

4th Grade 5-A-DAY LANGUAGE REVIEW

36 WEEKS OF SPIRAL REVIEW

Book 4

5-A-Day Language Review: Week 1

Name: _____ Date: _____

1 Complete the sentence with the correct **relative pronoun** and/or **relative adverb**.
who • whom • whose • that • which where • when • why
The man _____ dog ran away is posting signs around the neighborhood.

2 Select the correct **verb tense**. Then identify if the correct **verb tense** is **past progressive**, **present progressive**, or **future progressive**.
_____ to music when I heard the knock on the door.
_____ was listening _____ am listening _____ will be listening

3 The passengers on the plane anxiously waited for the mechanics to repair the engine. The repairs **postponed** the takeoff by over an hour. Even though the plane was very everyone felt much more comfortable knowing the aircraft was safe.
postponed means: _____

4 **Frequently confused words**: Complete the sentence with the correct word.
We can't wait _____ swim in the pool today! (to/too/two)

5 Choose the **synonym** for: curious inquisitive disinterested

1 Rewrite to form a **complete sentence** (or sentences) without **fragments** or **run-on sentences**.
A high-speed boat. Whizzed by the dock. It scared us.

2 Choose a matching **analogy**.
a) sandwich : lettuce b) wall : room c) dance : song
wheel : car

3 Rewrite adding **commas** and **quotation marks** for **direct speech**.
Please open your social studies books to page 24.

Book 4

5-A-Day Language Review: Week 1

Name: _____

1 Circle the **definition** that matches the word used in the sentence below.
feature
1. n. An important or special part of something.
2. n. Any part of the face

2 Circle the **prepositions** and cross out the **prepositional phrases**.
Our new car has so many exciting features that our old one did not have.

3 First identify if the following sentence is a **simile** or a **metaphor**.
Then underline the two objects that are being compared to each other.
Kelly paid the bill at the restaurant.

4 Add at least two **adjectives** in the **correct order**.
Evan ate his lunch like a vacuum cleaner.

5 Which of the following could be in the shape of a(n) _____ apple.
a) a can of soup b) a box c) a straw

1 Use a **coordinating conjunction** to combine and create a **compound sentence**.
for • and • nor • but • or • yet • so
My brother likes shrimp. He is allergic to shellfish.

