Evan-Moor’s Daily Language Review

Home–School Connection Activity Pages

Grade 7

Weekly Language Review

WEEK 18 DAY 3

Write the sentences correctly.
1. You know that you oughta drink a lotta liquids right?
2. There’s juicy delicious fruits and vegetables which contains a lot of water.

WEEK 18 DAY 1

Write the sentences correctly.
1. Ann told Midori that “she was invited to a picnic in the park tomorrow”.
2. Midori said I’ll make some sandwiches tonight so them will be ready to take”.

Write the sentence with the more appropriate word. Then explain your choice.
3. “Just use a ______ amount of mayo so they won’t be soggy,” said Ann.
   small  skinny

Write the words that make this a compound sentence.
4. Ann cut up some watermelon ______ some corn on the cob in order to cook ______ and Midori cooked ______ although Midori cooked.
Dangling and Misplaced...Art?

You and your child can show your artistic side in this activity that provides practice in recognizing and fixing dangling and misplaced modifiers.

What You Need

- 2 Modifier Madness pages (provided)
- pencil
- markers or colored pencils

How Long It Will Take

about 30 minutes
Your child has practiced rewriting sentences to fix dangling and misplaced modifiers. A modifier is a word or phrase that describes something in a sentence. A modifier should always be next to or very close to what it describes.

A **dangling modifier** is a word or phrase that describes a noun that is not in the sentence.

**Dangling Modifier**

Barking hysterically, I filled his bowl with water.

**Correct Sentence**

Barking hysterically, the dog watched as I filled his bowl with water.

A **misplaced modifier** is a word or phrase that seems to describe the wrong thing because of where the modifier is placed.

**Misplaced Modifier**

Tammy sipped the creamy mug of hot chocolate last night.

**Correct Sentence**

Tammy sipped the mug of creamy hot chocolate last night.

Discuss the differences and similarities between dangling and misplaced modifiers. Then begin the activity.
What You Do Together, continued

1. With your child, read the sentences on the Modifier Madness pages.

2. In each sentence, identify the dangling modifier or misplaced modifier. Circle **dangling** or **misplaced** underneath each sentence, and then draw a picture that shows why the sentence is silly and incorrect as a result of the dangling or misplaced modifier. The picture should show what the sentence says as it is written.

3. After you draw the pictures and share them with each other, rewrite each sentence to fix the dangling or misplaced modifier.

4. Then discuss how your pictures would be different if the sentences had been written correctly to begin with.
Modifier Madness

Driving along the forest road, a grizzly bear started acting aggressively.

- dangling
- misplaced

Jake reported a thief robbing a bank with a mask.

- dangling
- misplaced
Language Skill: Dangling and Misplaced Modifiers

**Modifier Madness**

Shopping at the mall, the bright red sweater caught my attention.

**Dangling** **Misplaced**

Tammy yelled at the children playing kickball near her house angrily.

**Dangling** **Misplaced**
Phrase–Clause Concentration

You and your child will play a simple and fun card game that will provide practice in explaining the functions of phrases and clauses in sentences.

What You Need

- sentence and function cards (provided)
- scissors
- answer key (provided)

How Long It Will Take

about 20 minutes
What You Do Together

Your child has practiced explaining the functions of phrases and clauses. A phrase is a group of words that has a specific function in a sentence. A clause is a group of words that always has a subject and a verb and also has a specific function in a sentence. There are different types of phrases and clauses. Discuss phrases and clauses with your child. Then begin the game.

Preparation

1. Cut out the cards on the next two pages. Each big card has a sentence with a phrase or clause in bold. Each small card has the name of a different type of phrase or clause.

2. Mix up each set of cards and place them facedown on a flat surface. Group the big cards in one column and the small cards in another.

Play the Game

The goal is to match a function card with the same type of phrase or clause.

1. Player A turns over a big card and reads aloud the whole sentence and then the bold part. Next, Player A turns over a small card and determines if the function matches the bold phrase or clause on the big card.
   - If the function matches, Player A takes the pair of cards.
   - If the function does not match, Player A turns both cards facedown in their original places.

2. Player B takes a turn, following the same steps.

3. Players A and B continue to take turns until all cards are taken. The player who earns the most pairs wins the game.
**Language Skill:** Explain the Function of Phrases and Clauses

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### Sentence Cards

*Cut along the dotted lines.*

1. **When Rose comes home from school,** she takes her dog for a walk.

