

3rd Grade 5-A-DAY LANGUAGE REVIEW

36 WEEKS OF SPIRAL REVIEW

Book 3

5-A-Day Language Review: Week 1

Name: _____ Date: _____

1 Underline all of the **common nouns**. Circle all of the **proper nouns**. Label all nouns as either a **person**, **place**, or **thing**.
Dad washed the dog in Grandma Peggy's backyard.

2 Rewrite the sentence below, replacing the underline word(s) with a correct **pronoun**.
Miranda loves to swim in the ocean.

3 Write a **verb** to complete the sentence.
The water _____ cold.

4 Circle the **adjectives** in the sentence. Draw an arrow from each **adjective** to the describes.
The old dog napped in the sun.

5 Circle the **adverbs** in the sentence. Draw an arrow from the **adverbs** to the modify.
We quickly finished our homework.

1 Identify if the **nouns** are **regular** or **irregular**. Then rewrite them in the _____
monkey _____ (RI) brick _____

2 Complete the sentence. Explain what you think the underlined **adjective** means.
The child's curiosity _____
Curiosity means _____

3 Identify if the **verbs** are **regular** or **irregular**. Then rewrite them in the _____
grow _____ (RI) bake _____

4 Choose the correct **verb tense** for the sentence. Label the _____
present or future. _____ soccer _____

Book 3

5-A-Day Language Review: Week 1

Name: _____

1 Circle the correct **adjective**. Identify if the **adjective** is **comparative** or **superlative**.
Dwayne is the (faster, fastest) runner on the team.

2 Place **commas** and/or **quotation marks** in the correct places.
The little boy said I live in San Diego California.

3 Use a **coordinating conjunction** to combine the two sentences.
for • and • nor • but • or • yet • so
I can go to the skate park today. I can go to the beach tomorrow.

4 Rewrite the **title** with correct **capitalization**:
alice's adventures in wonderland

5 Rewrite the phrase using the **possessive form**: the leash of the dog

1 Use the **subordinating conjunction** to combine the two sentences. Label the **independent** and **dependent** clauses of your sentence.
I will pick you up at 3 o'clock. I might be late. (however)

