

# Lesson Plan 1: Homophones

Date: February 18, 2020

Hannah Krebs

<b>Grade: 5th</b>	<b>Subject: English Language Arts</b>				
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Pencils</li> </ul>	<b>Technology Needed:</b> <ul style="list-style-type: none"> <li>• Computer with access to internet</li> <li>• YouTube video-VeggieTales: School House Polka</li> </ul>				
<b>Instructional Strategies:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Direct instruction  <input checked="" type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling                 </td> </tr> </table>	<input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input checked="" type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                      Explain:                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table>	<input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<b>Standard(s)</b>  L.2.5.-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<b>Differentiation</b>  Below Proficiency: These students will be partnered with a student who is above proficiency. If they need help with making a sentence with their partner, they should be able to ask their partner for help.  Above Proficiency: These students will be partnered with a student who is below proficiency. They should be able to help their partner with any questions.  Approaching/Emerging Proficiency: These students will be paired together or with a higher or lower proficiency student.  Modalities/Learning Preferences: <ul style="list-style-type: none"> <li>• Visual: Students will watch a video about homophones and see examples written on the smartboard or projector.</li> <li>• Auditory: Students will listen to a video about homophones and verbal directions and explanations.</li> <li>• Kinesthetic: Students will be moving around the room to find their homophone partner.</li> <li>• Tactile: Students will write a sentence using their pencil and an index card.</li> </ul>				
<b>Objective(s)</b> At the end of the lesson, the students will be able to identify common homophones in a sentence.  <b>Bloom's Taxonomy Cognitive Level:</b> Understanding Applying					
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• During instruction                     <ul style="list-style-type: none"> <li>- Voices at level 0 unless asked or are asking a question.</li> <li>- When asked a question, the students may respond.</li> <li>- If asking a question, the student must raise their hand to be called on.</li> </ul> </li> <li>• Handing in the cards                     <ul style="list-style-type: none"> <li>- Write name and seat number at the top right corner of the card.</li> </ul> </li> <li>• During the activity</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students are expected to stay on task while working with their partner. Students are expected to find their partner using minimal rise in their voice level. Students are expected to participate equally in the Homophone Mingle activity.				

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	<ul style="list-style-type: none"> <li>- Students will be at noise level 1 when trying to find their homophone partner.</li> <li>- Students will be respectful of their partner and work with them.</li> <li>- Students will go back to their seats quietly if they are called on during the activity.</li> </ul>	
Minutes	Procedures	
5	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Make cards for Homophone Mingle activity</li> <li>• Set up YouTube video</li> </ul>	
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p><b>Opening question: have you ever heard of a homophone before? Allow time for answers. Acceptable answers: Homophones are words that sound the same, but their spelling and meaning is different. A word that sounds like another word but means different things.... Etc.</b></p> <p><b>The class will watch a short video on homophones found on YouTube.</b></p>	
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• After watching the video, I will explain what a homophone is.</li> <li>• I will write down some homophones from the video and use them as examples for what a homophone can look and sound like.</li> <li>• The class and I will discuss what other homophones could be and they will give me examples. (Try to get examples from the students who are not as outspoken as others).</li> <li>• After we discuss this, I will explain the activity we will do as a class.</li> </ul> <p><b>The activity: Homophone Mingle</b></p> <ul style="list-style-type: none"> <li>• Students will receive a card with a single homophone on it. Examples of these would be your, you’re, knead, need, plain, plane.... Etc.</li> <li>• Students will write their names on the top right hand corner of the card. Allow time for this to be done.</li> <li>• The student must find their buddy with a card that has a matching homophone on it. The students can get up from their desks and walk around the room. This will be timed for 15 seconds. Example: The student with the word ‘plain’ needs to find the student with the word ‘plane’.</li> <li>• Once the students find their homophone buddy, they will have two minutes to create a sentence that uses both the homophones correctly.</li> <li>• They will each write the sentence they come up with on the back of their index cards.</li> <li>• The sentence has to be a complete sentence and make sense.</li> </ul>	
3-5	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><b>Students will participate in the Homophone Mingle activity. They will find their partner within the span of 15 seconds. They will have two minutes to complete their sentence together. If two minutes are not enough, I will adjust accordingly and give them more time. This will be determined by walking around the room and gauging where the students are at.</b></p>	
	<p><b>Review (wrap up and transition to next activity):</b></p>	

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7	When I say time is up, I will call on three groups (or more if there is time) to hear their sentence. I will write their sentence on the board or projector screen and we will go over it as a class. We will find the homophones and determine if they were used correctly. This should take no more than 7 minutes. Once a student group has been called on, they may go back to their seats. After this is done, students will turn their index cards into their assignment bins and go back to their seats for the next lesson.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"><li>The index cards will be looked at for correct usage of homophones in the sentence.</li></ul>	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none"><li>The index cards will be looked at for correct usage of homophones in a grammatically correct sentence.</li></ul>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students and my practicum teacher liked the video I showed. The video covered a lot of homophones that might not be heard on a day-to-day basis, but this allowed the students to know there were more homophones out there than the ones I talked about. Homophone Mingle also went well. I was worried before the lesson that it might be too hard for 5th graders to come up with sentences that involve both their homophones, but the students grasped the concept of the activity quickly and met my expectations splendidly.</p> <p>The students had no idea what homophones were before the lesson, but they grasped the concept quickly. In my explain section, I mentioned that I would ask the students for any examples of homophones, but the class and I just ended up going through the homophones 'your, you're, their, they're' and 'there' on the whiteboard. Some of the students did mention that they had difficulty with 'their, they're' and 'there' so they got to share a little bit, but not in the way I wanted them to. I originally wanted them to come up with other homophones, but since it was such a new concept, I did away with that thought. By the end of the lesson, I took the index cards and looked for my formative and summative assessment requirements. This helped me see if the students actually did learn something in the lesson. I was happy to see that all of the index cards had a complete sentence that used both of the students' homophones correctly.</p> <p>I have a few changes I would make to this lesson. The first would be finding a better way to hand out the index cards. I knew I did not want the index cards on the students' desks before I taught the lesson because I did not want them crunched or lost. So instead, I handed out the index cards after I finished explaining Homophone Mingle. I went to each desk individually and gave them a card. This was not time consuming as I had originally feared, but it was disorganized. I lost track of which students had an index card already and which did not. This ended up causing some confusion and the noise level began to rise in the classroom.</p> <p>This leads to the second change I would make. I did tell the students to find their partner, but the noise level was still up after the confusion with the index cards. Initially, I did not notice the noise level and was answering questions from students who were so concerned they did not get a card, they stopped listening to my explanation of the activity. By the time I did notice, my practicum teacher spoke up and told the students to quiet down. As a result of both this, I know for next time that I need to explain the activity in its fullest, make sure everyone is looking at me when I give instructions, and make sure no one moves until I have dealt with any problems or questions.</p>	