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Intro to ED 200
Lesson Plan
12/02/09

ENGLISH LESSON PLAN 9th GRADE

Grade Level: 9th

Subject: Commonly misused words within the English language

ANTICIPATORY SET

A. Generate Interest:
- I am going to use a powerpoint that has colors
- This power point will have moving bullets or some sort of animation so the setting is not so dry
- I am going to use these moving bullets to my advantage and make each topic appear when I reach it within the lecture.
- I am also going to have the students identify some benefits for using these words properly
- I am going to have the students identify some disadvantages of using these words improperly

B. Access Prior Knowledge
- I am going to be working with words that are common and recognizable
- I am giving examples of how to use these words both improperly and properly

C. Practice something already known
- After the lecture the students will participate in an activity where they themselves identify if a word is being used properly or improperly
- They will use the data and information that I have given them in order to solve each problem
- They can also use this information outside of class and in their everyday life

II. Objective Purpose
A. What am I going to teach and why is it important?

I am going to take some of the commonly misused words within the English language and I am going to teach the students how to identify what word should be used in a given situation and why.

It is important for the students to know how to communicate properly through the skills of writing. If they use the improper word at the improper time then it may cause communication issues. People also judge a person's intelligence if their writing lacks proper grammar and word-usage.

B. What will the students be able to do at the end of the lesson? And How can they use/apply it?

The students will be able to identify what word will be used at what time. I have also given some hints that will help them remember how to use these words properly. At the end of the lesson the students will be able to take this information and use it both in and outside of class. They will be faced with using these words properly when they write their papers in both high school and college. Microsoft word does not correct these words if they are spelled properly and are used in the wrong situation, so the students will be able to strengthen their papers for both in and outside of class assignments.

III. INPUT
A. Task Analysis
   1. What information is needed by the learner?
      a. The learner needs to know some of the commonly misused words
      b. The learner needs to identify the differences between these words
      c. The learner needs to know the improper way to use these words, so they can avoid using them improperly.
      d. The learner needs to know the proper way to use these words, so they know how to use them properly.
   2. What are the components of the task?
      a. I will be using a power point as my instrument in delivering this information so that they can do the tasks that are expected of them
      b. They will also be doing a classroom activity where they will participate in identifying improper and proper ways of using these words
   3. In what order are they learned
      a. First I am going to give an introduction as to what these words are (homophones)
      b. Then I am going to have the students answer some questions that need to be considered when dealing with homophones
      c. After this each slide will be dedicated to a group of homophones that are commonly confused
      d. On these slides there will be a definition of each word so the students will know their true meaning
      e. Next I will give an incorrect example as to use that particular homophone
      f. Then I will give a correct example as to how to use that particular homophone
      g. I will list helpful hints beneath the examples. These hints are tips that I think will help the students remember how to use that particular homophone correctly.
      h. After I define some commonly misused homophones I will then have the students partake in a class activity where the students identify if the homophones are being used correctly.
B. Thinking Levels: Bloom's Taxonomy
      a. knowledge
      b. analysis
      c. application
C. Method of Presentation
      a. I am going to use a power point for the lecture

b. From this power point I will have a short discussion with the students when we are at the questions to consider slide
c. The correct and incorrect examples are considered as something that is in the recitation department. I am also going to have the students recite what they learned during the classroom activity
d. I demonstrate my notes and knowledge by using the power point then I will have the students demonstrate what they have learned

IV. Modeling
A. Show as well as tell
a. I do show as well as tell. I tell the students the proper way to use the homophone. Then I give an example.
b. I do help the students as how they will do it by supplying helpful hints
c. I use the power point as a visual input and my verbal input is my summarization of each slide.
d. The students will be involved in the classroom activity and in the discussion at the beginning of class

V. Checking for Understanding
a. I will do my best to read expressions
b. I will ask if anyone has any questions