2 Rewrite with the **correct capitalization**.
my girl scout leader is from argentina.

3 **unleashed** _____ prefix: _____

4 Rewrite using a _____

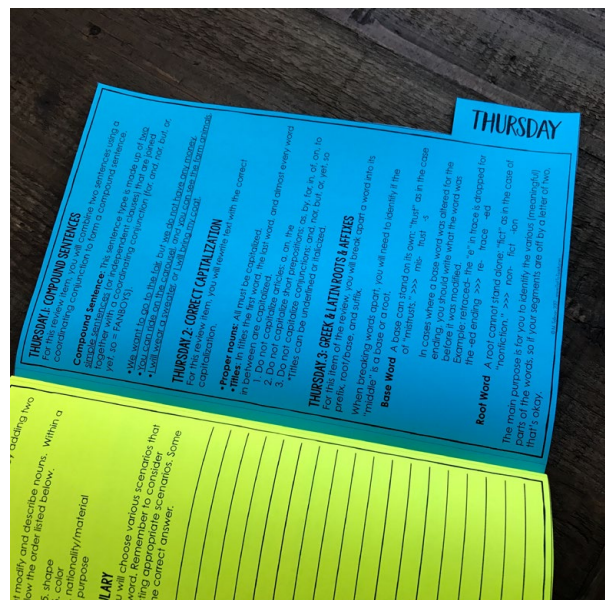
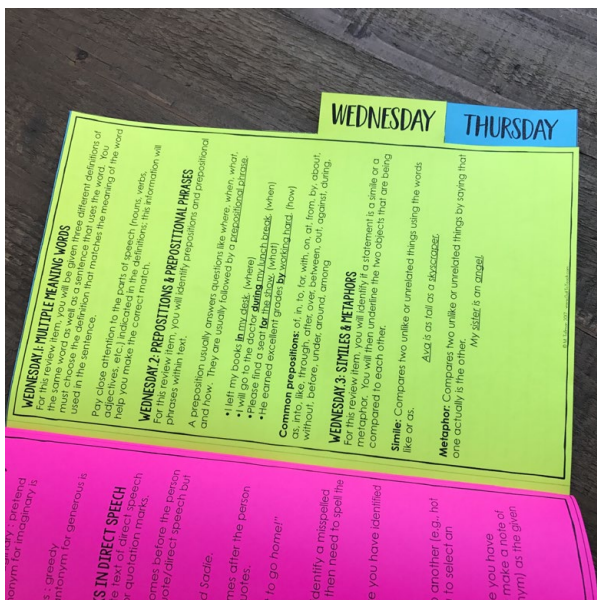
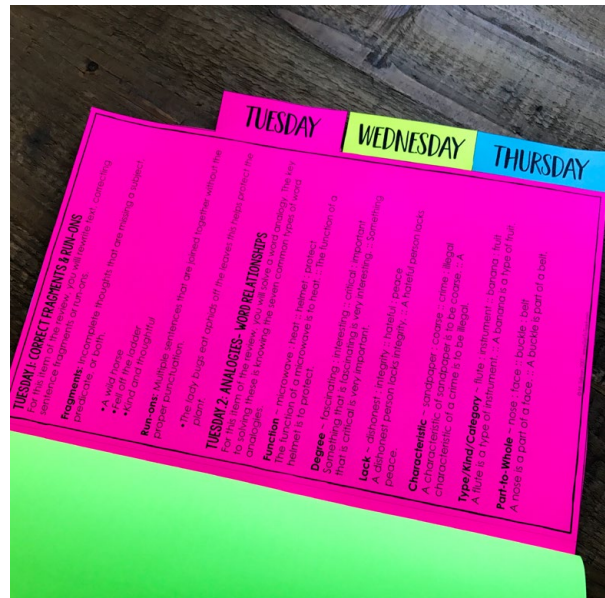
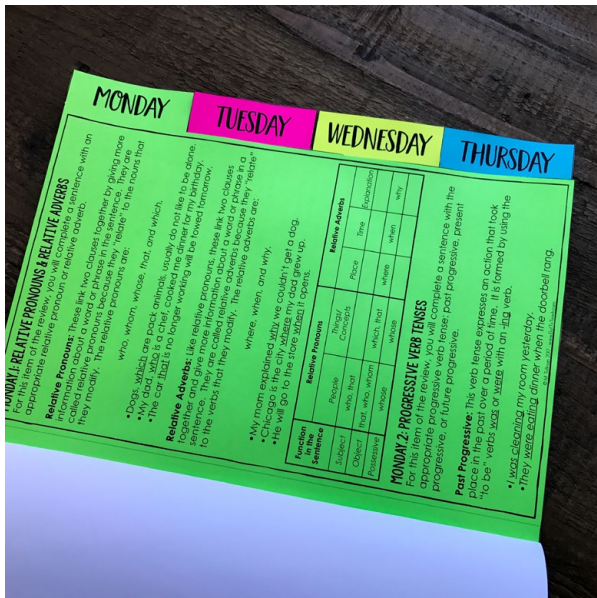
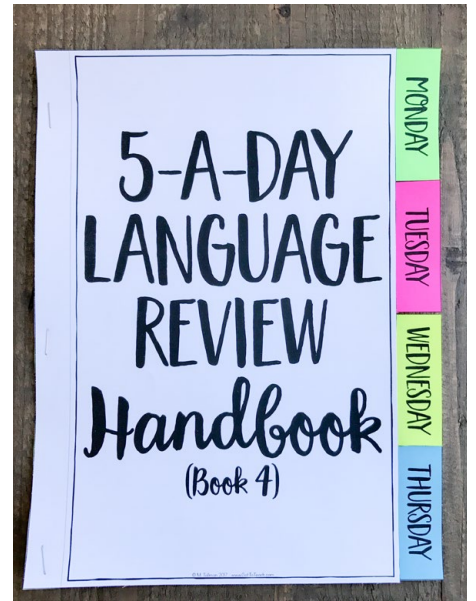
100% EDITABLE STUDENT PAGES

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 {4TH GRADE}

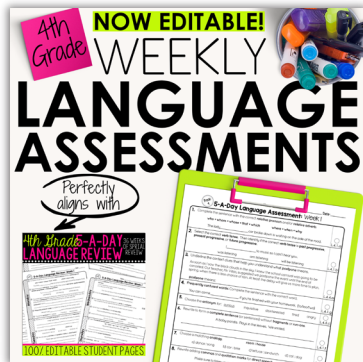
Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") language skill items that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [4th Grade Language Weekly Assessments](#), which align perfectly to each week's content.

