Evan-Moor’s Daily Language Review

Home–School Connection Activity Pages

Grade 6

Write the sentences correctly.

1. Bees buzz and dance to communicate information to the rest of the hive.

2. Scientists have identified ten distinctly sounds and know what some of them mean.

Write the sentences correctly.

1. Jeff and Pablo were gonna eat lunch together when he noticed a little squirrel.

2. Jeff said “What a adorable squirrel!” “I wonder if it’s hungry”.

3. The underlined word with a more negative word. Then explain why a negative word is a better choice.

4. “Hey, that squirrel just took my sandwich!” Pablo yelled.

Write the missing word.


can’t  couldn’t  shouldn’t
Degrees of Formality

This fun activity will help you and your child realize how you address different people in different ways on a daily basis.

What You Need

- Degrees of Formality worksheet (provided)
- pencil or pen

How Long It Will Take

about 20 minutes
What You Do Together

Your child has practiced correcting written sentences that vary from standard English. In daily conversations, most people speak in a way that is less formal than when they write. In addition, people tend to use a different level of formality with each person they talk to.

Together with your child, make a list of the different people you see regularly. They could be family members, teachers, friends, or professionals such as doctors. Discuss the different ways you talk to each person. For example, compare the vocabulary you use when speaking to your best friend with the words you use with your grandmother. After your discussion, begin the activity.

1. Together, look at the Degrees of Formality worksheet. The thermometer represents the wide range of formality. The top portion represents informal language and shows “friends” as people whom you may speak to informally. The words “on the phone” describe a setting where friends speak informally. Together, think of two other types of people and settings where you would speak informally and write them on the lines.

2. The middle portion of the thermometer represents standard English. Together, look at the example. Then think of two other types of people and settings where standard English might be used and write them on the lines.

3. The bottom portion represents very formal English. Together, look at the example. Then think of two other types of people and settings where very formal English might be used and write them on the lines.
Degrees of Formality

**Very Informal Language**

Who: friends

Where: on the phone

**Standard English Language**

Who: teachers

Where: in school

**Very Formal Language**

Who: judges

Where: in court
Rolling Word Meanings

You and your child will enjoy this fun activity that provides practice in using reference materials to learn about words that have multiple meanings.

What You Need

- Hexagonal Prism Template (provided)
- scissors
- clear tape
- dictionary
- marker

How Long It Will Take

about 30 minutes
What You Do Together

Your child has practiced using a dictionary to determine and clarify the meaning of new words. When you look up a word in a dictionary, you find all of the possible meanings of the word, as well as the word’s pronunciation and parts of speech. Discuss various situations that occur daily in which a dictionary might be a useful resource to have. Then begin the activity.

1. Discuss the meanings of these multiple-meaning words:

   - company
   - charge
   - strike
   - mint
   - trace
   - suit

2. Choose one word from the box above. Use a dictionary to verify the meanings.

3. On the hexagonal prism template, have your child write six different meanings of the chosen word, one per colored space.

4. Cut out the template. Fold the template on each solid line so that the words are on the outside. Then cover the flap labeled B with the flap labeled A. Tape the flaps in place.

5. Gently roll the completed prism on a flat surface. When the prism stops, look at the definition showing on top. Take turns making a sentence using the displayed word meaning. Then roll the prism again.

6. Continue playing until you both have made sentences with all of the word’s meanings.
**Hexagonal Prism Template**

*Cut along the dotted lines. Fold on the black lines.*

B  *Tape flap A here.*
Criss-Cross Word Chains

You and your child will play a fun crossword game that provides practice in using word relationships.

What You Need

- blank word grids (provided)
- 2 colored pens
- dictionary or thesaurus (optional)

How Long It Will Take

about 30 minutes
What You Do Together

Your child has used word relationships in reading and writing. There are different types of word relationships. This table shows some examples.

<table>
<thead>
<tr>
<th>Type of Word Relationship</th>
<th>Description</th>
<th>Example of Word Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym</td>
<td>Words have a similar meaning</td>
<td>simple – straightforward</td>
</tr>
<tr>
<td>Antonym</td>
<td>Words have opposite meanings</td>
<td>ridiculous – reasonable</td>
</tr>
<tr>
<td>Parts of a Whole</td>
<td>Something is a smaller part or portion of something else</td>
<td>library – school</td>
</tr>
<tr>
<td>Item and Category</td>
<td>One word is an example of the other word</td>
<td>persimmon – fruit</td>
</tr>
</tbody>
</table>

Discuss each word relationship. Then begin the game.

1. Look at the four grids provided. Each of the four grids is labeled with a different word relationship.

2. With your child, choose one grid to play with first.
What You Do Together, continued

3. Player A writes any word in the middle of the grid. Next, using the grid’s word relationship, Player B writes a related word that connects to Player A’s word, forming a chain.

4. Take turns writing words that have the same relationship to any of the words in the chain. You may use a dictionary or a thesaurus to find more words.

