

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching homophone concepts with a pocket chart! (LER 2206)

Pocket Chart Reading – Homophones has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating words and pictures to familiarize children with the concept of homophones. In addition, this book contains 216 ready-to-use cards to aid you in teaching homophones. The cards display illustrated pictures and/or words to use within each lesson. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with homophone concepts.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Reading

Homophones

Introduction Strategies

1. Ask children to listen to these groups of sentences and tell you what is similar about them:

where: *Where* are we going today?

wear: I am going to *wear* my new shoes to school.

through: The train went *through* the tunnel.

threw: The pitcher *threw* the ball toward the plate.

to: I am going *to* the store.

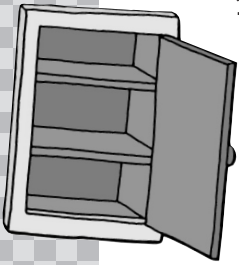
too: Will you come, *too*?

two: There's room for *two* people in the car.

Children should hear the words that sound the same in the sentences. If children can spell the words, invite them to do so out loud. Ask children to tell you what each word means within the sentences you read. Explain to children that these words are called **homophones**. (Ask students to repeat you as you say the word "homophones.") Homophones sound exactly the same, but they are spelled differently and have different meanings.

2. Make a homophone bank. Ask students to give examples of homophones they know. You can also ask them to spell the words, or use them in a sentence. Then place the word pairs in the pocket chart for all to see. (Due to the abstract nature of the words, some homophones are not included in this book.) Other possible homophone pairs are: *aisle/isle, alter/altar, bizarre/bazaar, bald/bawled, billed/build, bored/board, bolder/boulder, by/buy/bye, cellar/seller, cache/cash, cell/sell, cent/sent/scent, crews/cruise, choose/chews, cymbal/symbol, die/dye, doe/dough, dear/deer, flee/flea, find/finned, foul/fowl, forth/fourth, guest/guessed, grown/groan, high/hi, heal/heel, hail/hale, horse/hoarse, hey/hay, in/inn, locks/lox, lone/loan, lax/lacks, made/maid, marry/merry, mind/mined, mist/missed, new/knew, not/knot, night/knight, or/oar, pact/packed, poll/pole, pane/pain, petal/pedal, pail/pale, plane/plain, rap/wrap, read/reed, root/route, real/reel, read/red, seam/seem, some/sum, tents/tense, tax/tacks, toad/towed, threw/through, who's/whose, whale/wail, way/weigh, week/weak, weed/we'd, wear/where, would/wood, which/witch, your/you're.* Write the pairs for which you don't have cards on a chalkboard for all to see.

Teaching Notes



1. Homophones can be illustrated in a variety of ways. Introduce the illustrations used in *this* book with a fun activity. Using the picture cards as flashcards, show them to students, and let them guess the word that is being illustrated. (Remind them to think of words that sound the same.) Place the picture card in the pocket chart once a student has correctly named it. Then, invite the student to come up and place the word for the illustration next to the picture card in the pocket chart. This activity will help build children's familiarity with the illustrations for the lessons that follow.



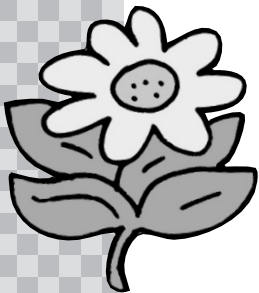
2. Play a homophone matching game in the pocket chart. Place all of the cards, picture-side up, in a grid pattern in the pocket chart. Invite students to come up, one at a time, and remove a pair of homophones. Ask them to say the words aloud as they remove them from the pocket chart. They can check the words on the back of the cards, read each aloud, and see if they are right!

3. Pass out all of the cards to students. Without turning the card over, see if they can silently find their "match" (the word that is a homophone with the one they are holding) in the classroom. Once they locate the matching homophone, invite the pairs of students to stand at the front of the room until all students have found a match. Then ask them to say their words aloud, and display either the pictures or the words in the pocket chart.

