

Grade 9 Academic English Lesson Plan:

Using Homophones, Synonyms, Antonyms, & Homonyms in Writing

Trevan Papineau, Matteo Desando, Cole Pavey, Meg Mooney

University of Windsor

Teacher Candidates: Trevan Papineau, Matteo Desando, Cole Pavey, & Meg Mooney		
Date: Thursday October 27 th , 2022		Duration: 75 mins.
Strand: Writing	Grade Level: Grade 9 Academic (ENG 1D)	Content Area: English
Lesson Topic: Analyzing and Incorporating Homophones, Synonyms, Antonyms, and Homonyms into Writing		

Curriculum Expectations:

Overall Expectation:

Writing: 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Specific Expectation:

Vocabulary 3.2: build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose

Grammar 3.4: use grammar conventions correctly to communicate their intended meaning clearly

<p>Learning Goals:</p> <p>Student will be able...</p> <ul style="list-style-type: none">• To define and provide examples of homophones, antonyms, synonyms, and homonyms.• To create a body paragraph from scratch using examples and proper terminology from the “10 Second Grammar Game” to describe a novel or short story they have previously read.• To recognize errors within sentences that feature improper use of	<p>Success Criteria:</p> <p>I can ...</p> <ul style="list-style-type: none">• Define what a homophone, antonym, synonym, and homonym is and understand the differences of each.• Provide an example of a homophone, antonym, synonym, and homonym and differentiate between them.• Create a body paragraph featuring examples from the game and translate it to a descriptive paragraph about a novel or short story I have read.
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homophones, antonyms, synonyms, and homonyms.	<ul style="list-style-type: none"> Recognize errors within my sentences that feature wrong examples of homophones, antonyms, synonyms, and homonyms.
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<p>Prior Knowledge:</p> <p>-In grade 8, students should have been introduced to examples of synonyms, antonyms, homonyms, and homophones, as well as the basic definition for each term. Students should also have experience with building body paragraphs and recognizing errors in sentences. Students should also have a basic understanding of grammar rules and should have read all of the novels or short stories discussed throughout the semester.</p>
<p>Learning Environment</p> <p>-Students be seated at crescent shaped desks in groups of 4, with each student seated in a manner that allows them to always face the front of the classroom. There is a Smartboard at the front of the room, with chalkboards lining the walls beside it, and the teacher's desk is positioned to the right of the Smartboard in the corner across from the classroom entrance. There are also bookshelves along the walls at the back.</p>
<p>Overview of Lesson</p> <p>Opening: Minds On (10 mins.)</p> <p>Activity 1: Playing the game (40 mins.)</p> <p>Activity 2: Creating the descriptive paragraph (20 mins.)</p> <p>Exit activity/ Consolidation: Exit Ticket (5 mins.)</p>

Time	Description	Resources
	<p>Preparation prior to Class:</p> <p>-Learning goals and questions for the exit ticket will be written on the chalkboard prior to class.</p> <p>-Blank pieces of paper for the students to write their body paragraph and exit ticket on will be distributed to each set of desks.</p> <p>-Create 4 questions for the minds on activity and have them ready on the Smartboard for the beginning of class.</p>	<p>-Chalkboard</p> <p>-Piece of chalk</p> <p>-Paper handout (3 per student)</p> <p>-Smartboard</p>
10 Mins	<p>Opening (“Hook”):</p> <p>Minds On:</p> <p>-As an introduction and to begin the class, the teacher will ask students to raise their hands and provide a basic definition for a synonym, antonym, homonym, or homophone if they can.</p> <p>-After students have the chance to raise their hands and answer, the teacher will remind students about the proper definitions of synonyms, antonyms, homonyms, and homophones.</p>	<p>-Handout A with Answer Key</p> <p>-Smartboard</p> <p>-Blank piece of paper (1)</p> <p>-Pen or pencil</p>