Skills Included:

- Relative Pronouns & Relative Adverbs (L.4.1a)
- Progressive Verb Tenses (L.4.1b)
- Use Context Clues (L.4.4a)
- Frequently Confused Words (L.4.1g)
- Synonyms & Antonyms (L.4.5c)
- Correct Fragments & Run-Ons (L.4.1f)
- Analogies (L.4.5)
- Commas & Quotation Marks in Direct Speech (L.4.2b)
- Spelling (L.4.2d)
- Multiple Meaning Words (L.4.4c)
- Prepositions & Prepositional Phrases (L.4.1e)
- Similes & Metaphors (L.4.5a)
- Correctly Order Adjectives (L.4.1d)
- Applying Vocabulary (L.4.4a)
- Coordinating Conjunctions & Compound Sentences (L.4.2c)
- Correct Capitalization (L.4.2a)
- Possessive Nouns (L.4.3)
- Greek & Latin Roots & Affixes (L.4.4b)

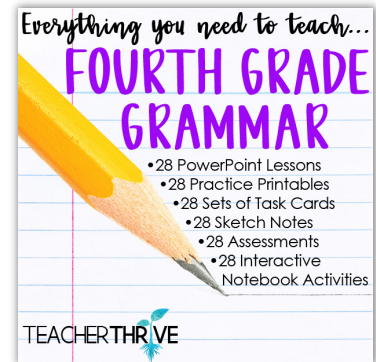
Printing Tips: For best results, set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected. You must open and print this file in latest version of Adobe Reader; You can download it for free, [{HERE}](#).

Click here →



Thank you so much,
Melissa
info@teacherthrive.com

Click here →



© Copyright 2015 M. Tallman. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) 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).



TEACHING NOTES

5-A-Day Language Review

MONDAY.1: RELATIVE PRONOUNS & RELATIVE ADVERBS (L.4.1A)

The students will complete a sentence with an appropriate relative pronoun or relative adverb.

Relative Pronouns: These link two clauses together by giving more information about a word or phrase in the sentence. They are called relative pronouns because they “relate” to the nouns that they modify. The relative pronouns are:

who, whom, whose, that, and which

- Dogs, which are pack animals, usually do not like to be alone.
- My dad, who is a chef, cooked me a special dinner for my birthday.
- The car that is no longer working will be towed tomorrow.

Relative Adverbs: Like relative pronouns, these link two clauses together and give more information about a word or phrase in a sentence. They are called relative adverbs because they “relate” to the verbs that they modify. The relative adverbs are:

where, when, and why

- My mom explained why we couldn't get a dog.
- Chicago is the city where my dad grew up.
- He will go to the store when it opens.

Function in the Sentence	Relative Pronouns		Relative Adverbs		
	People	Things/ Concepts	Place	Time	Explanation
Subject	who, that				
Object	that, who, whom	which, that	where	when	why
Possessive	whose	whose			

MONDAY.2: PROGRESSIVE VERB TENSES (L.4.1B)

The students will complete a sentence with the appropriate progressive verb tense: past progressive, present progressive, or future progressive.

Past Progressive: This verb tense expresses an action that took place in the past, over a period of time. It is formed by using the “to be” verbs was or were with an -ing verb.

- I was cleaning my room yesterday.
- They were eating dinner when the doorbell rang.



TEACHING NOTES

5-A-Day Language Review

MONDAY.2: PROGRESSIVE VERB TENSES (L.4.1B) -CONTINUED

Present Progressive: This verb tense expresses an ongoing action. The action is happening as it is said or written. It is formed by using the "to be" verbs *am*, *is*, or *are* with an *-ing* verb.

- I am finding it difficult to study here.
- She is working on your order right now.
- They are looking for a used car.

