Evan-Moor’s
Daily Language Review

Home–School Connection Activity Pages

Free Bonus Resource E-book
(See inside cover.)

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

Grade 8

Week 19 Day 3

Write the sentences correctly.
1. Ancient civilizations discovered a bunch of uses for silver at least 5,000 years ago.

2. Jewelry and coins have been made from this valuable expensive metal.

Week 19 Day 1

Write the sentences correctly.
1. I need return my library books about railroads by the end o the week.

   1. I need to return my library books about railroads by the end of the week.

2. I can’t seem to find one of the books Railroads Across North America.

   I can’t seem to find one of the books about railroads across North America.

Rewrite the sentence to show where the speaker paused to think.

3. If I _______ _______ to lose the book, I’d have to pay for it myself.

   If I were to lose the book, I’d have to pay for it myself.

   If I was to lose the book, I’d have to pay for it myself.

   If I was _______ _______ _______ to lose the book, I’d have to pay for it myself.

   If I was _______ _______ _______ to lose the book, I’d have to pay for it myself.

   If I _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ ****
Active and Passive Voice Picture

You and your child will create a picture together. In order to do so, you will write sentences in the active and passive voice.

What You Need

- Art Directions (provided)
- colored pencils or markers
- paper for drawing
- pencil

How Long It Will Take

about 30 minutes
What You Do Together

Your child has practiced rewriting sentences using the active and passive voice. A sentence in the active voice focuses on a subject that performs an action, such as “The cat chased the mouse.” A sentence in the passive voice focuses on the action being performed or the object, such as “The mouse was chased by the cat.” Discuss the active and passive voice. Then begin the game.

1. With your child, read the first sentence on the art directions page. Then Player A rewrites the sentence in the opposite voice below the original sentence. For example, if the sentence is in the passive voice, Player A will rewrite the sentence in the active voice.

2. After rewriting the sentence, Player A will use the colored pencils or markers to follow the art directions and create part of the picture.

3. Read the second sentence. Player B rewrites the sentence in the opposite voice. Then Player B will follow the directions to create part of the picture.

4. Continue taking turns reading, rewriting, and following the art directions and creating parts of the picture.

5. Share your completed picture with friends and family.
Art Directions

① A sidewalk is drawn on the lower part of the page by Player A.

② A large square is drawn by Player B.

③ Two fluffy clouds are drawn near the top of the page by Player A.

④ The square is transformed into a house with a door and windows by Player B.

⑤ Player A colors the house.

⑥ Player B draws a little girl on a bicycle.

⑦ Player A sketches a tree near the house.

⑧ Player B colors the tree.

⑨ A squirrel is added to the picture by Player A.

⑩ A dog is sketched by Player B.

⑪ A cat is drawn by Player A.

⑫ Player B colors the animals.
Greetings!

You and your child will complete a fun activity that will allow you to be creative while also providing practice in interpreting figures of speech.

What You Need

- folding greeting cards (provided)
- art supplies

Examples of Art Supplies

- aluminum foil
- markers or colored pencils
- stamps or stickers
- cotton balls
- glue
- buttons
- glitter
- construction paper
- tissue paper

How Long It Will Take

about 30 minutes

Photo credit: ©Denise Lett/shutterstock.com
Your child has practiced interpreting figures of speech. A figure of speech is a phrase whose meaning is not literal. Similes, metaphors, and personification are common types of figures of speech. Discuss how often you and your child use figures of speech in your daily conversations. Then begin the activity.

<table>
<thead>
<tr>
<th>Type of Figure of Speech</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>simile</td>
<td>She’s as sweet as honey.</td>
</tr>
<tr>
<td>metaphor</td>
<td>Life is a roller coaster.</td>
</tr>
<tr>
<td>personification</td>
<td>The tall grass waved goodbye.</td>
</tr>
</tbody>
</table>

You and your child will complete greeting cards for a variety of special occasions. Follow the steps below.

1. Fold the cards provided so they look like greeting cards, with the text inside.
2. Each of you takes 3 cards.
3. Fill in the blanks with a simile, a metaphor, or personification that fits the occasion. You can be silly or sweet, but be creative.
4. Swap cards and read them. Exchange any comments you have and revise the cards if needed.
5. Decorate the cards using the art supplies.
6. Save each greeting card to give to a family member or friend.
Happy Holidays!

May your home be as wonderful as
and may your celebrations be as lively as
Congratulations on your graduation! May your future
Best wishes on your wedding day!
Your relationship is
and your love will last as long as
Thank you so much! You’ve been like a ______________________ to me, and I am as grateful as ______________________.
Get well soon! If you rest like

____________________________________,

you should be

____________________________________

in no time!
Happy Birthday!
May your special day be

__________________________________________

and may your year

__________________________________________
Spaghetti Ellipsis

You and your child will play a fun game that will provide practice in identifying sentences that use ellipses correctly and incorrectly.

