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Master Lesson Plan

for

Homophones and Homographs

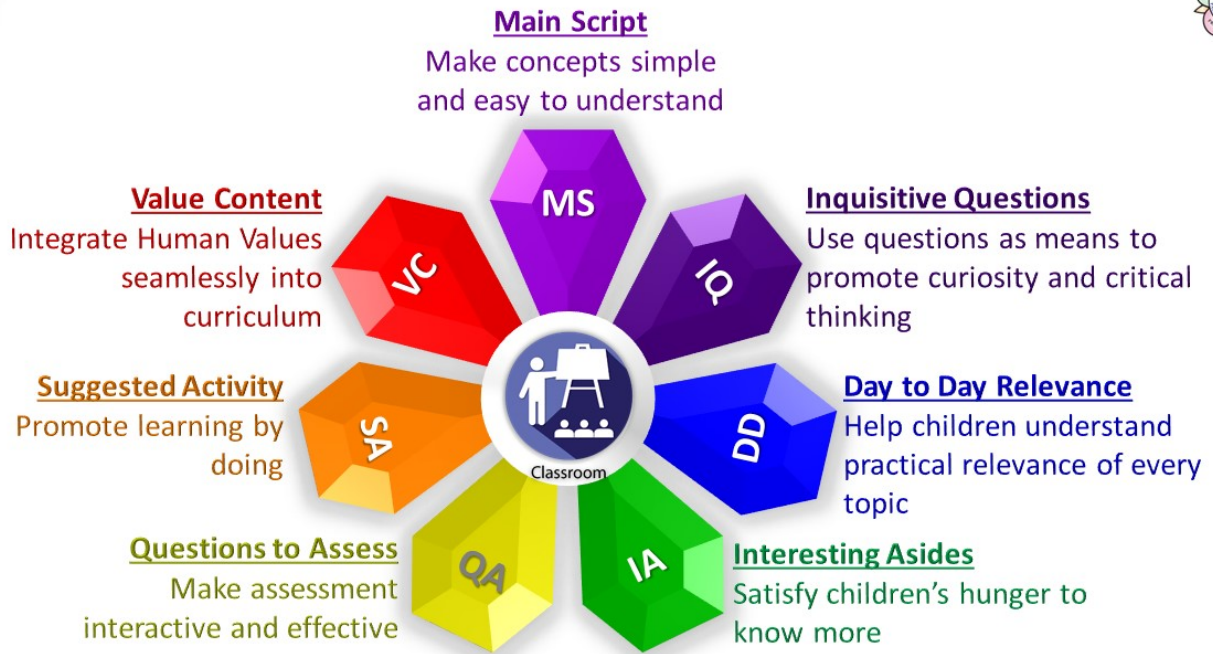
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD IV	English	Homophones and Homographs	English	30-06-2023 12:46:09

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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.

[Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD) , teaching aids (TA) and Learning Aids (LA) for the topic **'Homophones And Homographs' for grade IV.**

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]

Curricular Expectations: Children are expected to acquire a varied range of vocabulary; understand increased complexity of sentence structures both in reading and in writing.

Learning Outcome: The learner uses the newly learnt vocabulary in simple sentences in oral and written form.

