

8-Step Lesson Plan

Subject: Jr. High Language Arts
Unit Name: Grammar-Homophones
Date: May 9-13, 2011

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 misspelling a word-but using the wrong word. I will show examples where using the wrong word confuses the reader.

Guided Practice:

Students will utilize technology to research and define any homonyms/homophones they do not already understand or cannot define adequately. Students will jigsaw (using direct instruction and discussion with their peers) to explain the differences in the homonyms/homophones on their individual list.

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 on their group’s 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
Dictionary
Homophone/Homonym List
Paper and Writing Utensil

Assessment and Follow-up:

Students will be assessed on their participation in the cooperative learning group work. Further, students will additionally 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.

