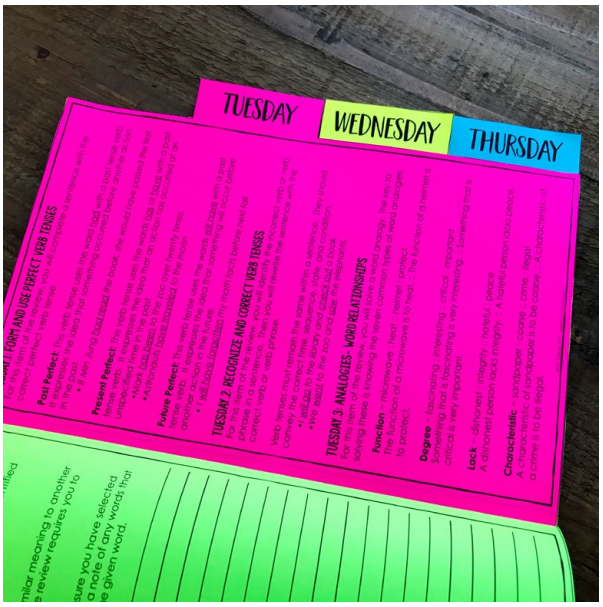
5-A-DAY LANGUAGE REVIEW
Student Handbook

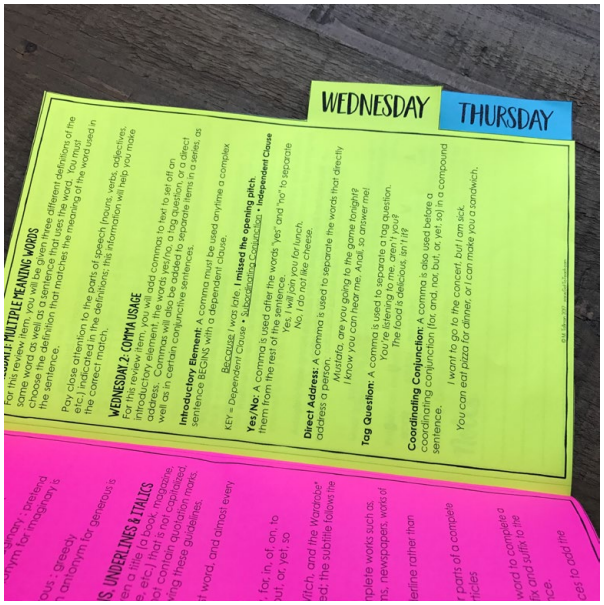


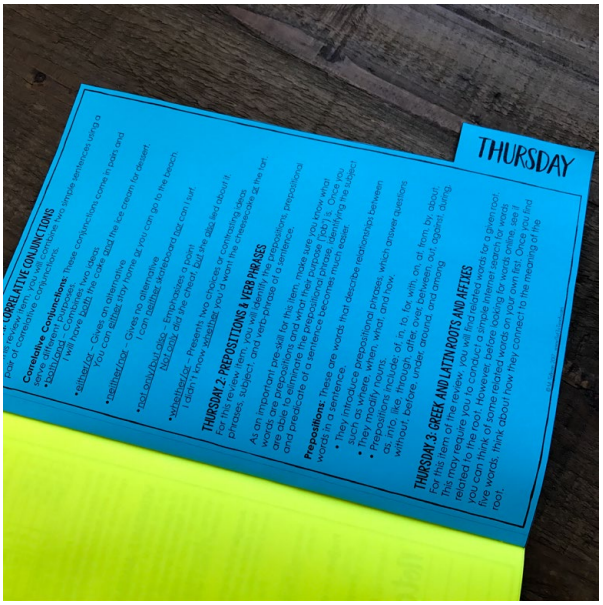
The student handbook for this spiral review is provided in the following pages. This handbook is designed to be used as a reference resource while your students are working on their 5-A-Day Language Review.

These pages are designed to be printed back-to-back (double-sided). Blank pages have been included to ensure proper alignment of the handbook. Please see the printing guide on the following page.









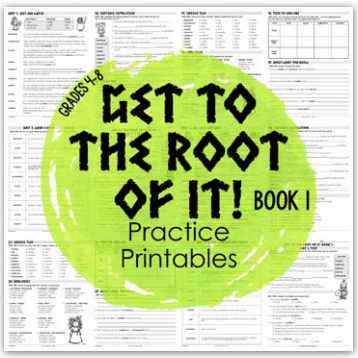
© Got to Teach LLC 2015 · www.GotToTeach.com

