Write the sentences correctly.

1. Drinking enough water every day is important to your health.

   Water helps to toxins out of your body and helps make blood flow easily.

2. Wow Perry, that diving board is high about Carmen.

   a missing interjection.

3. “______________” I’m so used to it that I don’t think about it anymore.

   Uh oh,      Butt! Look! Gee,

   Explain how interjections help in dialogue.

4. Interjections ____________________________
Character Clues

You and your child will play a game in which one of you uses perfect verb tenses while giving clues about a character, and the other has to guess the character.

This character had just moved to California when he discovered sports... He has been playing baseball for two years...

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 perfect verb tenses. Perfect verb tenses describe actions that happen for a length of time. Sometimes, perfect verb tenses tell about actions that began in the past and continue into the present or future. Discuss how to form perfect verb tenses with your child. Then begin the activity.

1. With your child, brainstorm movies, television shows, or books that both you and your child enjoy.

2. Ask your child to choose a character to write clues about.

3. Have your child write three clues about the character, using a different perfect tense in each clue.

Sample Clues:
This character had learned two languages by his fifth birthday.
This character has flown an airplane.
This character will have graduated from middle school by the end of the book.

4. Using the clues your child wrote, try to guess the character your child is thinking of.

5. Now switch roles. Think of a character and write clues that your child will use to guess what character you are thinking of.
Preposition Video

You and your child will create a video about prepositions. The goal of your video is to teach young children how to use prepositions.

What You Need

- video camera, smartphone, or tablet
- pencil and paper
- focus objects for the video

Examples of Focus Objects

- soccer ball
- soda can
- cushion
- baseball cap
- apple
- cardboard box
- shoe box

About 1 hour

How Long It Will Take
**What You Do Together**

Your child has practiced using prepositions and explaining their functions. Prepositions are words that tell about time or place. Discuss prepositions with your child. Then begin the activity.

1. With your child, brainstorm ten common prepositions. Your video will focus on these ten prepositions.

2. Plan your movie before you begin recording it.
   - Decide how you will show each preposition in the video. Example: If your focus object is a soccer ball and you are trying to show the preposition *on*, you might put the soccer ball on top of another object to show the meaning of *on*.
   - Write a script. Use simple words to explain each preposition.
   - Decide who will speak in the video. Have that person practice reading the script.
   - Consider whether or not you will need signs or other props.

3. Make props and gather needed materials for the video.

4. Record the video.

5. Share the video with any young children you know!
Punctuation Battleship

You and your child will play a game that provides practice punctuating items in a series and is similar to a popular game called Battleship that’s been played for generations.

What You Need

- colored pens or markers, two colors for each person
- two game board pages per person (provided)

How Long It Will Take

about 45 minutes
What You Do Together

Your child has practiced using commas and semicolons to separate items in a series. Ask your child to explain when each mark should be used. Then prepare the game.

You and your child will each add correct punctuation to a story on a game board. Then both of you will try to guess the location of the punctuation marks on each other’s boards. Follow the steps below.

**Preparation**

1. You will use the game board labeled A. Give game board C to your child. Each game board contains a different story. Each word of each story is in its own box. In the boxes between words, there is either a correct punctuation mark or an empty space. Some of the punctuation to separate items in a series is missing.

2. Each player reads his or her own story. As you notice where punctuation is missing, add the correct punctuation mark in an empty box. Leave a box empty if punctuation is not needed.

3. After you and your child have added all missing punctuation to your own boards, take game board B for yourself and give game board D to your child. These are copies of the other person’s game board and will be used to guess where the other player added punctuation.
What You Do Together, continued

Play the Game

1. Looking at the copy of the other person’s board, take turns trying to guess where the other person added punctuation. For example, you might call out “H-6, comma!” If your child added a comma in space H-6 on game board C, your child says “Hit!” and crosses out that box with a marker. If your guess is incorrect, your child says “Miss!” and does not cross out the box.

