

GRADE 8 English Language Arts Proofreading: Lesson 4

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 4:

In this lesson, the tutor and students will

- practice proofreading for errors in sentence structure, usage, mechanics, and spelling;
- develop strategies for proofreading; and
- differentiate between commonly confused words.

Materials/Equipment Needed:

- Student Worksheets Proofreading Lesson 4 – 1 and 4 - 2
- Pencils
- Confusing Words Cards (page 214), one set per student
- Envelopes (one per student)

Preparations before beginning Lesson 4:

- The Confusing Words Cards on page 214 need to be cut apart and stored in envelopes. Each student needs a set of Confusing Words cards.

LESSON 4: Proofreading

After your introductory remarks to students, say:

Today we will practice proofreading. You will read a passage that includes errors in sentence formation, usage, mechanics, and spelling. What are errors in sentence formation, usage, mechanics, and spelling?

Pause.

(Responses might include mistakes with capital letters, punctuation marks, subject/verb agreement, spelling.)

If no one answers, tell the students the answer.

Let's work on some words that are frequently confused. For instance: to t-o, two t-w-o, and too t-o-o. One reason the words are confusing is they sound alike. When I talk, you can't tell whether I am using the correct to, two, or too. When I write, you should know in a moment whether I have used the correct form.

⇒ Distribute the envelopes containing Confusing Words Cards to students.

Now say:

Remove your word cards from the envelope and place them on the table or desk. It is easier to do the activity if you group the words together: for instance, put *there* and *their* together; put *here* and *hear* together.

Pause to allow time for students to arrange cards.

Now that you have your Confusing Words Cards arranged, we'll do a practice sentence. I will read a sentence aloud. Listen to the sentence, and then decide which spelling is correct. Select the word that makes the sentence correct and then hold up the card.

Let's begin with *hear* and *here*. Get those two cards in front of you. Listen carefully to the sentence I read.

Dogs can *hear* sounds that people can't. Pause.

Dogs can *hear* sounds that people can't. Pause.

Hold up the card that shows how the correct word is spelled.

(Response: hear)

Then say:

You should be holding hear, h-e-a-r. There's a trick for this word: the word ear, e-a-r is inside the word *hear*. You *hear* sounds with your *ear*.

Say:

Listen carefully to the next sentence.

Bring the book *here*. Pause.

Bring the book *here*. Pause. Decide how the correct word is spelled.

Hold up your card. (Response: here)

You should have selected here, h-e-r-e.

Here, h-e-r-e, means in this place.

Remember the little memory trick: you hear, h-e-a-r, with your ear, e-a-r.

Sentences for additional practice:

Here is my homework.

Did you hear the telephone ring?

Say:

Put those cards aside. Let's practice with *to*, *too*, and *two*. Pause. When I say the words, *to*, *too*, and *two*, you can't tell the difference; when I write them, you can *see* the difference.

Say:

Jimmy ran *to* the river. Pause.
Jimmy ran *to* the river. Pause.
Hold up the card that shows how the correct word is spelled.
(Response: to)

Then say:

You should be holding to, t-o. *To* means the same as *toward*. If you can replace the word *to* with *toward*, *to* is the correct spelling.

Say:

Listen carefully to the next sentence.
I ate *too* much fried chicken at dinner. Pause.
I ate *too* much fried chicken at dinner. Pause.
Hold up your card. (Response: too)
You should have selected too, t-o-o. *Too* means more than enough or it can also mean *also*, as in “I ate fried chicken, too.”

Say:

Listen carefully.
Humans have *two* arms and *two* legs. Pause.
Humans have *two* arms and *two* legs. Pause.
Hold up the card that has the correct spelling for the number *two*.
(Response: two)

Then say:

You should be holding the card, two, t-w-o. Always use this spelling when you are referring to the number two.

Say:

Put those cards aside. Let’s practice with *who’s* and *whose* this time.
Pause.
When I *say* the words, *who’s* and *whose*, you can’t tell the difference; when I *write* them, you can *see* the difference.

Listen carefully to the sentence.

***Who's* read today's newspaper?** Pause.

***Who's* read today's newspaper?**

Think about it a minute and then choose a card.

(Response: who's)

The correct answer is *who's*, w-h-o-apostrophe-s.

Think about the meanings and uses of the word. *Who's*, w-h-o-apostrophe-s, is a contraction for *who is* or *who has*. Here's a trick to use. In your head, just switch w-h-o-apostrophe-s into *who is* or *who has*.

Listen to the sentence now... *Who has* read today's newspaper?

This trick helps you not to be confused.

Let's continue our practice. Listen carefully to the sentence.

