

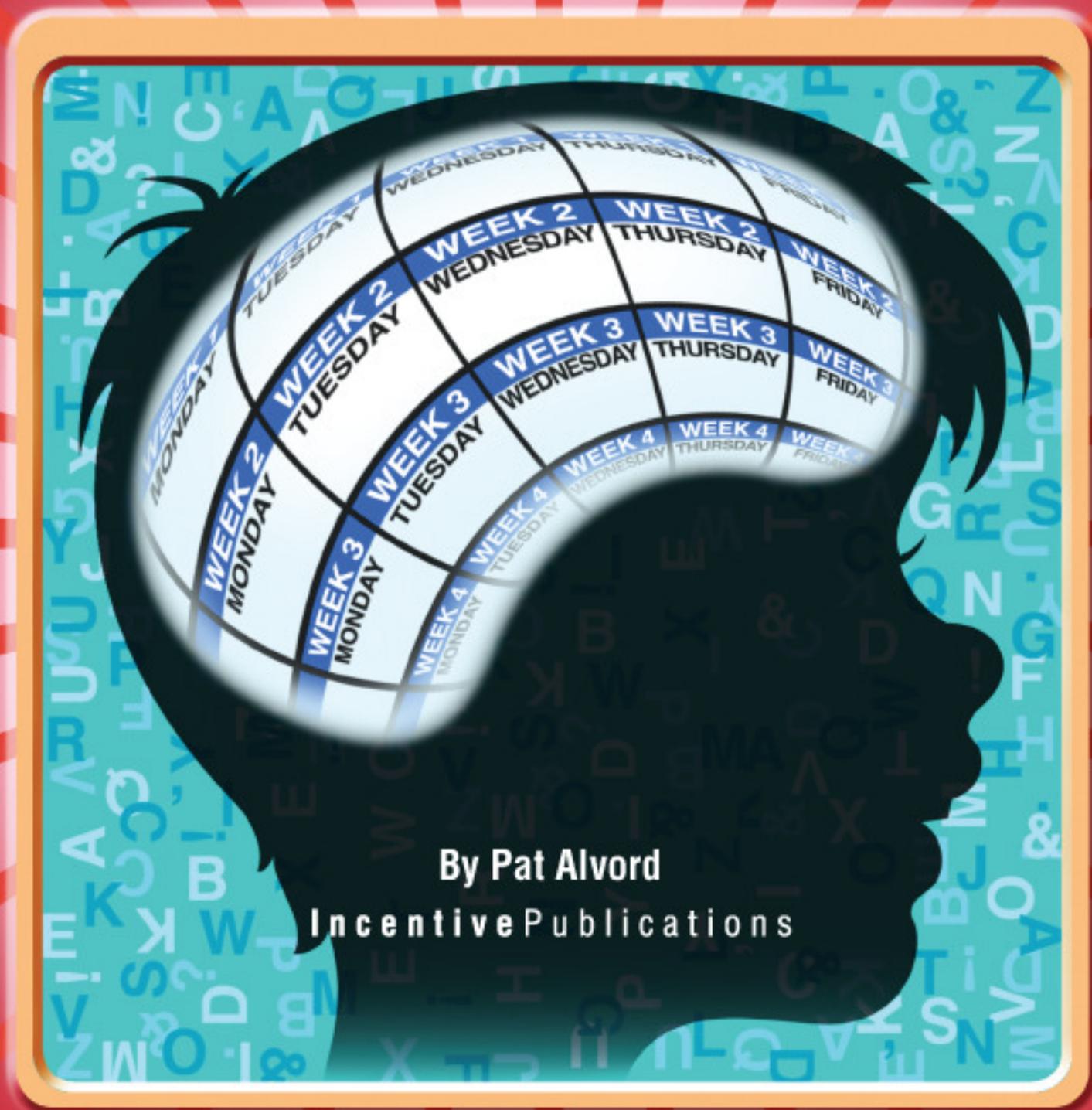


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5th Grade

Use It! Don't Lose It!

DAILY LANGUAGE PRACTICE



By Pat Alvord

Incentive Publications

Use It! Don't Lose It!

LANGUAGE
Daily Skills Practice
Grade 5

by Pat Alvord



Incentive Publications

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Don't let those language skills get lost or rusty!

As a teacher you work hard to teach language skills to your students. Your students work hard to master them. Do you worry that your students will forget the material as you move on to the next concept?

