

# 85 MORE Lesson Launchers



*Commonly  
Confused  
Words*

SAMPLE PAGE

The classroom teacher may reproduce materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

1 2 3 4 5 6 7 8 9 10

ISBN 978-0-8251-6298-5

Copyright © 2010

J. Weston Walch, Publisher

40 Walch Drive • Portland, ME 04103

[www.walch.com](http://www.walch.com)

Printed in the United States of America

**WALCH**  **EDUCATION**<sup>®</sup>

# Introduction

---

Walch Education's *85 Lesson Launchers* series is a wonderful way to turn extra classroom minutes into valuable learning time. Use the 85 quick activities at the beginning of class to focus students on instruction; near the end of class to make good use of transitional time; in the middle of class to shift gears between lessons—or whenever you have minutes that now go unused. *85 Lesson Launchers* are a natural lead-in to more in-depth activities.

*85 Lesson Launchers* are easy to use. Simply photocopy the day's activity and distribute it. Or, make a transparency of the activity and project it on the board. Use the activities for extra credit points or to check your students' skills as they are acquired and built over time.

*85 Lesson Launchers* are a convenient and useful supplement to your regular class lessons. Make every minute count!

SAMPLE PAGE



# aisle, I'll, isle

---

**isle (n)**—a small island; also used to refer to any island regardless of its size

Example: The **isle** named Capricorn is a mythological land of beauty and intrigue.

---

Circle the proper word to make the sentence correct.

1. Bermuda is an (aisle, I'll, isle) I have always wanted to visit.
2. The (aisle, I'll, isle) between the last row of seats and the window is too narrow.
3. Ireland is often referred to as the “Emerald (Aisle, I'll, Isle).”
4. Blake tripped Teresa as she walked down the (aisle, I'll, isle) of the auditorium.

SAMPLE PAGE



# angry, mad

---

**angry (adj)**—feeling or showing hostility or resentment

Example: The thing that made Elena **angry** was her inability to express her feelings.

**mad (adj)**—suffering from a disease of the mind; insane

Example: People suffering from rabies often go **mad** and need to be put in restraints.

---

Circle the correct words in the following paragraph.

Let me tell you, I am really (angry with, mad at) you this time! I just finished reading some of Poe's short stories, and your analysis of him and some of his characters is way off. Now, I agree with you that the old man in "The Tell-Tale Heart" is rather strange and possibly (angry, mad). All signs point to his having lost his mind, and the character in the "The Masque of the Red Death" was also a bit strange. However, he was hardly (angry, mad)! He was just (angry, mad) with the way the nobility treated the common people at that time.

SAMPLE PAGE



# envelop, envelope

---

**envelop (v)**—to surround; to enclose with a covering

Example: The tree's seeds were **enveloped** with a hard shell to protect them from harm.

Example: A tall fence **envelops** the picnic area of the park.

**envelope (n)**—a container for a letter or similar object

Example: You will need a large **envelope** to mail all those pages.

---

Circle the proper word to make the sentence correct.

1. Greg used a wet sponge rather than licking so many (envelops, envelopes).
2. In the early morning hours, a thick fog sometimes (envelops, envelopes) the beach.
3. Victoria used a very large tarp to (envelop, envelope) her boat for the winter.
4. Manuel needed one hundred (envelops, envelopes) for the large mailing.

SAMPLE PAGE



# lay, lie

Remember that **lay** means *to place*, and **lie** means *to recline*.

Circle the proper word to make the sentence correct.

1. Just (lie, lay) your tools on the workbench, and let me show you what needs to be done.
2. The wounded dog (lay, laid) there while the veterinarian examined and cleaned the cut.
3. According to legend, Rip Van Winkle had (lain, laid) down and slept for 100 years.
4. Kyle (lay, laid) ten boxes of tile to complete the huge kitchen floor.

Write four sentences using the same method as in the examples above, with a choice for the terms **lie** and **lay** or their other forms. Then exchange your sentences with a classmate's, and complete his or her sentences by circling the proper term to make the sentence correct.

STUDENT WORKSPACE

SAMPLE PAGE



# literally, figuratively

---

People use **literally** so frequently that you can probably remember hearing it. Think of at least three times when you have heard someone say **literally** when he or she should have said **figuratively**. Perhaps you can even remember a time when you used the word incorrectly. If not, make up your own sentences in which **literally** is used incorrectly.

---

Now write two sentences in which **literally** is used correctly.

---

STUDENT WORKSPACE

SAMPLE PAGE



# loose, lose

Let's review the words. **Loose** means free or untied. **Lose** means to misplace or fail to win. An easy way to remember how to use **lose** correctly is to recall that it is related to the word *lost*.

The following sentences may contain an incorrect form of **loose** or **lose**. Circle the misused word(s), and write the correct form(s) above. Some sentences may already be correct.

1. Joey losely tied Rachel's shoes so that she would trip and fall.
2. Monica was still upset about loosing her earrings.
3. Chandler's pants were too lose, and he needed a belt to hold them up.
4. Phoebe would lose her head if it weren't attached.
5. Ross felt like a loser because he couldn't get a date.
6. Every time Emma would loose her penguin, Rachel would know Joey had stolen it.

Now write two sentences of your own, making sure to use both **loose** and **lose**.

STUDENT WORKSPACE



# principal, principle

---

To put it simply, as an adjective, **principal** means primary. As a noun, it can mean school administrator or sum of money. **Principle** means idea or doctrine.

You can use the following tricks to help you remember which word to use:

The principal is my pal.

The principle is a rule.

---

Circle the correct words in the following paragraph.

The (principal, principle) of Podunk High School was reviewing the financial accounts of the various clubs in her school. She was concerned because she noticed a discrepancy in one account. While she had never studied the (principals, principles) of economics, she was smart enough to see errors, and her (principals, principles) could not let her overlook what she saw. She always believed that the (principals, principles) of honesty and integrity led to success, and the (principal, principle) reason she was a (principal, principle) was to lead, teach, and model those virtues. Upon further investigation, she realized that the interest earned by the club had never been calculated. Her first and (principal, principle) concern was that someone had meddled with the account

SAMPLE PAGE



# their, there, they're

---

**their (pronoun)**—the possessive case of the pronoun *they*, indicating ownership; usually used as an adjective

Example: Grant and Hunter gave **their** best performance on the second night of the play.

**there (adv)**—of or at a place; to, into, or toward a place

Example: **There** are several reasons why I don't want to dance.

Example: Over **there** is the door the president will walk through.

**they're**—contraction of *they are*

Example: **They're** supposed to give you the answer before we proceed with the project.

---

Write six sentences. Use each word in two sentences. Then exchange your sentences with a classmate, and read his or hers to make sure the words are used correctly.

---

STUDENT WORKSPACE

---

SAMPLE PAGE



# **your, you're**

People often mistake these two words. A good way to decide which term is correct to use is to replace the word with *you are*. If *you are* makes sense in your sentence, you should use *you're*. If it does not make sense, you should use *your*, which shows ownership.

---

Look through any documents that you have available—old homework papers, old tests, essays, and so forth. The documents can also be pieces that you haven't written. For example, you may have a letter from your principal or a teacher. Peruse these documents for any uses of **your** and **you're**. Check to see if they are used correctly. If not, use a pencil to write in the correct word.

---

STUDENT WORKSPACE

SAMPLE PAGE