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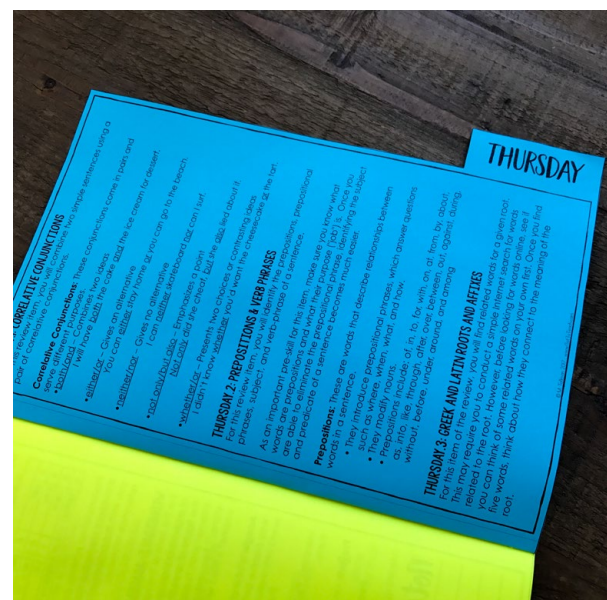
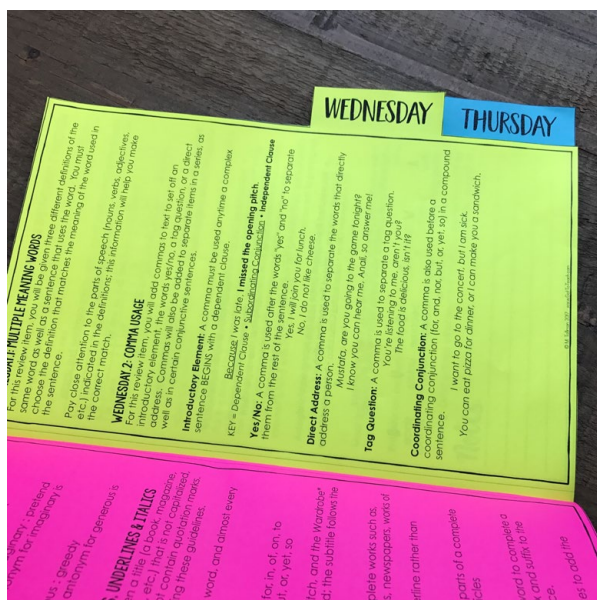
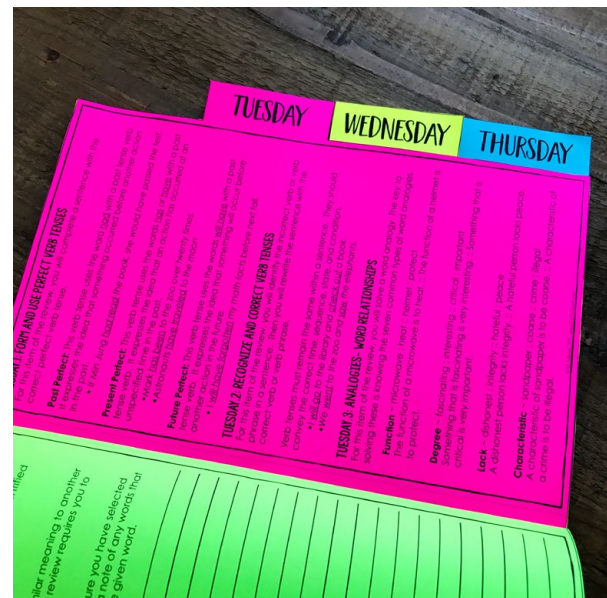
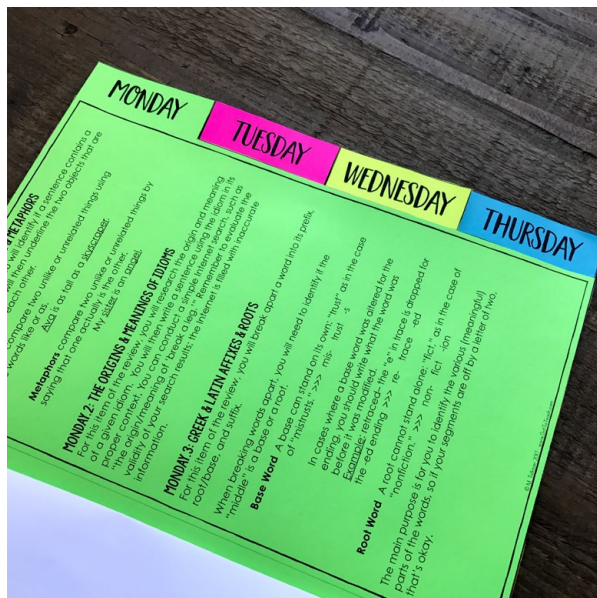
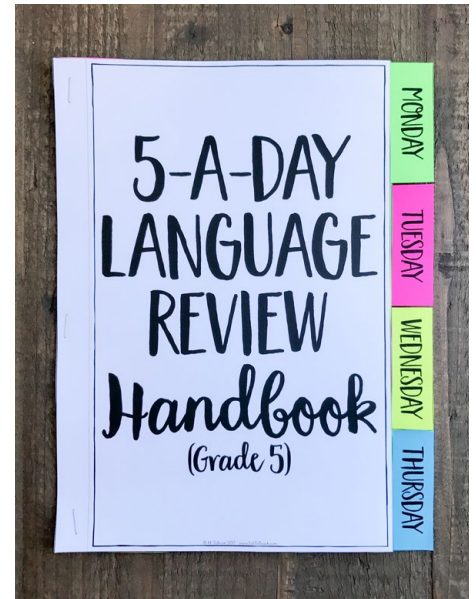
100% EDITTABLE STUDENT PAGES