4. Make sentences with homophones. Pass out one homophone picture card to each student. Go around the room, asking children to say what is pictured on their card, spell it correctly (before checking the spelling on the back), and use it in a sensible sentence. You may want to invite students to write their sentence on sentence strip paper and place it in the pocket chart. Students can replace the homophone word in the sentence with a picture card.



5. Repeat activity #4, but tell the students to look at the word on the card only — not the picture. Invite students to use the word in a sentence, then check the picture to make sure they have used the homophone in the correct context. This will help students review spelling and definitions of the words.



6. Try a fun whole-class or center activity. Place the word cards and picture card pairs in random order in two columns in the pocket chart. Ask students to come up and rearrange the words, matching them to the appropriate pictures. Children can check the back of the pictures to see if they are correct! When they have finished, ask them to mix up the pairs for other students to play the game.

7. As a culminating activity to the unit, have a homophone spelling bee or written spelling test. Give children words to spell, but repeat them in a sentence, so they can better understand the context.

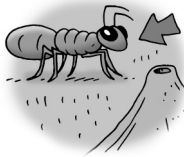
Activity 1

Matching Homophones

Directions: Look at the pictures below.
Draw a line to match the homophones.



sow



ant



berry



sail



one



flour



aunt



meat



sale



bury



won



flower



meet



sew

Activity 2

Matching Homophones 2

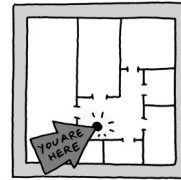
Directions: Look at the pictures below.
Draw a line to match the homophones.



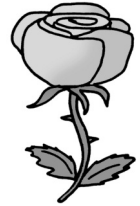
mail



bear



here



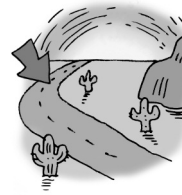
rose



tee



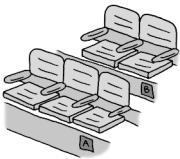
rode



road



male



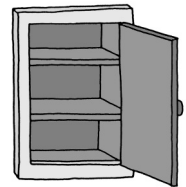
rows



close



tea



bare



hear

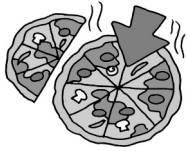


clothes

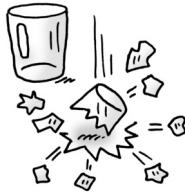
Activity 3

Matching Homophones 3

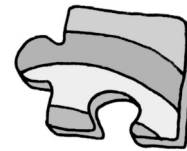
Directions: Look at the pictures below.
Draw a line to match the homophones.



whole



break



piece



fur



fir



hare



peek



brake



due



peace



hole



peak



hair



dew

Activity 4

Matching Homophones and Words

Directions: Look at the pictures below. Draw a line to match the pictured homophone to the correct spelling.



sew



mousse



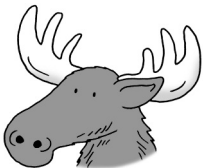
peek



moose



peak



sow

Activity 5

Matching Homophones and Words 2

Directions: Look at the pictures below. Draw a line to match the pictured homophone to the correct spelling.

week



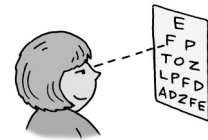
see



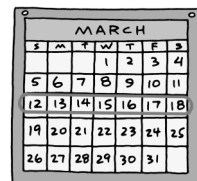
sea



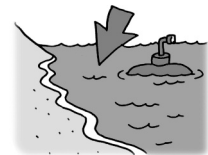
night



knight



weak



Activity 6

Matching Homophones and Words 3

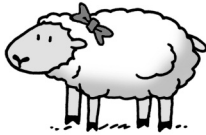
Directions: Look at the pictures below. Draw a line to match the pictured homophone to the correct spelling.



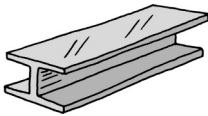
tee



you



steal



tea



steel



ewe

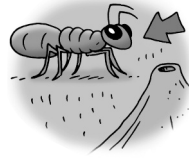
Activity 7

Homophone Puzzles

Directions: Look at the picture clues below.
Fill in the blanks with correctly spelled homophones.

