**Lesson Plan Template – Homophones**

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**Source: http://www.treetopdisplays.co.uk/images/img1297.png**

**Title:** 10 Homophones Your Students Should Know

**Topics/Concepts:** English Spelling and Phonetics

**Grade:** Elementary and up

**Objective:** Students will learn about homophones and how they are important to the English language for both speaking, reading and writing

**Vocabulary:** Homophones

**Materials:** PowerPoint, scissors, poster paper, colored pencils (or crayons and markers), tape, glue, colored paper

**Technological Components:** Projector, screen and internet for PowerPoint and any other information you may need to look up on Google (ex. More homophones for your students to use)

**Lesson Plan Outline**

**Warm-Up Questions:**

* What is a homophone?
* Do you know any homophones?

**Lesson:**

* Start the PowerPoint that offers the definition of homophone
* Ask the class if they understand the definition
* Begin with the first slide and have a student read the title (i.e. the homophones) aloud so they can hear the phonetic similarity
* Have a student read each sentence aloud that is under the photo
* Ask if there are words in the sentence they don’t understand
* Ask if they understand the context of each sentence
* Reference the photos on each slide when necessary and to further explain a word
* Have them brainstorm more homophones you all haven’t discussed
* Repeat until the end of the PowerPoint/before the art project



**Source: http://www.sparklebox.co.uk/literacy/vocabulary/wpimages/wp4ff523b4\_05\_06.jpg**

**Main Activity: DIY Homophone Poster**

* Each student (or group) will pick or be given a homophone pair
* Each student (or group) will designate one person to gather some materials
* The student (or group) will fold the paper in half, one side for each word
* Each student (or group) will illustrate with pictures, words, numbers, colors, etc. the homophone pair, each half representing the context and meaning of the word
* On the poster, there should be a sentence using each homophone correctly at the bottom or top of the poster paper
* At the end, each student (or group) will present the poster to the class

**Closing/Review:**

* Ask the class how homophones can be confusing to use and understand
* Ask the class why they are important
* Ask the class if they know more homophones we haven’t discussed
* Ask the class to create more sentences using various homophones to evaluate if they understood the lesson

**Final Thoughts (for teachers):** The poster can be done in pairs or independently depending on your preference! Let them go free with the project an illustrate the homophones any way they are able, not just with pictures. Feel free to give each person a homophone pair if the choosing gets difficult.