

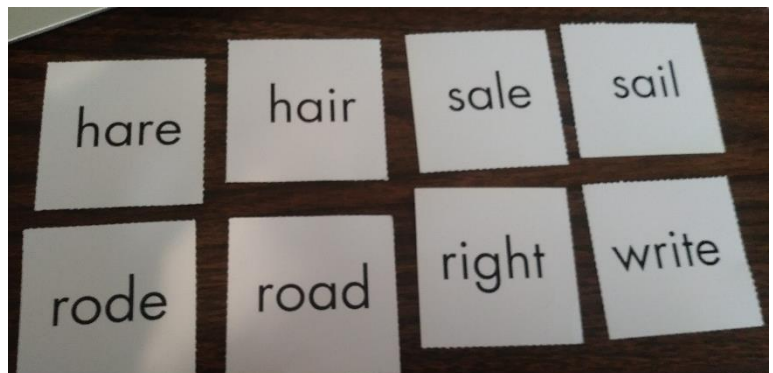
Lesson Plan
Date: December 9, 2020

Grade: Third		Subject: Language Arts – Homophones	
Materials: homophones worksheets, homophone flash cards, pencils		Technology Needed: smart board to show video	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.L.1 Correctly use common homophones (e.g. to, too, two; there, their.		Differentiation <p>Below Proficiency: Students who are below proficiency will be assisted by the teacher and each other in a group.</p> <p>Above Proficiency: Students who are above proficiency, are able to assist the below proficiency students.</p> <p>Approaching/Emerging Proficiency: This activity was more advanced for third grade, so might be difficult. Although, students who understand this activity can help those who do not understand it.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: I will play a video of homophones. • Auditory: The audio from the video. • Kinesthetic: The worksheets that have different activities for learning homophones. • Tactile: The word cards the students will use as a warm up activity, they will match the cards with its homophone. 	
Objective(s) By the end of the lesson, the students will be able to know and use the common homophones by matching them to each other, and using them in a sentence and crossword puzzle.			
Bloom’s Taxonomy Cognitive Level: Applying and Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Instruction <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker. • Students should be focused on the assignment. Transitions <ul style="list-style-type: none"> • I will have a visual timer for ending the activity and reminders for cleanup. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When others are talking, students are expected to NOT be talking. When others are talking, students are expected to give full attention and listen. Students can help each other if they are quiet when assisting others.	
Minutes	Procedures		
20	Set-up/Prep: <ul style="list-style-type: none"> • Print out homophones worksheets • Have flash cards, word cards set up in piles • Have video ready on board to play - https://www.youtube.com/watch?v=nnjke7WERu0 		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Play homophone video - https://www.youtube.com/watch?v=nnjke7WERu0 • Talk about the video • Tell them we will do an activity with cards then we will practice more with the worksheets 		
7	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Explain the cards and that they will matching them to each other that sounds the same • Explain the worksheets that you will hand out after they are done with the flash cards • Hand out the cards, if there is time they can do the cards in partners • After they finished with the cards, hand out the worksheets so they can get started, they will not all finish at the same time with the cards and that will be fine 		

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15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will have the cards in front of them. They will say they word so they can hear what it says, that will make it easier to identify what other word goes with it because the words sound the same but are not spelled the same. • As students are working on the cards, I will walk around and look at how they are doing, help them if they need it. • When they are finishing up the cards, I will have them gather them and then I will hand them the worksheets to get started on. 	
10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • I will have a timer set so they know how long they have to work on this. We will discuss some different homophones. And they will continue on to the next activity. 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>As the students are working, I will walk around watching them and asking questions.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>I will grade the homophone worksheets to see their understanding of the lesson. If they have a little trouble with the homophones, we will have to revisit them and relearn them.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson I thought was a good idea but after the students did it, it seemed very hard for them. I am not sure if I did not explain it very good or if it was just hard to understand. I did try to give real life examples of like pair and pear, like you have a ____ of gloves/ socks but they had a hard time understanding what I was getting at. The students like that they had hands on cards to find the match but had trouble finding what went with what. I probably would have had them done the cards in groups, so they could have helped each other. I also would have done the worksheets together in class because most of the students struggled with them. It was mostly the crossword page and the sentence page where you pick which homophone would work best in the sentence.</p>		

Approved by: *Emily Brunskill*



Name _____

Activity 1

Matching Homophones

Directions: Look at the pictures below. Draw a line to match the homophones.

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Name _____

Activity 2

Homophone Crossword

Directions: Read the descriptions below, and fill in the crossword puzzle.

Across

- the past tense of "eat"
- to pull another vehicle behind yours
- the number that comes before nine
- a sweet, yellow fruit
- opposite of "left"

Down

- to pound on a drum
- to express something in written word
- opposite of "there"
- a word describing two of a kind
- to listen with your ears

Homophones © Learning Resources, Inc.

Name _____

Activity 3

Lasso a Homophone

Directions: Read the sentences below. Circle the homophone that best fits the context of the sentence.

- We looked through the male/mail for any letters.
- We made ate/eight dozen cookies before going to the bake sale.
- Those library books are dew/due next week.
- We decided to meet/meat the group by the flagpole.
- The cool air made us chili/chilly.
- The flowers grew tall in the light of the Sun/son.
- The wind blue/blew the leaves around the yard.
- "Your hare/hair needs to be trimmed," said Mom.
- I will write/right you a letter as soon as I return home.
- We hiked to the peek/peak of the mountain.

Packet Chart Reading - Homophones © Learning Resources, Inc.