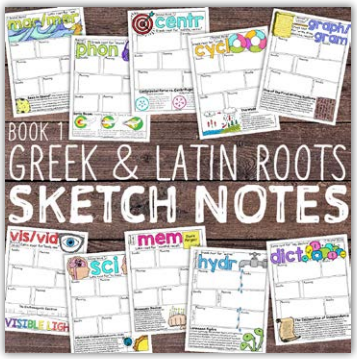
TEACHER thrive

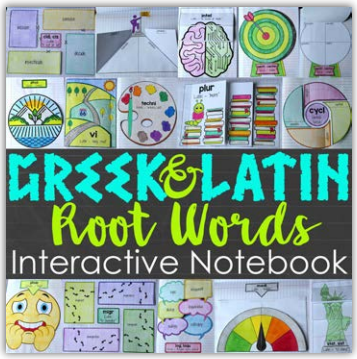
Helping teachers thrive, not just survive, in education

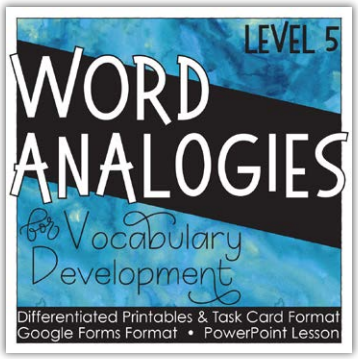
www.TeacherThrive.com

VOCABULARY RESOURCES

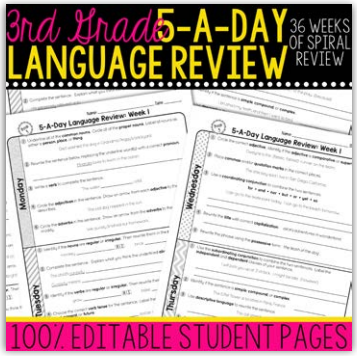


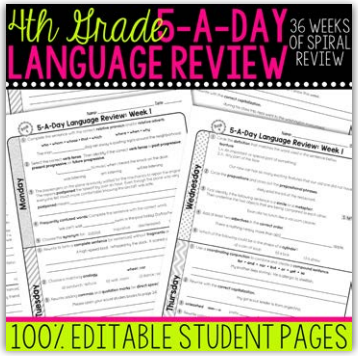


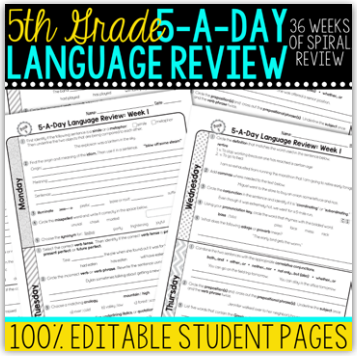


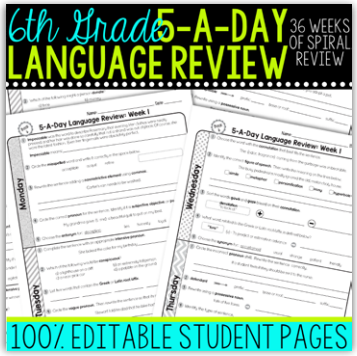


DAILY LANGUAGE REVIEWS (GRADES 3-8)

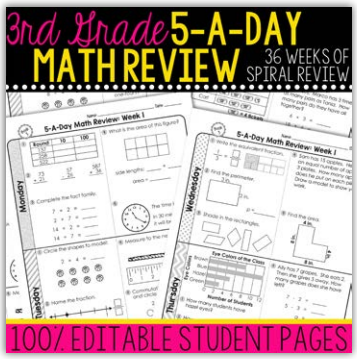


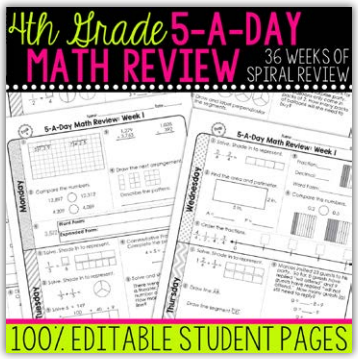


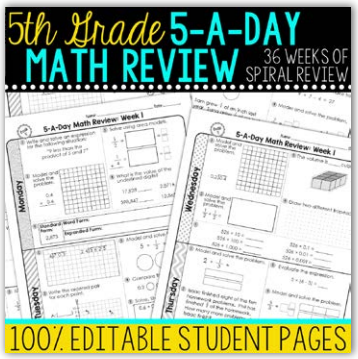


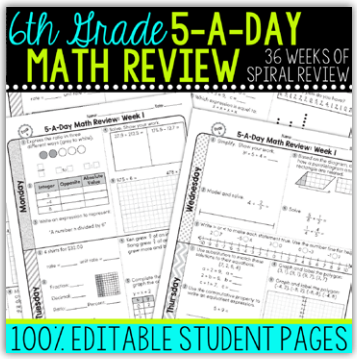


DAILY MATH REVIEWS (GRADES 3-6)









HANDS-ON MATH TILES



