

Lesson 6: Homophones

★ All-STAR Readers Know

Homophones are words that sound the same but have different meanings and spellings.

doe = "a female deer"

dough = "a flour mixture from which baked goods are made"

Find It! Read the words in the box below. Then read the definitions. Write each homophone next to its definition.

pain	scent	flea	sheer	whale	knight	pane	night	mussel
maize	wail	horse	cent	flee	muscle	hoarse	shear	maze

1 hurt _____

2 part of a window _____

3 an insect _____

4 to run away _____

5 smell _____

6 one penny _____

7 to cut _____

8 easy to see through _____

9 medieval warrior _____

10 after the sun goes down _____

11 corn _____

12 a complicated series of pathways _____

13 a scratchy voice _____

14 an animal that pulls a carriage _____

15 cry out _____

16 a large ocean mammal _____

17 helps the body move _____

18 a kind of seafood _____



Lesson 6: Homophones

Solve It! Read the sentences below. Write the homophone from the pair at the end that best completes each sentence.

- 1 The eating _____ of people during the Elizabethan Age were a bit different from ours today. (stiles/styles)
- 2 In the _____, breakfast was usually a light snack. (morning/mourning)
- 3 The upper and lower classes had _____ dinner at different times. (there/their)
- 4 Dinner usually lasted for three _____. (hours/ours)
- 5 The poorer people ate from bowls and plates made of _____ or pewter. (wood/would)
- 6 The wealthier people usually _____ from silver or glass. (eight/ate)
- 7 Sometimes they ate off of food _____ made in Holland called *delft*. (ware/wear)
- 8 In those days, the food was _____ and cooked over an open fire. (plain/plane)
- 9 _____ was cooked on a revolving stick called a *spit*. (Meet/Meat)
- 10 Sometimes this spit was kept revolving _____ a dog running on a treadmill. (buy, by)
- 11 Usually _____ was baked in iron boxes or in a brick oven. (bred/bread)
- 12 _____ the years, eating customs have changed a great deal. (Through/Threw)



Think & Link Read the verse below. Look at the homophone pairs. Underline the homophone that best completes each line.

Queen Elizabeth sat upon the throne/thrown,
When Shakespeare wrote grate/great plays.
England enjoyed her lengthy rain/reign.
She was praised in many ways/weighs.



Homophones

Objectives

Students will

- write homophones to match definitions.
- write homophones that correctly complete context sentences.

5-STAR Pointers

1 Activating Prior Knowledge

Read the following Shakespeare quotes, and tell students to listen for homophones, or words that sound like other words, but are spelled differently: *To be, or not to be; My kingdom for a horse!; What a piece of work is man!; We are such stuff/As dreams are made on.*

2 Introducing the Lesson

Direct students to read the **All-STAR Readers Know** box on page 155 of the Student Workbook. Write the word *homophone* on the board. Underline the part *homo* and tell students that this is a Greek root that means “same.” Also explain that *phone* is a Greek root that means “sound.” Tell students to recall the meanings of these roots to remember that homophones are words that sound the same, but are spelled and defined differently.

3 Guided Practice

On the board, write several word pairs, some that are homophones and some that are not. Tell students to read the words silently. After each pair is written, ask students to give a thumbs-up for homophone pairs and a thumbs-down for any words that are not homophones. Possible pairs include *ad/add*, *alter/altar*, *be/been*, *finer/find*, *dear/dears*, *capitol/capital*, *four/floor*, and *claws/clause*.

Name _____

Lesson 6: Homophones

★ All-STAR Readers Know

Homophones are words that sound the same but have different meanings and spellings.

doe = “a female deer”

dough = “a flour mixture from which baked goods are made”

Find It! Read the words in the box below. Then read the definitions. Write each homophone next to its definition.

	pain maize	scent wail	flea horse	sheer cent	whale flee	knight muscle	pane hoarse	night shear	mussel maze
1 hurt				pain		15 cry out		wail	
2 part of a window				pane		16 a large ocean mammal		whale	
3 an insect				flea		17 helps the body move		muscle	
4 to run away				flee		18 a kind of seafood		mussel	
5 smell				scent					
6 one penny				cent					
7 to cut				shear					
8 easy to see through				sheer					
9 medieval warrior				knight					
10 after the sun goes down				night					
11 corn				maize					
12 a complicated series of pathways				maze					
13 a scratchy voice				hoarse					
14 an animal that pulls a carriage				horse					



Unit 5: Vocabulary Skills 155

4 Informal Assessment

Monitor students' responses during guided practice to make sure they are demonstrating an understanding of homophones. Use the **All-STAR Intervention Strategies** on the next page to reinforce homophones, if necessary.

5 Independent Practice

Review the **All-STAR Readers Know** box, and allow students to ask questions. Assign pages 155 and 156 in the Student Workbook. Tell students to carefully read the directions. Assess the pages. See page xx for guidelines.

Lesson 6: Homophones

Solve It! Read the sentences below. Write the homophone from the pair at the end that best completes each sentence.

- The eating styles of people during the Elizabethan Age were a bit different from ours today. (stiles/styles)
- In the morning, breakfast was usually a light snack. (morning/mourning)
- The upper and lower classes had their dinner at different times. (there/their)
- Dinner usually lasted for three hours. (hours/ours)
- The poorer people ate from bowls and plates made of wood or pewter. (wood/would)
- The wealthier people usually ate from silver or glass. (eight/ate)
- Sometimes they ate off of food ware made in Holland called *delft*. (ware/wear)
- In those days, the food was plain and cooked over an open fire. (plain/plane)
- Meat was cooked on a revolving stick called a *spit*. (Meet/Meat)
- Sometimes this spit was kept revolving by a dog running on a treadmill. (buy, by)
- Usually bread was baked in iron boxes or in a brick oven. (bred/bread)
- Through the years, eating customs have changed a great deal. (Through/Threw)



Think & Link Read the verse below. Look at the homophone pairs. Underline the homophone that best completes each line.

Queen Elizabeth sat upon the throne/thrown,
 When Shakespeare wrote grate/great plays.
 England enjoyed her lengthy rain/reign.
 She was praised in many ways/weighs.



156 Unit 5: Vocabulary Skills

★★★★★
**All-STAR
 Intervention
 Strategies**

Auditory Reinforcement

Direct student pairs to compose rhyming couplets that contain homophone pairs. For example, students might write *The ogre let out a groan/When he saw how fat he had grown; After a week on the seas/She was still quite weak in the knees*. Have students read their couplets to the class so the other students can identify the homophones.

Tactile/Kinesthetic Reinforcement

Materials: *index cards*

Have students work in pairs to create two identical sets of memory word cards onto which homophone pairs are written. Instruct students to mix up both sets of cards and turn the cards face down in front of them. Tell students to take turns turning over two word cards. Students should read each card. If the cards are matching homophone pairs, the student gets to keep the cards. If they do not match, students should turn the cards over. Play continues until all cards have been matched.

English-Language Development Strategies**Homophones**

Write several homophones, such as *threw, through, too, two, sew, so, raise, rays, knew, new, heal, heel, manner, and manor*, and their meanings on index cards. Read each word and its meaning with the students. Then mix up the cards, and ask students to sort the words, matching the words with the meanings.

**Spelling Connection**

Homophones such as *there, their, and they're* often present spelling problems because students may be unsure which word to use in different contexts. Encourage students to develop mnemonic devices to remember homophones. For example, students can remember that *there* and *where* refer to places and *our* and *their* have to do with relationships.