

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. 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. Laminates 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/lax, lone/loan, lax/locks, made/maid, marry/mery, mind/mined, mist/missed, new/knew, not/knot, night/knight, or/oor, 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.

Activity 3

Matching Homophones 3

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



whole



break



fir



hare



due



peace



peak



fur



piece



brake



peek



hole



hair



dew

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