2 Identify if the sentence is **simple**, **compound**, or **complex**.
The Eiffel Tower is located in Paris, France.

3 Use **descriptive language** to rewrite the sentence.
The cat stretched _____

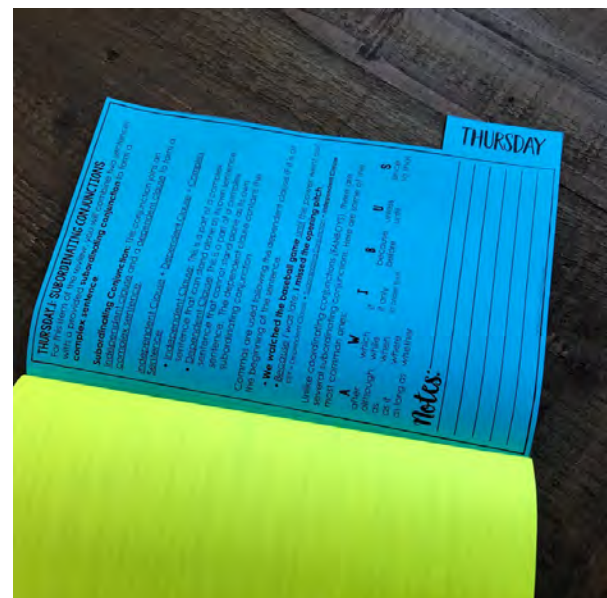
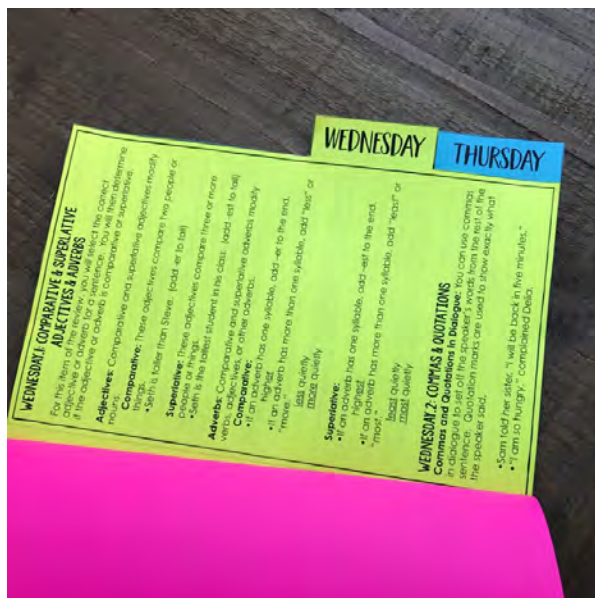
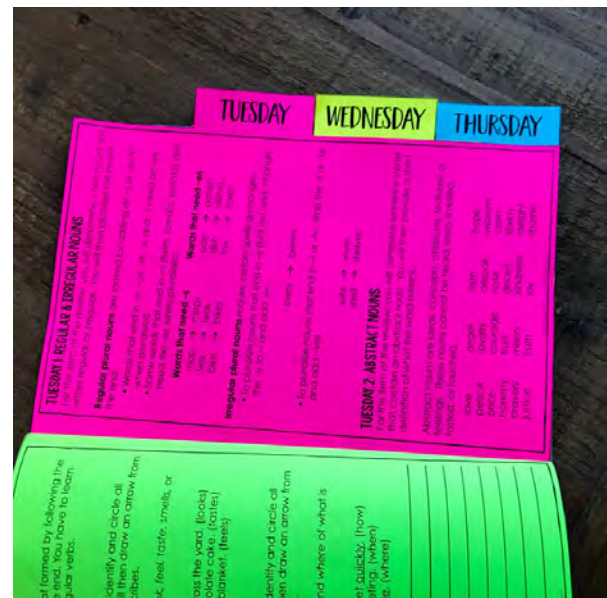
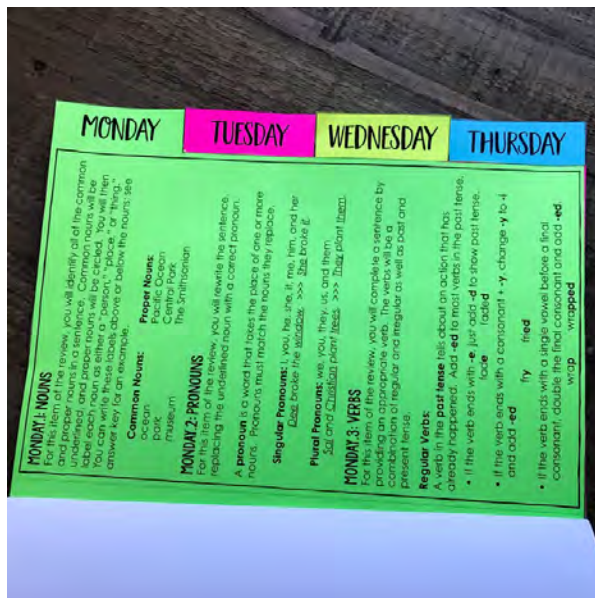
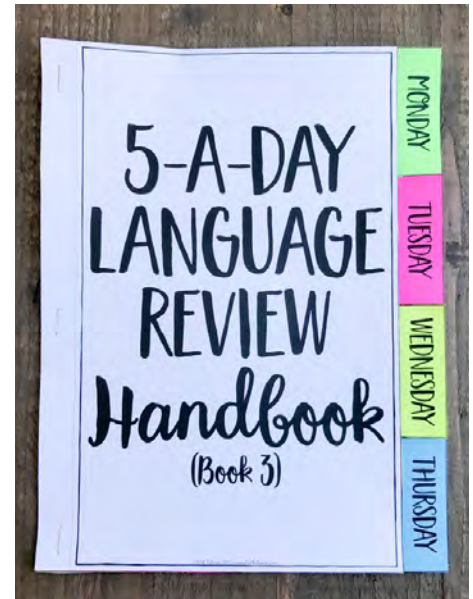
100% EDITABLE STUDENT PAGES

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.



