Homographs

Lesson Objectives

Day 1
Students will:
• Understand what homographs are
• Identify the parts of speech of homographs in sentences
• Read and write homograph pairs
• Use homographs in oral and written sentences

Day 2
Students will:
• Sort homograph pairs according to their parts of speech

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 3

Day 3
Students will:
• Sort words according to their parts of speech
• Identify the part of speech of homographs used in sentences
• Use homographs correctly in written sentences

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4
Students will:
• Identify homograph pairs
• Create lists of words organized by their parts of speech
• Write and spell homograph pairs
• Write sentences with homograph pairs

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Spell homograph pairs

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart

New Words

<table>
<thead>
<tr>
<th>combat</th>
<th>extract</th>
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</thead>
<tbody>
<tr>
<td>conflict</td>
<td>insert</td>
</tr>
<tr>
<td>console</td>
<td>reject</td>
</tr>
<tr>
<td>desert</td>
<td>object</td>
</tr>
</tbody>
</table>

Homographs are words that are spelled the same, but used in different ways.

Homographs Used as Nouns
- contract
- conduct
- address

Homographs Used as Verbs
- record
- reject
- permit

Homographs Used as Adjectives
- subject

Word Bank
- reject (noun)
- subject (verb)
- permit (noun)
- record (noun)
- reject (noun)
- subject (verb)

Spelling Dictation (BLM 10)

Spelling Peer Check (BLM 11)

Reading Passage (BLM 9)

Classroom Activity (BLM 7)

Take-Home Activity (BLM 8)

Word Cards (BLM 4)

Word Cards (BLM 5)

Take-Home Activity (BLM 6)
Day One

Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English, for example: el permiso/permit (noun), permitir/permit (verb); el rebelde/rebel (noun), rebelarse/rebel (verb); el objeto/object (noun), oponerse/object (verb). Write these words on the chalkboard and have students explain the meaning of the Spanish words for other students in the group.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the homographs object and object on the chalkboard. Show how you divide the words into two syllables between the consonant b and the consonant j. Explain that you now have two syllables. The first has the short o sound and the second, with a CVCC pattern, has the short e sound. Reinforce that one word is a noun and the other is a verb. Read each syllable and then blend the syllables together: ob/ject and ob/ject. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffix -y

Focus Words: gloomy, uneasy, runny, thirsty, funny, icy

Write this sentence on the chalkboard: The gloomy weather made many people uneasy. Ask students what they remember about words such as gloomy and uneasy. Remind them that these are words that have the suffix -y. Remind students that words such as funny have the final consonant doubled when -y is added, and that words such as uneasy have the final e dropped before -y is added.

Write the words runny, thirsty, funny, and icy on the chalkboard. Review with students the meaning of each suffix and the meaning of each word. Ask students to work with a partner to use each word in an oral sentence.

Introduce Homographs

Model

Write the following sentence on the chalkboard and read it aloud: He will present you with a present. Ask students what they notice about the words present and present. Say: These words are spelled the same, but they are pronounced differently. Underline the stressed syllables.

Explain that words such as present and present are homographs. Say: Homographs are words that have the same spelling, but have different meanings and are pronounced differently.

Read the sentence again and point to the first instance of the word present and tell students that this word is a verb. Point to the second instance of the word present and tell students this word is a noun. Draw a two-column chart on the chalkboard with the headings Noun and Verb. Write present in the Noun column and present in the Verb column. Note for students that the s stays in the accented syllable.

Guide

Have students sort homographs according to their parts of speech. Write the following sentence on the chalkboard and read it aloud: The desert is one place that you would not want to desert someone. Ask students to point out the homographs desert and desert. Then ask them to decide which word is a noun and which is a verb. Write the words in the correct columns on the chalkboard. Have students copy the chart into their word study notebooks.
Apply

Write the following sentence on the chalkboard and read it aloud: The band wanted to record a record. Have partners identify the homographs in the sentence and write the words in the correct columns of the chart in their word study notebooks.

