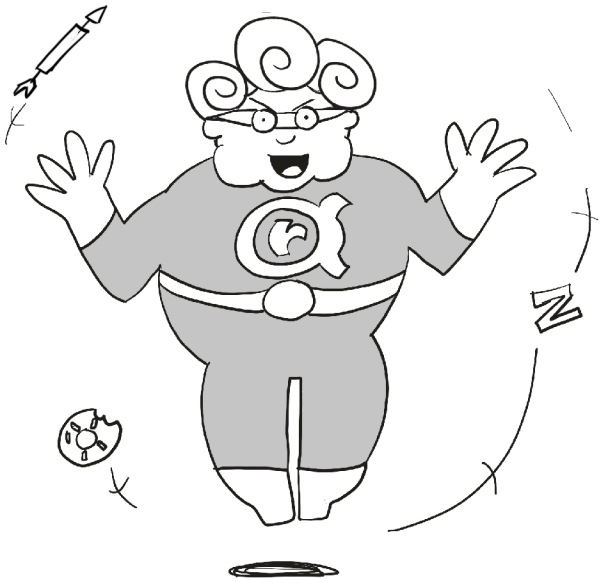
Roundabout's Endless Sentence

Grades 4–6 · CCSS L.4.1f · Run-on sentences and fragments

Name _____ Date _____

Roundabout never stops. He just keeps going and he adds another thing and then another thing and he never lets a sentence end.





Part 1 — Break the Roundabout

Rewrite each run-on as two or more correct sentences.

1. Question Markswoman patrolled the city she saw Roundabout below he was talking to a mailbox.

_____

_____

_____

2. The mailbox did not answer it was a mailbox.

_____

_____

3. Roundabout kept going and going and he said he wasn't finished and then he said it again.

_____

_____

_____

4. Todbot arrived at noon he did not knock the door was already mirrored.

_____

_____

_____

5. Excla Machine shouted a warning nobody heard it Mr. Murmurer had whispered it away.

_____

_____

_____

Part 2 — Run-on, Fragment, or Complete?

Write R, F, or C on the line.

6. Because Roundabout would not stop. _____
7. Question Markswoman asked one question. _____
8. She raised her hand and the sentence ended and everyone cheered and then it was quiet. _____
9. Landing quietly behind him. _____
10. Roundabout talks, and nobody listens. _____
11. The city was quiet Roundabout was gone. _____

Part 3 — Ask the Question

Write three questions Question Markswoman could ask to make Roundabout stop. Each one needs a question mark.