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.



WEEKLY LANGUAGE ASSESSMENTS {5TH 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 [5th Grade Language Weekly Assessments](#), which align perfectly to each week's content.

Skills 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)

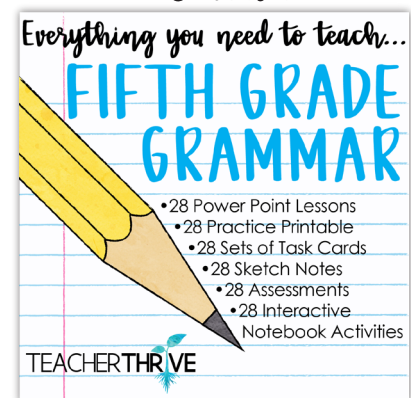
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Click here →



Thank you so much,
Melissa
gottoteach@icloud.com

Click here →



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TEACHING NOTES

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.”



TEACHING NOTES

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 had read 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 has been to the zoo over twenty times.
- Astronauts have traveled to the moon

Future Perfect: This verb tense uses the words *will have* with a past tense verb. It expresses the idea that something will occur before another action in the future.

- I will have forgotten 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 will go to the library and check out a book.
- We went to the zoo and saw the elephants.



TEACHING NOTES

5-A-Day Language Review

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.



TEACHING NOTES

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.



TEACHING NOTES

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.



TEACHING NOTES

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.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.1: CORRELATIVE CONJUNCTIONS (L.5.IE & 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.



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.

Pronunciation Key									
ă	pat	ě	pet	îr	fierce	oi	oil	ű	cut
ā	pay	ē	be	ǒ	pot	ǒǒ	look	ü	news
âr	care	ĩ	pit	ō	go	ōō	boot	ûr	fur
ä	father	ī	hide	ô	paw	ou	out	ə	ago

Pronunciation Key									
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ä	father	ī	hide	ô	paw	ou	out	ə	ago



Name: _____ Date: _____

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)



5-A-Day Language Review: Week 1

Wednesday

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

re•tire

1. v. To stop working because one has reached a certain age
2. v. To go to bed

I am so exhausted from running the marathon that I am going to retire early tonight.

- 2 Add **commas** where needed to the text below.

Miguel went to the store to buy an onion some lettuce and rice.

- 3 Circle the **conjunction** in the sentence and identify if it is “**coordinating**” or “**subordinating**.”

Even though it was extremely hot, we went for a 5-mile run.

C **S**

- 4 Using your **pronunciation key**, circle the word that rhymes with the bolded word.

bass ('bās)

pass

face

mess

rack

- 5 What does the following **adage** or **proverb** mean?

“The early bird gets the worm.”