2. Take turns guessing until one person correctly guesses all of the punctuation marks on the other person’s board.
Miguel helped his grandfather raise turkeys. Sheep, ducks, and goats were raised on a California farm. Although Miguel’s grandfather managed the farm on Mondays, Tuesdays, and Wednesdays, he didn’t own the animals. The owner, who had other farms in Alma, Mena, Thompson, and Utah, didn’t own the land. The owner had other farms in Alma, Mena, Thompson, and Utah. The owner told Miguel that he could manage the farm when his grandfather retired. Miguel didn’t want to do that. He wanted to own a farm. But Miguel didn’t want to own a farm. He wanted to have a job that would let him travel to places. He would like to travel to Sacramento, California, and Chicago, Illinois.
Sue was not disappointed even though her dad couldn’t come to school for Career Day. Many of Sue’s classmates had a parent or relative who would be speaking: Josie’s dad, a paramedic; Aziz’s mom, a chef; Sue’s aunt, an artist; Paco’s dad, a lawyer. Sue’s dad was a doctor; he spoke about being a doctor. Sue’s dad was an artist who created sculptures made of wood, stainless steel, plastic, and concrete. Sue’s dad will spend Career Day traveling by bus, train, and jet to set up an art exhibit of his sculptures in Sydney, Australia, and he will be gone during April, May, and June.
Sue was not disappointed even though her dad couldn’t come to school for Career Day. Many of Sue’s classmates had a parent or relative who would be a paramedic; Josie’s mom, a chef; Sue’s dad, a doctor; and Paco’s aunt, a lawyer. Sue’s dad was an artist who created sculptures made of wood, stainless steel, plastic, and concrete. Sue’s dad will spend Career Day traveling by bus to Australia to set up an art exhibit of his sculptures. He will be gone during April, May, and June.
Miguel helped his grandfather raise turkeys, sheep, ducks, and goats on a California farm. Although Miguel's grandfather managed the farm on Mondays, Tuesdays, and Wednesdays, he didn't own the animals or the land. The owner had other farms in Alma, Nebraska, Mena, Arkansas, and Thompson, Utah. The owner told Miguel that he could manage the farm when his grandfather retired. But Miguel didn't want to do that. He had other dreams of having a job that would let him travel to places such as Sacramento, California, or Chicago, Illinois. Miguel's grandfather would have liked to do that too.
Is That What I Ordered?

You and your child will use context clues to order foods from a menu with strange food names. You each will try to create perfect meals for yourselves. Then you will draw the meal that you think you’ve ordered. Finally, you will check your work to see how well you used the context clues.

What You Need

- food menu (provided)
- answer key (provided)
- colored pencils, crayons, or markers
- paper for each person

How Long It Will Take

about 45 minutes
What You Do Together

Your child has practiced using context as a clue to figure out the meaning of unknown words. Here are some of the ways that context can give clues to word meaning:

- Context can indicate that the unknown word has the opposite meaning of another word in the sentence.
- Context can give examples of the unknown word.
- Context can indicate what the unknown word means by comparing it with something else.
- Context can explain how the unknown word is a cause or a result of something.

Discuss how to use context with your child. Then begin the activity.

1. Put the answer key out of sight. Try not to look at the answer key until the end of the activity.

2. Read the food menu. Use the context clues in the food descriptions to try to figure out what the foods are.

3. Order a minimum of three items for your meal, as if you were really at a restaurant. Order separately from your child. Write down everything you ordered for yourself and everything your child ordered so that you have a record.

4. Draw a picture of the entire meal that you ordered for yourself. Have your child do the same.

5. When you and your child have both finished drawing your meals, trade pictures.

6. Use the answer key to see if your drawings show the foods you thought you ordered!
Appetizers and Entrées

- **Bow-weegs**
  Similar to the deep-fried, ring-shaped version that you get at many other restaurants, ours are not ring-shaped but C-shaped and are served with a side sauce for dipping.

- **Doozoozeez**
  Served in a bowl, these crispy golden treats come with assorted dips, including salsa, cheese sauce, and hummus.

- **Absurdeez**
  Instead of giving you hot ones with bones in them, we give them to you cold and boneless but still covered in spicy, sticky sauce!

- **Kerfluff**
  One steaming bowl of this, full of chunks of chicken, carrots, and noodles, and you'll think you're at Grandma's.

