

Homophones - Their, There, and They're Lesson Plan

Student Teacher: Emily Talbot	Mentor Teacher Initial:
Subject: Writing (50 min.) 10-10:50am	Date: January 21, 2016
Objective: Students demonstrate proper usage of their/there/they're in the context of a sentence. (This will be accomplished by completing the worksheet and creating their own sentences using the words their/there/they're properly.)	
TEKS: 4(b) 22.C – spell commonly use homophones (like their, there and they're)	
<p>Materials:</p> <ul style="list-style-type: none"> • Class set of their/there/they're triangle tents [Stoplight Game] • Their/There/They're sentence paper (teacher copy) [Stoplight Game] • Their/There/They're sentence paper (blank version) [Stoplight Game] • Class set of Their/There/They're Grammar Worksheet [Independent Practice] • Laptop and projector for HOOK – Fresh Prince of Bel-Air Audio • Their/There/They're Rap Lyrics (to the tune of Fresh Prince theme song) • Their/There/They're signs (to hold up during rap) • Purple Writing Resource Book (resource in classroom, shown to students so they know about their resources) 	
<p>Vocabulary:</p> <p>Homophone – words that sound the same but are spelled differently and have different meanings.</p>	<p>Hook (5-7 minutes):</p> <ul style="list-style-type: none"> • Rap T/T/T Grammar song (Fresh Prince of Bel-Air) - https://www.youtube.com/watch?v=cUf4QYDqT4 • Put up lyrics on the projector to let kids sing along a second time.
<p>I Do (7-10 minutes):</p> <ul style="list-style-type: none"> • After I rap and the students rap with me, begin talking about HOMOPHONES: <ul style="list-style-type: none"> ○ <i>“What are homophones?”</i> <ul style="list-style-type: none"> ▪ (words that sound the same but have different meanings and spellings) ○ <i>“What are some examples?”</i> <ul style="list-style-type: none"> ▪ (their/there/they're, to/too/two, whole/hole, right/write, knew/new, whether/weather, where/wear) ○ Let students know, <i>“I have noticed that some of us still struggle to pick the right version of Their/There/They're. So today, we are going to work on identifying the proper usage for each of those words by playing a game and then by having all my friends in here fill out a fancy piece of paper.”</i> • Remind students about the Purple Resource Packet in the back of the classroom. Show them the page in the Resource Packet (pages 20-24). <ul style="list-style-type: none"> ○ <i>“In this book, there are all sorts of homophones that you are completely able to use as a resource!!!!!!!!!! Use this packet to your advantage. You guys are SMART. I'm sorry but after this little mini lesson, Mrs. Kennis and I will be holding you accountable for spelling Their/There/They're correctly.”</i> 	

We Do:

- Stop Light Game
 - Materials:
 - Their/There/They're Triangles
 - Their/There/They're sentence paper (teacher copy)
 - Their/There/They're sentence paper (blank version)
- Game explanation:
 - Teacher reads off sentences.
 - Students think about which Their/There/They're to use. Then flip triangle to show their answer.
- Pass out T/T/T triangles to students.
- Put blank version of sentences on the projector for students to see.
- Read off each sentence and give students time to flip their triangle so that their answer is facing the front of the room. This is an *informal assessment*.
- Review sentences where students are having a difficult time finding the correct answer.

You Do:

- Say, *"I am now going to give you guys a special piece of paper. READ THE DIRECTIONS on this special piece of paper because they are sneaky. We need to be learning how to follow directions. Read the sentence, if the Their/There/There is correct, do nothing – if it is wrong, fix it by writing the correct form in the blank next to the sentence. Ask Mrs. Kennis or me if you need help! Some of these are pretty tricky! No question is a bad question."*
- Write on the board: "If you finish early, write 5 of your own sentences correctly using Their/There/They're."

Review:

- Ask, *"So why is it important to spell homophones correctly?"*

Extension/Modification:

- For the quick finishers, write on the board: "If you finish early, write 5 of your own sentences correctly using Their/There/They're."
- During the "You Do," frequently check on Jerome and Jessica first. Then Micah, Aiden, Kiersten, and Courtney.

Assessment:

- Informal: T/T/T Triangle Game
- Formal: Grammar worksheet: There, Their, They're