Thursday

- 1 Combine the two sentences with the appropriate **correlative conjunctions**.

both...and • **either...or** • **neither... nor** • **not only... but (also)** • **whether...or**

You can go on the field trip tomorrow.

You can stay in the office tomorrow

- 2 Circle the **preposition(s)** and cross out the **prepositional phrase(s)**. Underline the **subject** once and the **verb phrase** twice.

Jennifer walked over to her neighbor's house.

- 3 List five words that contain the **Greek** or **Latin root/affix**. **aud** - to hear or listen

- 4 Mina agreed to go on the **excursion**, but only because she was getting stir crazy sitting in her hotel room all day. Normally, little trips to see the sights did not interest her. But her teammates convinced her to make the best of her trip and explore the beauty of Mexico.

excursion means: _____

- 5 Choose the **antonym** for: revolt rebel agree upheaval resist



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: Steam engines would need to have their steam released to prevent too much pressure from damaging the unit.

Meaning: To do something to release anger or pent up emotions

Sentence: After hearing that he didn't make the lacrosse team, Jamal went for a five-mile run to blow off some steam.

- 3 illuminate prefix: il- base or root: lumen suffix: -ate

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

unusal

chisel

modest

unusual

- 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**. past perfect

Tina had eaten 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.

Dylan sometimes talks 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)

Where the Red Fern Grows

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

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

5-A-Day Language Review: Week 1

Wednesday

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

re•tire

1. v. To stop working because one has reached a certain age

2. v. To go to bed

I am so exhausted from running the marathon that I am going to retire early tonight.

- 2 Add **commas** where needed to the text below.

Miguel went to the store to buy an onion some lettuce and rice.

Miguel went to the store to buy an onion, some lettuce, and rice.

- 3 Circle the **conjunction** in the sentence and identify if it is “**coordinating**” or “**subordinating**.”

Even though it was extremely hot, we went for a 5-mile run.

☐ C ☒ S

- 4 Using your **pronunciation key**, circle the word that rhymes with the bolded word.

bass ('bās)

pass

face

mess

rack

- 5 What does the following **adage** or **proverb** mean?

“The early bird gets the worm.”

Success comes to those who prepare and arrive first.

Thursday

- 1 Combine the two sentences with the appropriate **correlative conjunctions**.

both...and • either...or • neither... nor • not only... but (also) • whether...or

You can go on the field trip tomorrow.

You can stay in the office tomorrow

You either go on the field trip tomorrow, or you can stay in the office.

- 2 Circle the **preposition(s)** and cross out the **prepositional phrase(s)**. Underline the **subject** once and the **verb phrase** twice.

Jennifer walked over ~~to her neighbor's house.~~

- 3 List five words that contain the **Greek** or **Latin root/affix**. **aud** - to hear or listen

audible

auditorium

audio

auditory

audition

- 4 Mina agreed to go on the **excursion**, but only because she was getting stir crazy sitting in her hotel room all day. Normally, little trips to see the sights did not interest her. But her teammates convinced her to make the best of her trip and explore the beauty of Mexico.

excursion means: *A short trip taken for interest or pleasure, often by a small group of people*

- 5 Choose the **antonym** for: revolt rebel agree upheaval resist

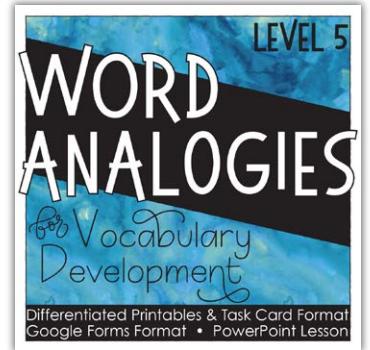
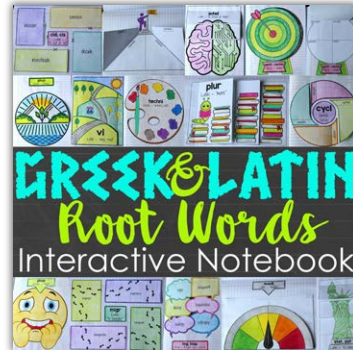
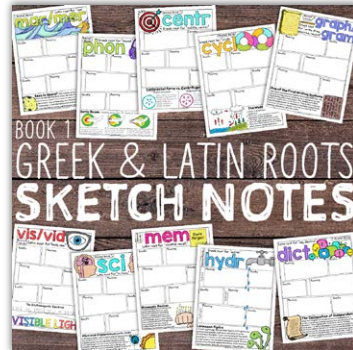
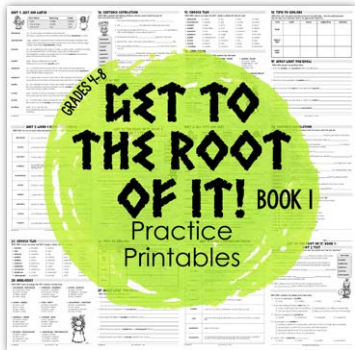


