

Title of Lesson: Homonym Headache		
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Grade Level : Pick One	Subject: Language Arts	Supervisor

PRELIMINARY PLANNING

PA Standards

- 1.1.K H. Decode words
- 1.1. K A. Develop book/print knowledge and conventions (turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book
- 1.1.5 K Writing, Editing

Pre-assessment:

- Students will be assessed for their prior knowledge of homophones by giving examples of them.

Objectives:

- Students will be able to proof a poem for incorrect homonyms.
- Students will be able to replace the wrong homonym with the correct homonym.

Individual Modifications:

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Materials:

- Copy of the poem for each student

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Review what the word homonym means.
- Ask the students for a few examples of homonyms, after a student provides a homonym pair, ask a student to explain what the difference if they can't explain ask them to use them in a sentence. For example pear, and pair, a PEAR is a fruit and a PAIR- are two things that match.

Description

Time

THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Hand out the poem to all the students.
- Have the students work independently for about 5-10 minutes,
- In this time students should read the poem and try to correct as many homonym errors as they can.
- After that amount of time has passed tell the students to break into their groups to talk about the errors they found.
- Also have the groups double check the poem of any additional errors in homonyms, and correct them.

Description

Time

BEYOND

Closure (Review/Check for Understanding/Summarize/Future forecast/Transition)

- Ask the students which homonyms were easiest to find that did not belong. Why?
- Tell the students to write a poem for homework, in which they try to use homonyms, CORRECTLY.

Wheatley, Jonathan P. *Strategic Spelling Moving Beyond Word Memorization in the Middle Grades*. New York: International Reading Association, 2005.