_____

_____

_____

_____

CHALLENGE

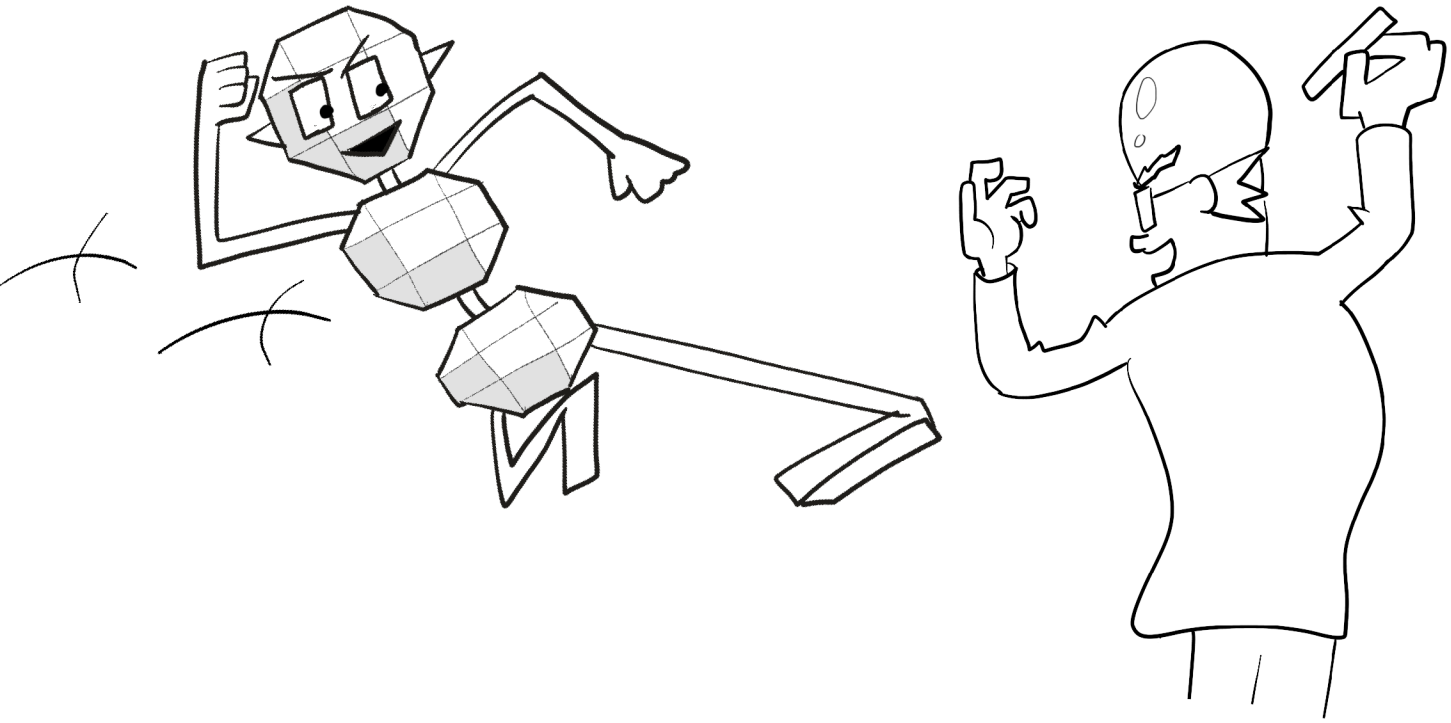
Write a run-on sentence on purpose — the longest one you can. Then trade with a partner and fix each other's.

Excla Machine vs. Mr. Murmurer

Grades 4–6 · CCSS L.3.3a; L.2.2 review · End marks, tone, and interjections

Name _____ Date _____

Excla Machine grows every time he absorbs a spiky word bubble. Mr. Murmurer shrinks them down to a whisper. The mark at the end of a sentence decides which one of them wins it.



Part 1 — Pick the End Mark

Add a period, question mark, or exclamation point.

1. Excla Machine charged into the room ____
2. Who turned out the lights ____
3. Mr. Murmurer whispered something nobody could hear ____
4. Watch out ____
5. Is that a spiky word bubble ____
6. The robot absorbed it and grew three feet taller ____
7. Wow ____
8. Why does he keep shouting ____
9. Holy punctuation ____
10. Nobody said anything for a long moment ____

Part 2 — Turn Up the Volume

Rewrite each sentence twice: once the way Excla Machine would say it, once the way Mr. Murmurer would. Change the words and the punctuation, not the meaning.

11. There is a cow behind you.

12. We should leave now.

Part 3 — Interjections

An interjection is a sudden shout. Excla Machine collects them. Write three sentences that start with an interjection and end with an exclamation point.

Some favorites: Spoon! Drats! Excelsior! D'oh! Yikes! Aha!

CHALLENGE — Too Much Machine

Rewrite this so only ONE exclamation point survives. Choose the sentence that deserves it. “The door opened!!! It was Mr. Murmurer!!! He whispered a threat!!! Excla Machine was not impressed!!!”

