

SKILL

Homonyms

OBJECTIVE

Given words with homonyms, the student will identify the appropriate homonyms.

Rule: Homonyms are words that are pronounced alike but have different spellings and meanings.

teaching strategy

To illustrate differences in spelling and meaning, homonyms should be presented in sentence context.

On the chalkboard, write the sentences *Leon rode his bike to the store* and *Leon left his bike by the road*. Underline the homonyms. Ask students the meaning of *rode* or *road* in each sentence. Write the sentences *The wind blew her hat off* and *She had a new blue hat*. Underline the homonyms. Ask the meaning of *blew* and *blue* in the sentences. Tell students that in our language there are many words that are pronounced alike but have different spellings and meanings; they are homonyms. Continue the exercise with other homonyms from the word list provided.

WORD LIST

ate - eight

pail - pale

ant - aunt

pair - pear

be - bee

red - read

blew - blue

real - reel

eye - I

fair - fare

feet - feat

flower - flour

for - four

here - hear

hole - whole

knew - new

male - mail

no - know

meat - meet

some - sun

son - sun

stare - stair

steak - stake

tail - tale

threw - through

to - too - two

weak - week

won - one

wood - would

write - right



WORKSHEETS

Direction: Circle the correct word to complete each sentence.

1. She rode her bike down the (road rode).
2. The sky was blue and the wind (blew blue) hard.
3. I have a sore (I eye).
4. He ate all (ate eight) donuts.
5. We could not hear him over (here hear).
6. Did you see some fish in the (see sea)?

in the mountains. Jan's family would be camping in the mountains four weeks.

learning center activity

HOMONYM HUNT. Make word cards for twelve homonym pairs (twenty-four cards) from the word list. Put the cards facedown on the table. Have students take turns drawing two cards and trying to find homonyms. If the cards do not match, ask students to put them back in the same place, facedown. If the cards match, have students take another turn.

evaluation strategy

Direction: Circle the correct word to complete each sentence.

1. Jerry will (mail male) the letter tomorrow.
2. Did you (brake break) the window?
3. We will need some (flower flour) to make the pancakes.
4. Gino saw the (deer dear) run through the woods.
5. May we go to the store (to too)?
6. When will you get your (new knew) gloves?

remarks
