

8-Step Lesson Plan

Subject: Jr. High Language Arts

Unit Name: Grammar-Homophones/Homonyms

Objectives and Goals: (estimated time – 2-3 class periods)

- Students will work in small groups to define and discover the differences in an assigned list of homophones/homonyms.

Anticipatory Set: (10 minutes).

- Icebreaker activity – homophone/homonym quiz
- Students will discuss how often they are uncertain of the correct usage of a homophone/homophone.

Direct and Group Instruction:

We will discuss the confusion that is created by using the wrong word – not a misspelled word - but using the wrong word. I will show examples where using the wrong word confuses the reader.

Guided Practice:

Each student will be grouped with two or more other students. They will be given a list of homonyms/homophones. One student will act as a scribe, while the others will utilize the computer to research and define any homonyms/homophones they do not already understand or cannot define adequately. Once they have completed their portion of the assigned list, they will trade jobs. When they have completed their list, they will take turns typing the list into an Excel document, again, each doing an equal portion of the typing. Students will jigsaw (using direct instruction and discussion with their peers) to explain the differences in the homonyms/homophones on their individual lists.

Closure:

- The class will review /discuss any “tricks” they might have utilized to help them differentiate between the homonyms/homophones.

Independent Practice:

- Each student will independently teach an equal number of the words from their list to the rest of the class.
- The groups will then work together to write a paragraph correctly using each homonym on their list (underlining the homonyms).

Required Materials and Equipment:

Internet Connection

Personal Computer

Examples where using the wrong word confuses reader

Online and paper Dictionary

Homophone/Homonym List

Paper and Writing Utensils

Assessment and Follow-up:

Students will be assessed on their participation in the cooperative learning group work. Further, students will be assessed on their ability to understand and explain the differences between the homonyms and their correct usage in their paragraph.

If there is time, students will be assessed through a short quiz on a selected number of homonyms.

Once everyone has completed the assignment, the teacher will combine all of the lists into one a master copy and distribute it as a reference document for each student in the class to be used throughout the year.