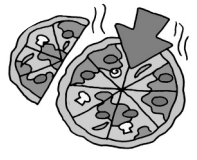
1

a u n t
n
t



4

○ ○ ○ ○ ○
○
○
○
○



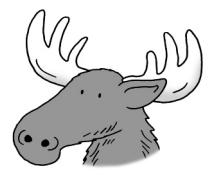
2

○
○
○ ○ ○ ○ ○
○
○
○
○



5

○ ○ ○ ○ ○
○
○
○
○
○
○



3

○
○ ○ ○ ○ ○
○
○
○
○



6

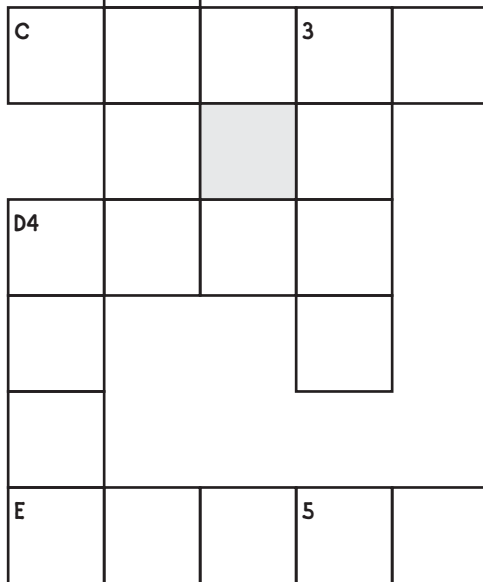
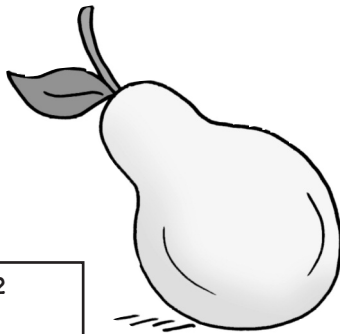
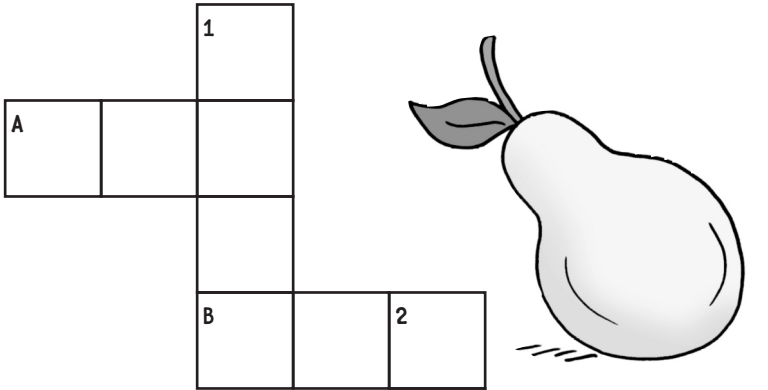
○ ○ ○ ○ ○ ○ ○ ○ ○
○
○
○
○
○
○



Activity 8

Homophone Crossword

Directions: Read the descriptions below, and fill in the crossword puzzle.



Across

- A. the past tense of "eat"
- B. to pull another vehicle behind yours
- C. the number that comes before nine
- D. a sweet, yellow fruit
- E. opposite of "left"



Down

- 1. to pound on a drum
- 2. to express something in written word
- 3. opposite of "there"
- 4. a word describing two of a kind
- 5. to listen with your ears



Activity 9

Lasso a Homophone

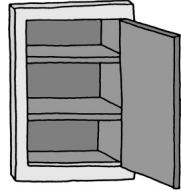
Directions: Read the sentences below.
Circle the homophone that best fits the context of the sentence.

1. We looked through the male/mail for any letters.
2. We made ate/eight dozen cookies before going to the bake sale.
3. Those library books are dew/due next week.
4. We decided to meet/meat the group by the flagpole.
5. The cool air made us chili/chilly.
6. The flowers grew tall in the light of the Sun/son.
7. The wind blue/blew the leaves around the yard.
8. "Your hare/hair needs to be trimmed," said Mom.
9. I will write/right you a letter as soon as I return home.
10. We hiked to the peek/peak of the mountain.

