# Spotting parenthesis: answers and notes

What your child practised: finding parenthesis (extra information added to a sentence) and checking it by taking it out (Year 5 grammar and punctuation).

### Page 1 · Warm up

1. a chocolate one · 2. who is eight

### Page 2 · Try it together

Answers will vary: each sentence should still make sense without the words written down.

### Page 2 · A. Underline

1. a present from Gran · 2. painted red and white · 3. my best friend · 4. which was to a farm

### Page 2 · B. Rewrite

1. Ava shivered at the bus stop.
2. The old oak tree fell in the storm.

### Page 3 · C. Yes or No

1. **Yes** · 2. **No**: "The cat on the warm mat" has lost its verb · 3. **Yes** · 4. **No**: "We bought and a melon" doesn't make sense.

### Page 3 · D. Golden carriages

Answers will vary, e.g. My teacher **(Mrs Lee)** likes painting. Check for two brackets, one each side of the extra words, and that the sentence works without them.

**Challenge:** No. Take "pears" out and you get "Mum bought apples bananas and grapes", which doesn't read properly. These are **list** commas, not a pair round extra information.

## Watch out for

- **Picking the main words instead of the extra ones** (C2 and C4). Ask: "If we lift those words out, is it still a whole sentence?"
- **Thinking a sentence breaks when the extra bit goes.** Read the shorter version aloud together: hearing it usually shows it still works.
- **Treating every pair of commas as parenthesis.** List commas are different, and the take-it-out test sorts them.

## Going further (5 minutes, no paper)

- **Add a carriage:** say "The bus was late." Your child adds extra information in the middle: "The bus, the number 7, was late."
- **In the game:** Chapter 2, Brackets, puts a pair of brackets round extra information.