DID YOU KNOW

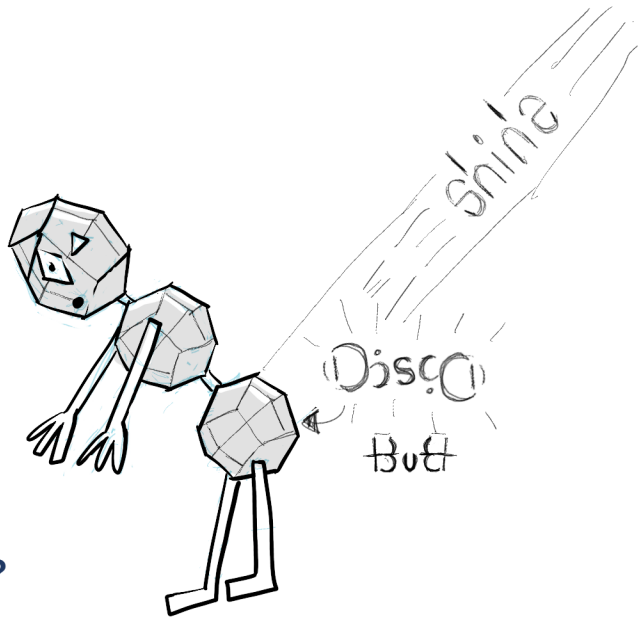
Newsroom editors call the exclamation point a “bang.” In math it means factorial: 5! = 5 × 4 × 3 × 2 × 1 = 120.

Todbot's Mirror Test

Grades 4–6 · CCSS L.5.5 · Word play and line symmetry · Math crossover: 4.G.A.3

Name _____ Date _____

Todbot writes in mirror ambigrams — words that read the same when you hold them up to a mirror. It only works if two things are true at once. Every letter has to be symmetrical, AND the word has to read the same forward and backward.



Part 1 — Which Letters Survive the Mirror?

Circle every capital letter that looks the same in a mirror.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Part 2 — Pass or Fail?

Write PASS or FAIL. If it fails, write why: bad letter, not a palindrome, or both.

1. MOM _____
2. DAD _____
3. TOOT _____
4. NOON _____
5. MAXIMUM _____
6. OTTO _____
7. BOB _____
8. AHA _____
9. WOW _____
10. SIS _____

Part 3 — Build Your Own

Using only the letters that survived Part 1, invent a mirror word. It can be nonsense. Then write it in big block capitals and draw the mirror line down the middle.

CHALLENGE

Every mirror word is a palindrome, but not every palindrome is a mirror word. Explain why in one sentence, using DAD as your example.

Comma Chameleon

Grades 4–6 · CCSS L.5.2a, L.5.2b, L.5.2c · Commas

Name _____ Date _____

Comma Chameleon can't punch, can't fly, and can't shout. All she can do is flick her tongue at exactly the right spot — and it turns out that's enough to change what a sentence means.



Part 1 — Flick the Tongue

Mark where Comma Chameleon should strike. Draw a little tongue at each spot if you want.

1. Comma Chameleon packed a toothbrush a cape and three sandwiches.
2. Before the battle began SemiColonel polished his boots.
3. Watch out Full Stop that cow is staring at you.
4. The Conjunctwins argued about socks pancakes and whether Tuesday was real.
5. Yes she really did eat the whole thing.
6. After three hours of shouting Excla Machine needed a nap.
7. Quietly and without warning Apostrophantom drifted through the wall.
8. You're coming with us aren't you?
9. The Conjunctwins packed maps snacks and a spare twin.
10. Well that explains the cow.
11. In the middle of the night Todbot rearranged all the furniture.
12. Comma Chameleon can you hear me?

Part 2 — One Comma, Two Meanings

Explain how the meaning changes.

13a. Let's eat QuetzalQuotel.

13b. Let's eat, QuetzalQuotel.

14a. The Conjunctwins found their sisters a rabbit and a sandwich.

14b. The Conjunctwins found their sisters, a rabbit, and a sandwich.

15a. Apostropharaoh enjoys eating her friends and her enemies.

15b. Apostropharaoh enjoys eating, her friends, and her enemies.

