Evan-Moor’s
Daily Language Review

Home–School Connection Activity Pages

**Weekly Example:**

**WEEK 17 DAY 3**

Write the sentences correctly.

1. I think salsa is one of the yummiest foods there are.

2. The bestest salsa is made with tomatoes, peppers, and spices.

**WEEK 17 DAY 1**

Write the sentences correctly.

1. If you want to know about your state, there’s a website you can go to.

2. On the page called student state facts, I found out mine states’ nickname and birthday.

Rewrite the sentence with the superlative form of the adjective large.

3. In my home state of Iowa, the _____________ city is Des Moines.

   - larger
   - largest

   Des Moines is the capital of Iowa. The first capital of Iowa was Iowa City.

**Grade 4**

Correlated to Current Standards

- Ideal for test prep
- Grammar and usage
- Capitalization, punctuation, and spelling
- Word meanings and relationships
- 36 weeks of 10-minute daily activities

Free Bonus Resource E-book

(See inside cover.)
Complete Thought or Not?

A complete sentence expresses a complete thought. A complete sentence can stand on its own. Sentence fragments are missing information and do not make sense on their own. Knowing how to write complete sentences will make your writing easy to understand.

What You Need

- playing cards (provided)
- scissors

How Long It Will Take

about 1 hour
What You Do Together

Your child has practiced forming complete sentences. He or she has learned that a complete sentence has a subject and a verb and can stand on its own, or express a complete thought. He or she has also learned to recognize sentence fragments. Sentence fragments are incomplete sentences, or incomplete thoughts, that do not make sense on their own. Review complete sentences and fragments with your child, and then play the game.

Preparation

Cut out the cards and sort them by type: punctuation cards, pronoun cards, phrase cards, and point cards.

You will need a large, flat playing surface such as a kitchen table with enough room for each player to form and sort sentences and fragments.

The game calls for two players and three rounds of play. The goal is to form as many sentences and fragments as possible.

Play the Game

1. Divide the punctuation cards evenly between players. Pass out the pronoun cards so each player has two of each pronoun. Players set the cards aside.

2. Place the phrase cards facedown and mix them up. Divide the cards evenly between players.
3. Players turn their cards faceup and form as many complete sentences as they can. Pronoun cards may be added as needed and where appropriate. Add punctuation cards to complete the sentences.

Players then form as many fragments as possible. The fragments must begin with a capital letter, consist of at least two cards, and not make sense on their own. Players set aside any cards that weren’t used. They will be used in later steps.

4. Score the round. Begin with Player A. The player reads aloud one sentence at a time. If it is a complete sentence, Player B gives Player A a Sentence point card. If it is not a sentence, the player does not get a point and the cards are placed with the leftover cards from Step 3. Then score the fragments the same way, using the Fragment point cards.

Repeat the scoring process for Player B.

5. Players add up their points: three points for each sentence, two points for each fragment, and one point for each pronoun. The player with the least number of points gets the leftover cards from Step 3. If that player is able to form any more sentences or fragments, the points are added to his or her score.

6. Players play a total of three rounds. Whoever has the most points at the end of the third round wins the game!
Punctuation and Pronoun Cards

Cut along the dotted lines.

<table>
<thead>
<tr>
<th>Player A</th>
<th>Player B</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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<tr>
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<tr>
<td>he</td>
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<tr>
<td>it</td>
<td>it</td>
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<td></td>
<td></td>
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<tr>
<td>Because the cow</td>
<td>My teacher</td>
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<tr>
<td>------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Because he was scared</td>
<td>A skunk</td>
</tr>
<tr>
<td>After she burped</td>
<td>The silly monkey</td>
</tr>
<tr>
<td>After my uncle</td>
<td>The clown</td>
</tr>
<tr>
<td>If the baby</td>
<td>The pig</td>
</tr>
<tr>
<td>When he blew his nose</td>
<td>A frog</td>
</tr>
<tr>
<td>When a cowboy</td>
<td>An astronaut</td>
</tr>
<tr>
<td>The ninja</td>
<td>The ballerina</td>
</tr>
</tbody>
</table>
### Phrase Cards

**Language Skill:** Recognizing Fragments and Run-Ons

Cut along the dotted lines.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Action 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>flew a rocket</td>
<td>cries</td>
</tr>
<tr>
<td>wore a skirt</td>
<td>chased a cat</td>
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<tr>
<td>danced a jig</td>
<td>honked like a goose</td>
</tr>
<tr>
<td>rode a unicycle</td>
<td>jumped in the mud</td>
</tr>
<tr>
<td>took a bath</td>
<td>sang a song</td>
</tr>
<tr>
<td>brushed his teeth</td>
<td>slipped on a banana peel</td>
</tr>
<tr>
<td>ate a sandwich</td>
<td>ran in circles</td>
</tr>
<tr>
<td>whistled a tune</td>
<td>hopped away</td>
</tr>
<tr>
<td>to the store</td>
<td>in front of the TV</td>
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<tr>
<td>--------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>on the beach</td>
<td>in the park</td>
</tr>
<tr>
<td>in the street</td>
<td>under the bridge</td>
</tr>
<tr>
<td>in the pool</td>
<td>on the floor</td>
</tr>
<tr>
<td>to the moon</td>
<td>after dinner</td>
</tr>
<tr>
<td>when he blew his nose</td>
<td>when it rained</td>
</tr>
<tr>
<td>after she brushed her teeth</td>
<td>when she licked the plate</td>
</tr>
<tr>
<td>before the bell rang</td>
<td>with the spoon</td>
</tr>
</tbody>
</table>
**Point Cards**

Cut along the dotted lines.

