



## Helpful Homograph Strategies

(Helpful: to change for the better)

3<sup>rd</sup> – 6<sup>th</sup> Grades

- **Illustrate Pairs of Homographs:** Provide students with white boards. Students choose a pair of homographs. One partner draws a picture of one homograph. The other partner draws a picture of the matching homograph. Write the homograph under the picture. For example: The homographs are bow/bow. One student draws a bow (noun) made out of ribbon. The other student draws what a person does when he "takes a bow (verb) after a performance."
- **Pronounce the Homographs:** Write several homograph pairs on the white board. Students choose a pair of homographs. Partners decide on two pronunciations of the homographs. Students decide which homograph is the noun, and which homograph is the verb. Repeat the process until most students have used all the sample homographs.

- **Listen for the Homograph Pairs:** Read each sentence. Ask students for the homograph pairs. For example, "Tracy didn't feel *well* after falling into the *well*." What are the two homographs? (well/well) Students write the homograph pairs on their white boards.

1. Jim hunts, but he does not shoot does. (female deer)
2. There was a big row in the first row of the theater. (fight)
3. Let's wind up the kite string before the wind gets too wild. (moving air)
4. If the judges are fair, our rabbit will win a ribbon at the fair. (just)
5. That creaking sound makes me wonder if this building is sound. (in good condition)
6. The oil well is yours and the gold mine is mine. (belonging to me)
7. The dove dove to the ground to eat the peanut. (dived)
8. I found it hard to believe that he planned to found a new church. (start)
9. The rose bushes rose out of the fertile ground. (a kind of flower)
10. I won't shed a tear if you tear my old shirt to shreds. (rip)
11. The dog was happy when you dropped the ground beef onto the ground. (past tense of grind.)

- **Guess the Homograph Meaning:** Refer to Listen for the Homograph Pairs, above. Read the homograph definition after the sentence. Read the sentence again. Ask students to say which homograph has the meaning of the definition. Students respond by repeating the sentence and saying "the first homograph, or the second homograph."
- **Rebus Sentences:** A rebus sentence is a sentence in which you substitute a small picture for the designated word. Students work in partners. Students may use the sentences from Listen for Homograph Pairs, or create their own. In Sentence #2, students will write the words, "There was a big (draw a small picture of a fight) in the first (draw a picture of the first row of seats) of the theater." *Row/row* Continue the process. Students share with classmates when they finish.

- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. Let's say the homographs are *spruce/spruce*. On one side of the card, write *spruce, noun*. On the other side, write the meaning of the homograph (*Spruce* is a type of tree). On another card, write *spruce, verb*. On the other side write the meaning of the homograph (*Spruce* means to clean up an area.) Tear the cards in half on the fold. Turn over the cards. Arrange the cards (20) in a 5x4 grid. Students then play Memory. Turn over a card. Read the card. Turn over a second card. Read the card. Are the cards a homograph match? If they are a match, the student keeps the cards and gets another turn. If they are not a match, turn both cards over. The next person gets a turn. The object is to remember the position of each card and learn the homograph part of speech, pronunciation and meaning.

- **Use the Dictionary:** Students work in pairs. Find the word "present." Students look for two definitions of the homograph - the first word used as a noun; the second word used as a verb. For example: Definition #1 - a gift. Did you receive a birthday *present*? Definition #2 - to give. *Present* the trophy to the winner. Students pronounce both words. Here are other homographs to find in the dictionary: bow, tear, lead, minute, polish, bass, moped, record, produce, permit, object, and refuse.
- **Charades:** Students work in partners. Partners choose a homograph pair. One student acts out the first homograph. The other student acts out the second homograph. For example: The homograph pair is bear/bear. The first student pretends he is the animal. The second student acts like he is carrying a heavy load. Classmates guess the homograph pair. Students refer to the Homograph List.

## Homograph List

bow (n)	bow (v)	bass (n)	bass (adj)
desert (n)	desert (v)	present (n)	present (v)
bear (n)	bear (v)	sow (n)	sow (v)
lead (n)	lead (v)	wind (n)	wind (v)
address (n)	address (v)	contract (n)	contract (v)
live (n)	live (v)	minute (n)	minute (v)
produce (n)	produce (v)	project (n)	project (v)
record (n)	record (v)	refuse (n)	refuse (v)
row (n)	row (v)	tear (n)	tear (v)
use (n)	use (v)	won (n)	won (v)
wound (n)	wound (v)	moped (n)	moped (v)
conflict (n)	conflict (v)	crooked (adj)	crooked (v)
does (n)	does (v)	house (n)	house (v)
fair (n)	fair (v)	sound (n)	sound (v)
found (n)	found (v)	rose (n)	rose (v)
ground (n)	ground (v)	down (n)	down (v)
fine (n)	fine (v)	sewer (n)	sewer (v)
number (n)	number (v)	entrance (n)	entrance (v)



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## Hilarious Homophone Strategies

(Hilarious: Full of merriment)

3<sup>rd</sup> - 5<sup>th</sup> Grades

- **What is a Homophone?** Homophones are words that sound the same but have different meanings and spellings (ate/eight, for example). Think of the word "phone." We **hear** when we talk on the phone. So we are **hearing the same sound**.
- **Concentrate on the most important homophone pairs first:** The ones that are used most often in writing include as/add, ant/aunt, ate/eight, be/bee, hear/here, hour/our, it's/its, know/no, one/won, their/there/they're, theirs/there's, to/too/two, who's/whose, and your/you're.
- **Act It Out:** Provide student pairs with a homophone card. Students have ten seconds to plan a skit acting out one the homophones. Teacher claps her hands and says, "ACTION!" Students act out the homophone. Teacher says, "CUT!" to stop the performance. Classmates guess the word. Teacher writes the word on the white board and asks for the matching homophone. Play continues.