If so, here's a plan for you and your students—one that will keep those skills sharp.

Use It! Don't Lose It! provides daily language practice for all the basic skills. There are five language problems a day, every day for 36 weeks. The skills are correlated to national and state standards.

Students practice all the fifth-grade skills, concepts, and processes in a spiraling sequence. The plan starts with the simplest level of fifth-grade skills, progressing gradually to higher-level tasks, as it continually circles around and back to the the same skills at a little higher level, again and again. Each time a skill shows up, it has a new context—requiring students to dig into their memories, recall what they know, and apply it to another situation.

The Weekly Plan – Five Problems a Day for 36 Weeks

- Monday – Thursday**• one vocabulary or other word skills item
 - one spelling or mechanics item (capitalization, punctuation)
 - one grammar or language usage item
- Monday and Wednesday**• one reading item
 - one literature item
- Tuesday and Thursday**• one writing item
 - one research/information skills item
- Friday**.....• one longer reading comprehension passage with questions
 - one writing task

Contents

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(all the details of what's covered, where, and when)	
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How to Use Daily Skills Practice

To get started, reproduce each page, slice the Monday–Thursday lesson pages in half or prepare a transparency. The lessons can be used . . .

- **for independent practice**—Reproduce the lessons and let students work individually or in pairs to practice skills at the beginning or end of a language class.
- **for small group work**—Students can discuss and solve the problems together and agree on answers.
- **for the whole class review**—Make a transparency and work through the problems together as a class.

Helpful Hints for Getting Started

- Though students may work alone on the items, always find a way to review and discuss the answers together. In each review, ask students to describe how they answered the challenges or other problems that involve choices of strategies.
- Allow more time for the Friday lesson, as these tasks may take a little longer. Students can work in small groups to discover and discuss their answers.
- Provide dictionaries and other resources that may be helpful to students as needed. There will not always be room on the sheet for some of the longer writing tasks.
- Many of the writing tasks can be expanded into full writing lessons. When you have time to do so, extend the activity to work on all or various stages of the writing process. Find time for students to share and enjoy their written products.
- The daily lessons are designed to be completed in a short time period, so that they can be used along with your regular daily instruction. However, don't end the discussion until you are sure all students "get it," or at least until you know which ones don't get something and will need extra instruction. This will strengthen all the other work students do in language class.
- Keep a consistent focus on thinking skills for reading comprehension activities. Allow students to discuss their answers, particularly those that involve such higher-level thinking skills as drawing conclusions, inferring, predicting, or evaluating.
- Find ways to strengthen the knowledge and use of new vocabulary words students learn in the daily practice. Keep a running list of these words. Use them in classroom discussions and activities. Find ways to share and show off knowledge of the words. Encourage students to include the new words in their writing.
- Take note of which items leave some or all of the students confused or uncertain. This will alert you to which skills need more instruction.
- The daily lessons may include some topics or skills your students have not yet learned. In these cases, students may skip items; or, you might encourage them to consider how the problem could be solved; or, you might use the occasion for a short lesson that would get them started on this skill.

1. Change this phrase into a complete sentence.

On the world's largest roller coaster.

2. Edit this sentence.

millions of fun-seekers visit disneyland every year.

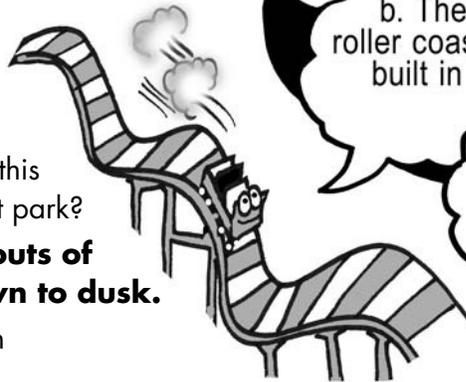
3. Which words mean "not clear"?

- a. disclear c. unclear
- b. imclear d. misclear

4. What literary technique is used in this sentence describing an amusement park?

Shrill shrieks and sharp shouts of delight are heard from dawn to dusk.

- personification alliteration
- exaggeration rhyme



5. Which statements are opinions?

a. Most Americans consider amusement parks the best place for family vacations.

b. The first roller coaster was built in 1870.

c. Roller coaster speed thrills most children and adults.