***Who's* going to the mall today?** Pause.

***Who's* going to the mall today?** Pause.

Which word goes in this sentence?

Remember the trick!

Select a word card. (Response: who's)

Yes. The correct answer is *who's*, w-h-o-apostrophe-s. In my head I think, "*Who is* going to the mall today?"

Listen to the sentence. Think about how the correct word is spelled.

***Whose* books are those?** Pause.

***Whose* books are those?** Pause. Use the trick.

Hold up your word card.

(Response: whose)

Yes, *whose*, w-h-o-s-e, is the correct spelling. Remember that w-h-o-s-e is a possessive; it shows ownership. In this sentence, *whose* shows the ownership of the books.

Sentences for additional practice:
Whose jacket is that on the floor?
Who's our sub today in science?
Who's borrowed my pencil?
Whose pencil is green?

Now say:

Put those cards aside and get *it's* and *its*.

Which one is a contraction?

(Response: i-t-apostrophe-s, or the student must hold up the *it's* card.)

**Here's your trick for this one. Read it this way "*it is* or *it has*."
That strategy should help you when trying to decide which word form to use.**

***Its*, without the apostrophe, is a possessive. *Its* shows ownership.**

Okay, let's practice.

***It's* cold outside.** Pause.

***It's* cold outside.** Pause. **Think about the trick.**

Hold up your card. (Response: it's)

The correct response is *it's*; i-t-apostrophe-s is correct. When you use the trick, the sentence becomes *It is cold outside*. Let's continue.

The dog buried *its* bone. Pause.

The dog buried *its* bone. Pause. **Think about the trick.**

Hold up your card. (Response: its)

The answer is *its* without the apostrophe. Who owns the bone?

(Response: the dog)

If I put i-t-apostrophe-s in this sentence, it would read

The dog buried it is bone.

Is that sentence correct? (Response: no)

Now you can see why *it's* a good idea to use the trick!

Some clever student might catch this example and hold up his card.

Listen closely. Think about how the correct word is spelled.

The tree lost *its* leaves. Pause.

The tree lost *its* leaves. Pause. Think about the trick.

Hold up your card. (Response: its)

The answer is *its* without the apostrophe. Who owns the leaves?

(Response: the tree)

If I put i-t-apostrophe-s in this sentence, the sentence would read

The tree lost it is leaves.

Is that sentence correct? (Response: no) You wouldn't say it that way; don't write it that way!

Next.

***It's* almost lunchtime. Pause.**

***It's* almost lunchtime. Pause. Think about the trick.**

Hold up your card. (Response: it's)

The correct response is *it's*, i-t-apostrophe-s. *It is* almost lunchtime.

Now say:

Put those cards aside. Get *there*, *their*, and *they're* in front of you.

Pause.

Hold up the card that is a contraction.

(Response: they're)

Good. *They're*, t-h-e-y-apostrophe-r-e, is a contraction for *they are*.

Hold up the card that is a possessive pronoun or shows ownership.

(Response: their)

Yes. *Their*, t-h-e-i-r, shows ownership.

Hold up the last *there*, t-h-e-r-e. This *there* refers to a place or location. Look at the clue inside this word – here, h-e-r-e. That clue should help you when you use these three words.

Okay. Let's practice.

Listen closely.

Their books are on the floor. Pause.

Their books are on the floor. Pause. **Think!**

Hold up your card. (Response: their)

The answer is *their*, t-h-e-i-r, because it shows ownership of the books.

Ready? Let's do another one.

***They're* waiting for the bus.** Pause.

***They're* waiting for the bus.** Pause. **Think about the trick.**

Hold up your card. (Response: they're)

The correct response is *they're*, t-h-e-y-apostrophe-r-e. *They are* waiting for the bus.

Listen carefully.

Don't go *there*. Pause.

Don't go *there*. Pause. **Use the trick.**

Hold up your card. (Response: there)

Yes, *there*, t-h-e-r-e, is the correct response.

Why is it the correct response?

(Response: It is talking about a place.)

Say:

Put those three cards aside and get *your* and *you're*. Which one is a contraction?

(Response: y-o-u-apostrophe-r-e, or the student must hold up the *you're* card.)

Here's a clue for this one. Read it this way: "You are." That strategy will help you to decide which word form to use.

***Your*, without the apostrophe, is the possessive pronoun of *you*. *Your* shows ownership.**

Let's practice.

***Your* book is on the floor.** Pause.

***Your* book is on the floor.** Pause. **Think about the trick.**

Hold up the correct card. (Response: your)

Yes, the answer is *your*, y-o-u-r, because *your* shows ownership of the book.

Let's do another one. Listen carefully.