Helping teachers thrive, not just survive, in education

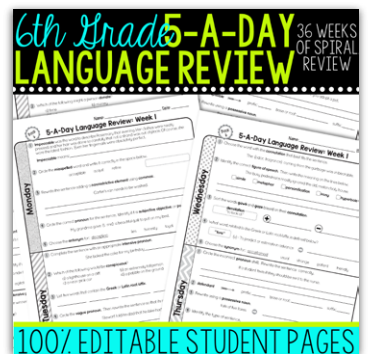
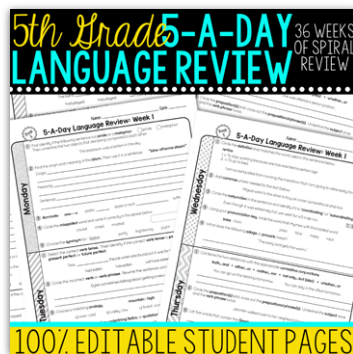
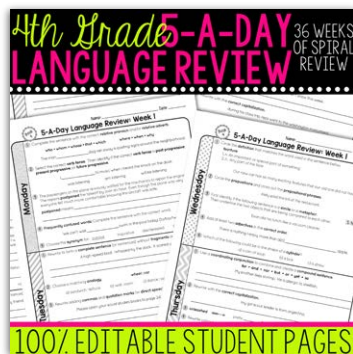
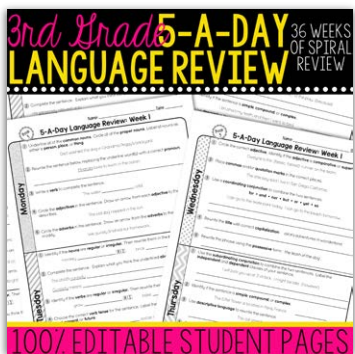


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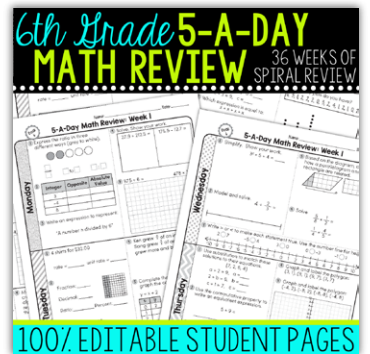
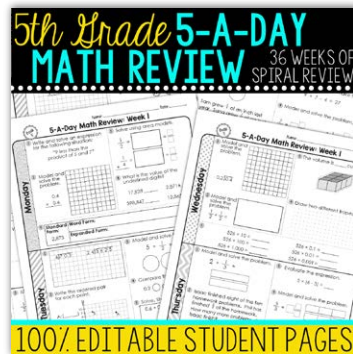
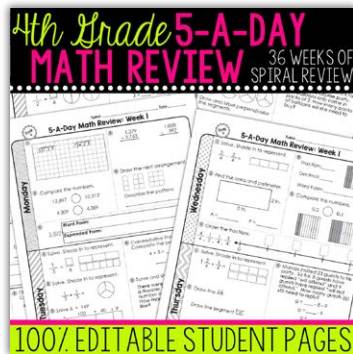
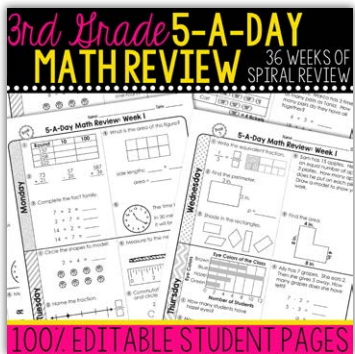
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

