

## Introduction

As the day began in the old one room schoolhouse, a “Sentence For The Day” was written on the blackboard. A careful look revealed errors in the sentence that the students would correct. This provided a daily review in grammar, writing, and spelling.

Today, *The Great Explorations in Editing* series uses this same method with the added impact of a continuing adventure and amazing facts. This creates excitement and interest in a task that could otherwise be tiresome to students.

By editing these activities, your students will learn and review grammatical, writing, and spelling rules while sharpening their ability to edit their own work. In addition, they will work with vocabulary words in the context of the story.

This manual provides lessons that are easy to use with any child. Enjoy yourselves as you and your students discover some *Great Explorations in Editing*.

## How To Use

There are two sections in this manual, “A Lesson in History” and “Amazing Facts.” Together, these sections total 90 complete lessons. If you decide to use this manual every day, it will serve for half the school year.

Each lesson includes a “blackboard passage,” depicted in this book with white letters on a black background. Each day, you are to write that passage on your own board or paper, just as it appears in this book, including the errors.

Read the “blackboard passage” to your students. Use emphasis in your voice to indicate commas, quotes, and new sentences. Some lessons have a section above the “blackboard passage.” Read that section to your students as well. It will either teach a new skill or alert students to look for particular errors.

If a new skill is taught in the section above the “black-board passage,” teach that skill to your students, explaining the rule and using the example(s). On your board or paper, write the names of all the skills for which they should look in that lesson.

If a skill has previously been taught, give only the name of the skill to the student. If he needs help, review the skill with him, referring to the rule given below the blackboard. Some skills will not have a number indicated in the corrected passage. Some sentences change a great deal, making it difficult to place a number in a particular spot.

In some lessons you will see instructions with the  icon beside them. These are “Special Explorations.” Tell your students to look for the particular skill which corresponds to each “Special Exploration” as they make their edits. If your students continue to have problems, review the skills which cause the problems.

Some lessons contain errors that can be corrected more than one way. For example, to correct a run-on sentence, students may re-word the sentence, or they may add a period and make the run-on into two sentences. As long as the run-on has been corrected and the students have written a proper sentence, the answer is correct.

### LESSON 2

1. *Vivid verbs* - When possible, use verbs that not only tell but show and feel. (See pg 96.)

 **Special Exploration:** As you edit the passage, replace the verb walked with a vivid verb.

2. *Flowery language* - Do not use too many adverbs or adjectives, or bigger words than needed. Some descriptive words stand well on their own.

Ex: The astonishingly powerful linebacker pivoted with magnificent gracefulness as he tackled with vicious and unleashed fury upon the speedy running back.

Revised: The powerful linebacker pivoted with great agility and viciously tackled the speedy running back.

 **Special Exploration:** As you edit the passage, rewrite the sentence in moderation.

Today Brian walked to his class a little slower than customary, and along the way took time to stand in awe of the gloriously pulchritudinous azaleas and the ravishingly beautiful dogwoods.

Today, Brian strolled to his class a little slower than customary and along the way took time to stand in awe at the glory of the azaleas and dogwoods.

#### Rules:

3. Today, Brian - Use commas to set off a word or phrase which interrupts the sentence and which also may be moved or omitted without changing the meaning of the sentence.

Ex: Last year, I went skiing.  
I went skiing last year. (moved)  
I went skiing. (omitted)

#### Vocabulary:

**pulchritudinous** (*adj.*) - beautiful

4. customary and - A comma is used to separate two independent clauses joined by a conjunction. Do not use a comma to separate a sentence with a compound verb. In this sentence, Brian strolled and took time to stand in awe.

Words that are circled are vocabulary words. If your students do not know the meaning of the circled word, they must look the word up in a dictionary and be ready with an appropriate definition for that passage.

Instruct your students to copy the passage on their own paper or in the Student Book, if they have one, correcting any errors they find. To avoid rewriting the passage more than once, encourage your student to look for all skills and errors as he edits.

When your students have finished their copying and correcting, you should engage in discussion on the passage. Ask your students to tell you the corrections they made and to explain why they made those corrections. Rules are listed in this manual for each lesson. Those rules should define the reasons for which your students made their corrections. Ask your students to define any circled words.

As you are discussing the passage, correct the copy on your board or paper, and ask your students to correct any errors on their papers.

Discuss the content of the passage. Ask questions about your students' predictions for what might happen later in the story and for any thoughts about the Amazing Facts. This will generate interest in the lessons and add value to the vocabulary words.

After the passage has been corrected and discussed, you may want to have a very short lesson on a rule that was difficult. Here is how you would do that:

#1 - Review the rule. "One syllable words, ending with one vowel and one consonant, need a double consonant before adding a suffix beginning with a vowel."

#2 - Give several examples:

dragged                                      running                                      stopped

#3 - List several words, and ask your students to apply the rule to them:

jump                      hop                      sit                      do                      skip

Work with your students during this step. Do not use it as a test.

**LESSON 20**

1. *Rambling sentence*  
Special Exploration: As you edit the passage, rewrite the sentence into two sentences.

2. *Vivid verbs*  
Special Exploration: As you edit the passage, rewrite the sentence replacing the verb *looked* with a vivid verb.

*The stranger lowered his arm and mimicked Brian by also clasping his hands before him and being slightly annoyed at this seemingly boring man, Brian looked down at his own hands.*

The stranger lowered his arm, mimicking Brian by also clasping his hands before him. Slightly annoyed at this seemingly boring man, Brian glanced down at his own hands.