Spelling Homographs

Unit Spelling Words: rebel, permit, object, reject, conflict, produce, record, protest

Write these words on the chalkboard showing syllable divisions and an underscore for the accented syllable: re/bel—reb/el. Say: These words are examples of homographs. The word re/bel, with the accent on the second syllable, is a verb, which means “to resist authority.” The word reb/el, with the accent on the first syllable, is a noun that means “a person who resists authority.”

Write the rest of the spelling words on the chalkboard. Have students say the word permit with the first syllable accented. Ask students what the word means and what part of speech it is. (noun) Then have them read the word again, this time with the accent on the second syllable and tell what part of speech it is. (verb)

Continue with the remaining words, discussing the meanings and parts of speech of each of the homographs. Ask volunteers to use the words in oral sentences and have other students state the parts of speech of the spelling words used in the sentences.

Ask students to copy the spelling words into their word study notebooks. Have partners check each other’s spellings.

Assessment Tip

Note which students have difficulty identifying the different pronunciations of the words. You may want to work with these students, saying the words aloud so that students can hear the differences in pronunciations. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with the words used as different parts of speech.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>address</td>
</tr>
<tr>
<td>conduct</td>
<td>conduct</td>
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<tr>
<td>contract</td>
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<td>object</td>
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<tr>
<td>permit</td>
<td>permit</td>
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<tr>
<td>present</td>
<td>present</td>
</tr>
<tr>
<td>produce</td>
<td>produce</td>
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</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>combat</td>
<td>combat</td>
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<tr>
<td>conflict</td>
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<td>insert</td>
<td>insert</td>
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<tr>
<td>reject</td>
<td>reject</td>
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<tr>
<td>subject</td>
<td>subject</td>
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</tbody>
</table>

Review Homographs

Ask students to define homographs. (Words that have the same spelling, but have different meanings and are pronounced differently.)

Display the anchor poster and ask volunteers to come up with their own example sentences for each word shown on the poster.

Common Features Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: Noun, Verb

Place the category cards next to each other in a pocket chart.

Model how to sort words into the categories by using the words in sentences. Hold up the word card conduct and read it aloud.

**Think aloud:** I know that homographs are words that are spelled the same, but have different pronunciations and meanings. Using the word conduct in a sentence will help me understand its part of speech and meaning: *She will conduct the meeting tomorrow.* I used conduct as a verb in this sentence. The verb conduct has the stress on the second syllable.

Hold up the word card conduct and read it aloud.

**Say:** I can use the word conduct in a sentence: *Please use proper conduct during the meeting tomorrow.* In this sentence, I used conduct as a noun. The noun conduct has the stress on the first syllable.

Have volunteers place the word cards under the correct category cards in the pocket chart.

For the remaining word cards, read the words aloud, and have students repeat after you. Ask volunteers to use each word in a sentence. Note how each word is used in the sentence (the part of speech) and which syllable is stressed. Then have students help place the cards in the correct categories.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Invite one student to use each word in a sentence. Then have students discuss which syllable is stressed in the word, how the word is used in the sentence (the part of speech), and in which category each card should be placed. When the words are placed, the other student chooses a word and uses the word in a sentence. Provide help as needed with pronunciation and meanings of words.

**Spelling.** Ask students to use each spelling word in a written sentence in their word study notebooks and identify whether they’ve used each word as a noun or a verb.
**Sound Sort**

Give students the category cards from BLM 2 and the word cards from BLM 5. Tell them they are going to sort the words according to their pronunciation and parts of speech.

Have students read each word, pronounce it, use it in a mental sentence, and determine the appropriate category. After students have finished sorting, ask them to tell the words they have in each category.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, circling the word that tells the homograph’s part of speech in each sentence, and then writing sentences using homographs.

### Sound Sort

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
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<tbody>
<tr>
<td>project</td>
<td>project</td>
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<tr>
<td>rebel</td>
<td>rebel</td>
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<td>record</td>
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<td>protest</td>
<td>protest</td>
</tr>
<tr>
<td>abuse (/s/)</td>
<td>abuse (/z/)</td>
</tr>
</tbody>
</table>

### Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the pronunciations and parts of speech for the words. Note whether they need more practice in applying the different pronunciations.

### Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

### Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

### Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
**Day Four**

**Providing Support**

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of homographs.

**Word Hunt**

Give students copies of the passage on BLM 9. Tell them that they will go on a word hunt, looking for examples of words that are homographs.

Ask students to read the passage to themselves. Then read a few lines with students and model finding and underlining words that are homographs. Ask students to complete the word hunt on their own.

Ask them to write the words they find in their word study notebooks. Challenge students to write one sentence with each of the words they found.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that are homographs. Have students add the new words in their word study notebooks.

**Spelling Dictation**

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: stormy, choppy, windy.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: permit, object, protest.

Dictate the following sentence and have students write it on their papers: She will refuse presents on her birthday.

Write the words and sentence on the chalkboard and have students self-correct their papers.

**Spelling Practice**

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of homographs using the Quick-Check for Unit 30.

Suggestions for Independent Practice
Homograph Concentration. Give students the word cards from BLMs 3–5 and direct them to arrange the word cards facedown on a table. Have them play “Concentration,” with the object being to find pairs of homographs.

Picture Charades. Give small groups of students a set of word cards, paper, pens or pencils, and a stopwatch. Have students sort through the word cards and decide if any of the words have meanings that will be too difficult to communicate in pictures. The first person chooses a word from the remaining cards and has two minutes to draw pictures describing the word’s meaning while the other players try to guess the word. Play continues until everyone has had a turn to draw and all the word cards have been attempted.

Write a Story. Have students use eight to ten homographs to write short stories. Have each student exchange his or her story with a buddy and then try to find the homographs in the buddy’s story.

Speed Read. Have pairs of students select up to ten word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Unit 30 Quick-Check: Homographs
Answer Questions
Directions: Underline the homograph that is used as a noun in each sentence pair.

1. My phone is in the bag. I need to phone my friend.
2. The tree is growing in the garden. I grew a lot of flowers in the garden last year.
3. The plane is flying in the sky. I fly a kite in the sky every summer.
4. The cow is eating in the field. I eat a lot of milk and cheese each day.
5. The dog is playing in the park. I play a lot of games in the park.

Apply
Directions: In the space below, list five homograph pairs (ten words) you have learned this week.

____________   ____________   ____________   ____________   ____________

Think and Write about Homographs
Directions: In the space below, explain how understanding homographs helps you as a reader, speller, and writer.

_____________________________________________________________________________

Answer Key Unit 30 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>Noun</th>
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<tbody>
<tr>
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<td>record</td>
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<tr>
<td>reject</td>
<td>reject</td>
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</tbody>
</table>

BLM 7 Answer Key
1. noun
2. noun
3. verb
4. noun
5. verb

BLM 8 Answer Key
1. verb
2. verb
3. verb
4. verb
5. noun

Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
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• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
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Answer Key Unit 30 Quick-Check

Answer Key BLM 6

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<td>object</td>
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<td>produce</td>
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<td>record</td>
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<tr>
<td>reject</td>
<td>reject</td>
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</tbody>
</table>

BLM 7 Answer Key
1. noun
2. noun
3. verb
4. noun
5. verb

BLM 8 Answer Key
1. verb
2. verb
3. verb
4. verb
5. noun
Unit 30 Quick-Check: Homographs

Answer Questions
Directions: Read each sentence. Circle the homograph that is used as a noun in each sentence pair.

1. My address is 243 Spring Lane.
   I need to address these party invitations.

2. It is important to eat a variety of produce every day.
   Farmers produce a lot of fruit and vegetables each year.

3. Math is a subject I study in school.
   Michael doesn’t like to subject himself to mean people.

4. East of the mountains, the desert is dry and hot.
   If you continue to crack your knuckles, your friends may desert you.

5. You have to insert the mail into the slot.
   The insert fell out of the magazine.

Apply
Directions: In the space below, list five homograph pairs (ten words) you have learned this week.

____________   ____________   ____________   ____________   ____________
____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Word Bank
combat, combat,
refuse, refuse,
console, console,
contract, contract

Think and Write about Homographs
Directions: In the space below, explain how understanding homographs helps you as a reader, speller, and writer.