



# Lesson Plan For Unit 2 (Part 2)

45 min

## Theme: Act and Play

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Main clauses and subordinate clauses	Homophones	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

1. distinguish the difference in meaning for homophones,
2. choose the correct spelling of the word for a pair of homophones,
3. write a story based on pictures using guiding questions,

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. Cartoon strips to show homophones
3. Visualizer projector
4. Word cards with a pair of homonyms on each of them
5. Blu tac
6. Picture cards (Ensure that there are pairs of homophones for the students to match.)

### Introduction / Warm-up Activity (10 min)

1. Show the students a few cartoon strips on the visualizer projector. Read the speech bubbles spoken by the characters in each of the cartoon strip.

**Example:**

- Can you believe it? I just ate eight slices of pizza.
- My dear husband shot a deer when he was out hunting today.

### Lesson (20 min)

1. After going through all the cartoon strips, get the students to identify a pair of words in each of the sentences that have words with the same sound but are spelt differently. Identify the first pair to the students and then, get them to identify the others. Underline the homophones as the students call them out.

**Example:**

- Can you believe it? I just ate eight slices of pizza.
- My dear husband shot a deer when he was out hunting today.

Explain to the students that each pair of words which they have identified is known as homophones. Ask them if the meanings of the words are the same. Then, get them to explain the meanings of the words.

2. Next, show the students a pair of word cards with homonyms. Get the students to read the words. Then, stick the word cards on the whiteboard. Ask questions so that the students can identify which of the two word cards you are referring to.

**Example:**

- Paper is made from this. ('wood' and 'would')

Once the students have identified the correct homonym, ask them to provide a sentence with the other homonym to show how it is used. Alternatively, you can ask them to give the meaning of the word.

### **Additional Activities / Closure (15 min)**

1. Put the students in groups. Let the students play the game 'Memory Game'. Give the students a set of picture cards. Tell them to place the picture cards face down on the table. Each of them takes turns by flipping over two picture cards at a time. The objective of the game is to find a pair of homophones based on the pictures they see on the cards. To do so, the students have to remember the location of each picture card as they try to pick out a pair of homophones. Once they have identified a pair, they keep the two picture cards. The student with the most pairs of picture cards is the winner.
2. Tell the students to turn to [page 17 of Learning English Workbook 5](#). Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

### **Homework**

1. Ask the students to complete [page 21](#) as homework. Read the topic, the pictures and the guiding questions with the students. Elicit ideas from the students on how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to work in pairs to illustrate given pairs of homophones. Each pair of students will receive a pair of homophones. Using a drawing block, get the students to divide it in half. Then, on the left side of the drawing block, get them to use the word incorrectly in a sentence. On the right side of the drawing block, they must draw a humorous illustration to go along with the sentence they have written on the left.

#### ***Example:***

- Would you like to see my rows garden?

In this example, the students could draw a picture of a garden with rows of chairs amidst trees, flowers, and shrubbery. On the back of the same drawing block, get the students to use the word correctly with a corresponding picture. After all the students have completed their work, compile it into a book for the class to read.