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## **Choosing the Right Word**

#### Introduction

Tell students that they will be learning more about words in this unit and that they will be concentrating on choosing the best words for their writing. The English language is full of words that sound the same or sound similar. Some of these words are commonly misused. In order to communicate clearly, students should understand the correct usage of homophones and other commonly misused words.

#### **Parent Letter**

Include this sample parent letter in your classroom newsletter, on your website, or in your blog.

#### Dear Parents.

In our *Exploring English Grammar* book, we will be studying how to choose the correct word to use in different situations.

- » We will learn about homophones and how to use them correctly.
- » We will avoid using double negatives.
- » We will learn about words that are often misused and how to use them correctly.

Here are some activities to do with your student to help with what we are learning.

- » Read an interesting magazine article together. Then have your student circle homophones.
- » Encourage your student to use interesting words in writing. Praise his or her attempts at choosing the best words.

Thank you for your help at home!

**Objective** To correctly use the words teach and learn and raise and rise

**Enrichment** Expand your discussion of misused words to include other pairs such as *let* and *leave, sit* and *set,* and *lie* and *lay.* 

### Working with the Lesson

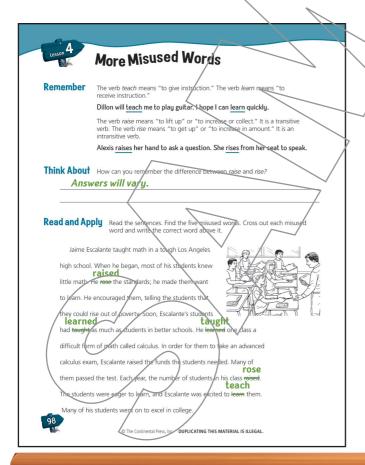
**Remember** Read and discuss this section. Look at the examples. Discuss the differences in the meanings of the words and have students come up with additional examples for each word. Review the past tense forms of these four words.

**Think About** Have the students work as a group, with a partner, or individually.

**Read and Apply** Read the directions as a class. Let students complete this section independently.

Write About Read the directions as a class. Have students complete this section independently. Allow time for students to share their paragraphs with the class.

**Review** Read the directions together. Then have students work independently to complete the activity. Review the answers as a class.



Review Read each sentence. Circle the correct word to complete each sentence.  1. The price of gas continues to [ raise [rise ].  2. Cody [[aught] learned ] me to ride bike.  3. Abby wants to [ teach [learn] to play the flute.  4. Will you help me [raise] rise ] this banner over the stage?  5. The cat [ raised [rose] ] from the windowsill and stretched.
<ol> <li>The price of gas continues to [ raise rise ].</li> <li>Cody [ (taught) learned ] me to ride bike.</li> <li>Abby wants to [ teach [earn] ] to play the flute.</li> <li>Will you help me [ raise ] this banner over the stage?</li> </ol>
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4. Will you help me [ raise ] this banner over the stage?
5. The cat [ raised rose] from the windowsill and stretched.
<b>6.</b> Mr. Nelson [ teaches   learns ] his class about chemical elements.
6. Mr. Nelson [ (teaches) learns ] his class about chemical elements.