

Lesson Plan Number: 3
Lesson Title: Vocabulary: Homophones in context.
Grade Level: 2nd grade

Content Standards:

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Learning Objectives:

At the end of this lesson, the students will be able to:

1. Identify, use, and explain the meaning of homophones by shared reading. SWBAT1
2. Define: homophones in context. SWBAT2

ELPS:

(4) Cross-curricular second language acquisition/reading.

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

Language Demands	Language Supports
Function Identify, use, and explain the meaning of homophones by shared reading. SWBAT1	<ul style="list-style-type: none">• I will play a song about homophones.• We will read the book "How much can a Bare Bear Bear? Together.• We will complete a graphic organizer comparing homophones presented in the book.• Students will practice vocabulary by playing a card game.
Vocabulary Define: homographs in context. SWBAT2	<ul style="list-style-type: none">• We will define homographs in the reading.• Students will write down the definition on their graphic organizers.• Students will practice vocabulary by playing cards.

Focus/Attention-Getter:

I will start the lesson by playing a song that uses different Homophones.

<https://klrn.pbslearningmedia.org/resource/bt110.ela.early.homophones/homophones/>

Background Information/ Lesson Rationale:

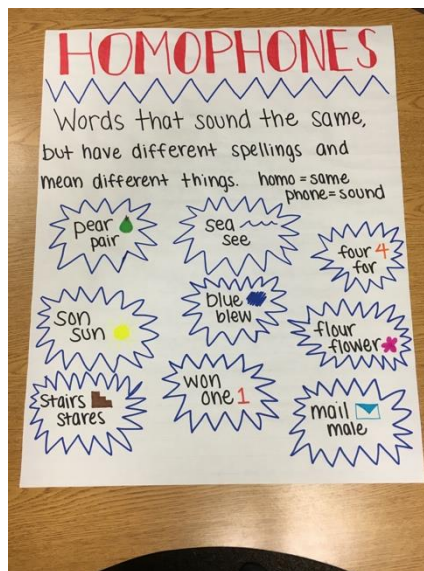
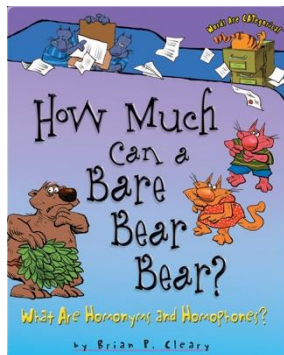
Once the song ends, I will ask students to repeat some of the words they heard from the song. I will list them on the board:

1. Read-Red

I will ask the students to pronounce the words. “Does anybody notice how the two words sound the same” I will explain how in the English language there are some words that sound the same but may have different meaning. The reason of the lesson is to identify, explain, and use these words correctly in our daily lives.

Input/Presentation/ Modeling:

We will practice shared reading by reading “How much can a Bare Bear Bear? By Brian P. Cleary. This book **defines the vocabulary word: homophones** as “some words sound identical but are spelled in different ways.” We will look at the following anchor chart to help us understand the concept. Then, we will read the book two times.



Guided Practice:

After reading the book for the first time, students already have an idea of what the book is about. Now, we will work as a class to build vocabulary using the homophones presented in the book. We will complete the following graphic organizer by reading the book for a second time.

Name: _____

Homophones!

Homophones are words that sound the same but are spelled differently.
Fill out the following sections using one pair of homophones.

Word	Word
Sentence	Sentence
Illustration	Illustration

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These are some homophones that the book presents are:

- Preys and prays
- Bee and be
- Flea and flee
- Burro and burrow

With the help of illustrations, we will define the word and create a sentence, explaining what it means.

Independent Practice:

I will create a set of cards that contain the homophones presented in the book. Each card will have a picture, the definition of the word, and a sentence. Students will work in pairs to practice using homophones and building their vocabulary.



Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans:

I will allow students with IEPs/504 plans to demonstrate mastery of the lesson in different ways. We can use flashcards, text-to-speech app, read aloud of the sentences.

Students with Specific Language Needs:

I will work with my EL students by providing translations of unknown and more complex words. We will compare how the word is used in their language and how it is used in English. I will also provide illustration to demonstrate the word definition.

Students with Other Learning Needs:

I will allow mobility by changing partners during independent practice. Students can move around the classroom to practice vocabulary.

Assessment:


Students will have a quiz at the end of the lesson. I will create 10 sentences containing the homophones we learned from the book. The students have to circle the correct word according to the sentence context. If the student gets 8 out of 10 answers correctly, then it will show mastery of the lesson.

(version A)

Name: _____

Homophones

Complete each sentence by circling the correct homophone. Use the picture next to the line for a clue if you get stuck!

1. I saw (won / one)  butterfly on my walk to the park.
2. There was a (deer / dear)  in the woods near my house.
3. Today I got a letter in the (mail / male) .
4. The (bowl / ball)  rolled down the hill into the stream.
5. The wind (blew / blue)  through the trees.
6. We saw a big black (ant / aunt)  on the sidewalk.
7. I (ate / eight)  all of the food in my lunch box.
8. Last (night / knight)  I saw the moon in the sky.
9. I went to the barber shop to get my (hair / hare)  cut.
10. We saw a (plane / plain)  fly high in the sky.
11. Next (week / weak)  we are going on a field trip.
12. I counted (eight / ate)  birds sitting on the fence.

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Closure:

I will ask students to complete an exit ticket by writing down their favorite homophone from the book and why.