Future Progressive: This verb tense expresses an ongoing action that will take place at a later time. It is formed by using the "to be" verb *will be* with an *-ing* verb.

- We will be flying across the Pacific Ocean tomorrow.
- Next week I will be painting my house red.

MONDAY.3: USE CONTEXT CLUES (L.4.4A)

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 the case 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 "Post-its" and attach them to their papers.

MONDAY.4: FREQUENTLY CONFUSED WORDS (L.4.1G)

The students will complete a sentence choosing from two or more commonly confused and misused words.

- | | |
|-------------------------|------------------|
| • they're, their, there | • except, accept |
| • two, to, too | • then, than |
| • its, it's | • lose, loose |
| • affect, effect | • past, passed |

MONDAY.5: SYNONYMS (L.4.5C)

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.4.4C) in order to find the correct synonym.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.1: CORRECT FRAGMENTS & RUN-ONS (L.4.IF)

The students will rewrite text, correcting sentence fragments or run-ons.

There are number of options when correcting these, so answers will vary.

TUESDAY.2: ANALOGIES (L.4.5)

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

It's a good idea to spend some time teaching students how to identify the 7 main types of analogies (function, degree, lack, characteristic, type/kind, part-to-whole, and definition). Once 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 a 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.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.3: COMMAS & QUOTATION MARKS IN DIRECT SPEECH (L.4.2B)

The students will rewrite text of direct speech adding the appropriate commas and/or quotation marks.

1. If the quote/direct speech comes before the person who spoke, place a comma after the quote/direct speech, but within the quotation marks.
 - "I need your help," asked Sadie
2. If the quote/direct speech comes after the person who spoke, place a comma before the quotes.
 - The boy screamed, "I don't want to go home!"

TUESDAY.4: SPELL CORRECTLY (L.4.2D)

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.4.4C) in order to complete this task.

TUESDAY.5: ANTONYMS (L.4.5C)

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 (L.4.4C) in order to find the correct synonym.

WEDNESDAY.1: MULTIPLE MEANING WORDS (L.4.4C)

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 meaning of the word used in the sentence.

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



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.2: PREPOSITIONS & PREPOSITIONAL PHRASES (L.4.IE)

The students will identify prepositions and prepositional phrases within text.

A preposition usually answers questions like *where*, *when*, *what*, and *how*. They are usually followed by a prepositional phrase.

- I left my books **in** my desk. (where)
- I will go to the doctor **during** my lunch break. (when)
- Please find a seat **for** the show. (what)
- He earned excellent grades **by** working hard. (how)

WEDNESDAY.3: SIMILES & METAPHORS (L.4.5A)

The students will identify if a statement is a simile or a 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.

WEDNESDAY.4: CORRECTLY ORDER ADJECTIVES (L.4.ID)

The students will complete a sentence by adding two adjectives in the correct order.

Adjectives are words that modify and describe nouns. They should follow the order below within a sentence.

- | | |
|----------------|-------------------------|
| 1. opinion | 5. shape |
| 2. size | 6. color |
| 3. feels/looks | 7. nationality/material |
| 4. age | 8. purpose |

Incorrect: I got a new blue small backpack. (color comes before size)

Correct: I got a new small blue backpack. (size comes before color)

WEDNESDAY.5: APPLYING VOCABULARY (L.4.4A)

The students will choose various scenarios that apply to a given vocabulary word.

In order for students to understand the meaning of a word beyond its dictionary definition, they need to apply it to various situations that provide context for the word. This item allows students to do just that. In addition to selecting the applicable examples, have students discuss why a word does or does not apply.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.1: COORDINATING CONJUNCTIONS & COMPOUND SENTENCES (L.4.2C)

Compound Sentence: This sentence type is made up of two simple sentences (or independent clauses) that are joined together with a coordinating conjunction (*for, and, nor, but, or, yet, so* = FANBOYS).

- We want to go to the fair, but we do not have any money.
- You can ride on the carousel, and you can see the farm animals.
- I will wear a sweater, or I will bring my coat.

THURSDAY.2: CORRECT CAPITALIZATION (L.4.2A)

The students will rewrite text with the correct capitalization.

- All **proper nouns** must be capitalized.
 - **Titles:** 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
- *You may require your students to underline titles as well.

