

Precision Rewrites Answer Key

Sample Responses

1. There were **fewer** people in the audience than expected.
2. She used **less** water to cook the rice.
3. The coach said we made **fewer** mistakes this time.
4. **Less** happiness could be felt in the room after the loss.
5. We have **fewer** chairs, but the meeting will still go fine.
6. The city saw **less** pollution after new laws were passed.
7. He showed **fewer** emotions than before.
8. The teacher noticed **fewer** essays turned in this week.
9. The park had **less** grass left after the festival.
10. The group finished in **fewer** hours than last time.

Teacher's Guide

- **Focus Skill:** Improving writing precision by applying **few/fewer** for countable nouns and **less** for uncountable nouns, enhancing tone and accuracy.
- **Differentiation Tips:**
 - For struggling students, provide a quick reference chart of common countable and uncountable nouns before starting.
 - Allow ELL students to discuss meanings of "tone" and "clarity" with examples first.
- **Engagement Ideas:**
 - Have students share one of their corrected sentences aloud and explain why they chose "few" or "less."
 - Turn the exercise into a "Rewrite Relay": teams correct sentences quickly for points.
- **Extension Activities:**
 - Ask students to find a real-life example (e.g., sign, ad, article) that misuses **few/less** and rewrite it correctly.
 - Encourage advanced learners to add modifiers (e.g., "a few," "far less") to show nuanced understanding of tone and emphasis.