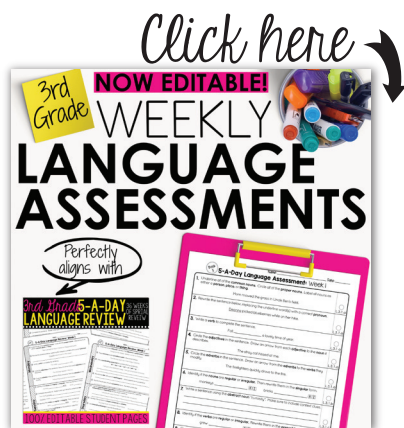
5-A-DAY COMMON CORE LANGUAGE REVIEW {3RD GRADE}

Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") language skill items that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [3rd Grade Language Weekly Assessments](#), which align perfectly to each week's content.

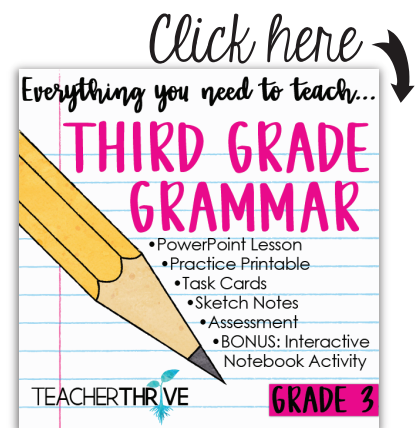
Skills Covered:

- Nouns, Pronouns, Verbs, Adjectives, and Adverbs (L.3.1.A)
- Regular and Irregular Nouns (L.3.1.B & L.3.2.E)
- Abstract Nouns (L.3.1.C)
- Regular and Irregular Verbs (L.3.1.D & L.3.2.E)
- Simple Verb Tense (L.3.1.E)
- Subject-Verb and Pronoun-Antecedent Agreement (L.3.1.F)
- Comparative and Superlative Adjectives and Adverbs (L.3.1.G)
- Commas and Quotations in Addresses & Dialogue (L.3.2.B & C)
- Coordinating and Subordinating Conjunctions (L.3.1.H)
- Capitalize Words in Titles (L.3.2.A)
- Form and Use Possessives (L.3.2.D)
- Simple, Compound, and Complex Sentences (L.3.1.I)
- Choose Words and Phrases for Effect (L.3.3.A)
- Prefixes & Suffixes (L.3.4.B)
- Literal & Nonliteral Meanings (L.3.5.A)
- Use Sentence-Level Context (L.3.4.A)

Printing Tips: For best results, set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected. You must open and print this file in latest version of Adobe Reader; You can download it for free, [HERE](#).



Thank you so much,
Melissa
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TEACHING NOTES

5-A-Day Language Review

MONDAY.1: NOUNS (L.3.1.A)

Students will identify all of the common and proper nouns in a sentence. Common nouns will be underlined, and proper nouns will be circled. Students will then label each noun as either a "person," "place," or "thing." Students can write these labels above or below the nouns; see answer key for an example. In the answer key, all pronouns are labeled as a common noun. However, you can have your students label them as pronouns if you like.

Common Nouns:

ocean
park
museum

Proper Nouns:

Pacific Ocean
Central Park
The Smithsonian

MONDAY.2: PRONOUNS (L.3.1.A)

Students will rewrite the sentence, replacing the underlined noun with a correct pronoun.

A pronoun is a word that takes the place of one or more nouns. Pronouns must match the nouns they replace.

Singular Pronouns: *I, you, he, she, it, me, him, and her*

Dee broke the window.

She broke it.

Plural Pronouns: *we, you, they, us, and them*

Sal and Christian plant trees.

They plant them.

MONDAY.3: VERBS (L.3.1.A)

Students will complete a sentence by providing an appropriate verb. The verbs will be a combination of regular and irregular, as well as past and present tense. Answers will vary, but are correct if the selected verb makes sense and matches the proper verb tense. The answer key provides one possible answer for each week.

MONDAY.4: ADJECTIVES (L.3.1.A)

Students will identify and circle all adjectives in the sentence. They will then draw an arrow from each adjective to the noun it describes.

Students must know that an adjective describes how a noun *looks, feels, tastes, smells, or sounds*.

