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EDCI 5964 – Field Study  
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### **Lesson Study: 3rd and 4th Grade**

Teach 2nd Time: Friday, November 8th 11:15-11:45 (3rd grade)

#### **Literacy Grades 3 & 4**

##### **Objectives:**

1. The student will be able to define a homophone and name at least one example/pair.

##### **VA SOL's:**

- 3.4 The student will expand vocabulary when reading.
  - a) Use knowledge of homophones.
- 4.4 The student will expand vocabulary when reading.
  - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

##### **ACEI Standards:**

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

\*The content of this lesson includes vocabulary strengthening instruction. The goal is to have students identify the meaning of homophones and recognize these words so that they may apply it to their reading.

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

\*ELL students will be pulled aside either before the activity or in the morning and will be given explicit instruction on what a homophone is. The teacher will also equip these students with homophone examples and cards in order to have ideas to contribute in group work before hand. They will also be exposed to homophones/their meanings through pictures preceding the lesson for a better opportunity to benefit from the lesson.

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

\* This lesson will begin with a literature connection to homophones. It is intended for visual stimulation/learners and will precede the actual teaching of content. By opening with a story, students will be able to construct the meaning of what a homophone is, without being told the subject/definition explicitly before. The group work in this lesson is to have peers support each other in their learning through discussion of ideas and homophone pairs. Students may be able to correct each other or reinforce suggestions. The team posters will actively engage students through teamwork as well as a historian(s). This will be followed up with a whole-class gallery walk where students will observe other student responses to homophone examples.

**Materials:**

- Elmo/Smartboard
- 4 Colored Poster Paper
- Pens/Pencils/Markers
- Dear Deer by Gene Barretta
- Homophone index card pairs
- Exit Slip paper

**Introduction: 5-7 minutes**

**If you can hear me, raise your hands up to the sky, reaching for the stars. Now bring those fingers together and wiggle them like a snake. Now tap them on your knees. Now fold your hands together like this (teacher will model) and place them in your lap. Okay, today we will be reading a book called Dear Deer. Can anyone tell me what this may be about?**

*Hook:* Read: Dear Deer

After reading the book, ask the class what they noticed about the book. What was silly about the words. The teacher may guide discussion by asking what the students noticed about the pictures (how they were different, but they sounded the same). Goal is for the students to identify what a “homophone” is or construct the meaning of it. Provide a brief definition of what a homophone is and write it on the Smartboard.

*\*Perhaps explain what “Aunt” is for these 3rd graders due to ELL students - describe the family relationship (saw a few blank stares). - A.J.*

*The students seemed to really engage in this book. I think this book is a lot more grade level appropriate; they appreciated the illustrations to match the words and actually found it amusing. -H.H.*

*With third graders this introduction and the ‘attention grabber’ in the beginning worked even better!. D.W.*

“Homophone- A pair or group of words that **sound the same** but have a different meaning!”

**Homophones are words that sound the same but have different meaning.**

**Got that? Homophones are words that sound the same but have different meaning!**

**Let’s say this together, homophones are words that sound the same but have different meaning.**

**Homophones are words that sound the same but have different meaning!**

Homophones are words that sound the same but have different meaning!

**Great, so \_\_\_\_\_ what are homophones?**

Homophones are words that sound the same but have different meaning!

\_\_\_\_\_, **what’s a homophone?**

Words that sound the same but have different meaning!

By this time, students should have confidence to raise hands on their own and volunteer to answer. **Nice, how about you \_\_\_\_\_?**

Homophones are words that sound the same but have different meaning!

**Wonderful, now what are words that sound the same but have different meaning?**

Homophones!!!

**Okay, okay. So now, what is a homophone?**

*\*Awesome repetition of the definition and having the student repeat the definition or the term homophone, Hannah! - A.J.*

*You could also relate some of the examples back to the ones found in the book. Make sure students are understanding the literature connection. -H.H.*

**Model:**

**Well, here are some other examples of homophones:** Teachers will provide 2 to 3 examples on the Smartboard to help get some ideas flowing in the students. Ex: “Plane and Plain” and “Know and No”

**Would anyone else like to share some examples?**

heal and heel.

