

BUILDING VOCABULARY

A Compendium of
Ideas From Many
Sources

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LESSON 1: ROOT WORDS¹

Introduction

The words in the English language were not just made up by throwing sounds together. Most of the words in the English language were borrowed from other languages, in particular German, French and Latin. However, it is important to note that not all words were borrowed. There are numerous words that have developed as an extension of a root word from the English language.

A root word is a word that has nothing added at the beginning or the end of it. A root word stands on its own as a word, and has meaning. New words can be made from root words by adding beginnings (prefixes) and endings (suffixes).

For example:

- **Derma-** means 'skin'. A prefix or a suffix can be added to this to make a complete word such as 'epidermis' or 'dermatitis'.
- **Script-** means 'writing'. A prefix or a suffix can be added to this to make a complete word such as *prescription*; *scripture*
- **Employ-** means 'to utilise'. A prefix or a suffix can be added to this to make a complete word such as *employment*, *unemployment*, *employer*, *employee*, *employing*
- **Beauty-** means 'attractive'. A suffix can be added to this to make a complete word such as *beautiful*, *beautifully*, *beautician*

These words have **grown** from their **root word**. They share parts of the same spelling and they are linked in terms of meaning.

Aim

To increase a student's awareness that a word can be broken down into different parts (prefix + root + suffix). The root word gives a clue as to the meaning of the word. The aim is for the students to recognise the root word within an extended word to identify meaning and consequently increase vocabulary.

British Broadcasting Centre (2006) 'Skillwise Factsheet'. Viewed 21st August, 2006, from <http://www.bbc.co.uk/skillswise/words/spelling/wordbuilding/rootwords/factsheet.shtml>

¹ Other names that can be used for root word: stem word, base word.
Produced for the Riverina Schools Project Partnership, 2006.

Drawing activity

Materials

- Root word cards
- Blank paper
- Pencils

Method

1. Hand out the root word cards to each child and instruct them to underline the root word they see in the nonsensical word. Choose the level of difficulty - easy, medium or hard.
2. Instruct the class to draw what they think the nonsensical animal or thing should look like, remembering to place focus on the root word in their picture. Give the student a few minutes to do so.
3. When everyone has finished drawing their picture, ask 5 students to present their picture to the class. Get the remaining students to guess what the nonsensical word was.

Drawing activity
(EASY)

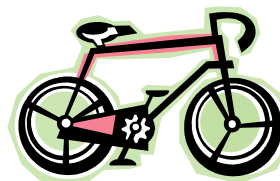
Origin

Meaning

Example

Bi

Two



Tri

Three



Milli

Thousand



Centi

Hundred



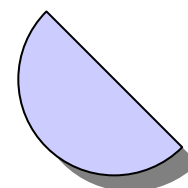
Deca

Ten

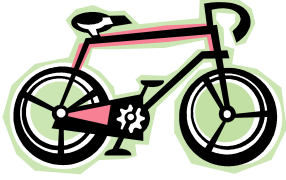

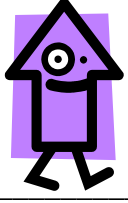

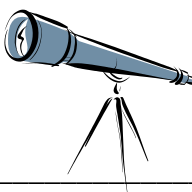



Semi



Half



Drawing activity
(MEDIUM)

Origin	Meaning	Example
Bi	Two	
Tri	Three	
Super	Above	
Astro	Star	
Tele	Far	
Poly	Many	
Micro	Little	

Drawing activity
(HARD)

Origin	Meaning	Example
Mania	Crazy	
Poly	Many	
Ortho	Straight	
Cycle	Repeated pattern	
Micro	Little	
Pre	Before	
Post	After	

WORD ROOT ANIMAL CARDS

EASY

Biheaded Cat	Trilegged Boy
Millitailed Pig	Centieyed Fly
Decatoothed Fish	Semielephant
Bitailed Leopard	Triheaded Lion
Millistriped Dragon	Centispotted Frog
Decacoloured Whale	Semieyed Unicorn

WORD ROOT ANIMAL CARDS

MEDIUM

Catsuperwater	Tritailed Dog
Biheaded Dog	Polycoloured fish
Bimicro house	Blueastro flag
Titrunked elephant	Polyeyed girl
Tricoloured Whale	Astroeyed Unicorn
Polystriped Monkey	Microlegged Dog

WORD ROOT ANIMAL CARDS

HARD

Polylegged Fish	Polyeyed Girl
Orthostriped Monkey	Monkeysbwater
Microeared Mouse	Microheaded Boy
Maniac Cow	Prebedtime Girl
Postchristmas Morning	Orthotailed Pig
Microlegged Dog	Polytoed Horse

ROOT WORD CROSSWORD (EASY)

1.		5.			
					6.
4.				2.	
	3.				

Clues

This word means...

