

## Lesson Plan: Homophones

By: Alessandra Garza

Subject: Reading Grade Level: Second Topic: Homophones

### Objective(s):

- Student will be able to identify homophones and differentiate their meanings.
- TEKS:

**§110.5. English Language Arts and Reading, Grade 2, Adopted 2017.** (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply spelling knowledge by: (ii) spelling homophones

### Introduction

- Entry/Daily Review/Anticipatory Set:

We will start by going over what homophones are. I will have a chart with the explanation. We will read this together and I will have her read the list of homophones I provide and ask her if she can think of any on her own.



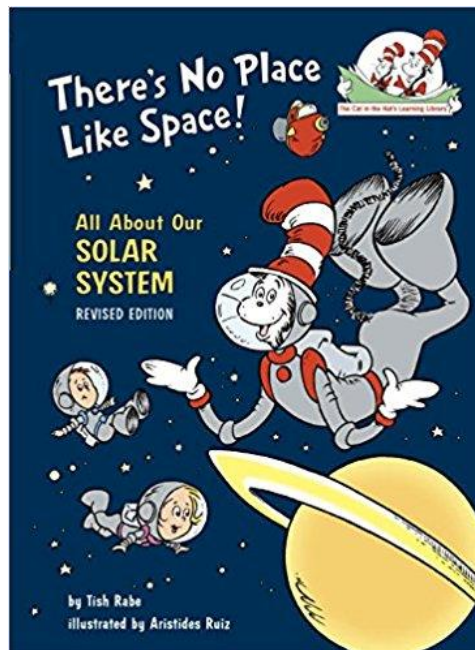
- Lesson Rationale:

I will then explain we are going to use this same idea of homophones with the book I brought for us to read. I will explain, “Being able to identify and define homophones makes good readers because they will be able to fully understand the readings and draw out the crucial information.”

## Body

- Input/Presentation/Modeling:

I will present my tutee with the book, “There’s No Place Like Space” I will have her look at the cover and the title to predict what she thinks will happen and also what it may be about. I will have some notecards that will identify the pages that contain the homophones in the story. I will have her write them down and the use of their meanings that differentiate in the story.



- Guided practice/Monitoring and Adjusting/Checking Understanding:

Throughout the story, I will guide my student to identify homophones:

Q- What word on here is a homophone?

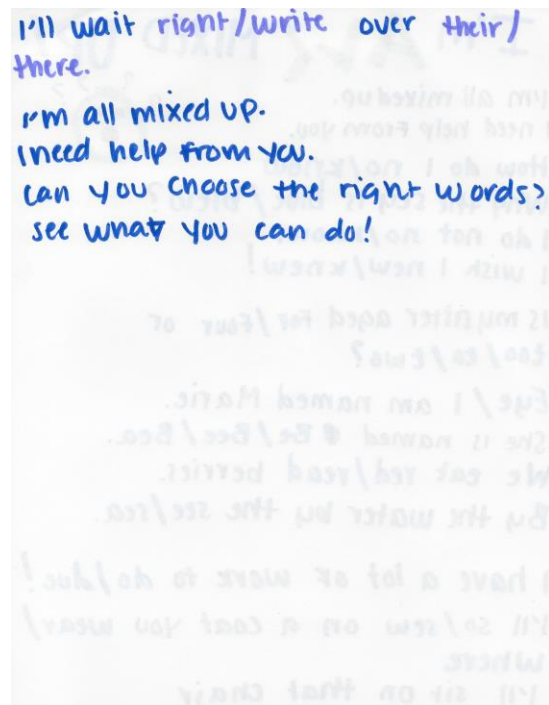
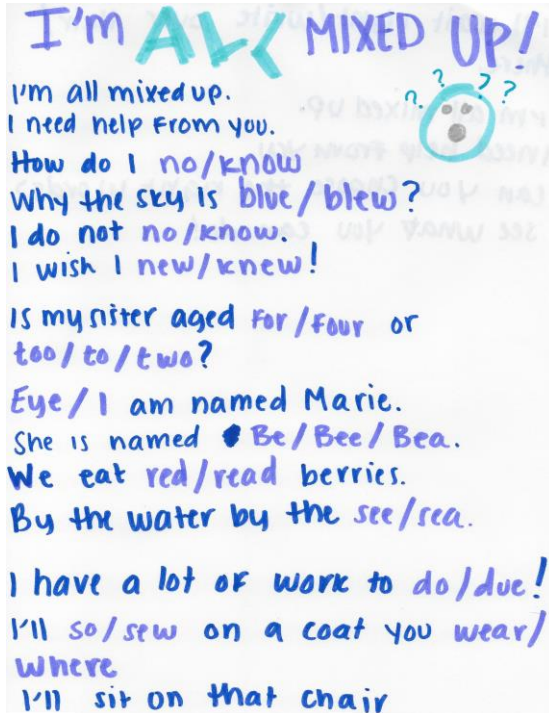
Q- Can you differentiate their meaning?

