

Vocabulary List

1. thrill
2. soar
3. practice
4. arena
5. compete
6. coach
7. fan
8. bleachers
9. perspire
10. root

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Build New Vocabulary

Homophones



Circle the word in parentheses that best fits each sentence.

1. A cow (*choose/chews*) her cud for six to eight hours per day.
2. Earthquakes may be (*week/weak*) or strong.
3. (*Flour/Flower*) is made from wheat.
4. Birds (*soar/sore*) high above the treetops.
5. An octagon has (*ate/eight*) sides.
6. When you cross the street, you should watch (*for/four*) cars.
7. We (*sea/see*) different phases of the moon at different times.
8. An (*aunt/ant*) can lift 20 times its own weight.
9. A mother (*bare/bear*) will fight fiercely to protect her babies.
10. The (*blue/blew*) sky was the color of a robin's egg.



Think About It

What other words can you think of that sound alike but have different spellings?

Homophones

OBJECTIVE Students use context and their knowledge of word meanings to select correct homophones in sentences.

● Teach

Explain Remind students that words that sound alike but are spelled differently are called *homophones*.

Write Write the following homophones on the board: *berry bury, ate eight, choose chews, flour flower, soar sore, aunt ant, sea see, four for*. Ask students to use the words in sentences. Tell them they must use context to figure out how to use each word correctly. They must **also** use their knowledge of word meanings to choose the correct word.

Demonstrate Write the following on the board: *Dogs berry bones in the ground*. Underline *berry* and ask students whether it fits the sentence (*no*). Tell students that a *berry* is a kind of fruit. Cross out *berry* and write *bury* in its place. Give students the definition of *bury* and demonstrate how it fits the sentence.

● Practice

Assign Have students complete page 104 to practice selecting the correct homophone based on context.

Vocabulary Review Play "Vocabulary Baseball." Divide students into two teams and designate three bases. As each student "comes to bat," give him or her a vocabulary word to define. If the student answers correctly, he or she advances to first base. Explain that if a student uses the word correctly in two sentences, he or she will score a home run.

Lesson 26

Vocabulary List

1. thrill
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10. root

Build New Vocabulary

Homophones



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Think About It

What other words can you think of that sound alike but have different spellings?

104 Unit 5 • Lesson 26 Score _____ (Top Score 10)

Sports Vocabulary • Build New Vocabulary



English–Language Development

Have English-language learners choose one American sport to explore. Have them read a simple book that explains the rules or talks about a famous player of the sport. Ask students to describe their sport using the vocabulary words. Ask them to use the vocabulary words to describe a sport from their native countries.



Challenge

Have students look up three vocabulary words in a dictionary. Ask them to see whether these words have more than one meaning. Have them write sentences using each meaning of the words.