

# Recognizing Homophones and Homographs

In this lesson students recognize, use, and write homophones and homographs. Developing this vocabulary skill will help students lay the foundation for effective word choice and accurate spelling.

## Lesson Objectives

Students will:

- Recognize homophones and homographs.
- Match homophones and homographs to definitions.
- Write homophones to complete sentences.

## Teacher Materials



**Flip Chart Homophones**

## RDI Notes: Recognizing Homophones and Homographs

### What Research Says

As students transition from phonetic to morphemic spelling they must begin to differentiate homophones. Practice using the words in context is key to developing the correct word habits (Moats, 1995). Context serves to reinforce and, therefore, increase the strength, speed, and appropriateness of the student's understanding of a word's meaning (Adams, 1994). Activities that focus on spelling-meaning connections for homophones and homographs not only teach students but engage and excite them (Bloodgood and Pacifici, 2004).

### What Are Homophones and Homographs?

A homophone is a word that sounds like another word, but has a different spelling and different meaning. A homograph is a word that is spelled like another word, but has a different meaning and origin and is sometimes pronounced differently. See **Academic Language** below.

### Why Is Preteaching Homophones and Homographs Important?

Students easily confuse homophones such as *whose/who's* when they read or write, because they do not hear the differences when those words are used orally. Similarly, homographs may present an obstacle to reading comprehension unless students can detect meaning from context. Preteaching homophones and homographs in context is, therefore, critical to helping students recognize and use the words correctly.

### When Should I Teach Homophones and Homographs?

Introduce this lesson after students have learned the spelling patterns for the exemplar words. Revisit the lesson as students learn new homophones and homographs.

### Academic Language for Homophones and Homographs

Teach your students these terms to use during instruction.

- **homophone:** a word with the same pronunciation as another word or words, but a different spelling and meaning (e.g., *to, too, two*).
- **homograph:** a word with the same spelling as another word, but a different meaning and sometimes a different pronunciation (e.g., *fair, well, bow*).

“The reader's understanding of the context in which a word occurs can help to emphasize or boost the activation of contextually relevant components of the word's meaning.”

—Marilyn Adams



# Recognizing Homophones and Homographs

## TEACH THE CONCEPT

### 1 Recognize Homophones

**Define homophones. Write *knows* and *nose* on the board.** Some words, like *knows* and *nose*, sound alike but have different meanings and spellings. These words are called homophones. When you hear or read these words, you need to think carefully about what they mean.

**Guide students to recognize homophones.** Display the homophones **Flip Chart**. Point to *there* and *their* on the chart as you refer to each word. Listen: *there*, *their*. These words are homophones. They sound alike. Both are pronounced /ther/. But they have different meanings and spellings. *There* means “at or in a place.” *Their* comes before a noun to show that something belongs to some people or things.

Give an example sentence for each word and ask students to give the spelling for the correct word.

Then repeat this process with the words *to/too/two*, *who’s/whose*, *whale/wail*.

**Students distinguish between homophones.** Ask pairs of students to copy More Practice sentences 1–6 on a sheet of paper. Have them circle the correctly spelled homophone.

### 2 Recognize Homographs

**Define Homographs.** Write *dove*, *dove* on the board. As you explain these homographs, emphasize the two different pronunciations. You know that some words, like *dove* and *dove*, have the same spelling but more than one meaning. Sometimes, as with *dove* and *dove*, they also have different pronunciations. These words are called homographs. To read and say these words correctly, you need to use context clues in the sentence.

**Guide students to recognize homographs.**

Display the homophones **Flip Chart**. Point to *wind* and *wind* on the chart. These words are also homographs. Listen as I say each word in a sentence: *The wind is blowing through the trees. I will wind the old clock.* In the first sentence, the word *wind* means “a movement of the air.” In the second sentence, the word *wind* means “to turn.”

Give example sentences for the words *kind*, *spring*, and *park*. Have students provide a meaning for each.

**Students distinguish between homographs.**

Have students copy More Practice sentences 7–12 and circle the correctly spelled homograph.

### 3 Use Homophones and Homographs

**Students use homophones and homographs to distinguish meaning.** Have pairs of students copy the first four pairs of words in the Practice Words section of the **Flip Chart**. Have students take turns using each word in the pair of homophones in a sentence.

Ask students to copy the last four pairs of words in the Practice Words section of the chart. Tell them to review the word meanings provided in the More Practice section of the chart. Then ask students to take turns using each meaning of the word in a sentence.

Have partners share one or two of their sentences with the group.



# Recognizing Homophones and Homographs

## TEACH THE CONCEPT

### 4 Assess

Have students explain key ideas about homophones and homographs and ask them to provide an example pair of each word type. Provide sentence starters:

- *Homophones are words that sound alike but have different \_\_\_\_\_. (meanings and spellings)*
- *An example of a homophone pair is \_\_\_\_\_. (there and their)*
- *Homographs are words that have the same spelling but have different \_\_\_\_\_. (meanings and sometimes different pronunciations)*
- *An example of a homograph pair is \_\_\_\_\_. (dove and dove)*



### Reinforce

S.M.A.R.T. Practice

SAM Keywords:

Homophones ■ SMART Answers



### Modify Instruction

Use the approach below with students who need additional support recognizing homophones and homographs.

- Display the homophones **Flip Chart**. Give index cards to pairs of students. Have them write one word from each pair of words in the Practice Words section on the front of a card and the other word on the back of the card.
- Help them use a dictionary to copy the meanings of the homophones below each word.
- Have them write the meanings provided in the More Practice section below each homograph.

