

Homographs

5th grade

R 1.3

Learning Objective

- We will identify and use homographs.

CFU

What are we going to do today?

What are we going to use today?

Read the following sentences:

- Jill got water from the well.
- Jill wasn't feeling well at school today.

well (n.) – a deep hole from which water is drawn

well (adj.) – healthy

Do they have the same meaning? Words that have the same spelling but different meanings are called homographs. Today, we use homographs.

APK

Homographs (multiple-meaning words) are words that have the **same spelling** but **different meanings**.

They can be pronounced differently or the same.

You can only explain the meaning of a homograph by looking at how it is used in a sentence.

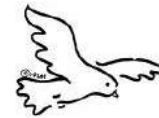
Example:

1. The dove flew by the window.

2. She dove into the pool.

dove /dav/ (n.)—a small white bird

dove /douv/ (v.)—the past tense of dive



Non-example:

1. The knight drew his sword.

2. It was the middle of the night.

Knight /nit/ (n.) —a soldier who followed the king

Night /nit/ (n.) —when it is dark outside

What are homographs?

Which of these are examples of homographs?

- flour, flower
- b. light, light

How did you know that?

RAJ

It is important to be able to use homographs because:

- *the same word can have different meanings.*
- *you can better understand what you are reading.*
- *it can be tested on the CST.*

No CST questions have been released for homographs.

Why it is important to be able to use homographs? (pair-share)
You may give me my reason or one of your own.

Step #1: Read the sentences and circle the homographs.

Step #2: Underline words in the sentence that help explain the meaning of the homograph.

Step #3: Circle the correct meaning for the homograph in each sentence.

Step #4: Write two complete sentences using the homographs.

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Step #4: Write two complete sentences using the homographs.

Anna was supposed to close the door. (to shut; near)

The students are sitting too close to each other.
(to shut; near)

Please close the door after coming inside.
There are several monkeys close to the bars in the cage.

Why did I choose “close” as a homograph?
How did I determine the different meanings?

Guided Practice
“I do”

Step #1: Read the sentences and circle the homographs.

Step #2: Underline words in the sentence that help explain the meaning of the homograph.

Step #3: Circle the correct meaning for the homograph in each sentence.

Step #4: Write two complete sentences using the homographs.

This tree has thick bark.

(cover of a tree; sound made by a dog)

The loud bark kept me awake.

(cover of a tree, sound made by a dog)

The bark of the tree is rough.

Those dogs bark every night.

How did I know which words were homographs?

How did I know which words to underline?

How did I determine the correct meaning of the homographs?

Guided Practice

“We do”

Step #1: Read the sentences and circle the homographs.

Step #2: Underline words in the sentence that help explain the meaning of the homograph.

Step #3: Circle the correct meaning for the homograph in each sentence.

Step #4: Write two complete sentences using the homographs.

Did the soldier desert the army?

(leave; dry and sandy place)

He walked in the hot desert without water.

(leave; dry and sandy place)

The kids planned to desert their parents as soon as they got to the park.

The plane will fly over the desert.

Do Step #1 and show.

How did you know which words were homographs?

Do Step #2... Do Step #3...

How do you determine the meaning of each homograph?

Guided Practice:

“You do”

1. What are words that have the **same spelling** but **different meanings**?
2. What did you learn today about using homographs? Why is it important to you? (pair-share)

3. Use the homographs below.

Step #1: Read the sentences and circle the homographs.

Step #2: Underline words in the sentence that help explain the meaning of the homograph.

Step #3: Circle the correct meaning for the homograph in each sentence.

Step #4: Write two complete sentences using the homographs.

She went to see the play at her school.
(story for theatre; take part in a game)

“Do you play basketball?” asked Ryan.
(story for theatre; take part in a game)

Independent Practice

- * Follow the steps to identify and use homographs.