

GRADE 4 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

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

Equipment/Materials Needed:

- Sentence Sense Strips (page 189), one set per student
- Envelopes for Sentence Sense Strips, one per student
- Envelopes for Verbs (page 188), one per student

Preparations before Lesson 3:

- The Sentence Sense Strips on page 189 need to be cut apart and stored in envelopes. Each student needs a set of sentence strips.
- The verbs on page 188 need to be cut apart and stored in envelopes. Each student needs a set of verbs.

LESSON 3: Proofreading

Following 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. It is as if you had a giant magnifying glass! You use it to find the mistakes.

What kinds of mistakes or errors are we talking about?

(Response: mistakes involving capital letters, punctuation marks, spelling, sentence structure, and subject/verb agreement.)

If no one responds, tell students the answer.

We will now do some activities to review those skills.

You have heard your teacher talk about subject/verb (predicate) agreement. In a sentence, the subject and verb (predicate) must work together. If the subject is singular, the verb (predicate) must be singular. If the subject is plural or more than one, then the verb (predicate) must be plural.

Let's practice subject/verb (predicate) agreement now.

⇒ Distribute Student Worksheet Proofreading 3 – 1. Students do not need pencils.

Say:

What are these sentences missing? (Response: the verb)

Yes, they are all missing verbs. Then you need some verbs so that you will have a complete sentence.

⇒ Distribute the envelopes with the words from Student Worksheet Proofreading 3 – 2.

Place your verb cards in the sentences. The sentence should make sense. Think carefully! Remember that a singular subject needs a singular verb and a plural subject needs a plural verb.

Allow time for students to place verbs on the sentence sheets.

Now say:

Let's go over these and see how you completed the sentences. Number one. Mom likes carrots. Mom is a singular subject, so you must use the singular verb *likes*.

Read the sentence with me, please. Mom likes carrots. Good.

Number two. My brothers like broccoli. Brothers is a plural subject, so you must use the plural verb *like*.

Read the sentence with me. My brothers like broccoli.

Look at Number three.

Ask a volunteer to read number three.

(Response: Sara thinks I left.)

Sara is a singular subject, so you must use the singular verb *thinks*. The subject and verb must be in agreement.

Number four.

Ask a volunteer to read Number four.

(Response: We think she is silly.)

Is we singular or plural? (Response: plural) Since we is plural, then you have to use a plural verb.

Say:

Let's continue with Number five. What is the correct verb for Number five? (Response: write)

Yes. Read the sentence aloud with me.

We write with pencils.

Ask a volunteer to explain why *write* is the correct response.

(Response: *We* is plural, so you have to use a plural verb.)

What is the correct verb for Number six? (Response: writes)

Read the sentence together. Our teacher writes on the board.

Say:

What is the response for Number seven?

(Response: They use the computers.)

What is the response for Number eight?

(Response: My mom uses a computer.)

What’s wrong with saying “My mom use a computer?” Pause.

(Response: Mom is singular and must have a singular verb form.)

That activity was just a quick review of subject/verb agreement. Remember that, when you are proofreading, you have to be very careful not to make a careless mistake.

Students need to return the word cards to the envelopes. Take up the worksheets and the envelopes.

Then say:

Now we will practice with 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 the paper.

Sometimes we leave out words accidentally and we end up writing a fragment, or a part of a sentence. Other times we are writing so fast that we forget to stop at the end of an idea and we end up writing a run-on sentence.

⇒ Distribute Sentence Sense envelopes to each student.

This activity is called Sentence Sense. Some of the strips are sentences and some are not. You will sort the strips into three piles: Sentences, Fragments, Run-ons.

Read the strip and then place it in the proper stack. Some groups of words are fragments, only a part of a sentence. Some groups of words are run-on sentences: they just run on and on and on. Some groups of words are sentences. They express a complete thought.

Allow time for students to work. If a student is struggling, say, “There are three fragments.”

Now say:

If you have a strip in the wrong category, please remove it and place it in the correct spot. Let’s begin with Number one.

Look at strip one: “Finished my homework.”

In which category does it belong?

(Response: fragment)

It looks like a sentence because it has a capital letter and end punctuation. But when you hear it out loud, you realize that it is not a sentence. It is not complete.

Please make this fragment into a complete sentence. Pause.

Call on a volunteer.

(Possible responses: I finished my homework. After I had finished my homework, I went outside.)

What about Number two? “My day was awful!” In which category does Number two belong?

(Response: sentence)

Yes, this is a sentence. How did you know that Number two was a sentence? Pause.

(Response: It has a subject (day) and a 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 end punctuation.

Where did you place Number three?

(Response: sentence)

Yes, “Pass the salt, please.” is a sentence.

Number four? “I am an only child my friend is also an only child.” In which category does Number four belong?

(Response: run-on)

Say:

Yes. Number four is a run-on sentence. It has two thoughts that run together. What is the first thought?

(Response: I am an only child.)

Yes, “I am an only child.” What is the second thought?

(Response: My friend is also an only child.)

I need to separate Number four into two sentences. I am an only child period. Capital M My friend is also an only child period.

Good job. In which category is strip five?

(Response: fragment)

“A book about puppies” is a fragment, a part of a sentence. In order to make a complete sentence, you will need to add something more. Think of a way to correct this fragment. There are several ways to correct it. Pause.

(Possible responses: I bought a book about puppies. I have a book about puppies.)

Number six. Where did you place it?

(Response: run-on)

Yes, it is a run-on. Often times the writer just forgets to put in the 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 picnic is on Saturday.)

“The picnic is on Saturday” is the first thought. 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 read the sentence correctly because we know there needs to be a period there. As a proofreader, you have to be certain that the period is on the paper.

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

Yes, this strip has a fragment.

Students may recognize that this is a fragment, yet 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 you correct this fragment?

Call on volunteers.

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

There are several ways this fragment could be corrected.

⇒ Collect the Sentence Strip envelopes.

Say:

Today’s lesson has reviewed several skills used when proofreading.

Proofreading requires you to look carefully and then to use the grammar skills you have been taught.

Student Worksheet Proofreading Lesson 3 - 1

1. Mom carrots.
2. My brothers broccoli.
3. Sara I left.
4. We she is silly.
5. We with pencils.
6. Our teacher on the board.
7. They the computers.
8. My mom a calculator.

like

likes

think

thinks

use

uses

write

writes

1. Finished my homework.
2. My day was awful!
3. Pass the salt, please.
4. I am an only child my friend is also an only child.
5. A book about puppies.
6. The picnic is on Saturday, I plan to go.
7. After the fish got away.