

Overview Multiple-Meaning Words

Directions and Sample Answers for Activity Pages

Day 1	See "Provide a Real-World Example" below.
Day 2	Read aloud the title and directions. Helps students read the sentences, focusing on the underlined words. Guide them to draw a line matching the sentences with the pictures.
Day 3	Read aloud the title and directions. Help students read each sentence and identify the homonym that correctly completes it. Help them write the word on the line. (ant, week, grate, knows, won, inn, hear, prey, peak, blew)
Day 4	Read aloud the title and directions. Help students cut out and glue words onto their Bingo cards. Cut out a set of words for yourself, fold them, and put them into a container. As you pick each word, use it in a sentence so students have context and know which word you are referring to. For example, you might say, "The number eight comes after seven."
Day 5	Read the directions aloud. Allow time for students to complete the first task. Then read aloud this sentence: <i>The girl sits on the stoop.</i> Have students draw a picture. Afterward, meet individually with students to discuss their results. Use their responses to plan further instruction and review.

Provide a Real-World Example

- ◆ **Ask:** *Where are my shoes?* After students point to your shoes, write **where** on chart paper. Then **say:** *I wear these shoes almost every day.* Write **wear** on the chart paper. **Say:** *Where and wear sound the same, but they have different spellings and meanings. Where and wear are homonyms.*
- ◆ Write this sentence on the board as you say it: *I wear these shoes because they wear well.* Point to the first **wear** in this sentence. Explain that it is a verb that means "to dress in something." Now point to the other **wear**. **Say:** *This wear is also a verb, but it means "to last long." Wear is a homograph, or a word that is spelled the same way but has different meanings depending on how we use it.*
- ◆ Hand out the Day 1 activity page. Read aloud the title and directions. Direct students to the first picture. **Say:** *This is a pear. We spell it p-e-a-r. The other pair, spelled p-a-i-r, means "two of something," such as a pair of socks. Draw a circle around the first pear.* Repeat these steps for each picture, or if students are ready, they may work independently.

