

Lesson Plan

<https://youtu.be/Pk-WjZjYRAM>

Grade 9

Fixing homophone mistakes

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none">• Discussion prompt• Projector• Laptops• Google Docs• Word• Web sites www.englishclub.com www.dictionary.com• Google images• Rubric• Video presentation• Word Cloud	<ul style="list-style-type: none">• Helping learners to overcome the problem of fossilization.• Reinforcement of vocabulary and pronunciation• Make learning sticky by giving learners fun with words.• Learners will demonstrate their understanding of the content in form of video presentations.• Learners will create and produce their own content.• Contextualized content (Already covered “ed” ending regular verbs, this is continuation of that).• This plan would cover substitution, augmentation and modification.			
Warm-up and Objective Discussion				
<ul style="list-style-type: none">• Using Power Point, teacher will share a written prompt in form of a brief letter containing misspelt words (homophones).• This will spark a discussion that will lead to next stage.• Discuss reasons behind mistakes.• Teacher will inform students how to avoid errors based on homophones.• Learners will be informed of fun activity that they are going to have in order to make their learning sticky.• How to create their mnemonic dictionary.• Learners will prepare their presentation videos.				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none">• Teacher will take advantage of the discussion during the warm-up and will explain the causes of errors and how to avoid them, with examples using Power Point.• Teacher will give a brief tutorial on how to go about today’s lesson using technology.• Discussion on three different “ed” ending of past regular verbs (Homophones in particular) will be explained with examples.				

Guided Practice	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> Learners will be paired and asked to work together in order to find out the meaning and images of the given words. Using Google images, online dictionary, Word and the websites, students will complete their tasks in pairs. Learners will print and share their findings with other groups. 				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> Students will work in pairs and prepare their presentation videos in order to demonstrate their understanding of the assigned words by using any of three choices given by teacher. <ul style="list-style-type: none"> a) Act out. b) By singing. c) Create some story or think of any other interesting way like sarcasm to remember the exact spellings and meanings of assigned homophones. Students will record their presentation using mobile phones and share it with peers. Videos will be reviewed by peers and teacher. Rubric will be used in order to decide how well they did. 				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
<ul style="list-style-type: none"> Students will be asked to plan and rehearse more polished presentation and upload the final product on school website. Learners' work will be shared with other classes and parents; this idea will keep learners motivated to produce excellent videos after practicing language for an ample time which is the ultimate goal of language teaching. 				