Lesson 6: Homophones

All-STAR Readers Know

Homophones are words that sound the same but have different meanings and spellings.

doe = “a female deer”
dough = “a flour mixture from which baked goods are made”

Find It! Read the words in the box below. Then read the definitions. Write each homophone next to its definition.

<table>
<thead>
<tr>
<th>pain</th>
<th>maize</th>
<th>scent</th>
<th>whale</th>
<th>sheer</th>
<th>pane</th>
<th>horse</th>
<th>night</th>
<th>sheer</th>
<th>muscle</th>
<th>mussel</th>
<th>maze</th>
</tr>
</thead>
</table>

1. hurt
2. part of a window
3. an insect
4. to run away
5. smell
6. one penny
7. to cut
8. easy to see through
9. medieval warrior
10. after the sun goes down
11. corn
12. a complicated series of pathways
13. a scratchy voice
14. an animal that pulls a carriage
15. cry out
16. a large ocean mammal
17. helps the body move
18. a kind of seafood
Lesson 6: Homophones

Solve It! Read the sentences below. Write the homophone from the pair at the end that best completes each sentence.

1. The eating ______________ of people during the Elizabethan Age were a bit different from ours today. (stiles/styles)
2. In the ______________, breakfast was usually a light snack. (morning/mourning)
3. The upper and lower classes had ______________ dinner at different times. (there/their)
4. Dinner usually lasted for three ______________. (hours/ours)
5. The poorer people ate from bowls and plates made of ______________ or pewter. (wood/would)
6. The wealthier people usually ______________ from silver or glass. (eight/ate)
7. Sometimes they ate off of food ______________ made in Holland called delft. (ware/wear)
8. In those days, the food was ______________ and cooked over an open fire. (plain/plane)
9. ______________ was cooked on a revolving stick called a spit. (Meet/Meat)
10. Sometimes this spit was kept revolving ______________ a dog running on a treadmill. (buy, by)
11. Usually ______________ was baked in iron boxes or in a brick oven. (bred/bread)
12. ______________ the years, eating customs have changed a great deal. (Through/Threw)

Think & Link Read the verse below. Look at the homophone pairs. Underline the homophone that best completes each line.

Queen Elizabeth sat upon the throne/thrown,
When Shakespeare wrote grate/great plays.
England enjoyed her lengthy rain/reign.
She was praised in many ways/weighs.
The image contains a page from a textbook focusing on Vocabulary Skills, specifically Lesson 6 titled "Homophones". The page is structured into several sections, each with a different heading and content. Here is a summary of the content:

### Homophones

**Objectives**

Students will
- write homophones to match definitions.
- write homophones that correctly complete context sentences.

**5-STAR Pointers**

1. **Activating Prior Knowledge**
   - Read the following Shakespeare quotes, and tell students to listen for homophones, or words that sound like other words, but are spelled differently: To be, or not to be; My kingdom for a horse!; What a piece of work is man; We are such stuff/As dreams are made on.

2. **Introducing the Lesson**
   - Direct students to read the All-STAR Readers Know box on page 155 of the Student Workbook. Write the word homophone on the board. Underline the part homo and tell students that this is a Greek root that means “same.” Also explain that phone is a Greek root that means “sound.” Tell students to recall the meanings of these roots to remember that homophones are words that sound the same, but are spelled and defined differently.

3. **Guided Practice**
   - On the board, write several word pairs, some that are homophones and some that are not. Tell students to read the words silently. After each pair is written, ask students to give a thumbs-up for homophone pairs and a thumbs-down for any words that are not homophones. Possible pairs include ad/add, alter/altar, be/been, fined/find, dear/dears, capitol/capital, four/floor, and clauses/clause.

4. **Informal Assessment**
   - Monitor students’ responses during guided practice to make sure they are demonstrating an understanding of homophones. Use the All-STAR Intervention Strategies on the next page to reinforce homophones, if necessary.

5. **Independent Practice**
   - Review the All-STAR Readers Know box, and allow students to ask questions. Assign pages 155 and 156 in the Student Workbook. Tell students to carefully read the directions. Assess the pages. See page xx for guidelines.
Unit 5 • Lesson 6

Auditory Reinforcement
Direct student pairs to compose rhyming couplets that contain homophone pairs. For example, students might write:

The ogre let out a groan/When he saw how fat he had grown; After a week on the seas/She was still quite weak in the knees. Have students read their couplets to the class so the other students can identify the homophones.

Tactile/Kinesthetic Reinforcement
Materials: index cards
Have students work in pairs to create two identical sets of memory word cards onto which homophone pairs are written. Instruct students to mix up both sets of cards and turn the cards face down in front of them. Tell students to take turns turning over two word cards. Students should read each card. If the cards are matching homophone pairs, the student gets to keep the cards. If they do not match, students should turn the cards over. Play continues until all cards have been matched.

Think & Link
Read the verse below. Look at the homophone pairs. Underline the homophone that best completes each line.

Queen Elizabeth sat upon the throne/thrown, When Shakespeare wrote grate/great plays. England enjoyed her lengthy rain/reign. She was praised in many ways/weights.

Homophones
Homophones such as there, their, and they’re often present spelling problems because students may be unsure which word to use in different contexts. Encourage students to develop mnemonic devices to remember homophones. For example, students can remember that there and where refer to places and our and their have to do with relationships.

All-STAR Phonics & Word Studies, Level F

156  Unit 5: Vocabulary Skills