THURSDAY.3: GREEK & LATIN ROOTS & AFFIXES (L.4.4B)

The students will break apart a word into its prefix, root/base, and suffix.

When breaking words apart, have students 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".

The main purpose is to have students identify the various (meaningful) parts of the words; so if their segments are off by a letter or two, that's okay.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.4: POSSESSIVE NOUNS (L.4.3)

The students will form possessive nouns based on various situations.

1. add 's to the singular form of the word (even if it ends in -s).
 - the hat of James → James's hat
 - the bone of the dog → the dog's bone
2. add 's to the plural forms that do not end in -s.
 - the books of the children → the children's books
 - the tails of the mice → the mice's tails
3. add ' to the end of plural nouns that end in -s.
 - the bikes of the boys → the boys' bikes
 - the laws of the countries → the countries' laws
4. add 's to the end of compound words.
 - car of my sister-in-law → my sister-in-law's car
5. add 's to the last noun to show joint possession of an object.
 - the house of Kate and Carl → Kate and Carl's house
6. add 's to both nouns to show separate ownership of different objects.
 - the hands of Dorothy and Samir → Dorothy's and Samir's hands

*Tasks for rules 4-6 are NOT included in the fourth grade 5-A-Day Language Review. They are included in the teaching notes for teacher reference.

THURSDAY.5: GREEK & LATIN ROOTS & AFFIXES (L.4.4B)

The students will determine the meaning of a word based on the definitions of its roots and affixes. They will then look up the word in the dictionary (L.4.4C) to find and provide the actual definition. This will allow students to see how most of the time, examining the roots and affixes of a word will allow them to understand the meaning of the word.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

- 1 Complete the sentence with the correct **relative pronoun** and/or **relative adverb**.

who • whom • whose • that • which

where • when • why

The man _____ dog ran away is posting signs around the neighborhood.

- 2 Select the correct **verb tense**. Then identify if the correct **verb tense** is **past progressive**, **present progressive**, or **future progressive**.

I _____ to music when I heard the knock on the door.

was listening

am listening

will be listening

- 3 The passengers on the plane anxiously waited for the mechanics to repair the engine. The repairs **postponed** the takeoff by over an hour. Even though the plane was very late, everyone felt much more comfortable knowing the aircraft was safe.

postponed means: _____

- 4 **Frequently confused words:** Complete the sentence with the correct word.

We can't wait _____ swim in the pool today! (to/too/two)

- 5 Choose the **synonym** for: curious inquisitive disinterested tired angry

Tuesday

- 1 Rewrite to form a **complete sentence** (or sentences) without **fragments** or **run-ons**.

A high-speed boat. Whizzed by the dock. It scared us.

- 2 Choose a matching **analogy**.

wheel : car

a) sandwich : lettuce

b) wall : room

c) dance : song

d) cat : dog

- 3 Rewrite adding **commas** and **quotation marks** for **direct speech**.

Please open your social studies books to page 247 said the teacher.

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

dear

three

rong

- 5 Choose the **antonym** for: enormous great huge whale miniscule



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Wednesday

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

fea•ture

1. n. An important or special part of something
2. n. Any part of the face

Our new car has so many exciting features that our old one did not have

- 2 Circle the **prepositions** and cross out the **prepositional phrases**.

Kelly paid the bill at the restaurant.

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

☐ S ☐ M

Evan ate his lunch like a vacuum cleaner.

- 4 Add at least two **adjectives** in the **correct order**.

There is nothing I enjoy more than a(n) _____ apple.

- 5 Which of the following could be in the shape of a **cylinder**?

a) a can of soup b) a box c) a straw

Thursday

- 1 Use a **coordinating conjunction** to combine and create a **compound sentence**.

for • and • nor • but • or • yet • so

My brother likes shrimp. He is allergic to shellfish.

- 2 Rewrite with the **correct capitalization**.

my girl scout leader is from argentina.

