

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Miss Alaineus: A Vocabulary Disaster
By: Debra Fraser
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
Homophones

Background:
A homophone consists of two or more words having the same pronunciation, but different meanings.

Examples:

wife, right
piece, peace
one, won
bear, bare

Materials and Preparation:

- A Copy of *Miss Alaineus*
- Chart paper
- Homophones
- Homophones
- Optional: Venn diagram

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Step 1: Introduce the Focus of Word Work

Introduce Homophones

- A homophone consists of two or more words having the same pronunciation, but different meanings, origins, or spelling.
- Students should have a fun time recognizing and using homophones in their own writing.
- Using the Anchor Chart, go over the words, spellings, and definitions.
- Afterwards, ask the students if they can think of anymore pairs of homophones.
- They might suggest a word that has the same spelling but different meaning.
- Explain to them that a **homonym** is any word that is pronounced the same as another word, but with a **different meaning**. When the words have the **same spelling**, they are known as **homographs**. When they have **different spellings**, they are called **homophones**.

Sample Anchor Chart

hair & hare	hear & here	there & there	there & there
pair & pare	stair & stare	time & thyme	dear & deer

Step 2: Connect Word Work to Reading

Homophones in the Text

- The plot of the story is based upon a homophone-like misunderstanding. *Miss Alaineus* was supposed to be spelled miscellaneous. Star and star also can be used as examples of homophones. There are other words used in this text that could have homophones, but they aren't necessarily used in the book.
- While reading the book, look for examples of words that could have homophones. Write down as many as you can find.

Examples of Homophones Found in the Text:

great (grate)	four (fore)	two (two)
seen (seen)	high (his)	hair (hair)
not (not)	red (read)	what's (what's)
so (so)	in (in)	there (there)
weak (weak)	for (four)	whole (who's)
know (no)	do (due)	

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Ask the students, "Why do you think it's a good idea to use the proper spelling of homophones, especially when we're writing?" (Accept any reasonable answer.) "That's right. Because the spelling of the homophone can change the meaning of the word, and we don't want to confuse our readers."
- To help understand this better, we're going to be playing a game called, "Write Right!"
- Pass out one of each homophone pair to students
- Explain to students that when you give the signal, they will have five minutes to: 1) find their classmate with the corresponding homophone pair, 2) make sure you both know the definitions for each of the word pairs, and 3) create a sentence using both of the homophones correctly.
- After five minutes ask pairs of students to write their sentence on the board or chart paper.
- Ask the class to give a thumbs-up if they agree that the sentence is written correctly, or a thumbs-down if they disagree with the sentence.
- If the sentence is incorrect, give the pair of students an opportunity to correct the sentence.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Homophones Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

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Interactive Activity

piece hair

won one

mane main

stare stair

pane pain

Independent Practice Page

Extension Activity

Word Detective: Homophones
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **homophones** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Homophones
Word Work Practice Page

Directions:
For each sentence, circle the correct homophone and write it on the line.

- Don't forget to bring your best _____ of shoes. (pear, pare, pair)
- He went _____ the car wash early today. (through, threw)
- Please tell me what _____ you want us to come. (time, thyme)
- My mother's favorite color is _____ (blew, blue)
- The dog doesn't like it when you _____ at him. (stare, stare)
- Sasha grew the most beautiful _____ (flour, flower)
- When my brother was sick, his skin looked so _____. (pale, pale)
- It's not right to _____ something that isn't yours. (steal, steel)
- My dad said that he wants _____ and quiet. (piece, peace)
- The library bookshelf has many _____ of books. (ears, ears)
- Giorgio's dog was scratching a _____ bite. (flea, flea)
- The lobby is located on the _____ floor. (main, mane)
- Do you know what _____ doing? (you're, you're)
- Please brush your sister's _____ before bedtime. (hare, hair)
- Lily has a _____ for decorating. (fak, flare)

Name: _____ Independent Word Work Practice | @BookPagez.com