Q- What's another prediction that could go along with this?

By the end of the passages, she should be feel comfortable with making predictions and be able to explain what it is.

- Independent Practice/Opportunities for Practice:

For the independent practice, I will have my student fill out a worksheet I made, in which she will read a passage that has both homophones and she will circle the correct one to use in the sentence.



- Modifications for Learners with Exceptionalities









































## Conclusion

- Assessment for learning:

This will be determined by how well the student is able to fill out the worksheet.

- Extension

I will have my student do a homophone memory game. I will cut out the matching homophones and have them facing downwards, she will then be able to flip two at a time and each time she does so, she will try to match them.

 way Which way should I go?	 stairs Use the stairs to go up and down.	 flower A rose is a beautiful flower.	 bored The man was very bored.	 one The first number is one.
 weigh I weigh fruit at the supermarket.	 stares The cat stares at the mouse.	 flour Flour is used in baking.	 board A carpenter cuts a board.	 won I won the race!
 hair I dry my hair.	 son Dad helped his son to read.	 eight Six, seven, eight, nine, .....	 deer The deer ran through the forest.	 eye Dust blew into my eye.
 hare A rabbit is also called a hare.	 sun The sun shined brightly.	 ate Sally ate a sandwich.	 dear Dear Max, how are you?	 I "I" is another way of saying "me".
 feat A heroic act is called a feat.	 forth To go forth is to go forward.	 hear I hear with my ears.	 hole The man climbed out of the hole.	 groan When I feel sick I groan.
 feet You walk on your feet.	 fourth After third comes fourth.	 here Here it is!	 whole All parts together equal a whole.	 grown The plant has grown.
 knight The knight rode his horse.	 mail Mail is delivered by a postman.	 sew Use a needle and thread to sew.	 waist Mary measured her waist.	 write I can write my name.
 night The moon comes out at night.	 male A man is called a male.	 so So? What is the answer?	 waste Put all of your waste in the bin.	 right That is correct! You are right.

- Closure

To close the lesson, I will review everything we did. I will remind her of tools and skills we used throughout the lesson. I will then ask her if there is anything she is still unsure about or wants to know. Once she feels comfortable enough with the ending of the lesson, we will pack up and head back to the classroom.

### Materials Needed

Homophone Chart

Homophone Worksheet

Homophone Memory Game

Pencil

“There’s No Place Like Space” Dr. Seuss

Resources:

Rabe, Tish, and Aristides Ruiz. *There's No Place like Space*. Random House, 2009

Stewart, Jamerrill, and Chari says. "FREE Homophones Printable Chart and Worksheet." *Free Homeschool Deals* ©, 22 Aug. 2014, [www.freehomeschooldeals.com/free-homophones-printable-chart-worksheet/](http://www.freehomeschooldeals.com/free-homophones-printable-chart-worksheet/).

"I'm All Mixed Up (Homophones): Sight Words Poem." *Printable Skills Sheets*, [teachables.scholastic.com/teachables/books/im-all-mixed-up-homophones-sight-words-poem-9780439574044\\_005.html?esp=PRT%2Fe%2Fpopup%2Fhomepage%2FTCBteachers%2F](http://teachables.scholastic.com/teachables/books/im-all-mixed-up-homophones-sight-words-poem-9780439574044_005.html?esp=PRT%2Fe%2Fpopup%2Fhomepage%2FTCBteachers%2F).