**Okay how do you know that? Use them in a sentence for me or explain them?**

I will write these on the board for students to see the different spellings.

Heal is to like heal a wound or cut. And heel is like the heel of your foot.

**Great, anyone else?**

*\*Great! Hannah wrote these on the board - light bulbs went off for some of the students!*

*Also, Hannah did a great job to have the student put some of the examples in a sentence for her before doing the activity. Examples included: blue and blew, feat and feet, and whale and wail. The students had a great memory of the examples in the book! - A.J.*

*\*Also, good use of classroom management with these 3rd graders. Loved the “Noise-o-meter!” - A.J.*

### **Instruction and Narrative: 20 minutes**

\*\*\*After completing the poster activity with the fourth graders, we realized that many of them were struggling with spelling and therefore coming up with ideas (before us student teachers stepped in to help them come up with examples). We figured that the third graders would struggle with the poster activity even more, so we modified the lesson to create a matching activity where the students received a word on an index card and had to find their homophone match! Students were provided pictures on the backs on their index cards to help them in case they could not read their words.

**So, today we will be playing a game with homophones!**

**I will be handing out index cards with a word on it. Your job is to find your homophone pair. If you don't know the meaning of your word, you may use the picture on it to help you figure it out.**

**Once you have found your partner, discuss the difference between your words and try to come up with a sentence that has both words in it to explain the difference! Now, stand up and find your match!**

The teacher will now hand out the cards to the students. Teachers will walk around helping to clarify for students or give support where needed. They will also make sure students are on task and discussing the differences between their words. The students will be given 5-8 minutes to do so and the class will reconvene.

**Alright, so now, let's see some of the homophone pairs we have here!**

**Who would like to share the word pairs you have?**

Red and Read!

**Can you put that into a sentence so we know the difference? They sound the same!**

I read a red book!

Okay, so read like read a book, and red like the color red.

**Who else would like to share?**

After the students finish sharing the teacher will put the words up on the board for students to reference later.

*\*After the students find their match, they should all come sit in a circle rather than stand. Many of the students couldn't see their peers present or Tori taping their cards on the bulletin board. Since many of the students couldn't see, some of them lost focus and were staring off into space and having conversations with their friends. Some students were spinning and dancing. - A.J.*

*\*Another thing that we should have the students do is spell their words out so that the other students have both the visual and audio difference in front of them. -A.J.*

*\*Perhaps let the students tape their index cards on the board? Have the tape ready to go but let them place their cards up front. Kids love coming up to the board and displaying their "work." - A.J.*

*\*The match homophone pairs game took less than 10 minutes to do, so we couldn't have done more than one round of cards. Students would therefore have found different partners and may have learned about more than one pair of their own. The sharing part didn't take long either, so two rounds could have been played. -A.J.*

*I also think that it could benefit students to do a paired gallery walk, where one pair of students matches up with another pair of students and they share each others words and sentences. This helps them explain the definition to each other by using their examples, especially to clarify. It also keep students accountable for their own set of words, making sure they thoroughly understand the difference between the meaning of their words. -H.H.*

### **Closure:**

**Alright, excellent work today \_\_\_\_\_ graders!**

**Now that we have studied homophones, I'd like for you all to fill out this exit slip.**

**Write down the meaning of a homophone (write what you learned about it). Then give an example of a pair of homophones that you know!**

**Try out the challenge problem and write your homophone pair in sentences!**

The teacher will collect the exit slips when the students complete it.

### **Accommodation and Differentiation:**

E.L.L.