- The brown bear dashed across the yard. (looks)
- Mom makes delicious chocolate cake. (tastes)
- Andrea slept on a soft blanket. (feels)



TEACHING NOTES

5-A-Day Language Review

MONDAY.5: ADVERBS (L.3.1.A)

Students will identify and circle all adverbs in the sentence. They will then draw an arrow from each adverb to the verb it modifies.

Students must know that an adverb describes the *how*, *when*, and *where* of what is happening.

- Edmond ran down the street quickly. (how)
- I arrived late to the meeting. (when)
- We like to play outside. (where)

TUESDAY.1: REGULAR & IRREGULAR NOUNS (L.3.1.B & L.3.2.E)

Students will determine if two nouns are either regular or irregular. They will then pluralize the nouns.

Regular Plural Nouns: Formed by adding an *-s* or *-es* to the end.

- Words that end in *-ss*, *-ch*, *-sh*, *-x*, and *-z* need an *-es* when pluralized.
- Some words that end in *-o* (hero, tomato, potato) also need the *-es* when pluralized

Words that need <i>-s</i>	
mop	<i>mops</i>
tea	<i>teas</i>
bike	<i>bikes</i>

Words that need <i>-es</i>	
pass	<i>passes</i>
dish	<i>dishes</i>
fox	<i>foxes</i>

Irregular Plural Nouns: Require certain spelling changes.

- To pluralize nouns that end in *-y* (but not *-ey*), change the *-y* to *-i* and add *-es*.

berry	<i>berries</i>
-------	----------------
- To pluralize nouns that end in *-f* or *-fe*, drop the *-f* or *-fe*, and add *-ves*.

wife	<i>wives</i>
shelf	<i>shelves</i>

TUESDAY.2: ABSTRACT NOUNS (L.3.1.C)

Students will complete sentence stems that contain an abstract noun. They will then provide a short definition of what the word means.

Abstract nouns are ideas, concepts, attributes, features, or feelings. These nouns cannot be heard, seen, smelled, tasted, or touched.

- Knowledge is power.
- I felt great sympathy for Gage when he lost his dog.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.3: REGULAR & IRREGULAR VERBS (L.3.1.D & L.3.2.E)

Students will determine if two verbs are either regular or irregular. They will then write the past tense form of the verbs.

Regular Verbs: A regular verb in the past tense is formed by adding *-ed* to the end.

- If the verb ends with *-e*, just add *-d* to show past tense.
namee namedd
- If the verb ends with a consonant + *-y*, change the *-y* to *-i* and add *-ed*.
cry cried
- If the verb ends in a single vowel + a consonant, double the final consonant and add *-ed*.
dip dipped

Irregular Verbs: These verbs do not follow the patterns of adding *-d* or *-ed*. Students must memorize them.

TUESDAY.4: SIMPLE VERB TENSES (L.3.1.E)

Students will select a word with the correct verb tense (past, present, or future) to complete a sentence.

Past Tense: These verbs tell about an action that has already happened.

- Mitch gave me a present.
- My sister skipped to school.
- She looked under the bed.

Present Tense: These verbs tell what is happening now.

- The dog sleeps on the patio.
- He is the best soccer player.
- Dina climbs the hill.

Future Tense: These verbs tell about an action that is going to happen. To write about the future, you need to add the word *will* before the main verb.

- The teacher will dismiss the class at 3 o'clock.
- Howard will run in the race tomorrow.
- They will swim in the pool at the party.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.5: SUBJECT-VERB & PRONOUN-ANTECEDENT AGREEMENT (L.3.I.F)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will choose a verb that agrees with the subject of the sentence.
- On even weeks (2, 4, 6... etc.) the students will choose a pronoun that agrees with the antecedent of the sentence.

Subject-Verb Agreement: The subject and verb of a sentence must agree in number.

- Dale washes his dad's car.
- Patty and I wash her dad's car.

Pronoun-Antecedent Agreement: The noun that a pronoun replaces is called an antecedent. A pronoun and its antecedent must also match in gender and number.

- Fluffy purrs when she is happy.
- The oranges are picked when they are ripe.
- We walk our dogs after our breakfast.

WEDNESDAY.1: COMPARATIVE & SUPERLATIVE ADJECTIVES & ADVERBS (L.3.I.G)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will select the correct adjective for a sentence. They will then determine if the adjective is comparative or superlative.
- On even weeks (2, 4, 6... etc.) the students will select the correct adverb for a sentence. They will then determine if the adverb is comparative or superlative.

Adjectives:

Comparative: These adjectives compare two people or things.

- Seth is taller than Steve.

Superlative: These adjectives compare three or more people or things.

- Seth is the tallest student in his class.

Adverbs: Comparative and superlative adverbs modify verbs, adjectives, or other adverbs.

Comparative:

- If an adverb has one syllable, add *-er* to the end.
higher
- If an adverb has more than one syllable, add "less" or "more."
less quietly more quietly

Superlative:

- If an adverb has one syllable, add *-est* to the end.
highest
- If an adverb has more than one syllable, add "least" or "most."
least quietly most quietly



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.2: COMMAS & QUOTATIONS IN ADDRESSES & DIALOGUE (L.3.2.B & C)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will place commas and quotation marks in dialogue.
- On even weeks (2, 4, 6... etc.) the students will place commas in addresses.

Commas and Quotations in Dialogue: You can use *commas* in dialogue to set off the speaker's words from the rest of the sentence. *Quotation marks* are used to show exactly what the speaker said.

- Sam told her sister, "I will be back in five minutes."
- "I am so hungry," complained Delia.

Commas in Addresses: You can use commas in addresses to set off the name line from the address line, the address line from the city, and the city from the state.

- Gale Lewis, 7499 Constitution Street, Houston, TX 77008
- Martin Smith, 403 Sunburst Avenue, Bethesda, MD 20810

WEDNESDAY.3: COORDINATING CONJUNCTIONS (L.3.1.H)

Students will use an appropriate coordinating conjunction to combine two simple sentences, making one compound sentence.

The coordinating conjunctions used are:

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.

WEDNESDAY.4: CAPITALIZE WORDS IN TITLES (L.3.2.A)

In titles the first word, the last word, and almost every word in between are 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 occurs after the colon.



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.5: FORM & USE POSSESSIVES (L.3.2.D)

Some nouns show that they belong to one or more people, places, or things.

- | | | |
|-----------------------------|---|----------------------|
| • the bikes of the students | ➔ | the students' bikes |
| • the books of the children | ➔ | the children's books |
| • the jacket of James | ➔ | James's jacket |
| • the slide of the park | ➔ | The park's slide |

THURSDAY.1: SUBORDINATING CONJUNCTIONS (L.3.1.H)

The students will combine two sentences with a provided subordinating conjunction to form a complex sentence. For an added challenge, students can underline the independent clause, double underline the dependent clause, and circle the conjunction of the sentence they write; the answer key provides the annotations in case you choose to have your students do this.

A subordinate 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 ➔ **Independent Clause** • Subordinating Conjunction • *Dependent Clause*

THURSDAY.2: SIMPLE, COMPOUND, & COMPLEX SENTENCES (L.3.1.I)

Students must identify if a sentence is simple, compound, or complex.

Simple Sentences: These sentences have at least one subject and one predicate. The subject is the "who" or the "what" of the sentence. The predicate is the action that the subject does. Simple sentences can have more than one subject or predicate. For the example below, the subject is underlined and the predicate is double underlined.

- Samuel and Tessa play the violin after school.

Compound Sentences: These sentences are made up of two or more simple sentences that are linked together by a comma and a coordinating conjunction.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.2: (CONTINUED)

- The apple fell from the tree, and it fell on his head.
- The cake is dry, but the cookies are moist.
- The tree house was very old, so it wasn't safe to play in.

Complex Sentences: These sentences are made up of one simple sentence (independent clause), and one incomplete sentence (dependent clause). These two clauses are joined using a subordinating conjunction.

- **We can go to the pool** unless it is closed.
- Since I stayed up late, **I was too tired to get up for breakfast.**

Key → **Independent Clause** • Subordinating Conjunction • **Dependent Clause**

THURSDAY.3: CHOOSE WORDS & PHRASES FOR EFFECT (L.3.3.A)

Students will rewrite a simple sentence, adding adverbs and adjectives to create a desired effect.

For students to write descriptively, they must know how to choose words and phrases for effect. The words should provide the reader with a clear picture of what is happening.

