

## GRADE 8 English Language Arts Proofreading: Lesson 3

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol ( $\implies$ ) by them.

### *Purpose of Lesson 3:*

In this lesson, the tutor and students will

- practice subject/verb agreement;
- practice pronoun/antecedent agreement; and
- identify sentences, fragments, and run-ons.

### *Materials/Equipment Needed:*

- Subject/Verb Cards (pages 199 – 200), one set
- Sentence Sense Strips (page 201), one set per student
- Envelopes (one per student, plus one for Subject/Verb cards)

### *Preparations before beginning Lesson 3:*

- The Subject/Verb cards on pages 199 and 200 need to be cut apart and stored in an envelope. Only one set of Subject/Verb cards is needed.
- The Sentence Sense Strips on page 201 need to be cut apart and stored in envelopes. Each student needs a set of sentence strips.

### *Lesson 3: Proofreading*

After your introductory remarks to students, say:

**Proofreading is an important skill that writers use. *Proofreading* means to look very closely at your writing to find errors.**

**What kind of errors are we talking about? Pause.**

**What kind of mistakes do you make when you write?**

(Response: mistakes involving capital letters, punctuation marks, spelling, sentence structure, subject/verb (predicate) agreement, verb tense) If no one answers, tell students the answer.

**Let's do some activities to review some of these areas.**

**Your English teacher talks about subject and verb (predicate) agreement. That agreement means the subject and verb fit together in a sentence. If the subject is singular, the verb is singular. If the subject is plural, the verb must be plural.**

⇒ Shuffle the Subject/Verb Cards. Arrange them on the table or desk, face down, four rows of four cards.

Then say:

**Let's practice subject and verb (predicate) agreement by playing a game like Memory or Concentration.**

**The object of the game is to match the subject and verb correctly. In other words, if you have a singular subject, you must have a singular verb. (A bird flies.) If you have a plural subject, you must have a plural verb. (Birds fly.)**

**You begin by turning over two cards. If they match, you then make a sentence using the subject and verb. You get to keep the cards, and you get another turn. If you do not make a match, turn the cards back over and go to the next player. The player with the most pairs wins. In this game, the loser could be the one who knows all the answers but is unlucky in the draw.**

Select a student to begin play. The student seated on his/her left would be next. Continue in that manner. As a student turns over the card, he/she needs to say the word aloud.

Keep the game moving; do not allow the game to drag. When the game is finished, collect the cards and continue the lesson.

Say:

**When you proofread, you don't play a matching game to show that you know about subject/verb (predicate) agreement. You use paper and pencil.**

**Just remember that, if you have a singular subject, you will have a singular verb and, that if you have a plural subject, you will have a plural verb.**

Now say:

**Let's do some practice. I am going to read a short sentence to you. Listen carefully and decide whether the sentence is correct or incorrect.**

**The trees lost several of them branches during the storm.**

Pause.

**Listen as I read the sentence a second time.**

**The trees lost several of them branches during the storm.**

**If you think this sentence is correct, clap your hands three times.**

(Response: no clapping) Do not make a big deal out of the clapping.

**The sentence is not correct. Listen again. The trees lost several of them branches during the storm.**

**What is wrong in this sentence?** (Response: them branches) Students may not be able to tell you the grammatical reason. *Them* is functioning as an adjective in this sentence.

**What is the correct way to say this sentence?**

(Response: The trees lost several of their branches during the storm.)

Students should repeat the entire sentence.

**Okay. Here's another sentence for you. Listen closely.  
Joseph picked up the branches all by hisself.**

**Listen as I read the sentence a second time. Joseph picked up the  
branches all by hisself.**

**If you think this sentence is correct, clap your hands three times.  
(Response: no clapping)**

**The sentence is not correct. What's wrong with it?  
(Response: hisself)**

**There is no such word as *hisself*. What is the correct way to say this  
sentence? (Response: John picked up the branches all by himself.)**

**Yes, that answer is correct.**

**Last one. Listen to the sentence.  
Neither John nor I knew how to drive the truck.**

**Listen to it a second time. Neither John nor I knew how to drive the  
truck. If you think this sentence is correct, clap your hands three  
times.  
(Response: clapping)**

**Thank you. Yes, this sentence is correct because *I* is part of the  
subject of the verb(predicate) *knew* .**

Then say:

**Let's practice one more skill, sentence structure. A *sentence* is a  
group of words that expresses a complete thought. When you write,  
you have to be careful to put the whole idea or thought down on  
paper.**

**Sometimes we leave out words accidentally and we end up writing a  
fragment. Other times we write so fast we forget to stop, and we  
end up writing a run-on sentence.**

⇒ Distribute Sentence Strips envelopes to each student.