Part 3 — Your Turn

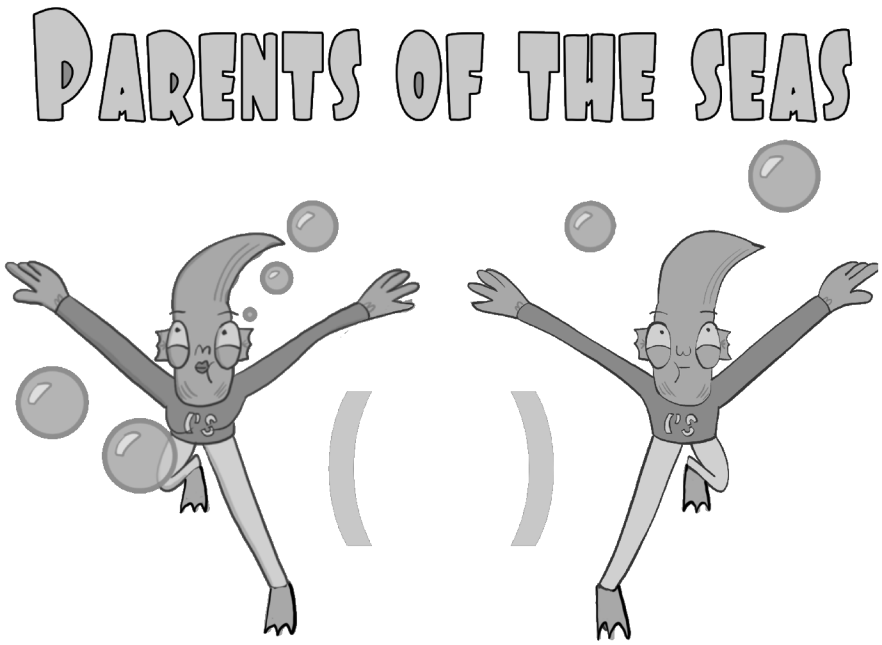
Write one sentence with a series, and one that starts with an introductory phrase. Circle every comma.

Parents of the Seas

Grades 5–6 · CCSS L.6.2a · Parentheses and parenthetical elements

Name _____ Date _____

The Parents of the Seas always travel as a pair. One never shows up without the other. Whatever floats between them is extra — interesting, but the sentence would survive without it.



Part 1 — Add the Pair

Put parentheses around the extra information.

1. Full Stop who has never once been late arrived at 6:00 exactly.
2. The Conjunctwins both of them refused to answer.
3. SemiColonel's boots polished twice that morning were ruined in the first minute.
4. Comma Chameleon see page 12 can change color when nervous.
5. SemiColonel who outranks everyone arrived last.
6. The cow which was not really a cow blinked twice.
7. Todbot see the mirror on page 4 never blinks.
8. Excla Machine who cannot whisper tried to whisper.

Part 2 — Extra or Essential?

If you removed the underlined part, would the sentence still make sense? Write EXTRA or ESSENTIAL.

9. The hero who arrived last was the only one with a plan. _____
10. Apostrophantom, a ghost, drifts through walls. _____
11. The sandwich that Roundabout ate was mine. _____
12. Todbot, who reads backward, solved it first. _____
13. Roundabout, who never stops, finally stopped. _____
14. The mark that ends a question is a question mark. _____

Part 3 — Your Turn

Write two sentences about your favorite Punctuator. Use parentheses in each to add something extra.

_____

_____

_____

_____

Part 4 — Combine Them

Turn each pair into one sentence. Put the extra information inside parentheses.

15. Full Stop is always early. He was born at 6:00 exactly.

_____

_____

16. Comma Chameleon is green. She can also turn blue.

_____

_____

CHALLENGE

Commas, dashes, and parentheses can all hold extra information. Rewrite sentence 2 three times, once with each. Which version feels like a whisper? Which feels like an interruption?

Apostrophantom vs. Apostropharaoh

Grades 4–6 · CCSS L.3.2d; L.2.2c review · Possessives and contractions

Name _____ Date _____

Two heroes, one mark. Apostrophantom possesses the possessor. Apostropharaoh coils around two words and squeezes them into one. Same apostrophe — completely different job.





Part 1 — Whose Apostrophe?

Write P for possessive (Apostrophantom) or C for contraction (Apostropharaoh).

