

GRADE 4 English Language Arts

Proofreading: Lesson 2

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 (\Rightarrow) by them.

Purpose of Lesson 2:

In this lesson, the tutor and students will

- proofread for errors in capitalization, end punctuation, and commas; and
- develop strategies for proofreading.

Equipment/Materials Needed:

- Student Worksheets Proofreading Lesson 2 – 1, 2 – 2, 2 – 3, 2 – 4
- Pencils

LESSON 2: Proofreading

Following your introductory remarks to students, say:

Today’s lesson focuses on proofreading. To proofread means to correct the errors in punctuation, capitalization, spelling, and grammar.

On the activity sheet, you will find a part of a sentence underlined. You will answer a multiple-choice question that requires you to choose the correct way to write the underlined part. Sometimes, the underlined part may be written correctly and there may not be an error.

Today you will use many of the rules you learned about capital letters, punctuation marks, spelling, and parts of speech. You also need to use your eyes and study the underlined part very closely. It is easy to make a careless mistake when proofreading a selection.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 1 and pencils.

Say:

Let’s review using capital letters. Look at Number one on your worksheet.

“Monday, Tuesday, Wednesday”

Why are those words capitalized? Pause.

(Response: the names of the days of the week)

Yes, they are capitalized because these are days of the week.

On your paper by Number one, write “days of the week.”

Pause to allow students time to write.

Go to Number two: “January, February, March”

Why are these words capitalized? Pause.

(Responses: the months of the year)

Yes, they are capitalized because these are months of the year.

On your paper by number two, write “months of the year.”

Pause to allow students time to write.

Then say:

Go to Number three: “Baton Rouge, Alexandria, Shreveport”.

Why are these words capitalized? Pause.

(Response: the names of cities)

Yes, they are capitalized because they are names of cities. By Number three on your paper, write “names of cities.”

Pause to allow students time to write.

Let’s continue with Number four: “Louisiana, Texas, Mississippi”.

Why are these words capitalized? Pause.

(Response: names of states)

Correct. They are names of states. Write “names of states” on your paper.

Pause to allow students time to write.

Go to Number five: “River Road, Highway 109, Interstate 49”

Why are these words capitalized? Pause.

(Response: names of streets, roads, and highways)

These are names of streets, roads, and highways.

There are lots of capitalization rules to remember. Let’s see how you do with number six.

This time you have a sentence “Today is my sister’s birthday.” The word *today* is underlined. Why is *today* capitalized?

(Response: it is the first word in the sentence.)

Yes, it is the first word of the sentence. On your paper write “the first word of the sentence.”

Read Number seven to yourself. Pause to allow students to read.

The word *what* is underlined. Why is *what* capitalized?

(Response: it is the first word in a direct quotation.)

***What* is the first word in the direct quotation.**

A direct quote is enclosed in quotation marks to indicate the person’s exact words. The first word of the quote begins with a capital letter.

On your worksheet for Number seven, write “the first word of a direct quotation.”

Spell quotation to help struggling students.

Then say:

Now look at the last sentence: “My favorite book is *Charlotte’s Web*.” Why is *Charlotte’s Web* capitalized?

(Response: It is the title of a book.)

Yes. On your paper, write “the title of a book.”

Allow time for students to write.

That activity completes our short review of capitalization rules. Now, let’s think about punctuation marks.

We will review some of the punctuation marks used in writing. What is the most common use of the period? Pause.

(Response: to show the end of a sentence)

Yes, to show the end of a sentence. That period is like a red light. It says, “STOP! You are at the end of an idea.”

What mark must you use if the sentence asks a question? Pause.

(Response: a question mark)

When you write a sentence that expresses strong feeling, what mark do you use? Pause. (Response: exclamation mark)

Don’t forget that a period can also be used after an abbreviation.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 2.

Now say:

We are going to review several rules for using commas. Look at number one on your worksheet.

“The cafeteria served hamburgers comma hot dogs comma and tuna sandwiches.”

Why are commas needed in this sentence? Pause.

(Response: to separate words in a series)

On your worksheet by Number one, write “to separate words in a series.”

Pause to allow students time to write. Spell *separate* if a student is struggling.

Go to Number two. I looked for my jacket in the car comma on the bus comma in my locker comma and even under my bed.

Why are commas needed in this sentence? Pause.

(Response: to separate phrases in a series)

On your worksheet, write “to separate phrases in a series.”

Pause to allow students time to write.

Let’s continue our review of commas with some more examples. “December 27 comma 1995”

Why do you need a comma in number three?

(Response: to separate items in the date)

On your paper write “to separate items in the date.”

Pause to allow students time to write.

Look at Number four: “Lake Charles comma Louisiana”

What rule tells you to put a comma in this example?

(Response: to separate the city and state)

Write on your paper “to separate the city and state.”

Number five comes from a friendly letter. Dear Aunt Mary Lou and Uncle Charles comma. You use a comma in the greeting of a friendly letter.

On your worksheet, write the reason for the comma after *Dear Aunt Mary Lou and Uncle Charles*.

Pause to allow time for students to write. Repeat the reason for the comma if a student is struggling.

The last example also comes from a friendly letter. Yours truly comma.