Across

1. Ten
2. Two
3. Thousand
4. Three

Down

5. Hundred
6. Half

Please note: to make this activity easier provide students with reference sheet.

ROOT WORD CROSSWORD (MEDIUM)

		3.						5.
	1.							
				2.		4.		
6.								

CLUES

This word means...

Across

1. Two
2. Above
3. Far
6. Small

Down

3. Three
4. Many
5. Star

Please note: to make this activity easier provide students with reference sheet.

ROOT WORD CROSSWORD (HARD)

	1.						
							5.
				4.			
	3.						
		2.					

CLUES

This word means...

Across

1. Crazy
2. After
3. Straight
4. Many

Down

1. Small
2. Before
3. Repeated Pattern

Please note: to make this activity easier provide students with reference sheet.

ROOT WORD CROSSWORD (EASY)
(ANSWERS)

1. D	E	5. C	A		
		E			6. S
		N			E
		T			M
4. T	R	I		2. B	I
	3. M	I	L	L	I

Clues

This word means...

Across

1. Ten
2. Two
3. Thousand
4. Three

Down

5. Hundred
6. Half

Please note: to make this activity easier provide students with reference sheet.

ROOT WORD CROSSWORD (MEDIUM)
(ANSWERS)

		3. T	E	L	E			5. A
		R						S
	1. B	I						T
				2. S	U	4. P	E	R
						O		O
6. M	I	C	R	O		L		
						Y		

CLUES

This word means...

Across

1. Far
2. Above
3. Far
6. Small

Down

3. Three
4. Many
5. Star

Please note: to make this activity easier provide students with reference sheet.

ROOT WORD CROSSWORD (HARD)
(ANSWERS)

	1. M	A	N	I	A		
	I						5. C
	C			4. P	O	L	Y
	R						C
	3. O	R	T	H	O		L
							E
		2. P	O	S	T		
		R					
		E					

CLUES

This word means...

Across

1. Crazy
2. After
3. Straight
4. Many

Down

1. Small
2. Before
5. Repeated Pattern

Please note: to make this activity easier provide students with reference sheet.

Root Word Matching, Memory, or Fish

Materials

- Root word and Suffix cards (see below)
- Pencil and paper

Method

1. Introduce the class to the concept of root words.

2. Provide each student with a set of cards, or one set per group. Instruct the students to match the root words with the appropriate suffix card. Some cards can go with more than one suffix. Eg. Bi-cycle and Tri-cycle. This matching of pairs could also be played as a game of Memory or Fish.

Memory- Place all cards face down. Instruct the students to take turns turning over two cards. When a root word and a matching suffix are turned over, the child collects the cards as a matching pair. For example: Tri and cycle would be a pair.

Fish- Each student picks up five cards from the face down pile. The aim is to collect pairs (root word + suffix). Each student takes a turn to ask the other players if they have a card that is the pair to one of their own cards. For example they might ask “Do you have a card that would be the suffix for Tri?”. Students need to recognise the possible suffixes that could match the root words. If a student has the requested suffix card, they give it to the asking student. If no-one has the requested suffix card the student needs to pick up a card off the pile of remaining cards. This game may be more suitable for older students.

3. Once the students have collected their word pairs they can write a list of other words using the root word. For example, they could write tricycle, triceratops, tripod etc. If the students have trouble thinking of more words using the root word they can use a dictionary to find more. Following the activity instruct the students to identify the meaning of the root word. For example, Tri means Three.

4. Randomly choose 5 students to present their list of words to the class. The class need to listen carefully to the words, and come up with any more, and guess the meaning of the root word.

tri	cycle
tri	ceratops
tri	pod
bi	annual
bi	cycle
cent	ipede
cent	ury

cent	imetre
tele	phone
tele	vision
astro	logy
astro	naut
milli	metre
milli	pede

Pairs

Materials

- Root word and suffix/ prefix cards
- Root word reference sheet

Method

1. Hand out a card and reference sheet to each student according to the level of difficulty.
2. Explain what each root word meaning on the reference sheet.
3. Get the students out of their seats and clear a space in the classroom.
4. Ask the students to walk around the class and find the person with their matching card. For example 'Poly' and 'Many' are a pair.
5. Following the activity instruct the students to share their pairs with the class.