1. Full Stop's cape _____
2. They're late again. _____
3. The Conjunctwins' bicycle _____
4. It's behind you. _____
5. Nobody's fault _____
6. She'd already left. _____
7. The heroes' capes _____
8. We've seen that cow before. _____
9. Somebody's cape is on fire. _____
10. You'll regret that. _____

Part 2 — The Hard Ones

Circle the correct word.

11. (Its / It's) tail is longer than the whole room.
12. The snake shed (its / it's) skin.
13. (Your / You're) standing on my cape.
14. Is this (your / you're) sandwich?
15. (Their / They're) plan was terrible.
16. (Their / They're) not coming back.

Part 3 — More Than One Owner

Rewrite each phrase using an apostrophe.

17. the cape belonging to the hero _____
18. the capes belonging to the heroes _____
19. the boots belonging to SemiColonel _____
20. the hideout belonging to the twins _____
21. the tail belonging to Apostropharaoh _____
22. the mirrors belonging to Todbot _____

CHALLENGE

Apostropharaoh squeezes “will not” into “won't” — and the letters don't match up. Find two more contractions where the short version isn't just the long version with letters removed.

_____

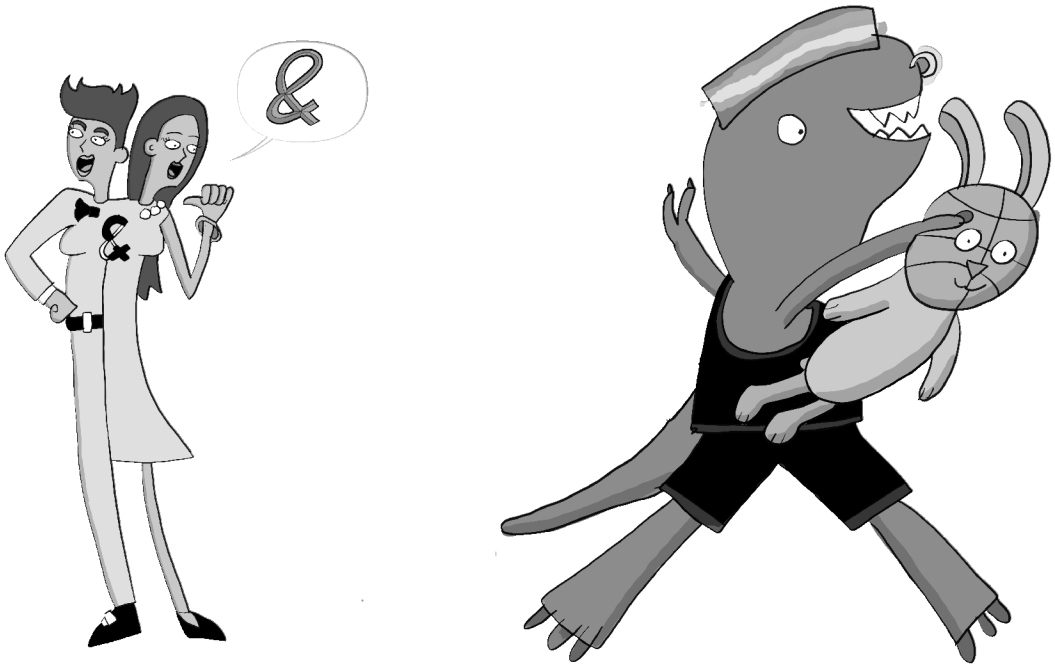
_____

The Conjunctwins & the Et Pets

Grades 4–6 · CCSS L.3.1h, L.5.1e · Conjunctions

Name _____ Date _____

The Conjunctwins can't be separated. Neither can the two halves of a sentence once they get hold of them. Their pets, EtceteRabbit and Et Allosaurus, handle the leftovers — the things nobody bothered to list.



Part 1 — FANBOYS

The seven coordinating conjunctions spell FANBOYS. Fill in the blanks with the best one: for, and, nor, but, or, yet, so.