- The puppy hid behind the couch.
- The mischievous and guilty puppy shamefully hid behind the couch.

THURSDAY.4: PREFIXES & SUFFIXES (L.3.4.B)

Students will complete a sentence with a word that has a prefix or suffix that matches a given definition.

Students will be working with the following affixes:

Prefix	Meaning	Example	Suffix	Meaning	Example
un-	not, opposite of	unhealthy	-ful	full of	helpful
re-	again, back	rewrite	-less	without	hopeless
mis-	wrong, wrongly	misused	-er	more	hotter
pre-	before	preheat	-est	most	highest

THURSDAY.5: LITERAL & NONLITERAL MEANINGS (L.3.5.A)

USE SENTENCE-LEVEL CONTEXT (L.3.4.A)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will be given two sentences that use the same phrase. One phrase will be used literally and the other nonliterally. The students must differentiate and identify the different meanings.
- On even weeks (2, 4, 6... etc.) the students will be given a sentence with an underlined word. They are to use context clues to determine the meaning of the word.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

- 1 Underline all of the **common nouns**. Circle all of the **proper nouns**. Label all nouns as either a **person**, **place**, or **thing**.

Dad washed the dog in Grandma Peggy's backyard.

- 2 Rewrite the sentence below, replacing the underline word(s) with a correct **pronoun**.

Miranda loves to swim in the ocean.

- 3 Write a **verb** to complete the sentence.

The water _____ cold.

- 4 Circle the **adjectives** in the sentence. Draw an arrow from each **adjective** to the **noun** it describes.

The old dog napped in the sun.

- 5 Circle the **adverbs** in the sentence. Draw an arrow from the **adverbs** to the **verbs** they modify.

We quickly finished our homework.

Tuesday

- 1 Identify if the **nouns** are **regular** or **irregular**. Then rewrite them in the **plural** form.

monkey _____ (R) (I)

brick _____ (R) (I)

- 2 Complete the sentence. Explain what you think the underlined **abstract noun** means.

The child's curiosity _____

Curiosity means _____

- 3 Identify if the **verbs** are **regular** or **irregular**. Then rewrite them in the **past tense** form.

grow _____ (R) (I)

bake _____ (R) (I)

- 4 Choose the correct **verb tense** for the sentence. Label the correct **verb tense** as either **past**, **present**, or **future**.

Next year I _____ soccer and baseball.

play

will play

played

- 5 Choose the **verb** that **agrees** with the **subject** of the sentence.

The sea turtles (look, looks) for food near the reef.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Wednesday

- 1 Circle the correct **adjective**. Identify if the **adjective** is **comparative** or **superlative**.

Dwayne is the (faster, fastest) runner on the team.

C S

- 2 Place **commas** and/or **quotation marks** in the correct places.

The little boy said I live in San Diego California.

- 3 Use a **coordinating conjunction** to combine the two sentences.

for • and • nor • but • or • yet • so

I can go to the skate park today. I can go to the beach tomorrow.

- 4 Rewrite the **title** with correct **capitalization**: *alice's adventures in wonderland*

- 5 Rewrite the phrase using the **possessive** form: *the leash of the dog*

Thursday

- 1 Use the **subordinating conjunction** to combine the two sentences. Label the **independent** and **dependent** clauses of your sentence.

Wait in the office. I am late. (in case)

- 2 Identify if the sentence is **simple**, **compound**, or **complex**.

The Eiffel Tower is located in Paris, France.

- 3 Use **descriptive language** to rewrite the sentence.

The cat stretched its legs.

- 4 Find a word with a **prefix** or **suffix** that matches the definition in parentheses.

We watched the _____ sunset. (full of color)

- 5 Identify which underlined phrase/word is **literal** and which is **nonliteral**?

My mom's cooking is hands down the best I have ever eaten.

The teacher asked us to put our hands down until after she gives directions.



5-A-Day Language Review: Week 1

Monday

- 1 Underline all of the **common nouns**. Circle all of the **proper nouns**. Label all nouns as either a **person**, **place**, or **thing**.

Dad washed the dog in Grandma Peggy's backyard.
 person thing person place

- 2 Rewrite the sentence below, replacing the underline word(s) with a correct **pronoun**.