What You Need
- cards (provided)
- answer key (provided)
- “Correct” and “Incorrect” signs (provided)
- about 5 cooked spaghetti noodles
- 10 empty soda cans with pull tabs still attached
- 3 flat surfaces that are at least 5 feet apart
- scissors
- tape
- pencil

How Long It Will Take
about 45 minutes

Dr. Salman wrote, “Sloths dwell in trees … passing most of their time sleeping and eating.”
What You Do Together

Your child has practiced using an ellipsis to indicate a break or an omission in a sentence. When an ellipsis (…) is inside quotation marks or within a quotation, it means that part of the quotation has been omitted. In sentences without a quotation, an ellipsis tells a reader that there is a pause or a break in the flow of the sentence. Discuss the different functions of an ellipsis. Then begin the activity.

Preparation

1. Cut out the cards provided. Each card has a numbered sentence on it. Some sentences use an ellipsis correctly, but others use it incorrectly.

2. Use the tape to attach each card to an empty soda can.

3. Tape the “Correct” and “Incorrect” signs to a different flat surface.

Play the Game

1. With your child, read the first card and decide if the ellipsis is used correctly or incorrectly. Then thread a spaghetti noodle through the pull tab of the soda can. Each of you picks up one end of the noodle in your mouth and carries the can to the appropriate sign.

2. Continue until all the soda can cards are sorted as being correct or incorrect.

3. Then take the incorrect sentence cards off the cans. Rewrite each incorrect sentence on the back of the card to fix the ellipsis error.

4. Check your corrections against the answer key provided.
Dr. Salman wrote, “Sloths dwell in trees … passing most of their time sleeping and eating.”

Tobias is meeting us at … hey, look behind you!

Yum, Aunt … Shirley baked chocolate chip … cookies!

I thought a lot about what Tom said. I thought, and I thought … and I thought some more.

Experts have been quoted as saying … “While watching television is not the most productive use of time, it is often better than some other things kids could be doing.”

Corbin exclaimed, “… Your team lost and didn’t even score one touchdown!”

I can’t see the car you’re describing, but I … wait, I see it now.

This is your last chance to take advantage of this annual kayak sale at the say, you … look like you could use a new kayak!

The squirrel scurried up to my picnic blanket and stood without moving for a moment … then it started moving again.

Sam is afraid to … go into the basement alone.
Sentences 1, 2, 4, 7, and 9 are correct. The rest may be corrected as follows:

3. Yum! Aunt Shirley baked chocolate chip cookies!

5. Experts have been quoted as saying, “While watching television is not the most productive use of time, it is often better than some other things kids could be doing.”

6. Corbin exclaimed, “Your team lost and didn’t even score one touchdown!”

8. This is your last chance to take advantage of this annual kayak sale at the … say, you look like you could use a new kayak!

10. Sam is afraid to go into the basement alone.

Note that there are other possible ways to fix these sentences.
Language Skill: Use an Ellipsis

Correct Sign

CORRECT
Incorrect Sign

Language Skill: Use an Ellipsis

Daily Language Review, Grade 8
In the Mood for Exercise

You and your child will do a physical activity that will provide practice in identifying sentences written in various moods.

What You Need:

- cards (provided)
- 5 separate outdoor or indoor areas with enough space to do exercises
- comfortable shoes for each person (optional)
- washcloth or handkerchief for each person
- scissors
- timer or clock

How Long It Will Take:

about 30 minutes
What You Do Together

Your child has practiced forming sentences in various moods. The table below describes each mood. Discuss moods with your child as you look at the table together. Then begin the activity.

<table>
<thead>
<tr>
<th>Mood</th>
<th>Description</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicative</td>
<td>a fact or statement</td>
<td>The hamster is taking a nap on the computer keyboard.</td>
</tr>
<tr>
<td>imperative</td>
<td>a command</td>
<td>Turn in your homework assignment.</td>
</tr>
<tr>
<td>interrogative</td>
<td>a question</td>
<td>Who is the girl in the red dress?</td>
</tr>
<tr>
<td>conditional</td>
<td>an “if” statement, telling about a likelihood or a possibility</td>
<td>If the weather is hot and sunny tomorrow, we could go to the beach.</td>
</tr>
<tr>
<td>subjunctive</td>
<td>a statement about something that may not be possible but expresses a wish, a suggestion, or a recommendation</td>
<td>If I were a cloud, I would be in the shape of a dragon.</td>
</tr>
</tbody>
</table>

You and your child will complete an exercise circuit for 10 minutes.
What You Do Together, continued

**Preparation**

1. Cut out the cards provided. Each card contains a sentence in a particular mood.

2. Place one card at each of the five exercise stations.

3. Set a timer or use a clock to keep track of time for 10 minutes.

**Start the Activity**

1. Select a station to begin at, and have your child choose another station. Read the card at your station. Decide what mood the sentence is written in. Use the key below to find out which exercise corresponds to that mood. Do that exercise and move to the next station.