1. Excla Machine shouted, _____ nobody heard him.
2. The twins argued for an hour, _____ they never agreed.
3. Roundabout wouldn't stop talking, _____ everyone left.
4. You can take the cape _____ the boots, not both.
5. She didn't answer, _____ did she look up.
6. Todbot checked the mirror, _____ he was already facing it.
7. Comma Chameleon could not shout, _____ could she fly.
8. The cow said nothing, _____ it was a cow.

Part 2 — Pairs That Travel Together

Correlative conjunctions come in twos, like the twins. Complete each pair.

9. _____ Full Stop _____ Comma Chameleon knew the way. (neither / nor)
10. It was _____ the cow _____ the hypnosis that scared him. (not only / but also)
11. _____ you come with us _____ you stay here. (either / or)
12. _____ the twins _____ their pets showed up late. (both / and)

Part 3 — The Et Pets

EtceteRabbit is etc. — "and the rest," for things. Et Allosaurus is et al. — "and others," for people. Write etc. or et al.

13. Bring a cape, a mask, boots, _____
14. The report was written by Max, Brian, _____
15. We packed sandwiches, apples, juice, _____
16. The costumes included a cape, a mask, a helmet, _____
17. The study was led by Dingemanse, Torreira, _____
18. Pack pencils, erasers, paper, _____

Part 4 — Your Turn

Join these two short sentences three different ways, using a different conjunction each time. "The cow appeared. Nobody moved."

_____

_____

_____

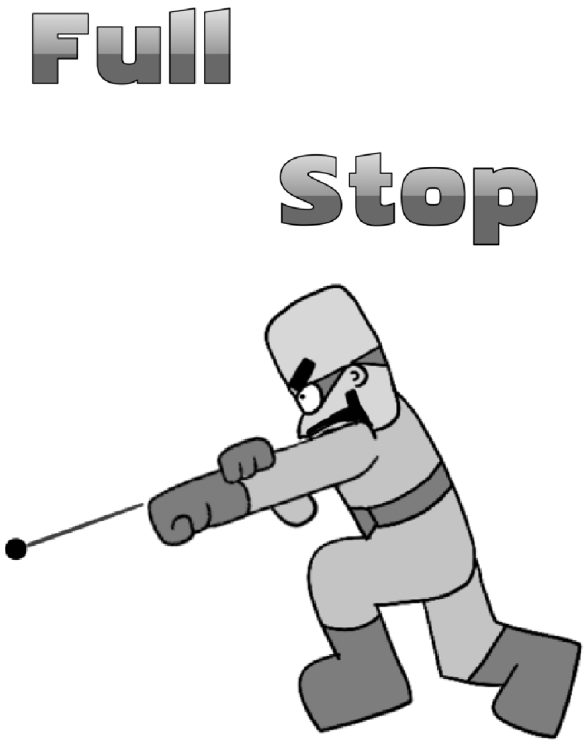
_____

Full Stop Ends It

Grades 4–6 · CCSS L.4.1f · Comma splices and sentence boundaries

Name _____ Date _____

A comma is a pause. Full Stop is an ending. When a writer uses a comma where a sentence should have ended, that's a comma splice — and Full Stop takes it personally.



Part 1 — Splice or Fine?

Write S for comma splice or OK.

1. Roundabout talked for an hour, nobody listened. _____
2. Roundabout talked for an hour, but nobody listened. _____
3. The cow blinked, everyone froze. _____
4. After the cow blinked, everyone froze. _____
5. Full Stop arrived, he ended it. _____
6. Full Stop arrived and ended it. _____
7. Todbot mirrored the door, nobody noticed. _____
8. Comma Chameleon flicked her tongue, and the sentence made sense. _____
9. The cow stared, Full Stop stared back. _____
10. Because the cow stared, Full Stop stared back. _____

Part 2 — Three Ways to Fix It

Fix this splice three different ways: "The lights went out, nobody screamed."

11. With a period:

_____

_____

12. With a comma and a FANBOYS conjunction:

_____

_____

13. By making one part a dependent clause (start it with when, because, after, or although):

_____

_____

Part 3 — Your Turn

Write a short paragraph, four sentences or more, about what happens when Full Stop and Roundabout meet. Every sentence must end correctly. Then count your end marks and write the number in the box.

