

AWL OAR NUN

OBJECTIVES: Homophones

TARGET POPULATION: Grades 3 & above

PROCEDURE: If possible, divide the class into 4 – 5 teams. Copy the homophone list and give one to each student. Explain that for a team to earn a point, it must correctly use each word of a homophone pair (or trio) in a sentence that shows an understanding of its meaning. For example, the following would be acceptable sentences for the homophone pair “knot-not”: “I tied a knot in my shoelace”, and “I am not going home.” The sentence “I have a knot” is unacceptable since it fails to indicate whether the team understands the meaning of the word “knot”. In this case give the team one more chance to be more specific.

Designate a spokesperson for each team. Teammates may suggest sentences for her to use, but the spokesperson is permitted to formulate her own sentences, if she wishes. Sentences are *not* to be written.

Instruct teams that only a specified group of homophone pairs (or trios) may be used at any one time. Select any group of eight pairs (1-6) and announce your selection to the class. Allow all teams a few minutes to discuss the meanings of the words in this selected group. Then announce that no more discussions may be held.

Begin by asking Team 1’s spokesperson to identify the homophone pair that her team will attempt to explain. Then ask her to state her sentences. Determine ahead of time whether to require that the spokesperson spell which homophone is used in each sentence, or if simply giving two correct sentences is enough.

Scoring is done on an “all or none” basis. If both (or all three) of the sentences are acceptable, award one point to the responding team for each homophone used. If a spokesperson is unable to correctly use any or either of her homophones in a sentence, she receives no points and her team may not attempt that same homophone pair again. If a team does not receive points for its selected homophone group, any *other* team may try it.

Tally the points for Team 1, if any, on the chalkboard and ask the spokesperson from Team 2 to identify the homophone pair that it will attempt. Once again the words must be chosen from the same homophone group that was previously announced. Tally any points earned by Team 2 and then each of

the other teams. Return to Team 1, 2... until all six of the homophone sentences for a particular group have been correctly identified or until each team has guessed all that it wishes or is allowed. Then ask for volunteers to formulate sentences that show the meanings of the remaining homophones in that group.

Resume the activity by designating another group of eight homophone pairs (or trios) and repeating the above process. Select a new spokesperson for each team. Begin with the team that follows the last to score.

When the desired amount of time has elapsed, the team with the most points is the winner.

MODIFICATIONS:

Require that *both* homophones be used in a single sentence.

Homophone List

1
knot/not
tease/teas
bass/base
right/write
mite/might
pray/prey
pier/peer
pair/pear

2
nun/none
seize/sees/seas
horse/hoarse
road/rode/rowed
overdo/overdue
ceiling/sealing
week/weak
poor/pour/pore

3
threw/through
tax/tacks
male/mail
paced/paste
board/bored
cite/sight/site
to/too/two
wait/weight

4
fined/find
awl/all
or/oar/ore
knight/night
reel/real
chews/choose
cellar/seller
loan/lone

5
great/grate
piece/peace
throne/thrown
made/maid
hour/our
course/coarse
do/dew/due
heard/herd

6
creek/creak
scent/sent/cent
scene/seen
chili/chilly
mall/maul
sum/some
heel/he'll/heal
chute/shoot