2. I know **what happened at the party last week.**

3. The watermelon **that Pete bought this morning** is what we will carve and serve to our guests.

4. **The sand castles on North Beach** are the prettiest I have ever seen.

5. In a cross-country race, Julia **ran a mile** in less than six minutes.

6. **At midnight,** the neighbor rang our doorbell.

7. Bob spends **entirely too much** time worrying about his hair.
Function Cards

Cut along the dotted lines.

- adverb clause
- noun clause
- adjective clause
- noun phrase
- verb phrase
- adverb phrase
- adjective phrase
### Answer Key

<table>
<thead>
<tr>
<th>When Rose comes home from school, she takes her dog for a walk.</th>
<th>adverb clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what happened at the party last week.</td>
<td>noun clause</td>
</tr>
<tr>
<td>The watermelon that Pete bought this morning is what we will carve and serve to our guests.</td>
<td>adjective clause</td>
</tr>
<tr>
<td>The sand castles on North Beach are the prettiest I have ever seen.</td>
<td>noun phrase</td>
</tr>
<tr>
<td>In a cross-country race, Julia ran a mile in less than six minutes.</td>
<td>verb phrase</td>
</tr>
<tr>
<td>At midnight, the neighbor rang our doorbell.</td>
<td>adverb phrase</td>
</tr>
<tr>
<td>Bob spends entirely too much time worrying about his hair.</td>
<td>adjective phrase</td>
</tr>
</tbody>
</table>
Footsie Commas Race

You and your child will work together to complete a challenging kinesthetic activity that will provide practice in using a comma to separate coordinate adjectives.

What You Need

- sentence cards (provided)
- scissors
- 2 poster boards or large pieces of cardboard
- tape
- 2 markers
- your bare feet

How Long It Will Take

about 30 minutes
**What You Do Together**

Your child has practiced using commas to separate coordinate adjectives. When adjectives are side by side, they need a comma between them if they have a similar purpose and importance.

**TIP:** To identify coordinate adjectives, try switching the adjectives around. If the sentence still sounds correct, the adjectives are probably coordinate adjectives.

Discuss coordinate adjectives. Then follow the steps below to play the game.

1. Cut out the sentence cards provided. Each player chooses 10 cards.
2. Each player gets a poster board and a marker.
3. Players tape all their sentence cards to their own poster boards. Prop the poster boards upright on the floor against something sturdy.
4. Players sit on the floor, facing their own poster board. Players position a marker between their toes with the tip facing away.
5. When both players are ready, count to three and begin the race. Read each sentence and add commas between the coordinate adjectives where they are needed (not all sentences contain coordinate adjectives). The goal is to be the first player to correctly add all of the necessary commas.
6. With your child, check your answers against the answer key. Were you both able to correctly place all the commas on your cards? If there are errors, the player who made fewer errors wins the game.
The skinny pink flamingo wades in the water.

My sweet generous mother baked cookies for us.

The amusing lively mime performed well.

Myra is a talented young woman.
Cut along the dotted lines.

5. Badminton is a boring pointless sport.

6. The five tiny ants carried large crumbs away.

7. You have such a charming cute baby.

8. I paid with two old silver coins.
Language Skill: Commas to Separate Coordinate Adjectives

Footsie Commas Race Cards

Cut along the dotted lines.

9
Gillian wore her new red sweater.

10
That was a tough challenging workout.

11
Juan assisted the little old man.

12
The eerie sinister house made Omar feel uneasy.
Brook lost her brown leather purse.
Lois enjoys cloudy gloomy days.
Cory ate fresh green broccoli for dinner.
Judy bought an expensive pearl necklace.
Cameron loves romantic futuristic novels.

The delicious appetizing pie was wonderful.

The graceful eye-catching bird is flying in circles.

A timid fearful squirrel scurries up a tree trunk.
Sentences without coordinate adjectives

1. The skinny pink flamingo wades in the water.
2. Myra is a talented young woman.
3. The five tiny ants carried large crumbs away.
4. I paid with two old silver coins.
5. Gillian wore her new red sweater.
6. Juan assisted the little old man.
7. Brook lost her brown leather purse.
8. Cory ate fresh green broccoli for dinner.

