



Master Lesson Plan

for

Homonyms Level 1

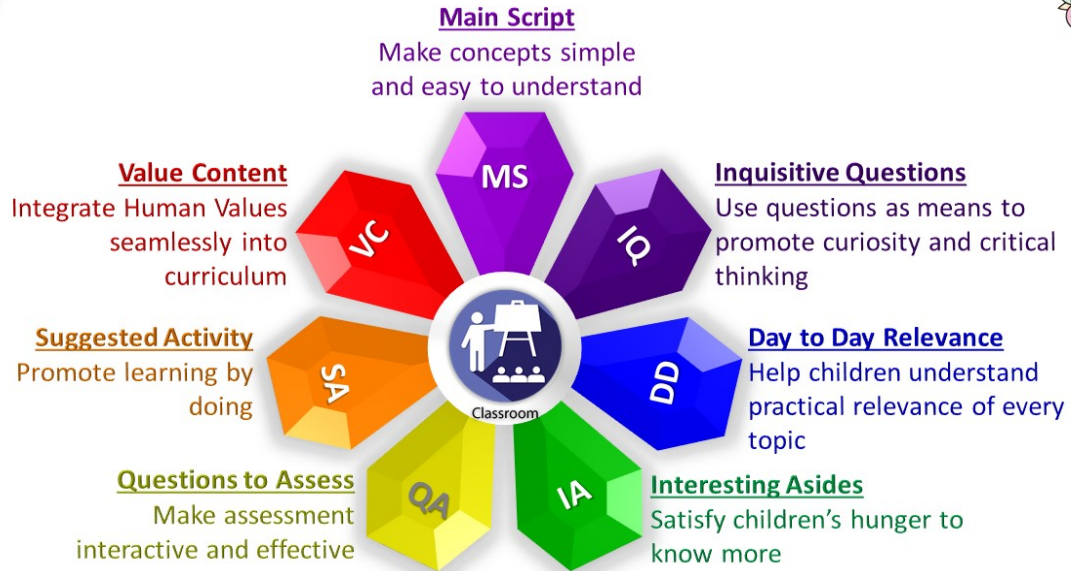
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

MS_Objectives Homonyms

Asset Description: The teacher will be able to get an overview of the asset objectives in the MLP for the chapter - Homonyms.

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. This asset is for the teacher's reference and need not be taught to the students.

Students will be able to:

- analyze the two meanings of a word with the same spelling and pronunciation
- demonstrate their understanding of homonyms
- get an insight into new terms like homographs and homophones
- choose between the right and the wrong to progress in life
- relate to the use of homonyms in their day-to-day activities
- recognize homonyms and their meanings in a group activity
- use homonyms to complete the given exercises

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Homonyms	Homonyms

IQ_One word two meanings

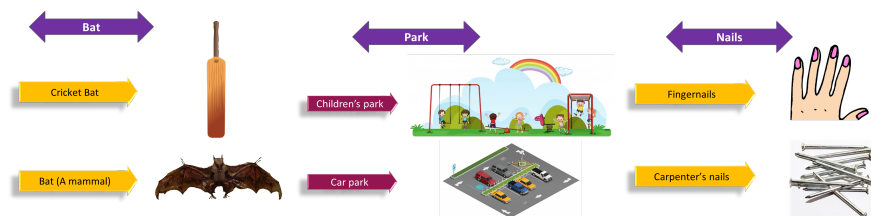
BRIEF DESCRIPTION (AIM): Students will be able to discover the two meanings of a word.

TEACHING AIDS PROVIDED: PPT

TLM: Placards with pictures of a cricket bat and a bat of the mammal species, a park with children playing and a car park, fingernails and carpenter's nails

NOTES TO THE TEACHER: The teacher may begin the class by using a few sentences with homonyms like- "Vanita has to submit her book for correction. Our school is going to book tickets for all of us to go for the magic show. We used to draw water from the well when we were young. Ria is absent because she is not well." Then converse with the students to make them notice the use of similar sounding words with different meanings.

To kindle their curiosity, the teacher may use the PPT or the placards and let the students discover how the same word could carry two meanings.



Cricket : <https://pixabay.com/vectors/bat-cricket-equipment-sports-158866/> (OpenClipart- vectors)

Bat : <https://pixabay.com/illustrations/bat-bird-animal-embalmed-569442/> (pcdazero)

Park: https://www.freepik.com/free-vector/happy-children-playing-playground_1502995.htm#query=kids%20park&position=17&from_view=keyword&track=ais (brgfx)

Car: https://www.freepik.com/free-vector/transport-parking-isometric-composition_6883525.htm#query=parking%20lot%20car%20park&position=28&from_view=search&track=ais (macrovector)

Nail : <https://pixabay.com/vectors/nail-finger-women-manicure-6091253/> (illust-dwh)

Nail 2: <https://pixabay.com/photos/metal-nails-steel-metallic-950169/> (InspiredImages)

HOMONYMS are words which have the same spelling and sound but different meanings.

The teacher could now introduce the term 'Homonyms' with this definition.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Homonyms	Homonyms

MS_Understanding Homonyms

Objective: Students will be able to make sentences of their own using the given homonyms.

Teacher: Children, look at the images below and fill in the blanks with appropriate words:



<https://pixabay.com/photos/watch-smartwatch-sportwatch-sport-2910920/> By namair

Raju is looking at his _____ to know the time. (watch)



<https://pixabay.com/illustrations/tv-watch-gawk-watch-tv-eye-1015427/>

Sania likes to _____ TV. (watch)

Students: Watch.

Teacher: Do you agree that 'watch' is the word for both the sentences?

Students: Yes teacher.

Teacher: Is the word 'watch' pronounced the same way in both the sentences?

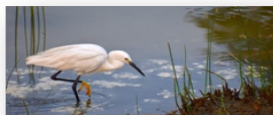
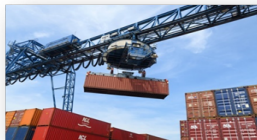
Students: Yes.

Teacher: Is the meaning of the word 'watch' the same in both the sentences?

Students: No teacher.

Teacher: That's right. Although the word 'watch' is spelled and pronounced in the same way in both the sentences, its meaning differs. Homonyms are words with similar spelling and pronunciation but different meanings.

Teacher: Now give the homonyms for the following sentences.



Loading Crane: <https://pixabay.com/photos/container-loading-port-transport-2539942/>

Bird: <https://pixabay.com/photos/white-crane-fishing-aquatic-bird-2863525/>

A _____ is being used to lift the heavy load. (crane) The Siberian _____ is standing in the water. (crane)



Tree: <https://pixabay.com/photos/beach-palm-trees-sea-seascape-1822544/>

Hand: <https://pixabay.com/photos/palm-hand-finger-exposed-palmistry-1701989/>

This is a _____ tree. (palm) This is the _____ of my right hand. (palm)

Teacher: Make sentences of your own using the following homonyms.

1. book
2. fly
3. letter
4. match
5. park

Notes to the teacher:

- Tell the students to make sentences with different meanings for each homonym.
- Encourage all the students to write the sentences on their own in their notebooks.
- Ask the students to read out their sentences and correct them if necessary.

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Main Script	Homonyms	Homonyms

IA_Homophones and more

Brief Description (Objective): Students will be able to get a peek into Homophones and Homographs.

Teaching Aids Provided: Link to video

Notes to the teacher: The teacher may play the video on Homophones and Homographs and let the children view and enjoy it. The link for the same is provided below.

It introduces the topic homonyms that the children are already aware of and along with it exposes them to homophones and homographs that they will be learning next.

https://youtu.be/ePmGK9T_mZc - Attribution to SEE TO LEARN

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Interesting Asides	Homonyms	Homonyms

VC_Make the Right Choice

Teaching Aids (Provided): PPT

Concept-Value Connection:

- Homonyms are words that have different meanings but are pronounced or spelled the same way. You need to choose the right word at the right place.
- So too, we need to choose the right and best thing and should act accordingly.

