Lesson Objectives

Day 1

Students will:
• Understand what homophones are
• Read and write homophone word pairs
• Brainstorm homophone word pairs
• Use homophone word pairs in oral and written sentences

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

Day 2

Students will:
• Identify homophone pairs, define them, and sort them according to the part of speech

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

Day 3

Students will:
• Identify homophone pairs, define them, and sort them according to the part of speech
• Write sentences using homophones correctly

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

Day 4

Students will:
• Identify homophone pairs
• Create lists of matching homophone word pairs
• Write and spell homophone word pairs

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

Day 5

Students will:
• Spell homophone word pairs

Materials:
• Quick-Check Assessment
Day One

Supporting ELs

Point out to Spanish-speaking English Learners that many Spanish words are similar to words in English, for example: la flor/flower. Write the words on the chalkboard. Have students explain the meaning of the Spanish word using simple words, drawings, or pantomime. Use simple words, gestures, or pictures to explain the meaning of the English word.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word allowed on the chalkboard. Show how you divide the word into two syllables between the two l’s. Explain that you now have two syllables. The first syllable is closed with a schwa sound, and the second syllable is closed with an ow vowel digraph. Read each syllable and then blend the syllables together: al/lowed: allowed. Note for students that the homophone aloud sounds the same as allowed. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Homographs

Focus Words: present, present, desert, desert, record, record

Write the following sentence on the chalkboard and read it aloud: My mother wanted to present me with a present. Ask students what they remember about words such as present and present. (They are homographs, words that are spelled the same, but have different pronunciations and meanings.) Write the remaining review words on the chalkboard. Ask students to work with a partner to use each word in an oral sentence.

Introduce Homophones

Model

Write the words bury and berry on the chalkboard and say them aloud. Say: These words sound alike but are spelled differently. They are called homophones, which are words that sound alike, but have different spellings and meanings. Point to the word berry on the chalkboard. Say: I put one last berry in my cereal. Point to the word bury. Say: I like to bury my feet in the sand.

Guide

Have students match homophone pairs. Write chews, choose, blue, blew, our and hour out of order on the chalkboard. Have students read each word one at a time and find its homophone pair. Then ask volunteers to create oral sentences with each homophone pair—for example, The wind blew the clouds across the blue sky.

Apply

Have students write the homophones berry/bury, chews/choose, blue/blew, and our/hour in their word study notebooks. Have small groups of students brainstorm more homophones to add to their lists. Create a list on the chalkboard of the words that students find.
**Spelling Words with Homophones**

**Unit Spelling Words: cellar, seller, allowed, aloud, flour, flower, bored, board**

Write the homophones *cellar* and *seller* on the chalkboard and read them aloud.

**Say:** *These words are pronounced the same, but they are spelled differently. The word cellar refers to a room underground in a house. A synonym for cellar is basement. The word seller means “someone who sells something.”*

Write the remaining spelling words on the chalkboard. Ask volunteers to define the words. Ask students to copy the words into their word study notebooks. Have partners check each other’s spellings.

**Assessment Tip**

Note which students have difficulty identifying the homophone pairs. You may want to work with these students, saying the word pairs aloud and pointing to them at the same time so that students can hear how they are pronounced in the same way, but have different spellings and meanings. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences that use both words in each pair in sentences.

**Home/School Connection**

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

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>berry</td>
<td>allowed</td>
<td>bored</td>
</tr>
<tr>
<td>cellar</td>
<td>bury</td>
<td></td>
</tr>
<tr>
<td>flour</td>
<td>hire</td>
<td>higher</td>
</tr>
<tr>
<td>flower</td>
<td>vary</td>
<td></td>
</tr>
<tr>
<td>seller</td>
<td></td>
<td></td>
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<tr>
<td>weather</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>aloud</td>
<td>whether</td>
</tr>
<tr>
<td>very</td>
<td></td>
</tr>
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</table>

Buddy Pattern Sort

<table>
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<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
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</thead>
<tbody>
<tr>
<td>ceiling</td>
<td>chews</td>
<td>merry</td>
</tr>
<tr>
<td>cereal</td>
<td>choose</td>
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<td>medal</td>
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<td>morning</td>
<td>sealing</td>
<td></td>
</tr>
<tr>
<td>(serial)</td>
<td>preys</td>
<td></td>
</tr>
<tr>
<td>(mourning)</td>
<td>meddle</td>
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<td>(mourning)</td>
<td></td>
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<tr>
<td>(praise)</td>
<td>(praise)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td></td>
</tr>
<tr>
<td>Left Over: they're</td>
<td></td>
</tr>
</tbody>
</table>

Review Homophones

Display the anchor poster and review the definition of a homophone. Ask volunteers to give examples of homophone pairs.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Place the category cards next to each other in a pocket chart. Place the word cards in a group to the side of the category cards. Hold up the word card weather and read it aloud.