- **Ask a Question:** Divide students into two teams. Point out a pair of homophones, such as rose/rows. Ask a question such as "Which word means a flower?" The team that correctly identifies the homophones receives a point for their team.
  1. toad/towed - Which word means "a tailless leaping amphibian?"
  2. wait/weight - Which word means "something heavy?"
  3. feat/feet - Which word is a synonym for "achievement?"
  4. prince/prints - Which word means "a mark made by pressure?"
  5. sail/sale - Which word means "available for purchase?"
  6. two/to - Which word is "a function word for direction?"
  7. meet/meat - Which word means "to approach from another direction?"
  8. crews/cruise - Which word is means "a tour by ship?"
  9. week/weak - Which word is the antonym for "strong?"
  10. missed/mist - Which word means "to avoid or be unsuccessful?"
  11. one/won - Which word means "a single unit or thing?"
  12. not/knot - Which word means "to tie in a lump or knob?"
  13. who's/whose - Which word is a contraction for "who is?"

- **Memory:** Provide each student-pair with ten 3x5 cards. Fold the cards in half. On one side write the word "ad." On the other side, students write the homophone, "add." Tear the two halves apart. Play a Memory game. Each time a player turns over a card, the student must say a sentence using the correct meaning of the homophone. If the card says, "ad," the student might say, "I saw the ad in the window." Or give the definition: "The word ad is short for the word advertisement." The player with the most homophone pair cards is the winner.

- **Illustrate a Pair of Homophones:** Using crayons and paper, partners choose a pair of homophones. One partner draws a picture on one homophone. The other partner draws a picture of the matching homophone. Write the homophone word name under the picture.

bear/bear	bored/board	break/brake	find/finned
flower/flour	hair/hare	here/hear	heal/heel
hire/higher	hour/our	maid/made	new/knew

- **Homophone Hunt:** Provide each student-pair with an index card. Fold the index cards in half. Students write a homophone on the front of the card and its homophone-pair on the inside of the card. Tear the index cards in half at the fold. The teacher collects all the cards and mixes them. Next, she gives each student a card. The object is to challenge students to find the classmate who has the matching homophone card. When everyone has found their partner, ask each pair to read their homophone-pairs to the class.

- **Homophone Tic-Tac-Toe:** At first, play this game with the whole class divided into two teams, then in student pairs. Explain that homonyms are words that sound the same but have different meanings. Draw a Tic-Tac-Toe on the board. The teacher says a homophone. The "X" player chooses a playing space and marks a small "x." He writes a homonym for the selected word in the playing space. If the player is correct, Team X gets another turn. Then the "O" player chooses a playing space and marks a small "o." The teacher says another homophone. Player O writes a homophone for the selected word in his playing space. Play continues until someone gets three in a row.

- **Old Maid:** Provide student pairs with Homophone Cards. One of the cards



is the "Old Maid." Students deal all the cards. The object is to keep as many homophone matches as possible. Of course, no one wants to end the game holding the Old Maid card!

- **Homophone Teakettle:** Students take turns creating sentences that use a pair of homophones. Instead of saying the actual homophones in the sentence, insert the word "teakettle" in their places. For example: "I am going to teakettle some corn when I go teakettle the farm stand." The homophones are buy/by. "I am going to buy some corn when I go by the farm stand." It will be helpful to write the homophone choices on the white board to give students an idea how to play the game. Classmates try to guess the homophone pairs. Here are a few samples:

Teakettle here while I check the elephant's teakettle. *Wait/weight*

The teakettle left his teakettle on the castle. *Prince/prints*

The teakettle boat is For Teakettle. *Sail/sale*

The teakettle bushes were planted in teakettles in the garden. *Rose/rows*

Will you teakettle me at the store to buy some teakettle? *Meet/meat*

We teakettle the teakettle from the waterfall. *Missed/mist*

After the flu, you may feel teakettle for a teakettle. *Weak/week*

Are you the teakettle who teakettle the prize? *One/won*

That is teakettle how you tie the teakettle in the rope! *Not/knot*

- **White Board Flip:** Divide the class into two teams. Provide students with individual white boards and an erasable marker. Refer to the homophone list. Call out a word. Students write the word on the front of their white board. When they finish writing, students "flip" their white boards and write the homograph that matches on the back of the white board. The first student to call out the homograph, spelled correctly, gets a point for their team.
- **Homophone Popcorn:** The teacher reads a homograph. Students "pop" out of their seats and say the homograph match. Students must say, spell, and give a definition or sentence for the homophone.

## Homophone List

acts	ax	air	heir
aisle	I'll	feat	feet
flew	flu	peek	peak
four	for	allowed	aloud
plain	plane	foul	fowl
aye	eye	prince	prints
ball	bawl	grate	great
rain	reign	raise	rays
groan	grown	bear	bare

read	red	hair	hare
heard	herd	ring	wring
higher	hire	blew	blue
rose	rows	hoarse	horse
sail	sale	scene	seen
bough	bow	seas	sees
brake	break	sew	so
shone	shown	sore	soar
knot	not	soared	sword