

Creative Dance Lesson Plan on Homophones

Grade: 2nd

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate understanding of the different meanings of homophone word pairs by creating dancing sentences using two homophones in each sentence.

Equipment Needed: Hand Drum; CD player; Creative dance music; Shel Silverstein's *Where the Sidewalk Ends*; scarves; homophone word strips

Utah Core – Language Arts

Standard 6: Vocabulary - Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 3: Use structural analysis and context clues to determine meanings of words.

c. Use context to determine meanings of synonyms, antonyms, homonyms, and multiple-meaning words.

Behavioral Expectations: (5 minutes)

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Warm-up: Elements of Dance Song, by Marilyn Barrett. (Each line below is four beats)

| | |
|-----------------------------------|---|
| "The Body is the instrument, | (choose an instrument and pantomime playing it) |
| Motion is the medium, | (sway back and forth) |
| It takes Time, 2, 3, 4, | (walk and clap to the beat) |
| It takes Time, 2, 3, 4, | (walk and clap to the beat) |
| It takes Space, | (silence on counts 2, 3, 4; take up large amounts of space) |
| It takes Space, | (silence on counts 2, 3, 4; take up small amounts of space) |
| It takes En-er-gy! | (On each syllable of "energy" make a strong shape) |
| These are the elements of dance. | (walk and clap to the beat) |
| These are the elements of dance. | (walk and clap to the beat chanting louder) |
| These are the elements of dance. | (walk and clap to the beat chanting loudest) |
| These are the elements of dance!" | (freeze and chant very softly) |

Experience/Identify: (15 minutes)

Homophones are words that sound the same but have different spellings and meanings. Do you know any homophones? I have several homophones up on the wall. For each of these words, there is another word that sounds the same but has a different meaning. Who can raise their hand and tell me what one of the matching words is?

Word Cards include:

too, to, two
for, four
shoe, shoo
flew, flu
sun, son

blue, blew
do, dew
knew, new
knows, nose
dear, deer

Body Percussion

All of these words sound the same, but they look different because they are spelled differently. In dance, we can make the same rhythm with our bodies, but all look different. I will beat a rhythm on my drum. You make that rhythm with your body using clapping, stomping, slapping, snapping, clicking, etc. Everyone's movement sounds the same, but you are all moving in different ways. Try this with one half of the class moving and one half of the class observing so that they can see the many different ways that we can make sounds with our bodies.

Explore/Investigate: (10 minutes)

Read the poem "Ickle Me, Pickle Me, Tickle Me, Too" from *Where the Sidewalk Ends*. Identify the homophones in the poem (they are the same words as on homophone word strips). Help students understand which spelling of the word is used in the poem. You may find it helpful to have posters with the words of the poem, then fill in blanks with the correct homophone.

Scarves

Dancing does not always have sound, so instead of sounding like something else, how could we be like homophones in dance? Instead of sounding the same way as my drum, we can also try moving the same way as something. Give each child one of the cards from the word wall. On the count of three, everyone get up and find your partner homophone. When you find your partner, sit down. Each partnership will get one scarf. The partner who is taller will get the scarf first. The taller partner will move the scarf, and the shorter partner will try and move like the scarf. Switch partners.

Create/Perform: (10 minutes)

With your partner, look at your word cards. Think up a sentence that uses both of the words on your cards. When you have a sentence, sit down quietly so I know you are ready. Share some sentences with the class. Do you think you could make a dance about your sentence? You have two minutes to create a partner dance about your sentence.

Perform in small groups for the class.

Connect/Analyze: (5 minutes)

What are homophones? How did we make homophones in dance? We made rhythms that sound the same but don't look the same. Then we tried dancing in the same way as the scarves. What are some other homophones that are not on our list? Could you dance about those the same way we just danced our sentences?