Miranda loves to swim in the ocean.

She loves to swim in the ocean.

- 3 Write a **verb** to complete the sentence.

The water is cold.

- 4 Circle the **adjectives** in the sentence. Draw an arrow from each **adjective** to the **noun** it describes.

The old dog napped in the sun.

- 5 Circle the **adverbs** in the sentence. Draw an arrow from the **adverbs** to the **verbs** they modify.

We quickly finished our homework.

Tuesday

- 1 Identify if the **nouns** are **regular** or **irregular**. Then rewrite them in the **plural** form.

monkey monkeys ☒ R ☐ I brick bricks ☒ R ☐ I

- 2 Complete the sentence. Explain what you think the underlined **abstract noun** means.

The child's curiosity led her toward the mysterious light.

Curiosity means a desire or interest to learning something.

- 3 Identify if the **verbs** are **regular** or **irregular**. Then rewrite them in the **past tense** form.

grow grew ☐ R ☒ I bake baked ☒ R ☐ I

- 4 Choose the correct **verb tense** for the sentence. Label the correct **verb tense** as either **past**, **present**, or **future**.

Next year I will play soccer and baseball.
 play will play played

- 5 Choose the **verb** that **agrees** with the **subject** of the sentence.

The sea turtles (look, looks) for food near the reef.

5-A-Day Language Review: Week 1

Wednesday

- 1 Circle the correct **adjective**. Identify if the **adjective** is **comparative** or **superlative**.

Dwayne is the (faster, fastest) runner on the team.

☒ C ☐ X

- 2 Place **commas** and/or **quotation marks** in the correct places.

The little boy said I live in San Diego California.

The little boy said, "I live in San Diego, California."

- 3 Use a **coordinating conjunction** to combine the two sentences.

for • and • nor • but • or • yet • so

I can go to the skate park today. I can go to the beach tomorrow.

I can go to the park today, and I can go to the beach tomorrow.

- 4 Rewrite the **title** with correct **capitalization**: *alice's adventures in wonderland*

Alice's Adventures in Wonderland

- 5 Rewrite the phrase using the **possessive** form: *the leash of the dog*

the dog's leash

Thursday

- 1 Use the **subordinating conjunction** to combine the two sentences. Label the **independent** and **dependent** clauses of your sentence.

Wait in the office. I am late. (in case)

Wait in the office, in case I am late.

independent clause dependent clause

- 2 Identify if the sentence is **simple**, **compound**, or **complex**.

The Eiffel Tower is located in Paris, France.

simple

- 3 Use **descriptive language** to rewrite the sentence.

The cat stretched its legs.

The fat sleepy cat slowly stretched its tired legs.

- 4 Find a word with a **prefix** or **suffix** that matches the definition in parentheses.

We watched the colorful sunset. (full of color)

- 5 Identify which underlined phrase/word is **literal** and which is **nonliteral**?

My mom's cooking is hands down the best I have ever eaten.

nonliteral

The teacher asked us to put our hands down until after she gives directions.

literal

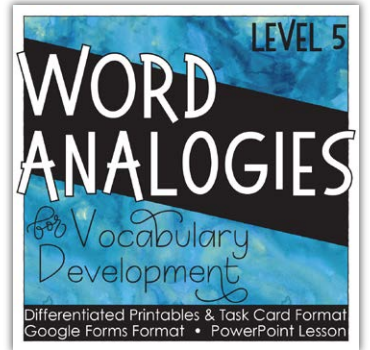
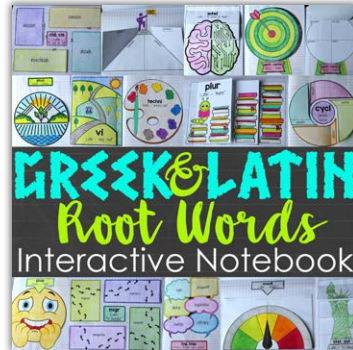
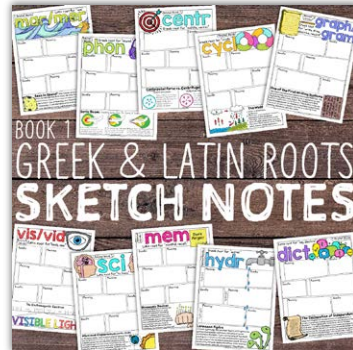
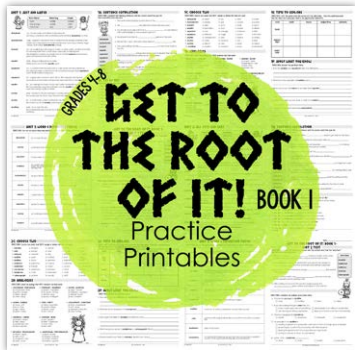