_____

_____

_____

_____

_____

_____

Number of end marks:

Sergeant Colon & SemiColonel

CHALLENGE · Grades 6+ · CCSS L.9–10.2a, L.9–10.2b · Colons and semicolons

Name _____ Date _____

Sergeant Colon announces what's coming: a list, an explanation, a punchline. SemiColonel outranks her. She joins two complete sentences that are too closely related to separate — and unlike Full Stop, she doesn't end anything.

This sheet is a stretch. Colorado places both colons and semicolons at grades 9–10, though many middle school programs teach them earlier. Use it as enrichment for students ready to be shown something new.



Part 1 — Colon or No Colon?

Add a colon where one belongs. Some sentences don't need one.

1. Pack three things a cape, a mask, and a sandwich.
2. The team included Full Stop, Comma Chameleon, and the twins.
3. There was only one problem the cow.
4. He finally understood punctuation is a superpower.
5. SemiColonel had one rule never end a sentence early.
6. The list was short cape, boots, sandwich.
7. She brought her boots, her cape, and her rank.

Part 2 — Semicolon Duty

Join each pair with a semicolon. Then say why a period would be weaker.

8. Roundabout never stopped talking. Nobody could get a word in.

9. Excla Machine grew louder. Mr. Murmurer grew quieter.

Part 3 — The Super Comma

When list items already contain commas, SemiColonel separates them instead. Punctuate this list.

10. The meeting was attended by Full Stop the punctual one Comma Chameleon who arrived in green and SemiColonel who outranked everyone.

Part 4 — Your Turn

Write one sentence with a colon and one with a semicolon. Underline what comes before each mark and check that it could stand alone.

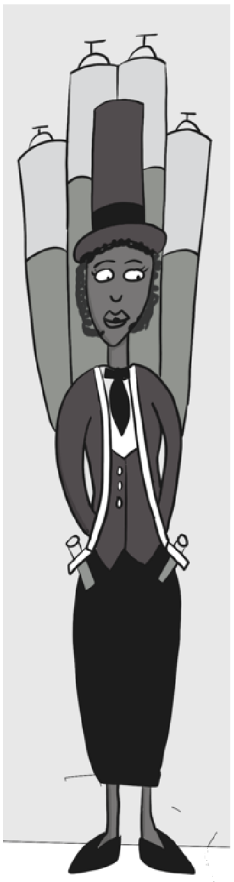
Dr. Jective's Order of Operations

Grades 4–6 · CCSS L.4.1d · Adjective order and compound adjectives

Name _____ Date _____

Nobody teaches you the order of adjectives. You just know it. “A big red rubber ball” sounds right; “a rubber red big ball” sounds broken. Dr. Jective knows why, and the order is always the same: opinion, size, age, shape, color, origin, material, purpose.





Part 1 — Fix the Order

Rewrite each phrase so it sounds right.

1. a metal enormous terrifying cow _____
2. a purple ancient silk cape _____
3. a plastic small green mask _____
4. an Egyptian gold heavy bracelet _____
5. a Japanese enormous paper fan _____
6. a cotton old comfortable cape _____
7. a square tiny silver button _____

Part 2 — Which Sounds Right?

Circle the version that sounds correct, then name the two categories you reordered.

8. a round old table / an old round table _____
9. a scary tall robot / a tall scary robot _____
10. a wooden lovely box / a lovely wooden box _____

Part 3 — Ms. Hyphen Steps In

When two words work together as one adjective before a noun, Ms. Hyphen joins them. Add hyphens where needed.

11. a well known villain
12. a three headed snake
13. The villain is well known.
14. a punctuation loving robot
15. a long winded villain
16. a five minute warning
17. The robot is punctuation loving.

Part 4 — Your Turn

Describe a Punctuator using four adjectives in the correct order. Then write the same four in the wrong order and read both out loud.

_____

_____

_____

_____