Topics in this Chapter- Homophones and Homographs

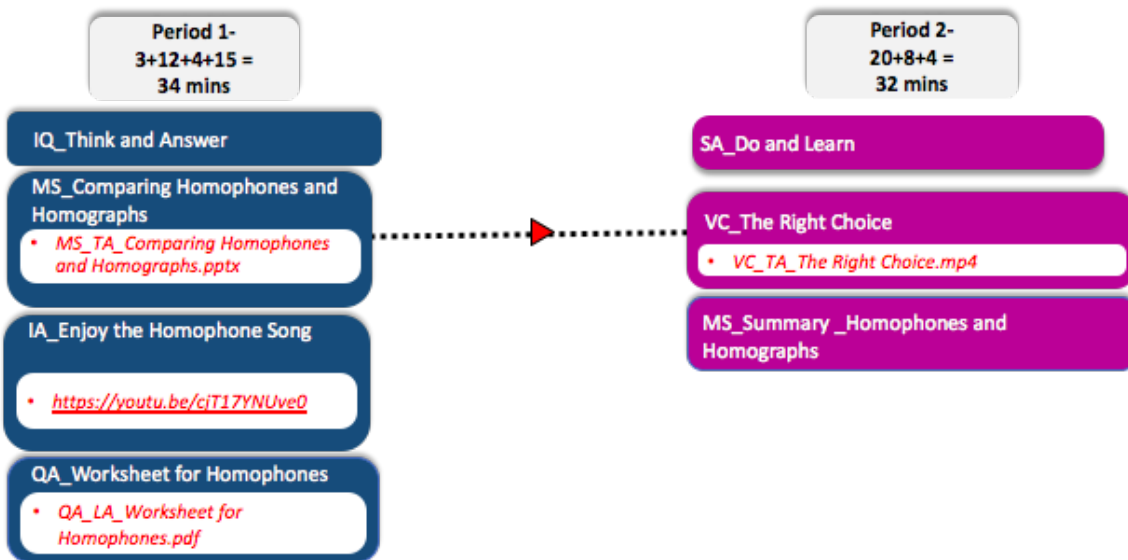
Total Time: 70 minutes, 2 periods

[Notes to teacher: The chapter on Homophones and Homographs has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

*This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]*

Lesson Plan Flow

Example: [MLP Flow chart Sample](#)



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic: Homophones and Homographs

Time: 3 + 12 + 4 + 15 = 34 mins

Asset Types: Inquisitive Questions, Main Script, Interesting Aside, Questions to Assess

Objectives: Students will be able to:

- 1) Discover the words as homophones or homographs based on the sounds and spellings.
- 2) Explain the difference between homophones and homographs.
- 3) Take delight in listening to a song on homophones and homographs.
- 4) Use the right homophones and homographs in the exercises given.

1) IQ_Think and Answer

Write or dictate a series of similar sentences and underline the specific words that need attention to take the topic forward and kindle the curiosity of the students. Make the students read the sentences aloud so that attention is paid to the sounds too. Use probing questions to help children notice the difference in similar sounding words.

Sample sentences:

- Watch this watch and it can help you to learn to be punctual.
- The wind blew off the blue shirt that was drying on the clothesline.
- She tried to hit the nail onto the wall and in the process hurt her finger nail.
- The tail of the curious monkey with a long tail was very funny.
- I picked up a whole apple to eat but found a hole in it.
- When I tear paper the dust from it brings tears to my eyes.

Sample questions:

- Can you explain the difference between the usage of the underlined words in each of the sentences above?
- What else do you notice? (sounds, meanings)
- Are they different from Homonyms? How?
- What do you think they are called?

2) MS_Comparing Homophones and Homographs

Elicit as much as possible the differences the students notice in the above examples, such that they are able to come out with the differences between Homophones and Homographs.

Summary at a glance-

Homonyms-	Homophones-	Homographs-
have the same sound	have the same sound	have different sounds
have the same spelling	have different spellings	have the same spelling
have different meanings	have different meanings	have different meanings

Once the clarity is brought out, write the differences on the board as above to reinforce or use the PPT provided with various examples.

The PPT [MS_TA_Comparing Homophones and Homographs.pptx](#) is provided as a Teaching aid for your use.

3) IA_Enjoy the Homophone Song

Play the Homophone and Homograph song using the link provided below.

<https://youtu.be/cjT17YNUve0>

Let the children enjoy the song with the visuals and allow the concept to seep in, in a fun way.

[Notes to the teacher- In the absence of an AV facility, the video can be played on a smaller device like a mobile phone or tablet device and the children can still listen to the audio and derive the same experience.]

4) QA_LA_Worksheet for Homophones

Use the worksheet [QA_LA_Worksheet for Homophones.pdf](#) as a formative assessment tool or as a home assignment to reinforce the concept taught.

[Notes to teacher: The pdf of the same is also provided to facilitate easy access and take printouts if necessary. Please note that the pdf file has the answer key as well and care should be taken not to take a print out of the answer key when giving the worksheet to the students.]

PERIOD 2

Topic: Homophones and Homographs

Time: 20 + 8 + 4 = 32 mins

Asset Types: SA, VC, MS

Objective: Students will be able to:

- 1) Show the difference between Homonyms, Homophones and Homographs on a chart.
- 2) Relate the words to their right usage in their daily communication.
- 3) Imbibe the quality to make the right choices.
- 4) Summarise the difference between Homophones and Homographs.

1) SA_Do and Learn

(Indoor, Group Activity)

- Divide the entire class into four groups.
- Facilitate each group to make a chart showing the difference between Homonyms, Homophones and Homographs in a tabular form with a few examples for each.
- Allow the children to write simple sentences using those words below the tables, respectively.
- Guide them to use pictures, cut out from old newspapers and magazines to make it attractive.
- Make any corrections if necessary before the charts are displayed in the corridors.

2) VC_The Right Choice

Concept-Value Connection:

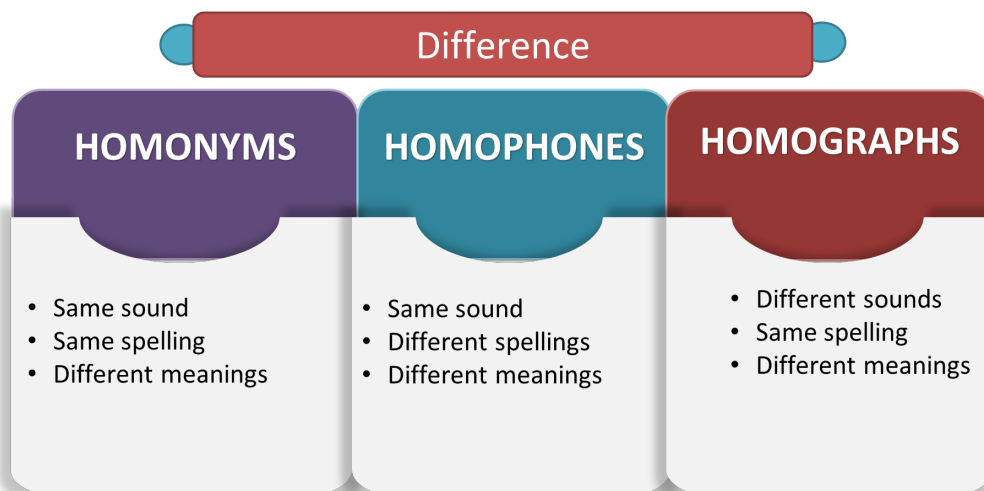
- Homophones are words that have different meanings and different spellings but are pronounced the same. So, in written language we need to choose the right word in the right situation.
- So too, we need to choose the right things and try to act accordingly.

Play the video [VC_TA_The Right Choice.mp4](#) where the DD asset seamlessly flows into the VC asset providing ample opportunities for the students to relate the new words with their right usage in their day to day conversations.

Provide a conducive environment to reflect and imbibe the quality to make right choices in their lives.

3) MS_Summary_Homophones and Homographs

Use the Graphic Organiser (GO) given here to summarise the topic Homophones and Homographs.



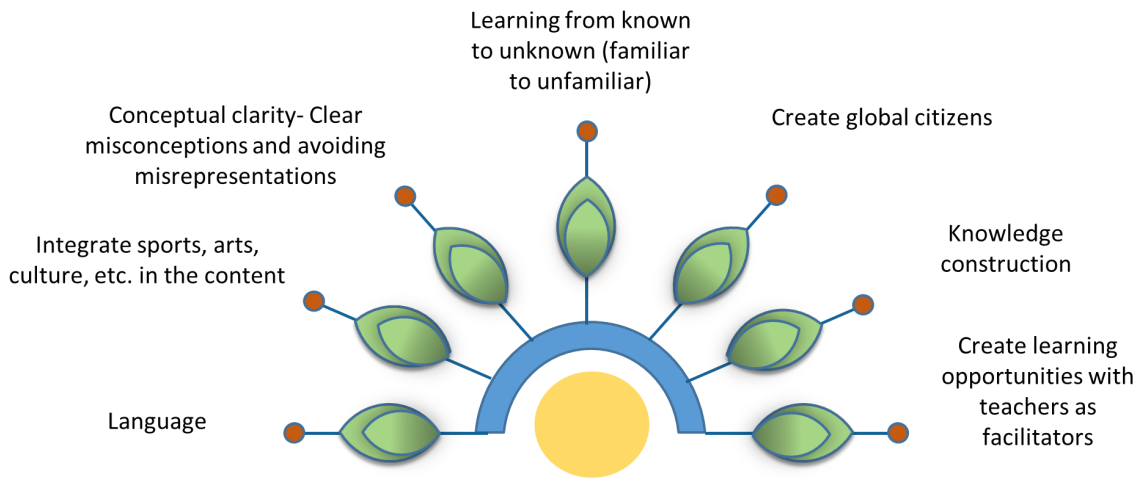
LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for:

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ knowledge construction from known to unknown

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the MM folder.

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.
Thank you.

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 titbits 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.