

## Lesson Plan: Usage

**Student Teacher:** Ms. Bilello  
**Grade Level:** 12

**Cooperating Teacher:** Dr. Nallo  
**Subject:** English

**Date:** 4/12/10  
**Supervisor:** Dr. Yocum

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### Preliminary Planning

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#### PA Standards:

1.2.12.D. Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.

1.7.12.A: Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.

#### Objectives:

Students will identify common usage problems with troublesome words and expressions.  
Students will select the correct word to complete sentences while avoiding common usage problems.

#### Materials:

Notebooks

Pencil/pen

Writing and Grammar Communication in Action. Diamond Level. Prentice Hall, 2001.

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### Learning Sequence

Description

Time: 10 minutes

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**INTO** (Introduction/Motivation/Focus Attention)

I will explain to the students that today we will continue working on common usage problems. I will ask the class if they have any questions regarding the words/phrases we worked on Thursday.

I will address any questions the students may have. If there are no questions, I will continue with the common usage problems.

I will write the following sentences on the board, and students will have to find the usage errors. There are many different genres of writing today, and one person can use a number of them. The two principle types of fiction writers are novelists and short story writers.

The sentences should read: There are many different genres of writing today, and one person may use a number of them. The two principal types of fiction writers are novelists and short story writers.

Description

Time: 20 minutes

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**THROUGH** Learning Activities (Input, Checking for Understanding, Guided Practice, Independent Practice)

We will work on usage problems 11-20. I will ask for a volunteer to read the explanations the textbook provides us.

I will point out to the students:

- While some dictionaries may list eager as a synonym for anxious, anxious has a negative connotation.
- When distinguishing between anyone, any one, everyone, every one, it may help to say the sentence out loud.
- An easy way to remember not to use forms like anywheres and somewheres is to recall that these indicate place and so are adverbs. Adverbs are never plural; therefore, no –s should be used with them.
- There are more descriptive words that can be used in place of awful and awfully. Can anyone tell me some? (extreme, tragic, worrisome, terribly)
- A while and awhile mean the same thing. Selecting which one is correct depends on its position in a sentence. I will write the following sentence on the board: After waiting in line for a while, we lingered awhile in the store. Why are two different spellings used?

Students will then be instructed to complete Exercise 12. Exercise 12 deals with selecting the correct expression to complete the sentences. After students have been given a few minutes, we will go over the exercise. If students select the incorrect word, I will refer to the explanations the textbook has provided as to why the answer is incorrect.

We will go over the usage problems 21-30. I will ask for volunteer to read the explanations that are provided.

I will point out to the students:

- The definition of “because” is “for the reason that.” Therefore, it should not be used with the word reason to avoid redundancy.
- The expressions “being that” and “being as” are considered colloquialisms (forms of expression used in familiar talk). These expressions should not be used in writing, but they are acceptable in certain informal speaking situations.
- Bring contains the word “in” while take has an “a” like the word away. I will write the following sentences on the board: Mary will \_\_\_\_\_ me with her to South America. She

will \_\_\_\_\_ me back home again afterwards. I will ask the students to fill in the blank with the correct word bring or take.

- Teachers always here the following questions: “Can I get a drink of water?” “Can I use the restroom?” Using the word “can” meaning "to have permission to" is common in speech, but it should be avoided in writing.

Students will be given some time to complete Exercise 13. Exercise 13 deals with selecting the sentence that uses the conventions of the English language. After students have been given a few minutes, we will go over the exercise. If students select the incorrect sentence, I will refer to the explanations the textbook has provided as to why the answer is incorrect.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

I will remind students that proofreading and editing any written work can avoid common usage problems. I will ask the students what usage problems (21-40) give them the most difficulty when writing papers.

We will continue with more common usage problems tomorrow.