***You're* my friend.** Pause.

***You're* my friend.** Pause. **Think about the trick.**

Hold up the correct card. (Response: you're)

Yes, *you're*, y-o-u-apostrophe-r-e is the correct response. Why is it the correct response?

(Response: When you use the trick, the sentence becomes *You are* my friend.)

Let's try another sentence. Listen.

***You're* always tardy to class.** Pause.

***You're* always tardy to class.** Pause. **Think about the trick.**

Hold up the correct card. (Response: you're)

Yes, *you're*, y-o-u-apostrophe-r-e is correct. When you use the trick, the sentence becomes *You are* always tardy to class.

Good job. Put your word cards back in the envelope, please. Pause.

We're now going to proofread a passage that will require you to correct errors in sentence structure, usage, mechanics, and spelling.

⇒ Collect word envelopes. Distribute Student Worksheets Proofreading Lesson 4 – 1 and 4 - 2. Be sure every student has a pencil.

Then say:

Use what you have learned in class, plus the tricks we have practiced today, plus your good eyes on this worksheet.

Say:

First, skim the passage so you will be familiar with the story. Then read the questions carefully before marking your answer. Remember to watch for errors in capitalization, punctuation, spelling, and anything else! When you have finished, sit quietly.
Pause to allow time for students to work.

Then say:

Let's check your answers. Look at number one. What is the correct answer? (Response: Choice D) **There are no errors in number one.**

Number two. How should you correct this error? (Response: Choice B.) **Yes, Choice B. *Stopped* is spelled incorrectly. What is the correct spelling?** (Response: s-t-o-p-p-e-d)

Number three. The correct answer is Choice A. The period was missing. Without the period, what error has occurred? (Response: a run-on sentence)

Number four. How should you correct that error? (Response: Choice B.) **Yes, Choice B. What is the trick you use for number four?** (Response: Read *it's* like two words: "It is just a shadow...")

What about number five? How should you correct that error? (Response: Choice B)
That's a tricky one! For starters, you have to realize that the mistake is with the quotation marks. You needed to close the quotation. When you looked at the choices, though, you had to be sure not to make a mistake with *you're*!

Okay. Last one. What about number six? (Response: Choice B)
Yes, it should be B, t-o-o. Why? (Response: *Too*, t-o-o, means also or more than enough.)

Great job of proofreading! You not only have to know the rules, but you also have to have extra good eyes for this worksheet!

Student Worksheet Proofreading Lesson 4 – 1

The following story was written by a student; it is in rough-draft form. Read the story and then answer the questions.

Last Halloween I went trick-or-treating with my two friends from
1
school. Every house we stoped at gave us lots of candy. Our bags were
2
really heavy We came to one house and nobody was home. The yard was
3
decorated, but the house was dark, and nobody answered the door. Slowly
we walked toward the front door. Suddenly we saw a huge shadow moving
toward us. My friends took off running and so did I. Its just a shadow I kept
4
telling myself, but off I ran. I could hear the footsteps behind me. I finally
stopped running when I got back to my house. “Where’s your candy? asked
5
my dad. I was two out of breath to tell him that I had been running from a
6
shadow.

Student Worksheet Proofreading Lesson 4 – 2

NAME _____

1. How should you correct the error in number 1?
 - A. change **with my two friends** to **with my too friends**
 - B. change **with my two friends** to **with my to friends**
 - C. change **with my two friends** to **with my two friend**
 - D. There is no error.

2. How should you correct the error in number 2?
 - A. change **we stoped at** to **we stop at**
 - B. change **we stoped at** to **we stopped at**
 - C. change **we stoped at** to **us stop at**
 - D. There is no error.

3. How should you correct the error in number 3?
 - A. change **really heavy We came** to **really heavy. We came**
 - B. change **really heavy We came** to **really heavy, we came**
 - C. change **really heavy We came** to **really heavy, We came**
 - D. There is no error.

4. How should you correct the error in number 4?
 - A. change **Its** to **I'ts**
 - B. change **Its** to **It's**
 - C. change **Its** to **its**
 - D. There is no error.

5. How should you correct the error in number 5?
 - A. change **your candy? asked** to **you're candy? asked**
 - B. change **your candy? asked** to **your candy?" asked**
 - C. change **your candy? asked** to **you're candy?" asked**
 - D. There is no error.

6. How should you correct the error in number 6?
 - A. change **I was two out of breath** to **I was to out of breath**
 - B. change **I was two out of breath** to **I was too out of breath**
 - C. change **I was two out of breath** to **i was too out of breath**
 - D. There is no error.

Confusing Words

TO

TOO

TWO

HEAR

HERE

THERE

THEIR

YOUR

YOU'RE

IT'S

THEY'RE

ITS

WHOSE

WHO'S