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|   Lesson Plan Title: Homonyms: Olivia's Story  |
| **Developed by:** Martha Dobson, 2011 Iditarod Teacher on the Trail™ created Jan. 2017  |
| **Discipline / Subject:** English/Language Arts  |
| **Topic:** Homonyms |
| **Grade Level:** Fourth - Sixth grades  |
| **Resources / References / Materials Teacher Needs:** Copies of *Olivia's Story*, see below  |
| **Lesson Summary:** Use a story from a sled dog's point of view to practice selecting the correct homonym for the context of the sentence and story. |
| **Standards Addressed: (Local, State, or National)** 1. [CCSS.ELA-Literacy.L.4.1.g](http://www.corestandards.org/ELA-Literacy/L/4/1/g/)Correctly use frequently confused words (e.g., to, too, two; there, their).\* |
| **Learning objectives:** 1. To analyze context and word meanings to choose the correct homonym for the context of the story.2. To express reasoning for word choices. | **Assessment:** Method of assessment for learning—At least 80% mastery. Students' explanations for their word choices.  |
| **Procedural Activities** 1. As a follow-up to previous lessons with homonyms, give students a copy of Olivia's Story to complete by underlining the correct homonym in each set of parentheses.2. Students explain orally or in writing the reasoning for their word choices. |
| **Materials Students Need:** copy of Olivia's Story, pencil |
| **Technology Utilized to Enhance Learning:** Computer, one-to-one technology as available. The story can be presented on a SmartBoard and students can underline the correct homonyms on the SmartBoard. Each answer choice should be accompanied by the student's explanation for their choice. |
| **Other Information** *Olivia's Story* is based on the original story by Terrie Hanke, 2006 Iditarod Teacher on the Trai™l. Update by Martha Dobson, 2011 Iditarod Teacher on the Trail™. |
| **Modifications for special learners/ Enrichment Opportunities** Provide a list of the homonyms in the story and each word's meaning for students' reference. Complete the story with a partner. Take turns explaining to each other the basis of their word choices. Write the explanation for their word choices. Create their own story with homonyms in it and give it to a classmate to complete. Include (feet--feat) choice for a challenge. |

Olivia's Story

 I am a sled dog at SP Kennel in Alaska. That's (wear--where--were) my mushers live. I finished (to--too--two) 1,000 mile races in 2013. I (one--won) the Yukon Quest Race with Allen Moore. I ran the Iditarod race (to--too--two) with Aliy Zirkle. (They're---there--their) both disappointed Aliy didn't win the Iditarod.

 I can tell you many (tails--tales) of the race trails. In bad (whether--weather) my (know--nose) (knows--nose) (where--wear--were) the trail is. When the wind (blue--blew) the snow over the trail, and my musher couldn't (see--sea) the trail markers, I found the trail by (sent--scent--cent).

 Running (threw--through) the Farewell Burn we often (hear--here) Iditarod Air Force (plains--planes) overhead in the bright, (blue--blew) sky.

 At every checkpoint I get (knew--new) booties to (wear--were--where) and Allen and Aliy get a clean (pair--pare--pear) of socks to put on (they're--there--their) feet.

 The finish line is in Nome. When we get (they're--there--their), we get a special snack to eat, (stake--steak).

*Based on original story by Terrie Hanke, 2006 Iditarod Teacher on the Trail*

*Updated January 2017, Martha Dobson 2011 Iditarod Teacher on the Trail*