

# School-Home Connection

In Unit 1 of *Grammar, Usage, and Mechanics* students are learning about different types of sentences and about the important parts of a sentence. The activities on this page give students extra practice with some of the concepts in this unit. You can help your child use the information he or she is learning in school by choosing one or more activities to complete at home.

## Treasure Hunt (Prepositional Phrases)

Work with your child to create a treasure hunt. Follow these directions.

1. Think of five to ten places to hide clues. You could hide them in closets, under vases, under beds, or in cupboards.
2. Write a set of clues that will lead finders from one hiding place to the next. (Each clue that is found should direct finders to the next clue.)
3. Decide what the "treasure" will be. It could be a bowl of popcorn, a new set of crayons, or a trading card.

Make sure you use a prepositional phrase in each clue. Each prepositional phrase in these example clues is in dark type.

**Example:** Look **in Tricia's closet**.

Look **under Robert's bed**.

Find something red **in the bathroom cabinet**.

Happy hunting!

## Sentence Scramble (Complete Subject and Complete Predicate)

Ask your child to choose sentences from favorite books or magazines. Then help your child to copy each sentence on a card. Cut each card apart between the sentence's complete subject and complete predicate. (The subject is the part of a sentence that tells whom or what the sentence is about. The predicate is the part of a sentence that tells what happens.) Make one pile of "subject cards" and one pile of "predicate cards." Mix up each pile. Recombine subjects and predicates at random to make funny new sentences.

**Example:** Large robots/work in factories.

Cherry jelly beans/taste the best.

**Changes to:** Large robots/taste the best.

Cherry jelly beans/work in factories.

Name \_\_\_\_\_

## Curtain Up! (Kinds of Sentences)

Invite your child to write a conversation between two characters using each type of sentence (declarative, interrogative, imperative, and exclamatory) at least once. (A declarative sentence tells a fact. An interrogative sentence asks for information. An imperative sentence gives an order. An exclamatory sentence shows strong feeling.) Act out the scene with your child.

## Who Did What to Whom? (Direct Objects)

Have your child look through magazines to find interesting action photos. Ask your child to write a caption to go with his or her favorite photos. Encourage your child to include a direct object (the word that receives the action of the verb) in each sentence of the caption.

**Example:** The player hit the **ball**.

## Now and Then

(Simple and Compound Sentences)

Ask your child to write a few sentences comparing his or her life in first grade with his or her life now. Encourage your child to use compound sentences to describe how things are the same and how things are different. (A compound sentence is two sentences made into one sentence and joined by a comma followed by *and*, *or*, or *but*.)

**Example:** Back then I had short hair, **but** now my hair is long.  
I liked yogurt then, **and** I still do.

## Animal Watch (Prepositional Phrases)

With your child, watch wildlife in your area. (Even busy city streets are often home to birds, squirrels, and raccoons.) Keep a journal of what you see for one week. Ask your child to sketch each creature you see and to write a sentence about where it lives. Encourage your child to use prepositional phrases to tell where each creature lives. (Prepositional phrases begin with words such as *to*, *in*, *by*, *under*, *over*, and *through*.)

**Example:** A red robin lives **in a tree**.  
Two rabbits live **under a log**.