- 3 **unleashed** >>>>→ prefix: _____ base or root: _____ suffix: _____

- 4 Rewrite using a **possessive noun**.

hobbies of the student → _____

- 5 Use the meaning of the **roots/affixes** to define the word. Provide a **dictionary** definition.

biology → "bio" - life "ology" - The scientific study of a subject

My Definition: _____

Dictionary Definition: _____

**5-A-Day Language Review: Week 1****Monday**

- 1 Complete the sentence with the correct **relative pronoun** and/or **relative adverb**.

who • whom • whose • that • which

where • when • why

The man whose dog ran away is posting signs around the neighborhood.

- 2 Select the correct **verb tense**. Then identify if the correct **verb tense** is **past progressive**, **present progressive**, or **future progressive**. *past*

I was listening to music when I heard the knock on the door.was listening

am listening

will be listening

- 3 The passengers on the plane anxiously waited for the mechanics to repair the engine. The repairs **postponed** the takeoff by over an hour. Even though the plane was very late, everyone felt much more comfortable knowing the aircraft was safe.

postponed means: To delay or to make late

- 4 **Frequently confused words:** Complete the sentence with the correct word.

We can't wait to swim in the pool today! (to/too/two)

- 5 Choose the **synonym** for: curious inquisitive disinterested tired angry

- 1 Rewrite to form a **complete sentence** (or sentences) without **fragments** or **run-ons**.

A high-speed boat. Whizzed by the dock. It scared us.

A high-speed boat whizzed by the dock, and it scared us.

- 2 Choose a matching **analogy**. **wheel : car**

a) sandwich : lettuce

b) wall : room

c) dance : song

d) cat : dog

- 3 Rewrite adding **commas** and **quotation marks** for **direct speech**.

Please open your social studies books to page 247 said the teacher.

"Please open your social studies books to page 247," said the teacher.

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

dear

three

rongwrong

- 5 Choose the **antonym** for: enormous great huge whale miniscule

Tuesday



5-A-Day Language Review: Week 1

Wednesday

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

fea•ture

1. n. An important or special part of something
2. n. Any part of the face

Our new car has so many exciting features that our old one did not have

- 2 Circle the **prepositions** and cross out the **prepositional phrases**.

Kelly paid the bill ~~at the~~ restaurant.

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



Evan ate his lunch like a vacuum cleaner.

- 4 Add at least two **adjectives** in the **correct order**.

There is nothing I enjoy more than a(n) large Fuji apple.

- 5 Which of the following could be in the shape of a **cylinder**?

a a can of soup b) a box c a straw

Thursday

- 1 Use a **coordinating conjunction** to combine and create a **compound sentence**.

for • and • nor • but • or • yet • so

My brother likes shrimp. He is allergic to shellfish.

My brother likes shrimp, but he is allergic to shellfish.

- 2 Rewrite with the **correct capitalization**.

my girl scout leader is from argentina.

My Girl Scout leader is from Argentina.

- 3 **unleashed** prefix: un- base or root: leash suffix: -ed

- 4 Rewrite using a **possessive noun**.

hobbies of the student



the student's hobbies

- 5 Use the meaning of the **roots/affixes** to define the word. Provide a **dictionary** definition.

biology



"bio" - life

"ology" - The scientific study of a subject

My Definition: The scientific study of life

Dictionary Definition: The science that studies the growth and life processes of living things.

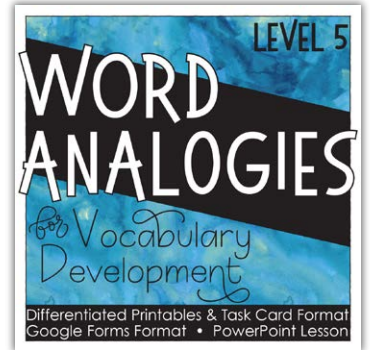
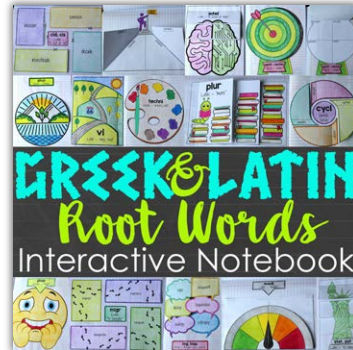
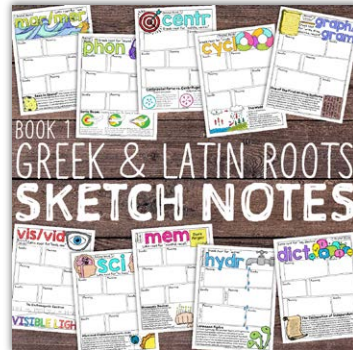
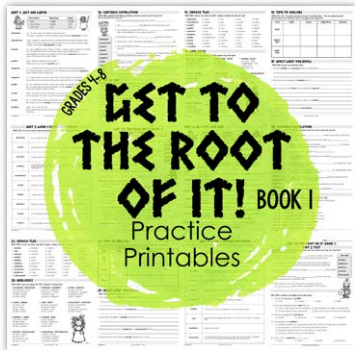