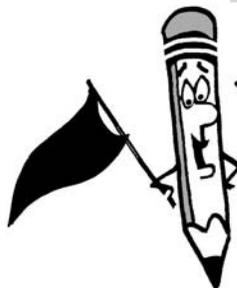
d. Until the 1960's, roller coaster tracks were made of wood.

1. Circle the simple subject in the following sentence:

John, daredevil of a kid, thinks all of the rides are too tame.

2. Which words are misspelled?

- a. meny
- b. goes
- c. gone
- d. becuse



3. Add the correct ending punctuation.

Do you know what time Six Flags opens

4. Look in a book's _____ to find the title of each chapter.

5. Cross out the unnecessary words in the passage.

Each and every year thousands of people, men, women, and children, visit an amusement park. In my opinion, I think that an amusement park it is the most best place to spend a vacation. Hopefully, I hope to be able to visit this trio of amusement parks next summer: Disneyland, Dollywood, Hershey Park.

Name _____

Bumper Cars

1. Name two pairs of rhyming words. Drive recklessly without a fine. It's okay to skid and smash. No traffic light, no double line. All the fun is in the crash.



2. Choose the synonym.

When we got tired of the crowds at the park, we went back to the hotel pool for a **diversion**.

- rest change snack

3. Circle the correctly spelled words.

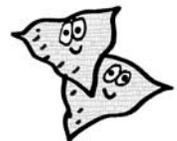
laugh does culd again

4. Which sentence is correct?

- a. Save a lot of money for you're day at Coney Island.
 b. Whose ready to leave now?
 c. Let's ride the Ferris wheel before the line gets too long.

5. Place the sentences in the correct order.

- ___ Matt's nachos fell on the sidewalk when a rambunctious preschooler bumped into him.
 ___ Because they had spent all their money, Matt and Margo shared the chili dog.
 ___ Matt ordered nachos and Margo chose a chili dog.
 ___ Margo and Matt hurried to the refreshment stand to buy lunch.



Name _____

1. Number the words in alphabetical order.

- ___ fast ___ scary
 ___ thrilling ___ amusing

2. What part of the sentence is underlined?

We waited forever to ride the Accelerator.

3. Circle the synonym for **remarkable**.

- unnecessary outrageous
 shameful unusual

4. Choose the best word for the blank.

Heavy rains _____ the roadways, slowing traffic to a crawl.

- filled wet
 puddle flooded

5. Edit the passage for correct capitalization and punctuation.

my sixty-eight year old grandpa is a thrill-seeker who spends every birthday at an amusement park riding its wildest roller coaster he began this tradition when he turned twenty-one and has not missed a year since old gramps has visited every adventure center from maine to california and keeps a list of the best and worst roller coasters



READ

1. To what kind of amusement park ride is the writer referring?
2. Circle five words that describe the movement of the ride.
3. Underline four words that describe the writer's reaction to the ride.
4. Describe the poem's rhyme pattern.

WRITE

1. Give the poem a good title.
Write this above the poem.
2. Write a summary of the poem.

My seatbelt's buckled; I slouch down low
 My hands grip the metal bar.
 With a slow click-clack
 Cars jerk up the track
 And climb toward the nearest star.

I'm anxious, excited, my eyes are wide.
 I quiver with dread and fear
 As we reach the top
 And jolt to a stop.
 Now, the time for flying is here!

A sudden plummet, a dip, a plunge—
 I shriek and laugh and scream.
 I gasp for breath.
 Am I facing death?
 Is this real or a scary dream?

A snake of six cars slithers along
 And twists itself down the rail
 There's a jerk, then a dive.
 Am I still alive?
 I am, but my skin looks pale.

We lean to the left, lurch to the right
 Final corners we swiftly round.
 After one sharp drop,
 We slow to a stop.
 My feet touch the solid ground.

I stumble down the exit ramp.
 My dad waits at the end.
 "Did you like the ride?
 You looked terrified."
 "Not me! I'm going again!"



Name _____

- During a hurricane the sea sometimes rises like the dome of a large stadium. This is called a *storm surge*. This passage:
 - explains exactly how a storm surge develops.
 - describes how a storm surge looks.
- Choose the compound words.