2. Continue until you have visited all five stations. If you finish before 10 minutes is up, go to each station again.

<table>
<thead>
<tr>
<th>Station</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicative mood</td>
<td>10 push-ups</td>
</tr>
<tr>
<td>imperative mood</td>
<td>15 sit-ups</td>
</tr>
<tr>
<td>interrogative mood</td>
<td>throw washcloth into the air and catch it 10 times</td>
</tr>
<tr>
<td>conditional mood</td>
<td>hop on each leg 7 times</td>
</tr>
<tr>
<td>subjunctive mood</td>
<td>20 jumping jacks</td>
</tr>
</tbody>
</table>
Language Skill: Form Verbs in Various Moods

Mood Cards

Cut along the dotted lines.

Why do you want to go to the dance with Linda instead of Christine?

Bring my brown jacket back to my house now.

Dolph’s favorite place to go on vacation is Cancun, Mexico.

I would take more music classes if they were offered.

She suggested that Isabel try out for the hockey team.
Cookie Face and Word Clues

You and your child will play a fun, suspenseful game that will provide practice in using word relationships to figure out the meanings of unfamiliar words.

What You Need

- cards (provided)
- small cookies or crackers
- scissors
- pencil

How Long It Will Take

about 1 hour
What You Do Together

Your child has used word relationships to examine the meaning of new words and to use new words in sentences. There are different types of word relationships. The table below shows some examples of word relationships.

<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>It’s common to see twins clad in the same outfit, but my twin brother and I are always dressed differently.</td>
</tr>
<tr>
<td>Antonym</td>
<td>Words have opposite meanings.</td>
<td>The teacher confiscated Terry’s cellphone during the test but gave it back after class.</td>
</tr>
<tr>
<td>Parts of a Whole</td>
<td>One word is an item that makes up a bigger thing.</td>
<td>When we visited my older sister at her college, she showed us around her dormitory and the science lab.</td>
</tr>
<tr>
<td>Object and Function</td>
<td>One word or phrase tells the purpose or the use of the other word.</td>
<td>Ms. Shapiro brought a cloak to wear in the theater to keep warm.</td>
</tr>
</tbody>
</table>

Discuss word relationships. Then begin the game.

Preparation

1. Cut out the cards provided, mix them up, and pile them facedown on a flat surface.

2. Find a comfortable place for one player to lie down.
What You Do Together, continued

Play the Game

1. Player A lies faceup on the ground with a cookie or cracker on his or her forehead. At the same time, Player B stands near the card pile and says, “Go!”

2. Player A tries to quickly move the cookie or cracker from the forehead to mouth, without using his or her hands. Tilting the head and wiggling facial muscles are allowed. (If the cookie or cracker falls off, the player may use his or her hands to put it back on the forehead.)

At the same time, Player B reads the top card and tries to figure out the meaning of the word in bold. On the first line below the sentence, Player B writes the definition or something about its meaning.

3. Player B repeats with the next card and continues until Player A has eaten the cookie or cracker.

4. Then players switch positions. Player B lies down with a cookie or cracker on his or her forehead. Player A reads any cards without definitions until Player B has eaten the cookie or cracker.

5. Continue switching positions until all cards have a definition.

6. With your child, discuss each definition and write a new sentence on the second line using the bold word.
When the pirates looked at what they had plundered, they realized they had stolen a box of rotten fruit.

Definition:
Sentence:

Unlike the simple original plan, the final plan was so intricate that it took days to implement.

Definition:
Sentence:

The first time I sprained my ankle, it was bearable, but the second time, it was excruciating.

Definition:
Sentence:

When you embark on a journey, start by packing carefully.

Definition:
Sentence:

The peaceful lake was so serene that Tara forgot she was lost.

Definition:
Sentence:

The smell of the pungent cheese masked the more mild smells of the other appetizers.

Definition:
Sentence:
Of all the recipe's ingredients, cardamom was the hardest to find.

Residents of the village use their small school as a landmark when giving directions.

Use a rubber spatula to carefully fold the egg whites into the chocolate mixture.

Diego's and Jen's essays had the same thesis, but their research and conclusions were very different.

Because my bedroom is always cold, I think something is blocking the heating duct.

The syntax of the Gaelic language is even more difficult than its vocabulary.

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