Sentences with coordinate adjectives

2. My sweet, generous mother baked cookies for us.
3. The amusing, lively mime performed well.
4. Badminton is a boring, pointless sport.
5. You have such a charming, cute baby.
6. That was a tough, challenging workout.
7. The eerie, sinister house made Omar feel uneasy.
8. Lois enjoys cloudy, gloomy days.
9. Cameron loves romantic, futuristic novels.
10. The delicious, appetizing pie was wonderful.
11. The graceful, eye-catching bird is flying in circles.
12. A timid, fearful squirrel scurries up a tree trunk.
Connotation Vote

You and your child will play a game that provides practice in examining a word’s connotation. You can play this game with any number of people.

What You Need

- connotation cards (provided)
- scissors
- 3 index cards for each player
- 3 craft sticks for each player
- markers
- tape

How Long It Will Take

about 45 minutes
What You Do Together

Your child has practiced choosing and using words based on connotation. A connotation is the special idea or feeling that some words have. Connotations may be positive, negative, or neutral. Sometimes, different words have similar definitions but very different connotations. Discuss connotation. Then begin the game.

Preparation

1. Cut out the connotation cards on the next page. Each card contains a noun phrase with a bold word.

2. Spread all the cards facedown on a flat surface and mix them up.

3. Give each player three index cards and three craft sticks. Write each of the following words on a separate index card:
   - positive
   - negative
   - neutral

4. Attach each index card to a stick to make voting signs.

Play the Game

1. Player A chooses a card and reads it aloud. All players use their voting signs to vote on whether the bold word has a positive, negative, or neutral connotation.

   **TIP:** To help figure out the connotation of a word, think about whether you would like to experience the phrase on the card, paying close attention to the bold word.

2. Players explain why they voted the way they did.

3. Players take turns selecting cards and voting. Continue playing until all cards have been discussed.
### Connotation Cards

*Cut along the dotted lines.*

<table>
<thead>
<tr>
<th>a confrontation with your best friend</th>
<th>an unexpected <strong>incident</strong> on the way home</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pet that does something <strong>noteworthy</strong></td>
<td>a vacation to Europe that ends in <strong>uncertainty</strong></td>
</tr>
<tr>
<td>a scientist who is <strong>casual</strong> about his job</td>
<td>relatives who include you in their <strong>lavish</strong> lifestyle</td>
</tr>
<tr>
<td>an athlete who is <strong>poised</strong> in competition</td>
<td>an <strong>authentic</strong> autograph from a celebrity</td>
</tr>
<tr>
<td>a <strong>rant</strong> about a political issue</td>
<td>a girl who is usually <strong>abrupt</strong> when she speaks to you</td>
</tr>
</tbody>
</table>
Game Board Story

You and your child will play a fun board game that will provide practice in identifying and writing simple, compound, complex, and compound-complex sentences. You and your child will also write a story together as you play the game!

What You Need

- game board (provided)
- cards (provided)
- 2 different small objects to be used as game board markers (beans, coins, etc.)
- timer or clock
- pair of dice
- pencil and paper

How Long It Will Take

about 1 hour
What You Do Together

Your child has practiced identifying simple, compound, complex, and compound-complex sentences. Each sentence type is different because of the number of independent clauses and dependent clauses. Ask your child to explain the difference between these four sentence types. There is an example of each sentence type on the game’s example cards.

Preparation

1. Place the game board on a flat surface.

2. Cut out the example cards and the theme cards. Place the example cards faceup to refer to. Give the theme cards to your child.

Play the Game

1. Each player chooses a game board marker. Place your markers on the Start space on the board.

2. Start keeping track of time. You have 45 minutes to play the game and create your story.

3. Have your child choose a theme card. This will be the theme of the story you will write together.

4. Roll the dice and move your game piece the number of spaces shown on the dice.

5. Read the sentence type of the square you land on. Write the first sentence of your story using that sentence type. Use the example cards as a guide if needed.

6. Take turns rolling the dice and writing sentences until time is up.

7. Read the story you created together.
Language Skill: Simple, Compound, and Complex Sentences

**Story Cards**

Cut along the dotted lines.

**Example Cards**

- **Simple Sentence**
  Georgina is baking a cake for her little sister.

- **Compound Sentence**
  Georgina found a new cake recipe, and she wants to try it immediately.

- **Complex Sentence**
  Because she loves chocolate, Georgina adds extra chocolate to the cake batter.

- **Compound-Complex Sentence**
  Before she began baking, Georgina gathered the ingredients, but she was out of eggs.

**Theme Cards**

- Friendship
- Heroism
- Overcoming Fear
- Justice