<input type="radio"/> coastline	<input type="radio"/> evacuate
<input type="radio"/> weather	<input type="radio"/> flashlight
- Correct the capitalization.

the caribbean sea	east
hurricane	gulf of mexico
- Put commas where they are needed.
To prepare for the hurricane we stocked up on canned goods bread cereal crackers and peanut butter

JASON'S HARDWARE
 624 South Land, Oceanviews, MS
HURRICANE SEASON IS COMING!
 Don't be caught unprepared!
EARLY SEASON SPECIAL
 We can meet all of your window protection needs. Find storm panels, window film, Bahama shutters, and more - **all for 25% off.**

5. What is the writer's purpose?
 a. to educate the reader about window protection
 b. to make the reader aware of the seriousness of hurricanes
 c. to convince the reader to visit his store
 d. to inform the reader that hurricane season has begun

Name _____

- Which is an example of descriptive writing?
 - encyclopedia article on hurricanes
 - poem by a person who observed a hurricane
 - essay on reasons for hurricanes
 - poster of hurricane safety tips
- Circle the subject pronouns.
 him I you we they
- Which words could be used in place of the bold word?
 steady regular continual occasional
 A hurricane is a tropical storm with a **constant** wind speed of 74 mph or more.
- Circle the correctly spelled words.
 evry first wonce never

5. The word **hurricane** would be found on page _____ in this dictionary:

hook 324 hopscotch
 hover 325 human
 hurl 326 hurried
 hurry 327 hush

Name _____

1. Circle the cause.

The power was out for five days because strong winds downed many lines.

2. Add capitals to make the book title correct.

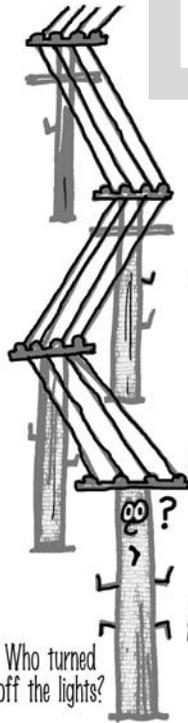
galveston: the worst hurricane

3. Circle an antonym for **support**.

ignore care assist encourage

4. Which is a simple sentence?

- After the hurricane, which lasted six hours, we went outside to see the damage.
- Since I never had experienced a hurricane, I was curious.
- Listen for hurricane information on your local radio station.



5. Describe mom's attitude about going to the storm shelter.

"Relax, kids," said Mom. "We'll make the best of it at the shelter during the storm. You can bring books and games, we'll be dry and safe, and maybe there'll be other children your age to play with. Now let's move fast and try not to forget anything!"

Name _____

1. Which sentences are correct?

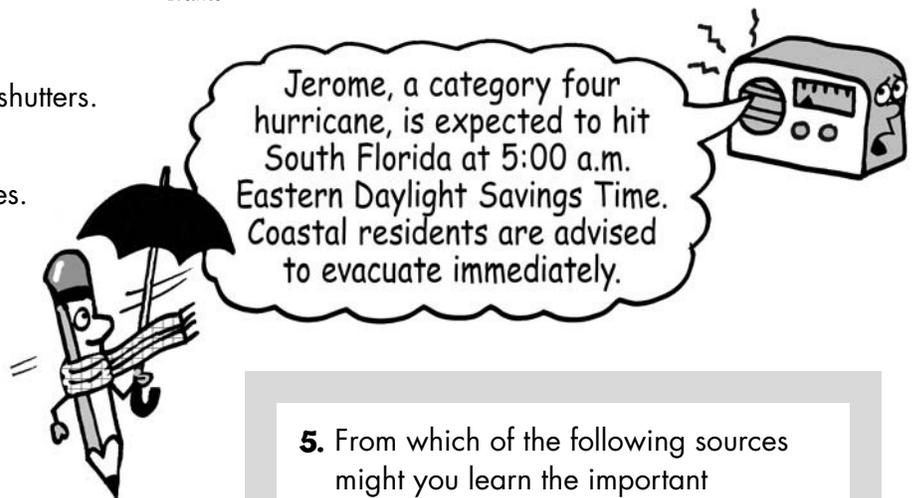
- Dad and me put up hurricane shutters.
- Is that water bottle for me?
- She and I will get some supplies.
- Please find flashlights for he and mom.

2. Give two different meanings for the word **bow**.

3. Correct the misspelled words.

affir broun rool give
mor come myself whin

4. You are about to write a paragraph telling why you would (or would not) want to experience a hurricane. Write a topic sentence for this paragraph.



5. From which of the following sources might you learn the important information above?

- a book about weather
- national TV news
- local radio station
- a nature magazine
- a current local newspaper