Type: Activity

Choose the correct word:

1. Always _____ (see/sea) good in others.
(When we always see the good in others, it brings happiness to us.)
2. Always _____ (hear/here) only what is true.
(It is better not to listen to people who spread untruth and gossip about others.)
3. Do _____ (knot/not) eat unhealthy food.
(Eating unhealthy food affects both mind and body.)
4. Always do what is _____ (write/right).
(By doing the right things we attract the right people in our lives.)
5. The _____ (sun/son) gives light to all selflessly.
(The sun teaches us to help others without expecting anything in return.)
6. A dove is the symbol of _____ (peace/piece)
(When we respect and love each other in spite of many differences, we live in peace.)
7. Rohan always plays a _____ (fair/fare) game.
(When we are fair in our life, people will respect and trust us.)

Points to reflect:

We should always:

- think before we act
- choose wisely
- do the right thing

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Truth	Discrimination

SA_Find your partners

Aim: Students will be able to recognize the homonyms and their meanings in a group activity.

Resources required: 30 index cards (10 with homonyms and 20 with their meanings typed neatly on them). File attached for reference.

Setting for the activity: Indoor

Type of activity: Group

Preparation for the activity:

- Prepare instructions for conducting the activity.
- Prepare 30 index cards with ten homonyms and two meanings for each.
- Rearrange the chairs in the classroom with space in the middle.
- Pick 10 students at random and make them stand separately.

Role of the teacher: Facilitator

Procedure: The teacher will

- **Step 1:** Give detailed instructions to the students before conducting the activity.
- **Step 2:** Issue homonym cards to the ten students handpicked.
- **Step 3:** Ask the remaining 20 students to each pick up one card at random (these 20 cards contain meanings of homonyms - two for each)
- **Step 4:** Instruct students to mingle, discuss with each other and find their partners (a student having a homonym card will find two partners who have two different meanings on their respective cards).
- **Step 5:** Tell the students (in groups of three) to share their homonyms with their meanings with the rest of the class.

Observation: All the students will participate enthusiastically in the activity and enjoy it.

Conclusion: The students will learn to identify the homonyms and their meanings by interacting with each other.

Follow-up activity: The teacher may encourage the students to come out with more meanings, if any, for the given homonyms. They may also come up with a few more pairs of homonyms and their meanings if time permits.

Precautions: The teacher will ensure that the students

- Interact with each other purposefully to find their partners.
- Maintain discipline and talk in low voices.
- Identify the meanings of homonyms accurately.

Trouble-shooting: N/A

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Suggested Activity	Homonyms	Homonyms

DD_A visit to the zoo**A VISIT TO THE ZOO**

BRIEF DESCRIPTION (AIM): Students will be able to relate to the use of homonyms in their day to day activities.

TEACHING AIDS PROVIDED: PPT

NOTES TO THE TEACHER: The teacher may begin the class by drawing the attention of the students to the fact that Homonyms are commonly used in daily conversations. For better understanding, the teacher may use the PPT or write the passage on the board (in the absence of AV facility) and call out students (a mix of active and passive ones) to identify the homonyms and explain their meanings in the given context.

A VISIT TO THE ZOO

It was Saturday and my father took us to the zoo. We left home early. It was 9 a.m. by my watch when we reached the zoo. I asked my sister, “Can I carry my camera along?” She replied that photography was not allowed. Inside the zoo, I saw the giraffe from very close. Such a tall animal! As we turned left, I was surprised to see the peacock spreading its beautiful feathers. As it was sunny and hot, we bought a can of juice to drink. I could see the elephant swinging its trunk and was eager to watch the elephant show. But it was time for the zoo to close. So we sat under a large tree with a huge trunk to rest for a while. Then we returned home tired but happy.



https://www.freepik.com/free-vector/border-template-with-cute-animals_6997467.htm Attribution to - brgfx

The teacher may encourage the students to come up with more familiar homonyms and help them relate to their use in daily conversations.

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Day-to-day Relevance	Homonyms	Homonyms

QA_Test Time for Homonyms

Brief Description (Objectives): Students will be able to use the right homonyms to complete the given exercises.

Teaching Aids (Provided): PPT and Pdf

Notes to the teacher: The teacher may use the given worksheet to assess the students' understanding of the topic or use the PPT provided to elicit the answers orally. Alternatively, this activity can be used as a home assignment. Students should be encouraged to work independently.