Think aloud: Homophones sound alike but they have different meanings and are often different parts of speech. Weather is “the state of the atmosphere—windy, rainy, etc.” This word is the name of something, so it is a noun. Place the word weather in the Noun category. I will look to see if I can find a homophone that has the same pronunciation as weather, but a different spelling.

Hold up the word whether. Say: The word whether sounds the same, but this word is a conjunction that is used to introduce alternatives. For example, we say, We don’t know whether this word is a noun or a verb.

Repeat with the remaining word cards from BLM 3. Hold up a word card, read it aloud, and ask students to look at the remaining word cards to find its homophone. Discuss the meaning of each word with students and ask them to tell you in which category to place the homophones. Point out that board can be used as both a noun and a verb.

Group Sort

Give small groups of students the category cards from BLM 2 and the word cards from BLM 4. Also provide each group with a dictionary and choose a student to be in charge of checking the part of speech of the words. Have students spread out the words faceup on a desk or on the floor. The members of the group will take turns choosing a word, reading the word aloud, and then searching through the word cards to find its homophone. As a group, the students should discuss the meaning of each word and then decide in which category to place the cards. Tell students that some words have more than one part of speech so they should make sure the dictionary expert checks the words that the group is unsure of. Tell students that one word will not fit the categories. (they’re)

Spelling. Have students write a sentence in their word study notebooks for each unit spelling word. After they have written their sentences, ask them to identify the part of speech of each spelling word.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their matches with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.
**Pattern Sort**

Give students the category cards from BLM 2, the word cards from BLM 5, and a dictionary. Tell them they are going to sort the homophone pairs according to their part of speech.

Have students read each word, pronounce it, use it in a mental sentence, and determine the appropriate category. Tell them that some words can be sorted into more than one part of speech, and they should use the dictionary if necessary to help them sort the words. (Note: students will not find any adverbs or conjunctions.)

After students have finished sorting, have them compare their word sorts.

**Applying Meaning.** Give students BLM 7 and have them write the matching homophone and write sentences with homophone pairs.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
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<td>prophet</td>
<td>lessen</td>
</tr>
<tr>
<td>manner</td>
<td>symbol</td>
<td>peddle</td>
</tr>
<tr>
<td>manor</td>
<td>(beat)</td>
<td>(beat)</td>
</tr>
<tr>
<td>navel</td>
<td>(pedal)</td>
<td>(pedal)</td>
</tr>
<tr>
<td>cymbal</td>
<td>(course)</td>
<td>(course)</td>
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<tr>
<td>beet</td>
<td>(profit)</td>
<td>(profit)</td>
</tr>
<tr>
<td>naval</td>
<td>(beat)</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Tip**

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

**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 homophone pairs.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will go on a word hunt, looking for examples of words that are homophones.

Ask students to first read the passage silently. Then ask them to read the passage and underline the homophones they find. Tell them there are seven pairs of homophones in the passage.

Ask them to write the words they find in their word study notebooks.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that are homophones. 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: permit, object, reject.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: cellar, flower, allowed.

Dictate the following sentence and have students write it on their papers:

A cold, creamy dessert would taste good in a hot, dry desert.

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 homophones using the Quick-Check for Unit 31.

Suggestions for Independent Practice

Homophone 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 homophones.

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.

Scrambled Words. Have students scramble ten words from the word cards and write them on a sheet of paper. Students exchange papers with another student and try to unscramble the words. Students can time themselves with a stopwatch and see who can unscramble the words the fastest.

Matching Definitions. Students select eight to ten word cards and write definitions in their own words. Students may consult a dictionary as they write their definitions. After exchanging definitions and word cards with a partner, the student matches each word with its definition.
Unit 31 Quick-Check: Homophones

Answer Questions

Directions: Read each word. Write its homophone in the space provided.

1. chews __________________
2. mourning __________________
3. lessen __________________
4. pedal __________________
5. coarse __________________
6. flour __________________
7. bury __________________
8. allowed __________________
9. weather __________________
10. cellar __________________

Apply

Directions: In the space below, list five homophone pairs 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>Word 1</th>
<th>Word 2</th>
</tr>
</thead>
</table>

Word Bank
board, very, cereal, vary, bored, marry, merry, serial

Think and Write about Homophones

Directions: In the space below, explain how understanding homophones helps you as a reader, speller, and writer.