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**Rules:**

1. Rambling sentence - A rambling sentence is one which an overuse of conjunctions such as *and*, *but*, and *so*.

Ex: It was 2 o'clock in the morning, and Farmer Dan heard the hens squawking in the henhouse and he knew that Elvira's pet possum was prowling again so he quickly grabbed his shotgun and went out to meet the intruder once and for all so that he would never again be woken up in the night.

Revised: Hearing the hens squawking in the henhouse at 2 o'clock in the morning, Farmer Dan knew that Elvira's pet possum was prowling again. He quickly grabbed his shotgun and went out to meet the intruder once and for all so he would never again be woken up in the night.

2. Vivid verbs - When possible, use verbs that not only tell but show and feel. (See pg 96.)

**Spelling Tip:**  
Remember the word *panicked* in Lesson 12? Now, look at the word *mimicked*. Again, although the base word is spelled *p-a-n-i-c* add a *k* before adding a suffix beginning with *e*, *i*, or *y*. Otherwise, the hard *c* sound will change into a soft *c* sound.

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The lessons in this manual are very flexible and have been written so that you may adapt them to your students' needs. Language arts skills for grade 7 and up are covered in this manual. You may easily review any skill in the passages by intentionally making that error again when you write it on your board or paper in a later lesson. For example, if your students missed the "commas needed in a series" rule you may leave commas out of the next series that appears, whether that error appears in the lesson or not.

If your students have trouble finding the corrections to be made or if they are not motivated, you may challenge them on your board or paper with a clue or hint. Simple statements such as the following can add motivation or help keep frustration levels down:

- "Look for a double subject in the first sentence."
- "Look for a dangling modifier in the second sentence."

Now, both you and your students are ready to take the first step into these "Great Explorations In Editing." Around every corner there are interesting stories full of useful language skills and fun!

**LESSON 25**

1. *Flowery language*  
**Special Exploration:** As you edit the passage, rewrite the sentence using moderation.

2. *Clear and concise*  
**Special Exploration:** As you edit the passage, the last sentence contains a phrase of three words which can be better written using one appropriate word. Rewrite the sentence. (If your student needs help tell him the three words - down face first.)

Brian's deep, dreamy (reverie) was abruptly broken by a sharp resounding tap and the creaking of an opening of a door. A thin frail looking man humbly fell down face first onto the floor, obviously awaiting recognition to arise.

Brian's deep reverie was broken by a sharp tap and the opening of a door. A thin, frail looking man fell prostrate onto the floor, obviously awaiting recognition to arise.

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**Rules:**

1. Flowery language - Do not use too many adverbs or adjectives, or bigger words than needed. Some descriptive words stand well on their own.  
 Ex: The astonishingly powerful linebacker pivoted with magnificent gracefulness as he tackled with vicious and unleashed fury upon the speedy running back.  
 Revised: The powerful linebacker pivoted with great agility and viciously tackled the speedy running back.
2. Clear and concise - Avoid the use of using several words if you can use one appropriate word.  
 Ex: hot and muggy afternoon  
 Revised: sultry afternoon
3. thin, frail looking - Use commas to separate two or more adjectives before a noun.
4. Spelling tip - opening - If a two syllable word ends with one vowel and one consonant, and the accent is on the first syllable, do not double the last consonant before adding a suffix.  
 Ex: gar' den - gardening  
 Sub mit' - submitting

**Vocabulary:**  
**reverie (noun)** - a dreamy thinking or imagining

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# A Lesson In History

# LESSON 1

1. *Avoid choppy sentences* - Rather than having each sentence give only one piece of information, combine the ideas to form a complete thought. Combining sentences brings fluidness and interest to your story.

Ex: It was late Saturday evening. Ed and Brad arrived at the campsite. They started to pitch their tent. Ed hammered the last stake into the ground. At the same time, they heard a loud clap of thunder

Revised: After arriving at the campsite late Saturday evening, Ed and Brad started to pitch their tent. As Ed hammered the last stake into the ground, they heard a loud clap of thunder.

 **Special Exploration:** As you edit the passage, combine the first three sentences to make one sentence; do the same with the last three sentences.

Brian began his first year of College. He went to Riverbend community. It began as expected. It was an enormous campus. He acclimated himself. He settled into a routine.

Brian's first year of college at Riverbend Community College began as expected. After acclimating himself to the enormity of the campus, he settled into a routine.

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## Rules:

2. college - The word *college* is a common noun, so should not be capitalized; however, if it is used as part of the actual name of a particular college, it is a proper noun and should be capitalized.

Ex: John went to college.  
John went to Riverbend Community College.

3. Riverbend Community - Capitalize each word of a name of a particular thing or place.

Ex: Sarah enrolled at Riverbend Community College.  
Sarah is very active in her community.

## Vocabulary:

**acclimated** (*verb*) - became accustomed to new surroundings

## LESSON 2

1. *Vivid verbs* - When possible, use verbs that not only tell but show and feel. (See pg 96.)

 **Special Exploration:** As you edit the passage, replace the verb walked with a vivid verb.

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### Rules:

3. Today, Brian - Use commas to set off a word or phrase which interrupts the sentence and which also may be moved or omitted without changing the meaning of the sentence.

Ex: Last year, I went skiing.  
I went skiing last year. (moved)  
I went skiing. (omitted)

4. customary and - A comma is used to separate two independent clauses joined by a conjunction. Do not use a comma to separate a sentence with a compound verb.

Ex: In this sentence, Brian *strolled* and *took* time.

### Vocabulary:

**pulchritudinous** (*adj.*) - beautiful