- **Cozy-tronkeela**
  This is one of the chef’s personal favorites because of the carefully chosen, delicious ingredients: fresh tomatoes, ricotta, mozzarella, wide handmade noodles, and finely chopped basil.

- **Harnivorten**
  Unlike a cold green salad, slices of this warm, doughy, cheesy treat can make eating vegetables fun.

- **Grumblooce**
  If you feel like eating a cooked type of seafood, this entrée is *not* for you.

- **Jibbymew**
  The slow cooking process for this dish produces a rich gravy for this juicy, meaty entrée.

- **Coco-suney**
  The flavors in this thick, meaty, spicy food will cause your taste buds to burn while at the same time making them happy. You can ask to have this in a bread bowl.

- **Craigtukoo**
  Instead of ordering a huge meal, get this mashed-up side dish.

- **Koalasquash**
  Whether you choose the beef or vegetarian option, our perfectly seasoned patty is the best thing on a bun.

- **Crumteacof**
  Fresh spinach leaves, raw carrots, olives, and dressing are just some of the ingredients you’ll find in this dish.

Desserts

- **Cranmardo**
  Even without the candles, every forkful of this 3-layer creation is a reason to celebrate.

- **Licketytiff**
  As freezing cold as a blizzard, it’s available in many flavors.

- **Furfypine**
  Flaky on the outside, fruity on the inside, it’s the result of a perfect crust recipe and flawless baking time.
Answer Key

- Bow-weegs = onion rings
- Doozoozeez = corn or tortilla chips
- Absurdeez = hot wings
- Kerfluff = chicken soup
- Cozy-tronkeela = lasagna
- Harnivorten = pizza
- Grumbllooce = sushi
- Jibbymew = pot roast
- Coco-suney = chili
- Craigtukoo = mashed potatoes
- Koalasquash = burger
- Crumteacof = salad
- Cranmardo = cake
- Licketytiff = ice cream
- Furfypine = pie
Correlative Conjunction Dodgeball

You and your child will play a fun game that provides practice using correlative conjunctions.

What You Need

- scissors
- correlative conjunction cards (provided)
- tape
- small soft object to throw at each other’s limbs
- stopwatch, watch, or clock with a second hand

Examples of small soft objects

- beanbag
- crumpled ball of paper
- small stuffed animal
- rolled-up socks
- small plastic bag filled with bunched-up paper towels

How Long It Will Take

about 30 minutes
What You Do Together

Your child has practiced using correlative conjunctions. Correlative conjunctions are always used in pairs to join two parts of a sentence that are parallel, or the same part of speech. Here are five pairs of correlative conjunctions:

<table>
<thead>
<tr>
<th>whether, or</th>
<th>either, or</th>
<th>neither, nor</th>
</tr>
</thead>
<tbody>
<tr>
<td>not only, but also</td>
<td>both, and</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Sentence:**
I’d like to play *both* basketball *and* hockey.

Discuss how often you use these correlative conjunctions in your daily life. Then follow the steps below to begin the activity.

**Preparation**

1. Cut out the correlative conjunction cards provided.

2. Take five cards, one of each, and tape them to your body. Tape one card to each of your legs, one to each of your arms, and one to your torso. Tape each card so that the words are hidden. Have your child do the same.
Play the Game

1. The goal of the game is to be the first person to collect all of the other player's cards while keeping your own cards.

2. Stand in one spot about 10 feet away from the other player. You may not leave this spot during the game. You are allowed to jump, turn, and squirm, but you must stay in this spot.

3. Player A throws a soft object at Player B, trying to hit Player B's limbs or torso. For safety, aim for the shoulders or below. If you hit the other player, have the player read aloud the correlative conjunctions on the card taped to the area of the body that you hit. You then have 30 seconds to say aloud a sentence correctly using the correlative conjunctions pair. If you are successful, you collect that card. If you do not hit the other player or think of a sentence using the correlative conjunctions, you do not collect a card, and it is the other player's turn.

4. Player A and Player B take turns throwing soft objects until one person gets all the cards from the other person.
<table>
<thead>
<tr>
<th>Correlative Conjunction Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>whether, or</strong></td>
</tr>
<tr>
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Cut along the dotted lines.