

Purpose & SOL

- The students will correctly identify and use common homophones.
- Language Arts 2.7a, 3.4a, 4.8g, 5.4c

Materials

- Class set of homophone matching cards (many freebies on TPT)
<http://www.teacherspayteachers.com/Product/Homophone-Activities-387300>

Length
25 min.

Introduction

Discuss the definition of a homophone. If you listen to somebody speak, how do you know which homophone they are using? Talk about using context clues. Jump and spell a few homophones.

Implementation

Retrieval

- 1) Distribute the homophone matching cards – one to each student.
- 2) Demonstrate how one student at a time will read their card and make up a sentence (ex: “bare” – “A cat with no hair is very bare.” That person will hop (leap one foot at a time) to the front of the room. With each hop, they will spell the word. Ex. 5 hops “B A R E, bare”
- 3) The teacher can write the word on the board.
- 4) Once they’re in front of the room, they get to lead the class in an exercise (use the [Common Classroom Exercise list](#)) that spells their word. Ex. 5 jumping jacks “B A R E, bare”. The student will go back to their seat.
- 5) The student with the matching homophone should spell and hop to the front of the room “B E A R, bear”
- 6) They need to make up a sentence using “bear” and lead the class in an exercise to spell it. The teacher should write “bear” next to “bare” to show the homophone pair.
- 7) Choose a student to go next and continue until all cards are used.

Cool Down

Reach up to the sky and quietly say, “Homophones sound the same”. Reach down to your toes and say, “Different spelling, different name” (definition/meaning).

Modifications

As a challenge, have students guess the spelling after their classmate uses it in a sentence, but before they hop and spell.

