



Daily Warm-Ups

DAILY EDITS

Hannah Jones

Level I

The classroom teacher may reproduce materials in this book for classroom use only.
The reproduction of any part for an entire school or school system is strictly prohibited.
No part of this publication may be transmitted, stored, or recorded in any form
without written permission from the publisher.

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-5456-1

Copyright © 2005

J. Weston Walch, Publisher

P.O. Box 658 • Portland, Maine 04104-0658

walch.com

Printed in the United States of America



The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—offer students practice in revising and editing. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with structure and focus, they are a natural path to other language arts activities.

Daily Warm-Ups are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra credit points or as a method of prompting classroom discussion.

However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!



Find ten capitalization errors and five spelling errors in the letter below. Rewrite the letter with the errors corrected.

september 2, 20__

dear Student,

Welcom to my Class and to Charlotte Cove middle school. Like you, i'm looking forward to an Exiting year together.

To help me get to know you, please write a letter telling me a bit about Yourself. Hand in final draft by next tuesday.

sinsereely,

Mr. Klepp



Correct the fifteen errors in this passage.

I sure hope this guy isn't wierd, Pete thought, as he stared wistfully out the window of his classroom down to the soccer feild below. Mr. Klepp sure *looked* a bit off—he had a scruffy mushtache that covered his upper lip, and his shirt was butoned wrong. He smiles and gestured like a maniac. And, worst of all, assigned homework on the first day.

But their were hopeful signs, to. Pictures of classic rock stars hung on his walls. They're were inspiring sayings on the wall, too, such as, "Give piece a chance," by john lennon. *Maybe this guy is a hipie*, Pete thought. At least that would be interesting.

As Mr. Klepp dismissed the class, Pete begins to daydream about what he would say in his letter.





Daily Warm-Ups: Daily Edits

Rewrite Samantha's letter to Mr. Klepp, substituting more precise vocabulary for the underlined words.

September 4, 20__

Dear Mr. Klepp,

I'm happy to be in your class this year. You seem like a nice teacher because you explain things well and treat everyone well.

You asked for some information about me, and here it is. I like language arts. In fact, it is my favorite subject. I want to be a novelist when I grow up, so writing well is important to me. I also like working to save the environment because it makes me feel good.

I dislike bad teachers who don't explain things well and who give lots of homework. I hope you're not one of them. I also don't like cafeteria food, as I am a vegetarian and they rarely serve good food.

Yours truly,

Samantha



© 2005 Walch Publishing

This passage is composed entirely of simple sentences. Rewrite it so that it has more sentence variety. Also correct the five spelling errors.

So far Charlotte Cove Middle School is pretty good. I like having a different teacher for each class. I like moving around during the day. I love having allied arts. We have a lot more freedom here. It's cool to have kids from different schools all together. I am making new friends. Some of them live in town. Some of them are from the country.

There are some problems with middle school. I can't seem to remember the right books for my clases. I forget my locker combination. I still get lost sometimes. It takes me a long time to get from class to class. The teachers are pretty strick. They assine allot of homework. The bus ride to school is much longer. I'd still rather be in middle school than in elementary school, though.





Daily Warm-Ups: Daily Edits

Edit Pete's letter to Mr. Klepp. Mark your corrections on the letter.

September 2, 20__

Dear Mr. Klepp,

you can see from the date of this letter that I am no procrastinating on my homework. Usually I wate until the last minute but am real excited to tell you about myself.

I can see from your posters that you like rock music. I been playing guitar for two years, and I'm looking for a band to join. My goal is to be a working musician when I grow up right now I just want to meet some kids and play some music.

Language arts isn't my best subject I like to rite songs but not poetry. I can ryme pretty good, though this summer I wrote a song about my cat I had to rhyme *fur ball* with something. I worked on it for hours, until I came up with *snow squall*. Ill play it for you, if you want.

Yours,
Pete



Add quotation marks to this conversation between Pete and his big buddy, Leo. Put a paragraph symbol (¶) everywhere there should be a new paragraph.

Hey, are you Pete? Leo asked, tapping him on the shoulder. Pete turned around defensively. Yeah, he said, What do you want? Pete was feeling paranoid about the older kids after stories he'd heard of practical jokes. Leo answered, I'm your big buddy. Mr. Klepp asked me to show you around school because we're both musicians. Really? What do you play? Are you in a band? What grade are you in? Pete had suddenly lost his shyness. Um, let me see if I can remember all your questions, Leo replied. I'm in eighth grade. I play drums in a band called Truck Stop, and we play everything—rock, pop, punk, reggae, you name it. And we're looking for a guitarist who can write songs. At that, Pete was speechless.





Daily Warm-Ups: Daily Edits

Substitute similes and metaphors for the underlined phrases to add drama to the story. Write your substitutions above the phrases you are replacing.

Isabel's cheeks were very red as she pulled her rolling backpack down the hall. It had seemed like such a good idea when she and her mom had gone school shopping, but now the backpack seemed out of place. Everyone else had normal backpacks, the kind you wear on your back. Isabel heard a few students laughing at her as the wheels rolled noisily down the corridor. She felt everyone's eyes on her. Even her best friend, Samantha, was staring at her.

Desperate, Isabel dragged Samantha into a corner. "Do I look stupid with this thing?" she wailed.

"No, silly," Samantha replied. "I was just thinking that my books are very heavy. I would love to have a backpack like yours."



Proofread the following memorandum from Principal Eisner about the dress code. Pay special attention to punctuation (colons and commas) and capitalization. Mark your corrections on the memo.

TO parents and students of Charlotte cove Middle school
FROM principal Perez
DATE september 15 20__
SUBJECT dress code

It has come to my attention that some of our students are not following the Dress Code at the Middle School. The following articles of clothing are not allowed at our school flip-flops, T-shirts with offensive language, clothing that exposes the midriff, ripped or torn clothing, or excessively tight or short pants.

We reserve the right to send home any student who doesn't adhere to the dress code. Please send questions or complaints to this address Principal Perez, c/o dress code committee, charlotte cove middle school, charlotte cove maine 04__.





Daily Warm-Ups: Daily Edits

Punctuate the following story. Insert quotation marks where needed, show paragraph breaks using the ¶ symbol, and watch out for apostrophe errors.

Quiet down, please, Mr. Klepp asked, but it was no use. Student's were reading the memo from Principal Perez in disbelief. Look, Mr. Klepp said, rather than complaining pointlessly, lets have a discussion about the memo. Cliff immediately moaned, No ripped clothes? There goes my whole wardrobe. He threw the memo down in disgust. What skater has clothes that arent ripped? he asked. Skater's who don't fall off their boards all the time, Cliff, Mr. Klepp answered. I can understand most of the rule's, Samantha said, but why no flip-flop's? Are my toes' offensive to the administration? Maybe you should ask them, Mr. Klepp replied. For homework, please draft a letter in response to Principal Perez's memo.



© 2005 Walch Publishing

Write a memo to the principal of Charlotte Cove Middle School in which you agree or disagree with Principal Perez's dress code. Defend your position. Have a partner edit your letter for errors and for the strength of your argument.





Daily Warm-Ups: Daily Edits

Edit this story for subject-verb agreement. Be sure that it's written consistently in the past tense. Cross out the five misspelled words and write them correctly.

Tryouts for soccer was after school today, and Pete thought he was going to through up. He knew he was pretty good, but he isn't shure he would be good enough to play with seventh and eighth graders. There was probley going to be only a few precious spaces on the team.

As he loped out to the field, though, he sees a reassuring sight. His new bandmates, Leo and Nate, was kicking a ball back and fourth on the sidelines.

"Hey," Nate calls. "How are you doing, little man?"

"Fine," he say. "I'd be a lot better if you didn't call me 'little man,' though."

Leo laughs and asked, "Are you nervous?"

"Nah," Pete lied. Just then, his buddy Cliff walked up to them. "Hey, little man, how's it going?" Pete asks, with a big grin on his face.



Underline the clichés in this passage. Revise them to sound more original.

On the girls' soccer field, Samantha was trying to convince Isabel that trying out was as easy as pie. Isabel had never played before, but when she got to middle school, she promised herself that she wouldn't be a couch potato. Playing soccer, with her best friend to show her the ropes, had seemed like the perfect solution.

But now soccer balls seemed to be flying everywhere, and everyone else knew what to do. She felt like a fish out of water.

"Sammy," she cried, "I can't do this."

"Sure you can, Izzie," Samantha shouted encouragingly, as she headed a ball to Isabel. It hit her hard on the bridge of the nose.

"Owww! No, I can't," Isabel repeated. "Look at me. You can't teach an old dog new tricks."

"Come on. If at first you don't succeed, try, try again!" Sammy kicked the ball to Isabel, who, getting her second wind, passed Samantha and ran down the field.

"C'mon, Sammy! Let's get this show on the road!" Isabel shouted.

