

Name _____

Rewriting A Little Answer Key

- | | |
|-------------------------------------------------|---------------------------------------------------|
| 1. Correct as is | 6. Incorrect: A little → The little |
| 2. Correct as is | 7. Correct as is |
| 3. Correct as is | 8. Incorrect: A little → The little |
| 4. Incorrect: the little → little | 9. Correct as is |
| 5. Correct as is | 10. Correct as is |

Teacher's Guide

- **Skill Focus:** Strengthens students' ability to identify and correct misuse of **little**, **a little**, and **the little** in full-sentence contexts.
- **Differentiation Tips:**
 - Review meanings before starting: **little** (almost none, negative tone), **a little** (some, positive tone), **the little** (specific small amount).
 - For struggling learners, highlight tone clues like "some," "specific," or "almost none" to help identify correct determiners.
 - For advanced learners, challenge them to create new sentences using each determiner correctly.
- **Engagement Ideas:**
 - Turn it into a "Grammar Detective" challenge where students work in pairs to spot and fix each error.
 - Have volunteers explain how their correction changes the meaning of the sentence.
- **Extension Ideas:**
 - Ask students to write a short paragraph using all three determiners correctly.
 - Provide examples from literature or media where tone changes with the choice of determiner and discuss the effect.