5. If you can’t think of any more words, Player B can start a new word chain on the grid by writing a new word.

6. When the grid is full, choose a new grid. Follow Steps 3–6 for each grid.
Criss-Cross Word Chains Grid: Synonym
Criss-Cross Word Chains Grid: Item and Category
**Academic Word Cloud**

You and your child will complete a fun activity that provides practice in using academic vocabulary and technology.

**What You Need**

- list of vocabulary words for the school subject of your choice
- computer or other device to access websites

**How Long It Will Take**

about 20 minutes
What You Do Together

Your child has learned and practiced using new academic vocabulary. Academic vocabulary is usually found in texts about a concept or subject studied in school. Most people use academic vocabulary when they are doing schoolwork. Discuss academic vocabulary with your child. Then begin the activity.

1. Together with your child, choose a school subject to focus on for the activity. Then find or create a list of vocabulary words for the subject. If your child doesn’t already have a list, you can use a computer or other device to access websites with academic vocabulary.

2. Brainstorm any additional vocabulary related to the subject.

3. Use a computer or other device to access the Internet to find a website that has a word-cloud generator. You can find one by typing “word-cloud generator” into the search engine of your choice. Most likely, you will find more than one website.

4. Have your child type the vocabulary words you’ve collected into the word-cloud generator.

5. Together with your child, use the website to design the word cloud by manipulating its color, theme, and font.

6. Save your word cloud, print it out, and share it with friends and family.
Secret Message Coding

You and your child will pretend to be world-class secret agents who can decipher and encode secret messages. You will work together to decipher a secret message that has been encoded using pronoun case. Then you will check your answers together.

What You Need

- 2 secret messages, one encoded and one deciphered (provided)
- a pencil for each person

How Long It Will Take

about 30 minutes
What You Do Together

Your child has practiced using pronouns in the proper case and correcting pronouns in the wrong case. This table shows examples of the four pronoun cases.

<table>
<thead>
<tr>
<th>Pronoun Case</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>He went to the store.</td>
</tr>
<tr>
<td>object</td>
<td>Dad reminded <strong>him</strong> to buy eggs.</td>
</tr>
<tr>
<td>reflexive</td>
<td>Bob wrote <strong>himself</strong> a note.</td>
</tr>
<tr>
<td>possessive</td>
<td>Bob likes Mom’s cooking better than <strong>his</strong>.</td>
</tr>
</tbody>
</table>

Discuss pronoun case with your child. Then begin the activity.

Pretend that you and your child are secret agents who often communicate using secret messages. You will help your child decipher, or figure out, a message that has been encoded, or written in a secret code. The secret of the code is that the pronouns are in the wrong case.

1. Have your child read the encoded message aloud.

2. When your child comes to a pronoun in the wrong case, have him or her cross it out and write the correct pronoun above.

3. When all the pronouns have been corrected, have your child read the message aloud again using the corrected pronouns.

4. If it sounds correct, read the printed deciphered message aloud while your child compares it to the version he or she just deciphered. Discuss any differences.
Me am a secret agent, and me am writing this message to inform yours of an odd occurrence that mine recently witnessed. Perhaps yours or another secret agent whom reads this message will one day find it useful. After all, us need to stick together because jobs like ourselves can be difficult.

Recently, me was in Europe. Mine was hired to carry out a secret mission: to find out who was breaking into a major Vienna department store and taking the mannequins. My investigations had led I nowhere, so me resorted to watching the department store during the night. One night, myself saw two ladies leave through the front door in the middle of the night. No one was supposed to be in the store at that time.

The two ladies were dressed in fashionable clothing. Them were both very tall with excellent posture. One lady wore her hair curly. The other wore hers up. Myself said to me, “Mine must follow these ladies.”

Them walked quickly. Mine kept my distance behind they and followed as theirs crossed the quiet city street. Mine thought it was odd that their pace never changed and that them had no conversation whatsoever. As the ladies walked, me noticed that theirs frequently glanced at the shop windows. At first, me thought themselves were window shopping and looking at the things inside the shops. But the shops were all dark. Itself soon became apparent that the ladies were looking at they in the glass. Me had never seen two women admire their own images so frequently. Still, their vanity did not disrupt their quick pace. Theirs continued walking at an incredible rate.

Out of the shopping area, them walked. Beyond the city limits, theirs walked. At one point, a taxi driver shouted at they, asking if them wanted a ride. The ladies ignored himself, so him drove away. Hours of darkness passed, and mine was growing very tired. My feet were hurting, me was hungry and sleepy, and mine was out of breath. The ladies showed no signs of slowing, and them had taken no breaks. Me felt certain that these ladies had something to do with my mission.

Suddenly, in the darkness, in the middle of nowhere, the ladies froze in their tracks. At first, me was too frightened to move closer. After theirs had not moved a muscle for ten minutes, me slowly approached they. That’s when mine saw their faces and recognized they: them were the mannequins from the department store! Them stopped because theirs knew that me was following. So mine left they alone.

What lesson can ours learn from this experience? Always respect the mannequins yourself see in department stores. Who knows what them are capable of!
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