Helping teachers thrive, not just survive, in education

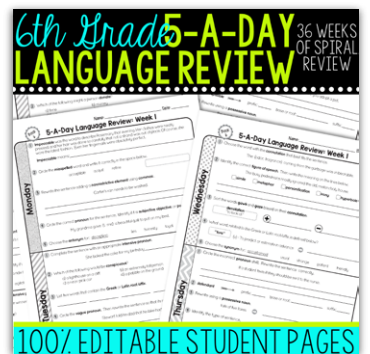
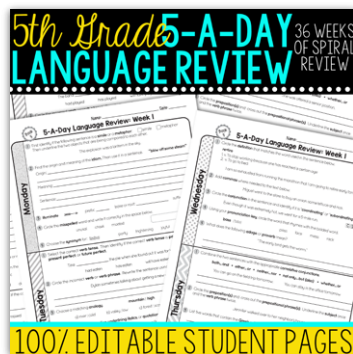
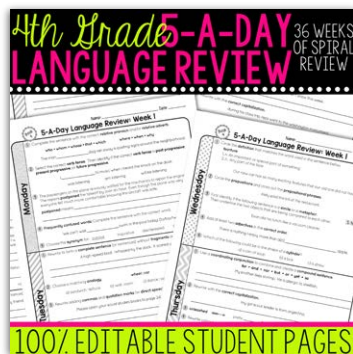
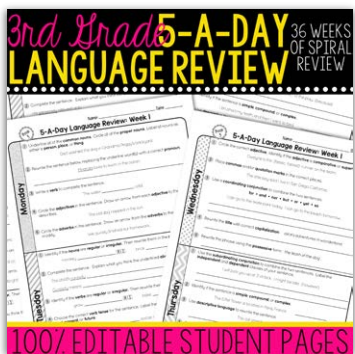


www.TeacherThrive.com

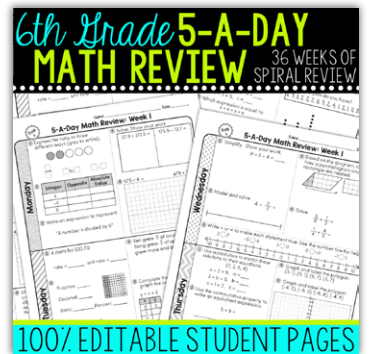
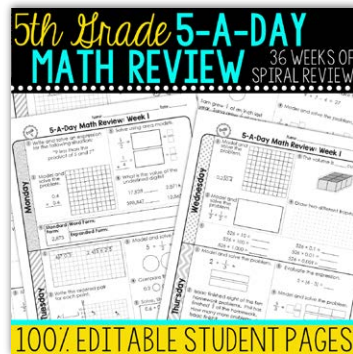
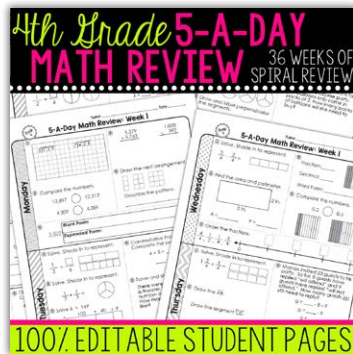
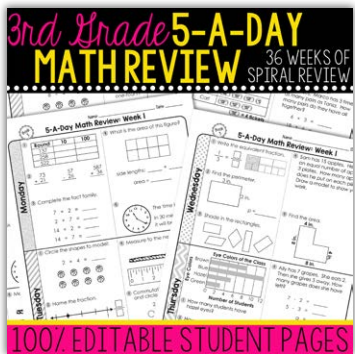
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

