



## 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 homophone. 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)