Homonyms

I. For each homonym in column A, find the correct meaning from each of Column B and Column C.

	Column A		Column B		Column C
1	Orange	a	India won against England in cricket.	P	A king is also called this.
2	Ruler	b	The juice of this fruit is rich in vitamin C.	Q	To light a fire you will need this stick.
3	Letter	c	You have to do this to the cradle to put the baby asleep.	R	A solid mass made up of minerals.
4	Match	d	It is used to measure length or draw a line.	S	This fruit has the same colour as its name.
5	Rock	e	There are 26 of these in the English language.	T	People do not write these anymore to friends or relatives.

II. Choose the correct homonym from the list given.

drop	board	saw	tie	sink
book	school	beat	bark	rose



1.a. I go to _____ five days a week.

1.b. A _____ of fish.

2.a. The dog doesn't _____ at strangers.

2.b. The tree has a thick _____ .

3.a. The teacher writes on the black _____ .

3.b. I will _____ the bus in ten minutes.

4.a. I gave a red _____ to my teacher.

4.b. She _____ and gave a seat to the old man.

5.a. My friend gave me a _____ to read.

5.b. I went to the railway station to _____ the tickets.

Answers-

I. 1bS, 2dP, 3eT, 4aQ, 5cR

II. 1. school 2. bark 3. board 4. rose 5. book

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Homonyms	Homonyms

MS_Summary_Homonyms

Brief Description: Students will be able to summarize the Chapter - Homonyms

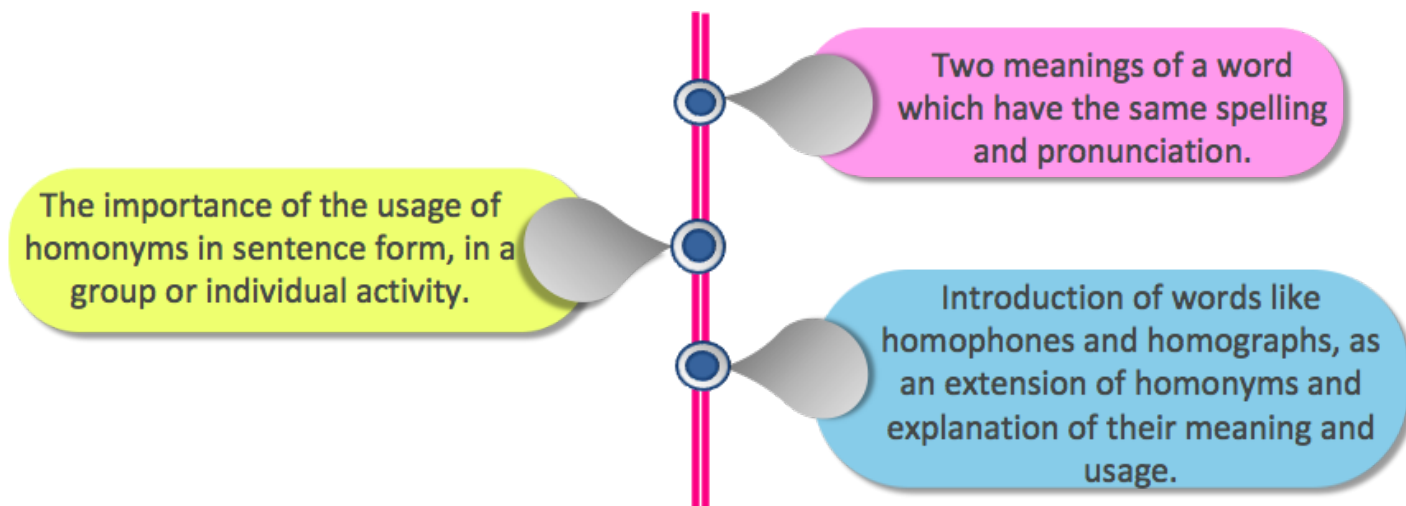
Teaching Aids Provided: PPT with Graphic Organizer

NOTES TO THE TEACHER: The teacher could draw a mind map or summarize the main points on the blackboard.

The teacher could introduce the asset by saying,

“Let us summarize what we have learnt from this chapter.”

In this chapter we discussed:



Time to teach	Asset type	Theme	Sub Theme
4 minutes	Main Script	Homonyms	Homonyms

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.

What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.