<table>
<thead>
<tr>
<th>Fragment</th>
<th>Sentence</th>
<th>Sentence</th>
</tr>
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</tbody>
</table>

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Pitch, Toss, or Lob: Synonyms and Antonyms

Synonyms and antonyms are important tools writers use to add variety to their writing. By learning synonyms and antonyms, you increase your vocabulary and are better able to express yourself.

What You Need

- playing cards (provided)
- scissors
- paper and pencil for each player
- paper bag or other container to hold cards
- soft object players can toss to each other, such as a beanbag or a rolled-up pair of socks
- thesaurus for each player (optional)

How Long It Will Take

about 1 hour
What You Do Together

Your child has practiced using synonyms and antonyms. Review synonyms and antonyms with your child: Synonyms are words that have the same, or almost the same, meaning. Antonyms are words that have opposite meanings. Then play the game.

Preparation

1. Cut out the cards.
2. Place the white synonym cards in the paper bag.
3. Optional: Use the blank cards to write your own words.

Play the Game

1. Player A pulls a card from the bag and reads the word aloud.
2. Player A and Player B silently write as many synonyms as they can think of on a piece of paper. You may want to set a time limit for this step. Optional: Players may use a thesaurus to find additional words.
3. Player A picks up the soft object and, while tossing it to Player B, calls out one of the synonyms he or she has written.
4. Player B catches the object and, while calling out a synonym that is different from Player A’s synonym, tosses the object back to Player A. Continue tossing and calling out synonyms.
5. When a player does not have another word to use, that player calls out, “New synonym!” The player pulls a card from the bag and calls out the new word. The players write as many synonyms as they can think of and play continues.
6. The game ends when all of the words in the bag have been used.
7. Play the game a second time using the yellow antonym cards.
**Pitch, Toss, or Lob: Synonym Cards**

Cut along the dotted lines.

<table>
<thead>
<tr>
<th>wet</th>
<th>nice</th>
</tr>
</thead>
<tbody>
<tr>
<td>odd</td>
<td>talk</td>
</tr>
<tr>
<td>smart</td>
<td>big</td>
</tr>
<tr>
<td>soft</td>
<td>cute</td>
</tr>
<tr>
<td>cold</td>
<td>delicious</td>
</tr>
</tbody>
</table>
### Pitch, Toss, or Lob: Antonym Cards

*Cut along the dotted lines.*

<table>
<thead>
<tr>
<th>big</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>rough</td>
</tr>
<tr>
<td>tired</td>
<td>shy</td>
</tr>
<tr>
<td>boring</td>
<td>funny</td>
</tr>
<tr>
<td>mad</td>
<td>wide</td>
</tr>
</tbody>
</table>
Now We’re Cooking! Progressive Verb Tenses

You and your child will create a cooking video. First you will write a script using progressive verb tenses. Then you will follow the script as you record yourselves preparing the food.

What You Need

• ingredients for what you are making
• paper and pencil
• video camera, smart phone, or other recording device

Examples of simple foods you can make together

• tacos or quesadillas
• salad
• sandwiches

How Long It Will Take

about 90 minutes
What You Do Together

Your child has practiced forming and using progressive verb tenses. Progressive verb tenses describe ongoing or continuous actions that happen in the past, present, or future, such as “was reading,” “are planning,” and “will be baking.” Review progressive verb tenses with your child, and ask him or her to give some examples. Then do the activity.

1. With your child, think of foods that you can make together.
2. Gather the ingredients.
3. Decide which person will be the chef who appears in the video and which person will record the video. Also decide who will be the narrator of the video.
4. With your child, write the video script, making sure that the narrator’s lines include progressive verb tenses.
   • Plan out the order of the steps.
   • Try to use past, present, and future progressive verbs.

Sample Lines

Chef: Before you joined me, I was peeling the garlic. Now, I am washing the carrots.

Narrator: Tarra will be chopping the carrots so they will cook faster.

5. Use a recording device to film the cooking video.
6. Enjoy the food you made, and share your cooking video with family and friends!
Relative Race!

Relative pronouns and relative adverbs allow a writer to combine ideas into a single sentence. When you know how to use relative pronouns and relative adverbs, your sentences will be stronger, and your writing will be more interesting.

What You Need

- playing cards (provided)
- answer key (provided)
- scissors

How Long It Will Take

about 45 minutes

The first player who reads the story wins!

1. My favorite uncle, name is Sam. only likes dogs.
2. My uncle, has a dog, does not like cats.
3. I know the reason whose why why who
What You Do Together

Your child has practiced identifying and using relative pronouns and relative adverbs.

