

Tell what step that each letter in GUARDS stands for :

G
U
A
R
D
S

Parts of speech--

Define the following:

Noun-:

Pronoun:

Verb:

Adjective:

Adverb:

Label the parts in this sentence: As the snow fell, the boy steadily hoped school closed so he could build an awesome igloo.

subject/verb agreement—*change the following subject/verbs to make sure they are both plural or both singular. Draw an arrow from the verb/verb phrase back to the noun that is showing the action.*
Cats lick its fur. The boys from Africa who travel all over the world sings well. All of the members of the team is here.

Make flashcards for the following: (can use flashcard maker from the web)

prefixes and suffixes-- know definitions of prefixes and suffixes that they have learned from WS this year

Vocabulary-- know definitions of words (from our WS lists) that have come from MA/SC and SS content (see lists on my website)

subject/predicate

divide the following between subject and predicate:

1. The rambunctious girls ran, jumped and giggled their way through the park.
2. Without any idea how to get out, I slowly and hesitantly felt my way through the dark maze.
3. You should always brush your teeth.
4. A few hours of sleep are not enough to make you alert during the day.
5. Amazingly, the racing skater kept going even after he fell.

main idea-- be able to identify in a paragraph

Have you ever licked a piece of wood or metal when the temperature outside is below freezing? I know a boy who did and lives to regret his foolish impulse. His mother had warned him to keep his moist lips and tongue away from frozen poles. After playing in the snow, he was too tired to run up the hill towards his home so he rested on the bridge, hanging over the rail and panting. His tongue "happened to drop out of his mouth and land on the rail." It stuck. The paramedics were called and the boy made it off the bridge, but only because the boy's impatient brother intervened and yanked the boy off the railing. That was the wrong way to separate the boy's tongue and the rail! If you ever see anyone with a tongue stuck to a frozen pole or bridge, gently pour warm water over the tongue where it touches the bridge. The tongue will easily lift off and no damage will be done. Frozen poles and bridges should never be licked.

thesis statement-- (definition) and (rephrase) the thesis statement of the following:

Running rapidly through the woods, I quickly glanced behind me to see if I had outrun the beast. That's when the root reached up and grabbed my foot. Down to the mossy forest floor I fell. No longer able to walk, but still hearing the rapidly approaching footsteps, I had to quickly think of a solution to my impending disaster with the forest beast.

My first thought was to cover myself with leaves. As I reached around me to construct a pile to crawl into, I realized that most of the groundcover had decayed and was too wet to adequately mound up around me. Another solution would have to be found.

Second, I tried to stand up to reach the branch above me in order to climb the tree. As I stood, my breath caught short at the pain shooting up my leg and I once again collapsed. Obviously that solution was no good.

Finally out of escape measures, I decided to sit and await my fate. I turned to face the oncoming assault. The beast emerged and I knew my time was up. I scrunched my eyes shut as tightly as a lid on a new bottle of Gatorade.

I waited, yet nothing happened to me. The problematic chase had obviously stopped. Slowly I opened my eyes and to my surprise I gazed into the face of a deer. My solution of "doing nothing" did not bring me to my death. In fact, it brought me face to face with a gentle-eyed buck. Antlers as large as the back of my small pickup truck, stature at full height undoubtedly imposing, and yet, he just bent down and stared at me inquisitively. I had not been consumed. I had been befriended.

order of paragraph—number the following as they would appear in a paragraph:

- ___ *Wanting to avoid that, I ran faster than I'd ever run and was at the bus stop in record time.*
- ___ *If I didn't catch the bus then I would miss school.*
- ___ *Plus, my homework wouldn't be turned in and I'd have a consequence.*
- ___ *It's amazing how motivated I was to get to the bus stop!*
- ___ *Hurrying as fast as I could, I shove my feet into my shoes and shot out the door.*
- ___ *I couldn't afford to miss another day!*
- ___ *My consequence would be that I would have no access to any electronics for a week and that would be horrendous.*

Reading comprehension-- be able to read a passage and answer questions or make connections in regards to the reading

transitions words—Look for things like the following: *first, next, then, when, during, after, and then,*

inferences/conclusions

- a. *It's 5 o'clock on an August afternoon and clouds have covered the sky. You hear rumbling in the distance. What do you think is going to happen next?*
- b. *It's not been above 30 degrees in over a week. A frontal system is moving in and will bring rain. What do you think this could mean?*
- c. *A raccoon is out in broad daylight and hissing at everything it sees, including bushes. Raccoons are nocturnal animals and don't attack unless provoked. What could be going on with it?*

elements of imagery-- underline the imagery phrase, identify what they are (simile, metaphor, personification, onomatopoeia)

The rainstorm is a symphony of sounds.

The child is as wild as an untrained animal!

Homemade cake is heaven

The beautiful sunrise stole my breath.

The rock bit my bleeding hands as I crawled my way through the cave.

noun/pronoun agreement : change pronouns into the appropriate corresponding noun (ex: My house has a pile of clothes and they make it messy. Strike out “they” and label with clothes; strike out “it” and label “house”)

- a. *Running away, the child took the backpack and put the backpack on his back.*
- b. *The kitten licked the kitten's paws.*
- c. *My mom and day love me and Mom and Dad tell me that every day.*
- d. *The paper was easy to write and the paper is now done.*
- e. *The boy walked to the store so the boy could get candy and give some to Sara. Sara is his sister.*

sentences and phrases—identify as sentence, clause or phrase; if something is underlined then i.d. that part

- a. *Whether or not it rains,*
- b. *I will always love chocolate*
- c. *Without wearing a coat in the freezing temperatures, the boy*
- d. *A brief nap during the day is awesome*
- e. *A quick look at the child told me he was hungry and that he needed a hug*
- f. *Because I am so tall, I make a good volleyball player.*
- g. *A few drops of perfume go a long way in a small room!*