

THEY'RE

“ As for Tel Aviv, they're so accustomed to crisis and living under threatening scenarios—let's just say they're handling it well. ”

—From *London Bridges* by James Patterson, found by Jake Torres

Teach it

1. Write this on the board

They're

Proof:

they're = they are

Ex:

(they are)

They're leaving.

PRACTICE THE CONVERSATION:

- A:** Who'd like to read the sentence?
B: *They're leaving.*
A: Perfect! And how do you spell *they're*?
B: T-h-e-y-apostrophe-r-e.
A: I think you have the wrong *they're*.
B: I'm pretty sure it's the right one.
A: Can you prove it?
B: Yes I can. *They are leaving.*
A: You're so right! It's the right one.



2. **Explain:**

So many people have trouble with this word!

What does **they're** mean?

That's right. It means "they are."

*So when you use **t-h-e-y-'-r-e**, you could substitute the words they are for it and listen. If it makes sense, then you have the right word.*

*When you write **they're**, here is how you prove it:*

- *Underline the word.*
- *Write the proof over it—write they are in parentheses over the word **they're**.*

The underline means I intentionally made a grammatical choice here. The proof above the word means that it's the correct choice.

3. **Ask:** *Now, who will try out this proof with me? (Enact the conversation.)*
4. **Say:** *Open to your grammar chart and find **they're**. Let's jot down the proof on the chart.*

Model it

5. Project the journal entry and read it.
6. Ask volunteers to read the sentences with **they're** aloud. Enact the conversation with several of them. Ask the others to explain why it's the right word.

Practice it

7. **Say:** In your journal today, see if you can use the word **they're** at least five times, underlining each use. Write the proof over each one.

August 28

I think that tomorrow, Thursday, the U.S. will attack Syria. There is a lot of bloodshed,

(they are)

(they are)

and **they're** killing each other. And Assad used chemical weapons. **They're** killing their

own people. Syria is a dangerous country right now. So many civilians have died over

there, people are dying without a scratch or a drop of blood, which is a sign of chemical

weapons. There is also no way of getting out except for escaping. Syria said if the U.S.

(they are)

attacks Syria, **they're** going to attack Israel, and so will Iran. They might be bluffing, but

(they are)

(they are)

nobody really knows what **they're** thinking. **They're** aware that it has happened before,

but I think Syria knows it will get destroyed by Israel, and I hope Iran knows, too.

—Ilan Sonsino
Grade 8

THERE

“There were a thousand things she wanted to say, but he was already looking away from her, pushing the button that would bring the elevator back up to the Institute floor.”

—From *City of Glass: The Mortal Instruments*
by Cassandra Clare, found by Klarissa Martinez

Teach it

1. Write this on the board

There

Proof:

there = here

Ex:

(here)

There they are.

PRACTICE THE CONVERSATION:

- A:** Read the sentence please?
- B:** *There they are.*
- A:** Perfect. Oh wait . . . how did you spell *there*?
- B:** T-h-e-r-e.
- A:** Oh no! That's not right!
- B:** I think it is.
- A:** Oh nooooo. I'm so sorry . . .
- B:** With all due respect, you're mistaken.
- A:** I don't think so!
- B:** *There they are. Here they are.*
- A:** You're right! It is t-h-e-r-e.
- B:** And I proved it.
- A:** You sure did. Excellent.



2. **Explain:**

So many people have trouble with this word!

*If you use **there**, you can test it by substituting the word here for it and listen. If it makes sense, then you have the right word.*

*So when you write **there**, here is how you prove it:*

Underline the word and write the proof over it.

*Write here in parentheses over the word **there**.*

The underline means I intentionally made a grammatical choice here. The proof above the word means that it's the correct choice.

3. **Ask:** Now, who will try out this proof with me? (Enact the conversation.)
4. **Say:** Open to your grammar chart and find **there**. Let's jot down the proof on the chart.

Model it

5. Project the journal entry and read it.
6. Ask volunteers to read the sentences with **there** aloud. Enact the conversation with each of them.

Practice it

7. **Say:** In your own journal, try to use the word there at least five times, underlining each use. Write the proof over each one.

February 14

Valentine's Day

So yesterday we took the writing benchmark and it was broken into two parts. ^(here) **There** was a multiple choice section and two essays. On the multiple choice section there were passages and they all had mistakes in them. While reading them, I wrote proofs if the words were wrong and I highlighted misspelled words. ^(here) **There** were questions that asked ^(here) if **there** needed to be semi-colons put in, and since I don't know where and how to use them, that confused me.

On the two essays, I did a kernel before to organize my essay. While writing them, I used dialogue, images, and AAAWUBBIS. However, I didn't use Ba-Da-Bings or pitchforks.

More Monday

BYE!

—Maggie Davis
Grade 7

“ They had followed their orders and captured their prey. ”

—From *Maximum Ride—The Final Warning*
by James Patterson, found by Alicia Narvaez

Teach it

1. Write this on the board

Their

Proof:

their = our

Ex:

(our)

Their friends moved to California.

PRACTICE THE CONVERSATION:

A: Please read the sentence.

B: *Their friends moved to California.*

A: And how did you spell *their*?

B: T-h-e-i-r.

A: Ohhh, no. That's the wrong one.

B: I'm pretty sure it's the right one.

A: Can you substitute in the proof word?

B: *Our friends moved to California.*

A: *Their friends, our friends*, it works!

B: Okay then.

A: You nailed it! Perfect!

B: Thank you. Thank you very much.



2. **Explain:**

Many people choose the wrong form of this word.

What does **their** mean?

That's right; it shows possession. Something belongs to someone.

Take a look at the substitute word. When you use **their**, you can substitute the word *our* for it and listen. If it makes sense, then you have the right word.

When you write **their**, here is how you prove it:

Underline the word and write the proof over it.

Write *our* in parentheses over the word **their**.

The underline means I intentionally made a grammatical choice here. The proof above the word means that it's the correct choice.

3. **Ask:** Who will volunteer to try out this proof with me? (Enact the conversation.)
4. **Say:** Open to your grammar chart and find **their**. Let's jot down the proof on the chart.

Model it

5. Project the journal entry and read it.
6. Ask volunteers to read the sentences with **their** aloud. Enact the conversation with several students. Ask others to explain why it's the correct word, using the proof.

Practice it

7. **Say:** In your journal today, see if you can use the word **their** at least five times, underlining each use. Write the proof over each one.

September 2

Pet Peeves of Facebook

Something I can't stand in life is when I go on my Facebook and I check my news feed and some girls will post a picture of themselves (also known as a selfie) and put as ^(our) **their** caption, "I look so ugly . . ." I know that is just ^(our) **their** way of asking for attention. (Or, fishing for attention.) They know that people will comment saying, "Oh, you're not ugly, you're beautiful!" Which is what they want. Whenever I see ^(our) **their** posts I always think, "If you think you look so ugly, then why would you post it for the public to see!"

Another thing on Facebook that annoys me is when people post statuses every few seconds and they don't even have a reason for them. For example, they will post something like, "Eating at Olive Garden!" Then they add a bunch of hashtags and a ^(our) picture of **their** food, "#food, #yummy #Olive #Garden #hungry #delicious." Seeing this, all I think is, "^(our) #No one cares!" They're just wasting **their** own precious time on these constant, worthless, statuses.

—Alyssa Rico
Grade 8