

5th Grade 5-A-DAY FREE

2 WEEKS OF SPIRAL REVIEW

Monday

5-A-Day Language Review: Week 1

Name: _____ Date: _____

1. First identify if the following sentence is a **simile** or a **metaphor**. Then underline the two objects that are being compared to each other.
The explosion was a **bonfire** in the sky. ☐ simile ☐ metaphor

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 **mis spelled** word and write it correctly in the space below.
unusual chest modest

5. Choose the **synonyms** for: **blasted** ☐ **portly** ☐ **lightening** ☐ **joyful**

Tuesday

1. Select the correct **verb tense**. Then identify if the correct **verb tense** is **past**, **present perfect**, or **future perfect**.
Tim _____ the pie when she found out it was for her.
had eaten has eaten will have eaten

2. Circle the incorrect **verb** or **verb phrase**. Rewrite the sentence using the correct verb or verb phrase.
Dylan sometimes talking about getting a new car.

3. Choose a matching **analogy**.
dinner : table :: mountain : high
dinner : table :: valley : low forest : tree

Wednesday

5-A-Day Language Review: Week 1

Name: _____ Date: _____

1. Circle the **definition** that matches the word used in the sentence below.
remind
1. To stop working because one has reached a certain age.
2. 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.
My friend went to the store to buy an onion some lettuce and rice.

3. Circle the **conjunction** in the sentence and identify if it is a **"coordinating"** or **"subordinating"**.
Even though it was extremely hot we went for a 3 mile run.

4. Using your **pronunciation key** circle the word that rhymes with the bolded word.
boast /boast/ pass face miss rock

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 conjunction**.
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.
Jennifer walked over to her neighbor's house.

3. List five words that contain the **prefix**.

HOMEWORK • WARM-UPS • CENTERS

Daily Language Review Grade 5th Answers

Evelyn Riddle, Kathleen Wall



Daily Language Review Grade 5th Answers:

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-Teacher's Book ,2000 **El-Hi Textbooks & Serials in Print, 2005** ,2005 El-Hi Textbooks & Serials in Print, 2003
,2003 Instructor ,2005 **A Coursebook on Aphasia and Other Neurogenic Language Disorders, Fifth Edition**

M.N. Hegde,2022-10-31 A Coursebook on Aphasia and Other Neurogenic Language Disorders Fifth Edition is a textbook for courses in aphasia and other neurogenic communication disorders It is organized in a unique and interactive coursebook format that divides pages into columns with written information next to columns with space for note taking This allows instructors to make lecture notes and students to write class notes on the right half of each page of the text The Coursebook offers a comprehensive description and critical review of basic and applied research on aphasia right hemisphere disorder RHD traumatic brain injury TBI and dementia the four major language and communication disorders associated with neurological pathologies The relationship between the brain and language major features of aphasia and other disorders their assessment and treatment have been described in streamlined and clinician friendly language Critical review of theories assessment and treatment research helps speech language pathologists distinguish valid from the questionable in the professional and scientific literature All assessment and treatment chapters give an outline of comprehensive and practical procedures integrating current practices that clinicians might readily use New to the Fifth Edition Part I has been restructured under the heading Brain and Language to describe the neuroanatomical bases of language and language impairments associated with neuropathological variables The chapter on neurodiagnostics has been updated to include a variety of surgical radiological and imaging procedures that help students understand the relationship between the brain structure and function and their involvement in language production and comprehension Part II has been reorganized into three chapters on aphasia Chapter 3 offers a comprehensive review of aphasia prevalence definition and classification Newer perspectives on intraoperative cortical brain mapping and alternative classification of aphasia based on recent research on the dual stream hypotheses related to brain and language have been reviewed with critical evaluation to help clinicians Chapters 4 and 5 on assessment and treatment of aphasia offer a more comprehensive review of established and newer procedures The chapter on treatment is expanded to include telerehab drug treatment brain stimulation and technologically based interventions All major language intervention techniques are reviewed with outlined recommendations for clinicians Part III on RHD consists of two revised chapters reflecting current terminology research and clinical practice issues Sections on neglect deficit awareness social communication and abstract language intervention have been updated Part IV offers the most recent research on TBI rehabilitation Research on teaching compensatory strategies group therapy and community reentry has been updated with clinical recommendations Part V s two chapters on dementia include new information on changing incidence and prevalence patterns of dementia infectious and rapidly progressive dementias frontotemporal dementias primary progressive aphasia and HIV associated neurocognitive disorders **Helping Children Learn Mathematics, 5th Australian Edition** Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Leicha

Bragg,Audrey Cooke,Melissa Fanshawe,Mark Gronow,2025-10-10 Kid's Box American English Level 4 Teacher's Edition
Melanie Williams,Caroline Nixon,2010-12-02 Kid s Box is a six level course for young learners Bursting with bright ideas to inspire both teachers and students Kid s Box American English gives children a confident start to learning English It also fully covers the syllabus for the Cambridge Young Learners English YLE tests The Teacher s Edition contains comprehensive notes as well as extra activities and classroom ideas to inspire both teachers and students Level 4 completes the Movers cycle CEF level A1 **Face2face Elementary Teacher's Book with DVD** Chris Redston,Gillie Cunningham,Jeremy Day,2012-03-20 The course for teachers who want to get their students communicating with confidence face2face is an easy to teach General English course that helps adults and young adults to speak and listen with confidence The Workbook with Key offers additional consolidation activities and a Reading and Writing Portfolio for extra skills practice Resources in Education ,2001

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