Helping teachers thrive, not just survive, in education

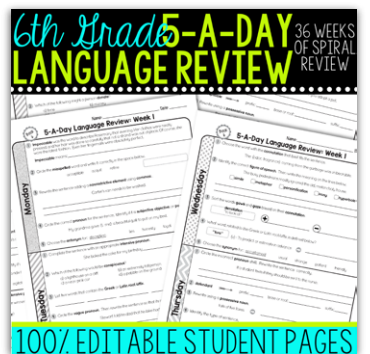
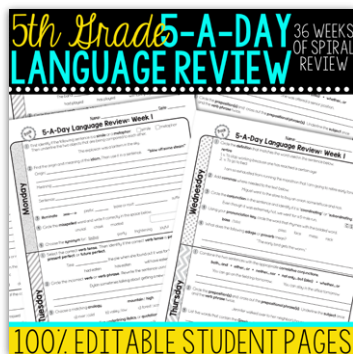
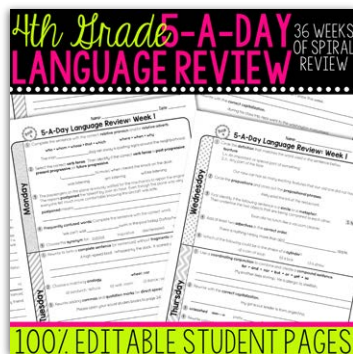
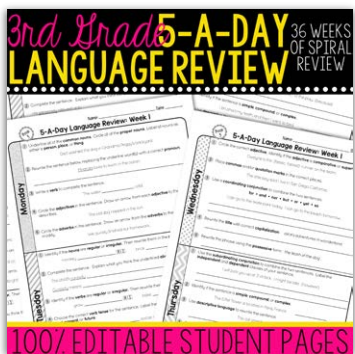


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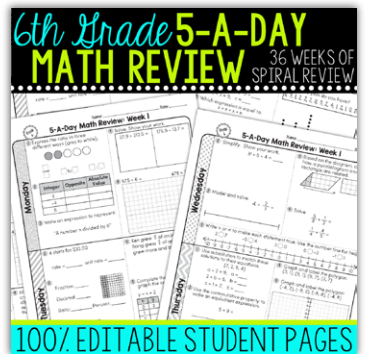
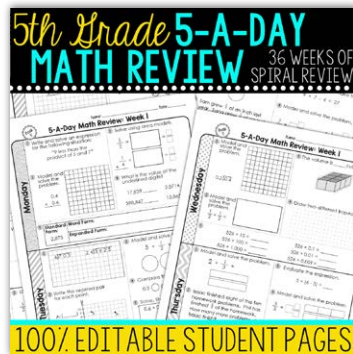
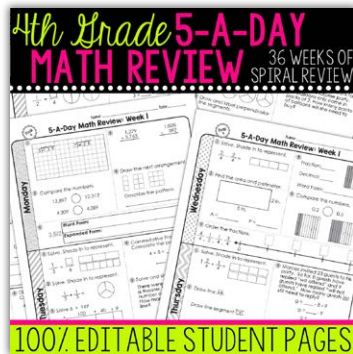
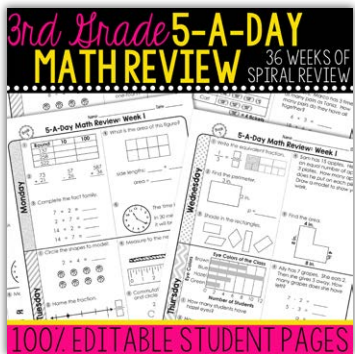
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

