



Homophones

Unit/Lesson Plan Title: Homophones

Subject: Reading/Language Arts

Grade Level: 2

Length of Unit/Lesson: 2 days

Unit/Lesson Summary: After learning about homophones, students were given a teacher selected list of homophones in which students were required to know how to spell them and how to differentiate the meanings of each word. Students then visited the computer lab where they used Pages and Photobooth to show the various meanings of the words.

Key Vocabulary: pictorially, homophone, multimedia

Essential Question(s):

How can I use multimedia tools to present information?

How can I pictorially represent the meanings of words?

NCSCOS Essential Standards/ESOL objectives Addressed in Unit/Lesson:

Technology:

2.05 Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments.

2.06 Use and discuss basic word processing terms/concepts (e.g., desktop, menu/tool bar, document, text).

2.08 Identify and use menu/tool bar features/functions in word processing documents.

2.09 Identify and use multimedia tools to combine text and graphics as a class/group assignment.

Language Arts:

3.01 Use personal experiences and knowledge to interpret written and oral messages.

4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

Materials/ Resources:

computer with camera

Photo Booth software

Pages software

paper

colored pencils/markers

list of paired homophones (1 for each set of partners) on index cards

Procedure:

After learning about homophones in the classroom, students visited the computer lab. Students were paired up and logged in to one computer. Students accessed a pre-made template from the Resource Folder that was created by the tech facilitator. Each pair of students received one pair of homophones. Students had to discuss together how they could "show" the meanings of each homophone pair. Students either used their bodies or created a visual on paper to represent each word. Students used Photo Booth to take a picture of their representation. Students then imported their picture into the homophone document. Together, students were required to wordprocess the homophones along with a sentence showing the correct meaning of the words that matched their pictures.

Unit/Lesson Accommodations for Differentiated Instruction

Enrichment: Students could try to visually represent homophones in which three words must be demonstrated, such as sail, sale, and sell; to, two, or too

Remediation: give additional homophone pairs to practice with or give homophone pairs which are easier, such as for and four

Cross Curricular Extension: Play "Homophone Charades"

Assessments: The teacher will look at printed homophone document to check for understanding.

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