Why do you need a comma here?

(Response: a comma is used in the closing of a letter.)

On your paper by Number six, write “the closing of a letter.”

Pause to allow students time to write.

Say:

You have reviewed some very important capitalization and punctuation rules today. Now you will practice proofreading a rough draft of a story written by a student. Focus on the use of capital letters and punctuation marks.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 3.

Read the story so that you have a general idea what it is about. You need to read the passage first before you start trying to do the questions. Pause to allow time for students to read.

⇒ Distribute Student Worksheet Proofreading Lesson 2 – 4.

Then say:

Be very careful in this activity not to make a careless mistake. If you get in a hurry, you will mess up. If you will work slowly and carefully, you should do a good job.

Work this activity by yourself. Sit quietly after you have finished.
Allow students time to complete the worksheet.

Say:

Let's check your papers now. How should you correct the error in Number one? (Response: Choice C)

Yes, Choice C is correct. Please explain why you selected Choice C.
(Response: January is the name of a month and should to be capitalized.)

I notice that January is capitalized in Choice B. Why didn't you select Choice B? (Response: January is capitalized, but so is In; *in* doesn't need to be capitalized.)

Good job. What about Number two? How should you correct the error in Number two?

(Response: Choice A)

Choice A is the correct response. Why is Choice B incorrect? Call on a volunteer. (Response: the comma is after *and*)

Why is Choice C incorrect? Ask for a volunteer. (Response: there is no comma after *short*.)

You really have to be careful on these! You may know the rule; but if you quit concentrating, you will select the wrong answer.

Say:

In Number three, is the word *didn't* written correctly? (Response: yes)

Is *no* written correctly? (Response: no)

So, how should you correct the error in Number three?

(Response: Choice B)

Yes, *know*, k-n-o-w, means to understand and be familiar with.

Let's continue with Number four. What is the answer for Number four? (Response: Choice D)

There is no error in Number four. Everything is right!

Look at Number five. How should you correct the error in number five? (Response: Choice A)

Yes, Choice A, My brother and I.

***I* is a subject pronoun. A subject pronoun is a word that is used as the subject of a sentence.**

Say:

On the last one, what did you select as the correct answer?

(Response: Choice C)

Yes. Choice C is the correct way to write this sentence.

Let's examine Choices A and B.

Say:

What makes Choice A wrong? (Response: The quotation marks are behind Dad.)

What makes Choice B wrong? (Response: the quotation marks are in the right place, but that period is wrong.)

That sentence shows another one of those places where you really have to look closely. Take your time and don't get in a rush!

Student Worksheet Proofreading Lesson 2 – 1
NAME _____

1. Monday, Tuesday, Wednesday

2. January, February, March

3. Baton Rouge, Alexandria, Shreveport

4. Louisiana, Texas, Mississippi

5. River Road, Highway 109, Interstate 49

6. **Today** is my sister's birthday.

7. Matt asked, "**What** time is our game?"

8. My favorite book is *Charlotte's Web*.

Student Worksheet Proofreading Lesson 2 – 2

NAME _____

1. The cafeteria served hamburgers, hot dogs, and tuna sandwiches.

2. I looked for my jacket in the car, on the bus, in my locker, and even under my bed.

3. December 27, 1995

4. Lake Charles, Louisiana

5. Dear Aunt Mary Lou and Uncle Charles,

6. Yours truly,

Student Worksheet Proofreading Lesson 2 – 3

SHOES

I got my dog in january for my birthday. He was short fat and brown. I
1 2
didn't no I was getting a dog for my birthday. I couldn't think of a name for
3 4
him. My dad suggested I name him Sparky. My friend said to name him
Brownie. My brother and me named him Shoes because he liked to chew on
5
shoes. "That's a good name for him, said Dad.
6

Student Worksheet Proofreading Lesson 2 – 4

NAME _____

1. How should you correct the error in number 1?
 - A. change **in january** to **in january**,
 - B. change **in january** to **In January**
 - C. change **in january** to **in January**
 - D. There is no error.

2. How should you correct the error in number 2?
 - A. change **short fat and brown** to **short, fat, and brown**
 - B. change **short fat and brown** to **short, fat and, brown**
 - C. change **short fat and brown** to **short fat, and brown**
 - D. There is no error.

3. How should you correct the error in number 3?
 - A. change **didn't no** to **did'nt no**
 - B. change **didn't no** to **didn't know**
 - C. change **didn't no** to **did'nt know**
 - D. There is no error.

4. How should you correct the error in number 4?
 - A. change **I couldn't think** to **i couldn't think**
 - B. change **I couldn't think** to **I could'nt think**
 - C. change **I couldn't think** to **I could'nt' think**
 - D. There is no error.

5. How should you correct the error in number 5?
 - A. change **My brother and me** to **My brother and I**
 - B. change **My brother and me** to **Me and my brother**
 - C. change **my brother and me** to **My Brother and Me**
 - D. There is no error.

6. How should you correct the error in number 6?
 - A. change **name for him, said Dad** to **name for him, said Dad."**
 - B. Change **name for him, said Dad** to **name for him."** said Dad.
 - C. change **name for him, said Dad** to **name for him,"** said Dad.
 - D. There is no error.