

Title of Lesson: Homophone Win, Lose or Draw		
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Grade Level : Pick One	Subject: Language Arts	Supervisor

PRELIMINARY PLANNING

PA Standards

1.1.3 E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.

Pre-assessment:

- What is a homophone?
- Examples

Objectives:

- Students will be able to correctly identify homophone pairs.
- Students will be to correctly spell the correct homophone.

Individual Modifications:

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Materials:

- Homophone Cards
- White board
- Expo(c) markers (red, blue, black and green)
- Paper

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Tell the students that we have a new game to play, as a center. First we are going to learn how to play, and play a game as a class.
- This game helps us to practice our homophones.
- Ask the students if they remember what a homophone is? (Words which have the same pronunciation as each other but different spellings and meanings.)
- Ask the students to give an example (to, too, and two) (see First School Years Sheet for additional example)

- Divide the students into groups of 5 or 6. Assign all of the groups a number

Description

Time

THROUGH

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

- Tell the students the game works by drawing a picture on the board of the homophone that you select out of the Homophone Card pile. You draw a picture and the teams need to guess what it is.
- Do a practice round. Tell the students you are going to draw a picture on the board and they need to guess. Tell the students to discuss it in their group while you are drawing. Select a card from the pile and draw the homophone.
- After you finish drawing ask the class as a whole to guess what the homophone is.
- After they answer ask them to spell what pair, and to give the definition (or use it correctly in a sentence).
- Tell the students in order to get a point they need to correctly spell the homophone that was drawn, and need to explain the other part of the pair, in order to get a point.
- Begin the game by selecting a group to begin drawing.
- Students from the teams are able to ring in (by hitting a bell), to buzz in. They must wait for the teacher to call on them. Then answer. If they answer incorrectly the team cannot answer for the rest of this round.
- If no team guesses correctly. The team at the board selects another card.
- Decide if the class is going to play for a pre-determined amount of time or until a set score. A time of 10-15 minutes is a good time, or until a team reaches 15 points is good.

Description

Time

BEYOND

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

- Ask students to use homophone pairs in two separate sentences.

Bear, Donald R., Marcia Invernizzi, Shane R. Templeton, and Francine Johnston. *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition)*. Upper Saddle River: Prentice Hall, 2007