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### Review and Extend

**After Lesson 34** When students have learned Sight Word Set 5, revisit the first four word pairs in the Practice Words section of the homophones **Flip Chart**.

- Point to the first word pair: *there, their*. Have students make the word *there* with the **letter tiles**. *There spelled t-h-e-r-e means "at or in a place."* Direct them to repeat the process with the word *their*, explaining that *their* comes before a noun to show that something belongs to some people or things (e.g., Please show the guests to their table.) Have students work with a partner to form the remaining word pairs. One student forms the words with the tiles as his or her partner reads them and defines them.
- For the last four pairs of words, have students work in pairs. The first student should make up a sentence using one meaning of the word. Then his or her partner should make up a sentence using the alternate meaning.

**After Lesson 40** When students have learned Sight Word Set 8, have student pairs use tiles to form each word pair in the Review and Extend section of the homophones **Flip Chart**. Explain that the first two rows are homophones and the last two rows are homographs. One student forms the word as his or her partner reads it. Encourage partners to give both pronunciations of the homographs.



### Correct & Redirect

- ▶ **"My students are not able to distinguish between homophones."** Have students keep lists of homophones they find difficult, along with their meanings. Encourage them to refer to their lists when they read and write.
- ▶ **"My students have difficulty using homographs with different pronunciations correctly."** As a first step, have students review the two pronunciations of the word. Then read aloud a sentence and have them listen for each word in context. Reread the sentence, using the incorrect word. *Does the pronunciation make sense in this sentence?* Reread the sentence, using the correct word. *Does the word make sense with this pronunciation?*



### Resource Links

SAM Keyword: Homophones

## Homophones and Homographs

### there/their wind/wind

- Homophones are words that sound alike but have different spellings and meanings.
- Homographs are words that are spelled alike but have different meanings and origins, and they are sometimes pronounced differently. Use context clues to determine the meaning and spelling of the word.

## Practice Words

there	to	who's	whale	wind	kind	spring	park
their	too	whose	wail	wind	kind	spring	park
	two						

## More Practice

1. My grandparents say (there, their) dog barks too much.
2. I have that DVD, (to, too, two).
3. I wonder (who's, whose) coming to the party?
4. The frightened child gave a loud (whale, wail).
5. Dad is going (to, too) the store.
6. Please put the glass of water over (there, their).
7. What kind of dog is that? (a type; nice)
8. We flew kites in the wind. (a movement of air; to turn)
9. Watch the cat spring into the air to catch the toy. (a season; to jump)
10. Did you take a walk in the park? (to stop a car; a place with trees and grass)
11. It was very kind of you to lend me a pen. (a type; nice)
12. Spring is my favorite time of year. (a season; to jump)

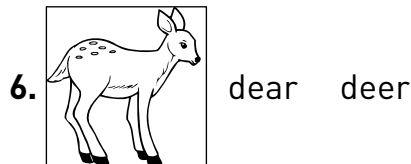
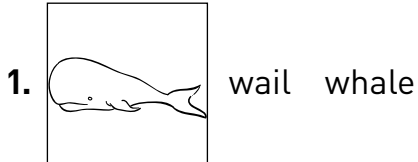
## Review and Extend

there to, too ad cell peace  
their two add sell piece

wind bow contest object  
wind bow contest object

## Circle It

- A. Look at the picture next to each pair of words.  
Circle the word that goes with the picture.



## Review

- Homophones are words that have the same pronunciation but different spellings and meanings.
- Homographs are words that have the same spellings but different meanings. Sometimes homographs also have different pronunciations.

## Match Homographs

- B. Write each homograph next to its definition. Then read the word. Each homograph will be used once in each column.

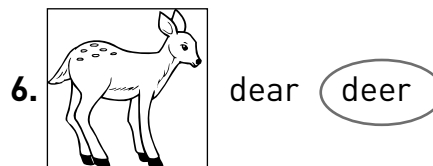
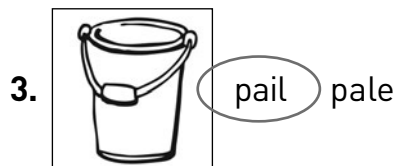
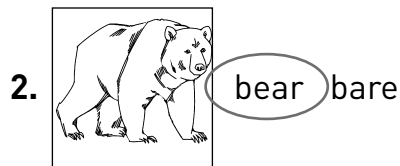
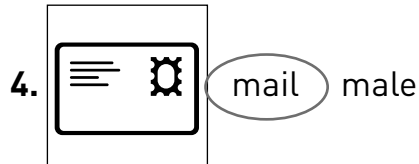
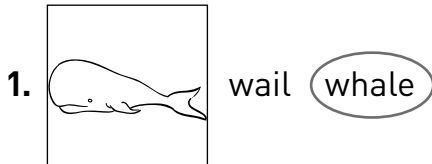
spring object park present

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. a gift _____                       | 5. to disagree _____       |
| 2. a place with grass and trees _____ | 6. to jump _____           |
| 3. a thing _____                      | 7. to give something _____ |
| 4. a season of the year _____         | 8. to stop a car _____     |



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spring   object   park   present

1. a gift present

5. to disagree object

2. a place with grass and trees park

6. to jump spring

3. a thing object

7. to give something present

4. a season of the year spring

8. to stop a car park



Resource Links

SAM Keyword: Homophones



Use with Homophones & Homographs Lesson.