<table>
<thead>
<tr>
<th>relative pronouns</th>
<th>who</th>
<th>whom</th>
<th>whose</th>
<th>which</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>relative adverbs</td>
<td>when</td>
<td>where</td>
<td>why</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relative pronouns and relative adverbs are used to link a group of words, or a relative clause, to another part of a sentence. The word “relative” is used because relative pronouns and relative adverbs relate to the words they are modifying. Relative pronouns and relative adverbs begin the relative clause.

Examples
The student **who** won the spelling bee is my best friend.
He won the spelling bee **when** he spelled the word correctly.

Preparation
Cut out the playing cards. Note that there are two sets of sentence cards, one for each of two players. There are also two sets of relative pronoun and relative adverb cards.
What You Do Together, continued

Play the Game
This version of the game calls for two players. If you wish to have more players, make photocopies of the playing cards.

This game is a race! Each player follows these instructions, and the first to complete them wins.

1. Lay the blue sentence cards faceup in numerical order on a flat surface. You will need an area large enough for sorting all of the cards into eight rows.

2. Place the orange sentence cards and the white relative pronoun and relative adverb cards nearby.

3. Read the words on the first blue card. Find a white card that makes sense with the blue card when you read the words together aloud.

4. Continue this process until you’ve created all eight rows of blue cards and white cards.

5. Now find an orange card that you think correctly completes the first sentence and place it at the end of the row.

6. Continue the process until you have eight complete sentences.

7. Read the sentences and decide if they are formed correctly. Rearrange cards if necessary. When read in order from 1 to 8, the sentences should make a story.

8. The first player to read the completed story aloud wins.
<table>
<thead>
<tr>
<th></th>
<th>My favorite uncle, likes to dig.</th>
<th>My uncle, the garden belongs is my aunt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I know the reason is a poodle, made friends with the cat, and that made Uncle Sam mad!</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There is a cat in my uncle’s neighborhood name is Sam, only likes dogs.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The garden is the cat digs.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The middle of the night is Uncle Sam doesn’t like cats.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The person to the cat digs.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>One night, my uncle’s dog Spot, has a dog, does not like cats.</td>
<td></td>
</tr>
</tbody>
</table>
### Sentence Cards for Player B

Cut along the dotted lines.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My favorite uncle, <strong>likes to dig.</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My uncle, <strong>the garden belongs is my aunt.</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I know the reason <strong>is a poodle, made friends with the cat, and that made Uncle Sam mad!</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>There is a cat in my uncle’s neighborhood <strong>name is Sam, only likes dogs.</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The garden is <strong>the cat digs.</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The middle of the night is <strong>Uncle Sam doesn’t like cats.</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The person to <strong>the cat digs.</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>One night, my uncle’s dog Spot, <strong>has a dog, does not like cats.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Relative Pronoun and Relative Adverb Cards

Cut along the dotted lines.

For Player A
- that
- who
- whose
- whom

For Player B
- which
- where
- when
- why
My favorite uncle, who has a dog, does not like cats.

My uncle, whose name is Sam, only likes dogs.

I know the reason why Uncle Sam doesn’t like cats.

There is a cat in my uncle’s neighborhood that likes to dig.

The garden is where the cat digs.

The middle of the night is when the cat digs.

The person to whom the garden belongs is my aunt.

One night, my uncle’s dog Spot, which is a poodle, made friends with the cat, and that made Uncle Sam mad!
Simon Says with Modals

Modal auxiliary verbs such as *can*, *should*, *might*, *will*, and *may* are used with other verbs to express ability, obligation, possibility, and permission. Modal auxiliary verbs are used to give the reader additional information about the main verb. They help make the writer’s meaning clear.

**Task: Clean the window**

1. You must *first* close the window if it’s open.
2. You could *use* a rag, or you might *use* a paper towel.
3. You will *whistle* while you work.

As you wash the window, you **will** whistle while you work.

**What You Need**

- pencil and paper for each person

**How Long It Will Take**

about 30 minutes
What You Do Together

Your child has practiced using modal auxiliaries. These words, also known as helping verbs, are used with verbs to express conditions. For example, “You must eat breakfast before you go to school.”

Before playing the game, review with your child the following modal auxiliary verbs. Talk about how you use these words in your own lives.

- can
- could
- may
- might
- will
- would
- must
- shall
- should
- ought to

1. Each player thinks of a task for the other player to do.
2. Players each write out instructions for the other player to follow. The instructions should follow these guidelines:
   - The steps should be numbered.
   - Both players’ tasks should have the same number of steps. (For a challenging activity, the tasks should have plenty of steps.)
   - The steps should include modal auxiliary verbs that tell the player exactly what to do.
   - The instructions can be as serious or as silly as you like.
3. Player A reads his or her set of instructions, pausing after each step to allow Player B to complete the step. If Player B performs a step correctly, Player A says, “Simon says!” and records a point for Player B. If Player B does not perform a step correctly, Player A says, “Simon didn’t say that!” and Player B loses a point. Player B’s turn ends after all the steps have been performed.
4. Repeat Step 3, with Player B reading instructions and Player A performing the steps. Record Player A’s points.
5. The player with the most points wins the game.