These students would most benefit from visual cue cards such as examples of homophone pairs (with accompanying pictures) in order to understand the meaning of homophones and construct connections to the words. These students will also be given previous instruction or exposure to homophones before hand to have the opportunity to study or view pictures and words that correlate to the lesson.

### **Gifted and Talented Students**

For the purpose of enrichment in relation to the meaning of homophones, the challenge question in the exit slip is meant to help student realize that the meaning of homophones are different and the context is important in order to distinguish these words.

### **Assessment:**

1. The student will be able to define a homophone and name at least one example/pair. The students will be completing an exit slip that will be turned in at the end of the lesson. The students will be required to write what a homophone is, provide an example, and create a sentence using the words in their example (if they want to attempt the challenge). This will help the teacher determine whether the students understand the meaning of homophones (words with different meanings yet sound the same).

### **Evaluation:**

One particular goal that we want to work on is classroom management. We hope to fully include all students into the activity, including English language learning students. We

want to give all students an opportunity to participate and engage in the lesson. However, this lesson relies on group work, discussion, and classroom movement. Our goal is to conduct this in an orderly manner through explicit instruction and setting expectations in terms of behavior management.

### Assessment Data from Sparks' 3rd Grade Class

<b>Student</b>	(1) WHAT IS a HOMOPHONE ?	(2) EXAMPLE OF a HOMOPHONE:	(3) CHALLENGE
<b>S.K.</b>	X	X pail & pale	When he carried the pail to the well, he turned pale
<b>R.W.</b>	X	X one & won	Some one won the race
<b>T.A.</b>	X	X sail & sale	The person sailed across the ocean for a shoe sale
<b>R.L.</b>	X	X whale & wail	The whale was wailing out loud
<b>R.A.</b>	X	X blue & blew	I blew out my blue birthday candles
<b>C.F.</b>	X "the same sound but different words"	X red & read	I read a red book
<b>E.V.</b>	X	X blue & blew	The red fox blew blue bubbles
<b>T.S.</b>	X	X to & two	Two people are going to the fair
<b>C.R.</b>	X "They sound the same but are spelled differently"	X feat & feet	It is such a feat if you can throw a ball with your feet.
<b>K.K.</b>	"Little same but not same but sound is sound"	X rad & read one & won	

<b>C.S.</b>	X	X sale & sail	There was a garage sale for a boat sail
<b>Y.O.</b>	-	-	-
<b>C.H.</b>	X	X sale & sail	
<b>A.A.</b>	X	X “A sale at a store. A sail like on a sail boat.”	We were going fast so we could go to the sale. We were riding the sail on our sailboat so we could go sailing.
<b>H.P.</b>	X	X hair & hare	The hare had hair

Most students understood the meaning of homophones and was able to identify/list examples. The assessment revealed that they all (except 1 ELL student) could give an example and wrote the definition accurately. Only a few would require clarification. Furthermore, only 2 students did not attempt the challenge problem, but all others responded correctly. The 2 students include one ELL student as well as another student that requires a lot more support. They did, however get the definition and examples written correctly.

It would be necessary to revisit with C.F. and see if he meant different word or meaning. It is accurate that it is a different word, but the different meaning should also be emphasized. This could easily be distinguished by a follow-up interview.

This is the same with C.R., who stated that they are spelled differently. It should be reiterated that the meanings are different as well, which is critical.

K.K. is an ELL student. Her definition does not fully make sense, but she attempted to explain her definition. It is clear that she knows they sound the same but are not the same word. This understanding is clear through her example.

Although her spelling may hinder her explanations, it is sufficient to say that she understands the meaning (mostly).

Y.O. is an ELL student as well but he recently moved from his country (only understands very little). He was unable to complete his exit slip but he did participate in the lesson with heavy peer and instructor support.

All in all, the assessment reveals that almost all students met the objective and understand the meaning of homophones and words that fall under the category.

## *Exit Slip*

(1) What is a homophone?

(2) Give an example of a homophone:

\*Challenge: Write a sentence using both of the words in your example: