Teach BIG™

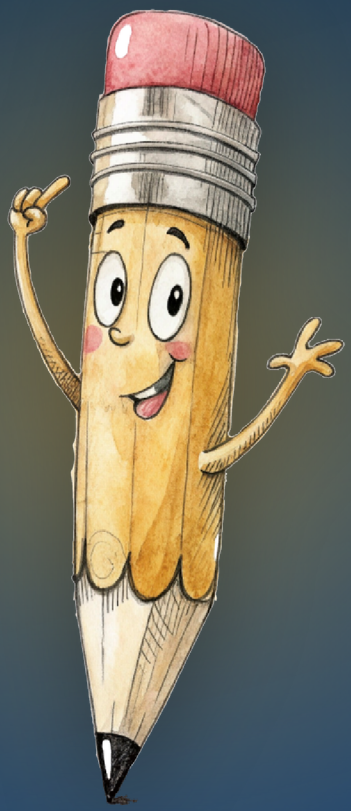
EDITING AND REVISING TRAINING

Revising

25 Games Answer Key

Answers and explanations for every game in the Revising 25 Games Student Activity Book.

SAMPLE



RANDI WHITNEY

Check and explain

Game pages 7-12 | Focus: Revising vocabulary

1-D Revising improves communication; it is not only correcting spelling.

2-B Combining joins ideas without dropping important meaning.

3-E A relevant detail develops the target idea, not merely the general topic.

4-A A transition expresses a connection between ideas.

5-F A central idea covers the whole selection, not just one small detail.

6-C A conclusion closes the requested paragraph or selection.

Try a NEW example

Write two sentences about a class project. Combine them and tell which ideas you kept.

Check: Did you do the requested job, keep the needed meaning, and make the wording clear? Accept a different version that meets those checks.

SAMPLE

Check and explain

Game pages 21-26 | Focus: Preserve essential ideas

D1-R4 Keeps Iris, the map, and the path labels.

D2-R6 Keeps the meeting place and the planning purpose.

D3-R2 Keeps both leaning and not falling; but expresses the contrast.

D4-R5 Keeps the dry clay and the reason for adding water.

D5-R3 Keeps before lunch and the count-then-record order.

D6-R1 Wooden describes the box, not the medal.

Watch for Missing Essential Meaning A shorter sentence is not a match when a needed idea disappears.

Try a NEW example

Combine: We measured the model in centimeters. We wrote the length in a notebook. Keep the unit and recording place.

SAMPLE

Check: Did you do the requested job, keep the needed meaning, and make the wording clear? Accept a different version that meets those checks.

Check and explain

Game pages 53-56 | Focus: Choose a precise word

Lot 1: B, rolled Rolled names movement on wheels. Floated changes the motion; vanished changes the event.

Lot 2: A, sketched Sketched fits a quick pencil drawing. Planted and counted are different actions.

Lot 3: C, sorted Sorted expresses grouping by date. Dropped or hid loses the organizing action.

Lot 4: A, magnified Magnified means made to appear larger. Grew suggests actual growth; moved changes the action.

Lot 5: B, whispered Whispered fits very quiet speech. Shouted and announced do not fit the stated volume.

Lot 6: C, examined Examined names careful looking. Ignored is the opposite; folded is a different action.

SAMPLE

Try a NEW example

Replace a general word in your own sentence. Explain the precise meaning you gained.

Check: Did you do the requested job, keep the needed meaning, and make the wording clear? Accept a different version that meets those checks.

Check and explain

Game pages 79-82 | Focus: Place a supplied new sentence

A1: after 2; after 3 can also work After 2 explains the newly introduced label. After 3 also keeps this label clear because the label has just been mentioned again. Ask the player to explain the connection.

A2: after 4 Visitors need to arrive in the sequence before they stop to read.

B1: after 2 The ruler's reading belongs after measuring and before writing the height.

B2: after 3; after 4 can also work After 3 immediately explains the recorded height. After 4 can work as a closing comment about the same written measurement. Both preserve the reference and order.

Sequence Break A reasonable sentence can still be misplaced. Check what the reader already knows at the chosen gap.

Try a NEW example

Write a sentence beginning "This drawing." Add it to a short draft only after introducing a drawing.

SAMPLE

Check: Did you do the requested job, keep the needed meaning, and make the wording clear? Accept a different version that meets those checks.

Check and explain

Game pages 119-124 | Focus: Relocate an existing sentence

Round A Move sentence 3 after sentence 5. New order: 1-2-4-5-3-6. Labels must be written and placed before families read them. Sentence 6 follows the family visit.

Round B Move sentence 5 after sentence 2. New order: 1-2-5-3-4-6. Sentence 2 explicitly comes before finding the ruler; sentence 3 needs the ruler ready; sentence 4 follows measuring.

Sequence Break Keep track of what happens first and what must already exist. Moving several sentences is not necessary in these two puzzles.

Instructional scope Relocation is a useful revising skill even when a particular released form does not feature it. These are original classroom puzzles.

Try a NEW example

Write a four-step classroom procedure. Move one sentence out of order and ask a partner to repair it with one move.

Check: Did you do the requested job, keep the needed meaning, and make the wording clear? Accept a different version that meets those checks.

SAMPLE