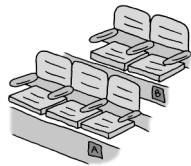
Activity 10

Spelling Homophones

Directions: Look at each picture pair, and write the correctly spelled homophone on the lines beside them.

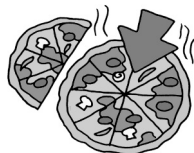










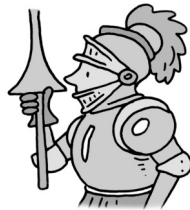


Activity 11

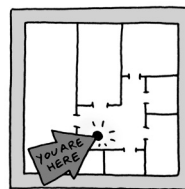
Spelling Homophones

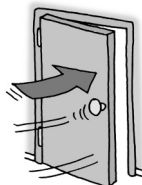
Directions: Look at each picture pair, and write the correctly spelled homophone on the lines beside them.













Activity 12

Homophones in Context

Directions: Read the following sentences. Using the pictures as clues, write the correct homophone in each blank. .

1. She tried not to _____ the glass.



2. The big, furry _____ growled at the fox.



3. The grass was covered with an early morning _____.



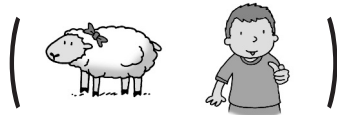
4. We climbed to the _____ of the mountain.



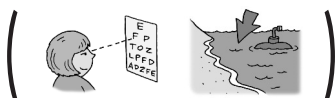
5. It's very nice to _____ you.



6. The small _____ ate grass in the field.



7. Can you _____ the rainbow in the sky?

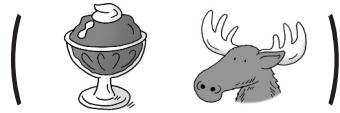


Activity 13

More Homophones in Context

Directions: Read the following sentences. Using the pictures as clues, write the correct homophone in each blank.

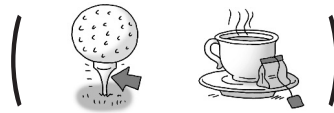
1. The chocolate _____ had whipped cream on the top.



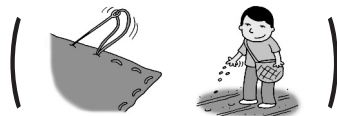
2. I would love a _____ of pepperoni pizza!



3. He hit the golf ball off the _____.



4. My grandma can _____ her own clothes.



5. The car is made of _____.



6. The team was happy that they _____ the big game.



7. The bowl of steaming _____ looked yummy.



Reading List

A Chocolate Moose for Dinner

Fred Gwynne
Windmill Books, NY: 1980

Eight Ate: A Feast of Homonym Riddles

Marvin Terban
Clarion Books, NY: 1982

Hey, Hay: A Wagonful of Funny Homonym Riddles

Marvin Terban
Clarion Books, NY: 1991

Homophones and Homographs: an American Dictionary

James Hobbs
McFarland, NC: 1986

The King Who Rained

Fred Gwynne
Windmill Books, NY: 1980

A Little Pigeon Toad

Fred Gwynne
Windmill Books, NY: 1988

NTC's Dictionary of Easily Confused Words

Deborah Williams
National Textbook Company, IL: 1995

One Whole Doughnut, One Doughnut Hole

Valjean McLenighan
Children's Press, IL: 1982

What Did You Say?: A Book of Homophones

Sylvia Root Tester
Child's World, IL: 1977

Card-At-A-Glance

Cards are shown as front-to-back pairs.
Pictures are named on the reverse side of each card.

ant	close	see	tea
bear	hare	steel	ate
bury	male	sow	write
blue	peace	knight	pair
rode	sail	weak	beat
fir	peak	you	chili
flower	won	tail	sun
hear	rows	due	toe
hole	moose	meat	break
aunt	clothes	sea	tee
bare	hair	steal	eight
berry	mail	sew	right
blew	piece	night	pear
road	sale	week	beet
fur	peek	ewe	chilly
flour	one	tale	son
here	rose	dew	tow
whole	mousse	meet	brake