Then say:

**This activity is called Sentence Sense. Some of the strips make sense and some don't. Read each strip and then place it in the proper category. Some of the groups of words are fragments, only a part of a sentence. Some of the groups of words are run-on sentences: that is, sentences that just go on and on. Some groups of words are sentences. Pause to allow students time to categorize the strips.**

If a student is struggling, give a hint: There are three fragments.

Now say:

**If you have a strip in the wrong category, please remove it and place it in the correct place.**

**Let's begin with strip number one.**

**Look at strip number one: "When I lost my math book."**

**In which category does it belong?**

(Response: fragment)

**It LOOKS like a sentence because it has a capital letter and ending punctuation; but when you hear it out loud, you realize it isn't a sentence. It is not complete. It is only a part of a sentence. "When I lost my math book" what? What happened? What did I do? Make this fragment into a complete sentence.**

A student will add an independent clause to this fragment to make a complete sentence. The student says the *complete* sentence: for example, When I lost my math book, I couldn't do my homework. Do not allow students to say only "I couldn't do my homework."

**What about number two? “My day was just awful!” In which category does it belong?**

(Response: sentence)

**Yes, this is a sentence. How do you know it is a sentence? Pause.**

(Response: It has a subject (day) and verb (was) and it expresses a complete thought.)

It is not sufficient for a student to say, “It starts with a capital letter and has ending punctuation.”

**Number three? “Pass the salt, please.” Where did you place this one?**

(Response: sentence)

Yes, this example is also a sentence.

**Number four? “I practiced my trumpet for fifty minutes I want to sit first chair.” In which category does it belong?**

(Response: run-on)

**Yes. This example is a run-on sentence. It just goes on and on. Let’s correct it. What is the first thought?**

(Response: I practiced my trumpet for fifty minutes.)

**Yes, I practiced my trumpet for fifty minutes period. What is the next thought?**

(Response: I want to sit first chair.)

**Yes, I want to sit first chair period.**

**Good. In what category is strip five?**

(Response: fragment)

**“To buy a new CD” is a fragment, a part of a sentence. In order to make it a complete sentence, you will need to add something more to it. Think of a way to correct this fragment. There are several ways to correct it. Pause.**

Call on volunteers.

A student will need to add an independent clause to this fragment to make a complete sentence. The student says the *complete* sentence: for example, I went to the mall to buy a new CD. She saved her money to buy a new CD.

**In which category did you place strip six?**

(Response: run-on)

**Yes, it is a run-on. A run-on sentence just seems to go on and on. Often times the writer has forgotten to put in punctuation marks indicating when to stop.**

**In number six, what's the first thought? Where is the first stop?**

Pause. Ask for a volunteer or call on a student.

(Response: The concert is on Saturday.)

**“The concert is on Saturday.” Yes.**

**The second thought is “I plan to go.” To correct this sentence, you need a period after Saturday.**

**Sometimes our voices put in the period. We know the place where to stop. As a proofreader, you have to be sure that the period is on the paper!**

**Into which category did you place strip seven: “After the fish got away”? (Response: fragment)**

**Yes, that strip is a fragment. How do you know it is a fragment?**

Pause.

(Response: It doesn't tell you enough.)

Students may recognize this example as a fragment, but not be able to tell you the grammatical reason.

**What happened after the fish got away? What did you do after the fish got away? How can we correct this fragment?**

Call on volunteers.

(Possible response: After the fish got away, I went home.)

⇒ Collect the Sentence Strip envelopes.

Say:

**Today's lesson focused on reviewing some of the grammar skills that you use when proofreading.**

Subject/Verb Cards

DOG

BARKS

DOGS

BARK

CATS

MEOW

CAT

MEOWS

COW

MOOS

COWS

MOO

HORSE

NEIGHS

HORSES

NEIGH

- 1. When I lost my math book.**
- 2. My day was just awful!**
- 3. Pass the salt, please.**
- 4. I practiced my trumpet for fifty minutes I want to sit first chair.**
- 5. To buy a new CD.**
- 6. The concert is on Saturday, I plan to go.**
- 7. After the fish got away.**