	<p>-After explaining the definitions for each term, the teacher will pull up Handout A (listed in appendix) onto the Smartboard and provide students with one minute to determine which category the word falls under. Students will write their answers down on a blank piece of paper.</p> <p>-At the end of the minute, the teacher will then take the four questions up with the class and provide the proper answers, which the students will be able to refer to during the game for a proper example.</p>	
<p>40 Mins</p>	<p style="text-align: center;">Activity 1 (10 Second Grammar Game)</p> <p>-After completing the minds on activity, students will be divided into groups of 4-8, and will be provided with a copy of the game to play.</p> <p>-The teacher will introduce the game and provide students with verbal instructions to get them started. The teacher will play one practice round with each group to ensure they understand the game and the rules.</p> <p>-Upon receiving their copy of the game, students will also have a physical copy of the instructions to refer to.</p> <p>-As students play the game in their respective groups, move through the classroom, and answer any questions that may arise, while also taking the time to examine how groups are doing by watching them play the game.</p> <p>-While at the different tables, ask questions related to the content (ex: What are you learning about homophones? Have you ever improperly used an antonym? Do words have multiple synonyms?)</p> <p>-At the end of the 40 minutes, have students tally up their scores, but also keep the cards that they had won for the next activity.</p> <p>Game Instructions: Also included in the appendix has Handout B</p> <p>Introduction:</p> <p>-This is a fun and flexible game designed to teach four essential grammar topics. This game will focus on homophones, homonyms, antonyms, and synonyms. This can be used as a study tool, to improve writing skills and even to test grammar knowledge.</p> <p>Goal:</p> <p>The objective of the game is to win as many cards as possible by answering questions correctly within the given time limit.</p> <p>Contents:</p> <p>This game includes a physical and digital format for diverse functionality.</p>	<p>-Physical or digital copies of the game (1 per group)</p> <p>-Game Information Sheet (1 per group)</p> <p>-62 Question Cards</p> <p>-10 Second Sand Timer</p> <p>-Access to Digital Cards</p> <p>-Link to Virtual Timer</p> <p>-Handout B</p>

	<p>-Game Information Sheet -62 Question Cards -10 Second Sand Timer -Access to Digital Cards -Link to Virtual Timer</p> <p>Set up: Players will arrange themselves in a circle with the cards and timer in the centre of the table. All rules will be read aloud before the start of the game. The ‘Helpful Hints’ card can be left face up or face down on the table based on the game variation.</p> <p>Game play: Player 1 will pick a card from the top of the deck and read the question out loud to the player on their left. If the player gets the answer correct within the given 10 second time limit, they keep the card. If they player gets the answer wrong, the card is placed back in the pile. The player who answered now draws a card and reads it to the player on their left. Game play continues in a clockwise circle until all the cards have been won or the set game time has run out. The player with the most cards will win the game.</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. The timer will be started only once the card has been fully read. 2. Multiple guesses are allowed within the time limit. 3. There are no half points, all aspects of the question must be answered to earn the card. 4. Any answers not listed on the cards will be judged and voted on by the group. A majority vote of at least 51% is needed to earn the card. 5. Cards cannot be stolen or lost they must be earned through correct answers only. 6. The helpful hint card will be placed face up or face down at the start of the game. The group will decide if it is to remain face up for everyone or if each player 	
<p>20 Mins</p>	<p style="text-align: center;">Activity 2 (Creative Paragraph)</p> <p>-At the end of the forty minutes dedicated to the game, students will return to their desks and using the cards they won during the game, they will attempt to create a creative body paragraph using as many antonyms, synonyms, homonyms, and homophones as possible. -This activity is formative and will not be handed in and is more for creativity and critical thinking when it comes to writing.</p>	<p>-1 Blank piece of paper -Pen or pencil -Playing cards won in the “10 second grammar game”</p>

	<p>-As students work on their body paragraph, the teacher will walk around the room and check on each student's progress, while asking them questions about the content and potentially help students think of ways to progress their paragraph (ex: What has been the most difficult part of creating these paragraphs? How could using a different word change your sentence? Has it been tough to incorporate the words from the game?).</p> <p>-If students finish their paragraphs before the fifteen minutes are up, they will be asked to read through their paragraph and make any changes they may feel are necessary.</p> <p>-With five minutes remaining in the allotted time for the activity, have students pass their creative paragraph and cards from the game to the person sitting next to them in their group of 4, and have them peer-review one another's paragraphs.</p> <p>-During this peer-review activity, if possible, students will be responsible for finding any misuses of specific antonyms, synonyms, homonyms, or homophones and provide other examples that could be used instead.</p> <p>-Students will then be given back their body paragraph with the advice from their peer, which they will use for a future lesson.</p>	
5 Mins	<p style="text-align: center;">Exit Ticket/ Consolidation</p> <p>-Answer any questions that students may have after completing both activities.</p> <p>-Briefly outline the agenda for next class.</p> <p>-Have students take out a pen or pencil and grab the remaining piece of paper they were provided at the beginning of class. Have students complete their exit ticket by answering the following questions:</p> <ol style="list-style-type: none"> 1. What was one thing you learned about homophones? 2. What was one thing you learned about Antonyms? 3. What was one thing you learned about Synonyms? 4. What was one thing you learned about Homonyms? 	<p>-1 Blank piece of paper</p> <p>-Pen or pencil</p> <p>-Exit Ticket questions</p> <p>-Chalkboard</p>
<p>Next Lesson:</p>		

- 1) Teacher to-do's: Review the exit tickets completed by students to ensure they understood the content covered for **3.2** and **3.4** and have no questions pertaining to homophones, antonyms, synonyms, or homonyms.
- 2) Topic to be covered next: **3.3 Punctuation** whereby students will use punctuation correctly to communicate their intended meaning.
- 3) Example activity students will engage in: Students will explore sentences with improper use of punctuation and make the necessary changes to incorporate the correct form of punctuation the sentence requires.

Differentiated Instruction MATTEO

Visual: students are able to read the paragraph, then see how their antonyms, homonyms, and synonyms change a paragraph.

Social: Students are able to interact with friends during the game

Kinesthetic: Students are able to compete against friends, spurring them to try and win. They are also able to physically hold cards and set timers

Auditory: Students hear their friends ask them the question and must process the answers.

Identify what is included.

Rationale & Purpose:

Describe how this lesson satisfies the identified areas.

Application of Knowledge MATTEO

- **How will students apply what they learned in this lesson?**

Our lesson provides multiple practical examples for learning. In the boardgame, students must think on the fly when coming up with the answers. When writing essays, they won't use the same word repeatedly and instead they will be able come up with alternatives.

Materials & Safety Considerations: MATTEO

Materials:

- Smart Board
- Game Information Sheet
- 62 Question Cards
- 10 Second Sand Timer
- Digital timer
- Exit tickets (preplanned)

Safety Consideration:

Is the playing surface safe and secure?

Social/Emotional Safety Consideration:

Students may be worried or anxious about being put under pressure, however being in smaller groups will mean if they mess up, or embarrass themselves, less people will see. Another way to reduce this would be by letting students choose their own groups, as they will probably choose their friends and be more comfortable.

Assessment Strategies:**Assessment *for* learning**

Throughout the class activities, the teacher is to walk around the classroom and assess how the groups are doing while playing the game, and how students are progressing during the creation of their creative paragraph. The teacher will be responsible for helping answer any questions students may have for the key concepts of the lesson.

Assessment *as* learning

In activity two, students will have the chance to create their own creative paragraph using key concepts learned in the lesson. If they finish their paragraph before the allotted time for the activity has ended, students will be able to read through their paragraph and will have the opportunity to reflect upon what they have written, while also being able to correct any errors they notice or make any necessary changes. In the minds on activity, students will also answer the four questions and go over the answers with the teacher to gain a secondary perspective and assess how it differed from their own approach.

Assessment *of* learning

The exit ticket that students will complete at the end of class allows them to both demonstrate and reflect upon what they learned during the lesson, while also allowing the teacher to analyze whether the student was comfortable with the content.

Appendix:**Part A: Handout A with Answer Key**

What term would each set of examples fall under?

1. Hot and Cold – Answer: **Antonym**
2. Beautiful and Attractive – Answer: **Synonym**
3. Write and Right – Answer: **Homonym**
4. Flower and Flour – Answer: **Homophone**

Part B: Handout B – Game Rules

10 Second Grammar Game

Introduction:

This is a fun and flexible game designed to teach four essential grammar topics. This game will focus on homophones, homonyms, antonyms and synonyms. This can be used as a study tool, to improve writing skills and even to test grammar knowledge.

Goal:

The objective of the game is to win as many cards as possible by answering questions correctly within the given time limit.

Contents:

This game includes a physical and digital format for diverse functionality.

-Game Information Sheet

-62 Question Cards

-10 Second Sand Timer

-Access to Digital Cards

-Link to Virtual Timer

Set up:

Players will arrange themselves in a circle with the cards and timer in the centre of the table. All rules will be read aloud before the start of the game. The 'Helpful Hints' card can be left face up or face down on the table based on the game variation.

Game play:

Player 1 will pick a card from the top of the deck and read the question out loud to the player on their left. If the player gets the answer correct within the given 10 second time limit, they keep the card. If they player gets the answer wrong, the card is placed back in the pile. The player who answered now draws a card and reads it to the player on their left. Game play continues in a clockwise circle until all the cards have been won or the set game time has run out. The player with the most cards will win the game.

Rules:

1. The timer will be started only once the card has been fully read.
2. Multiple guesses are allowed within the time limit.
3. There are no half points, all aspects of the question must be answered to earn the card.
4. Any answers not listed on the cards will be judged and voted on by the group. A majority vote of at least 51% is needed to earn the card.

5. Cards cannot be stolen or lost they must be earned through correct answers only.
6. The helpful hint card will be placed face up or face down at the start of the game. The group will decide if it is to remain face up for everyone or if each player

Variations:

Speed Round- Players are given only 5 seconds to answer questions.

Turtle Round- Players are given 20 seconds to answer questions.

Study Mode- Players are not given a time limit to answer questions.

Challenge Mode- Players dual in a 1 vs 1 face off.

Helpful Hints:

Homonyms- same spelling and pronunciation but different meaning

Homophone- same pronunciation but different meaning and spelling

Synonym- words with similar meanings

Antonym- words with opposite meanings

Part E: References

- [The Ontario Curriculum, Grades 9 and 10: English, 2007 \(Revised\) \(gov.on.ca\)](http://gov.on.ca)