Pairs

(Easy)

Bi	Two
Tri	Three
Milli	Thousand
Centi	Hundred
Deca	Ten
Semi	Half
Bi	Two
Tri	Three
Milli	Thousand
Centi	Hundred
Deca	Ten
Semi	Half
Bi	Two

Pairs
(Medium)

Bi	Two
Tri	Three
Super	Above
Poly	Many
Micro	Small
Tele	Far
Astro	Star
Super	Above
Poly	Many
Micro	Small
Tele	Far
Astro	Star
Super	Above

Pairs
(Hard)

Poly	Many
Ortho	Straight
Cycle	Repeated pattern
Micro	Small
Mania	Crazy
Pre	Before
Post	After
Poly	Many
Ortho	Straight
Cycle	Repeated pattern
Micro	Small
Mania	Crazy
Pre	Before

WORD/CONCEPT MAPPING

LESSON 2

Introduction

When a student comes across a word/concept that they don't understand during reading or conversation most children would look the word up in a dictionary in an attempt to give meaning to the word. However, looking up a definition of a word/concept is not as effective as analysing the word/concept². An in-depth analysis of a word/concept can be done through a vocabulary building strategy known as concept mapping.

What is a word/concept map?

Word/Concept mapping is a strategy for teaching students the meaning of key concepts, independently. The word/concept map is a graphic organiser that allows student to³:

- Identify the word/concept that they are learning,
- Expand the word/concept meaning
- Identify a general category the word might be placed in,
- Identify its relationships to other words,
- Identify its essential attributes, qualities or characteristics of the word
- Develop examples of the word/concept, and
- Create extended definitions of the word/concept for themselves

Aim

To increase the student's vocabulary by:

- Providing students with an independent and effective way to explore unknown concepts.
- Stimulating the students thinking outside the square (word).
- Teaching students to use a word/concept maps.
- To develop a student's ability to recall associated words surrounding a concept, quickly.

² Anonymous. (no date). 'Teaching and learning strategies'. Viewed 21st August, 2006, from http://www.sdb.k12.wi.us/curriculum/standards/state/SocialStudies/SS%20Chapters/SocStudies_14.pdf#search=%22%20%22Eggen%20and%20Kauchak%201996%3A5%22%20filetype%3Apdf%22.

³ Adapted from Paynter, D., Bodrova, E., and Doty, J. (2005). 'For the love of words: Vocabulary instruction that works'. Jossey-Bass, San Francisco, CA.
Produced for the Riverina Schools Project Partnership, 2006.

Concept definition mapping

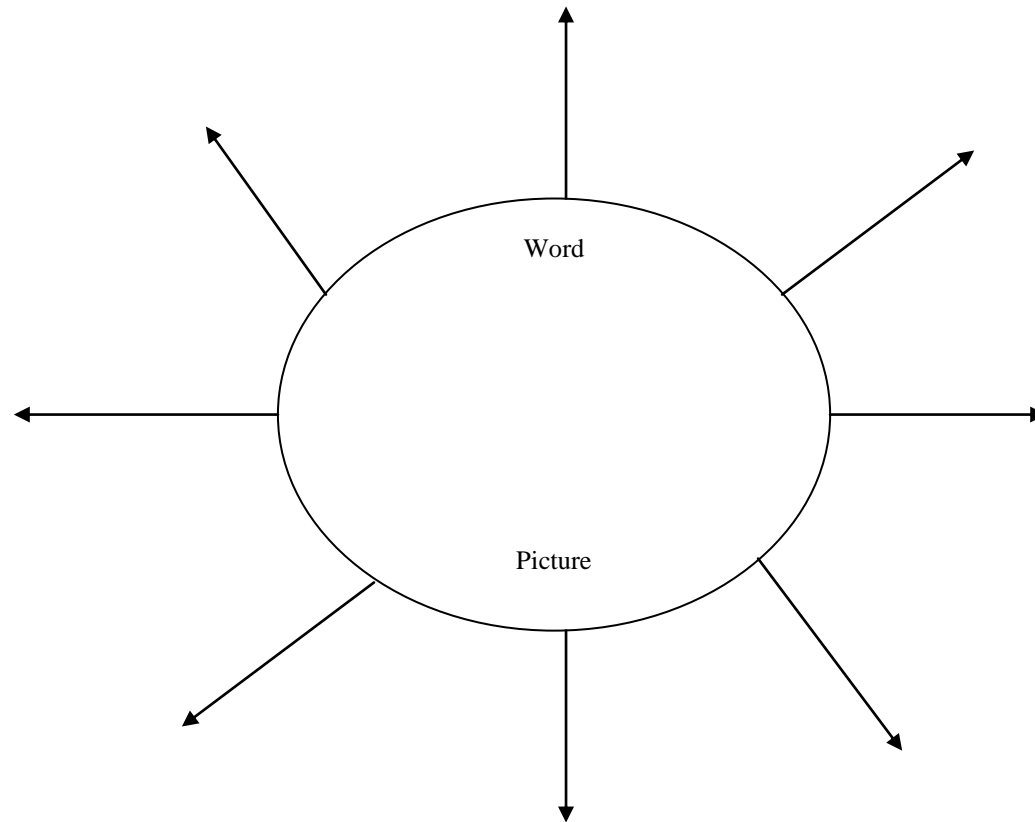
Materials

- Concept map
- Blackboard/white board
- 1 black texta/ chalk

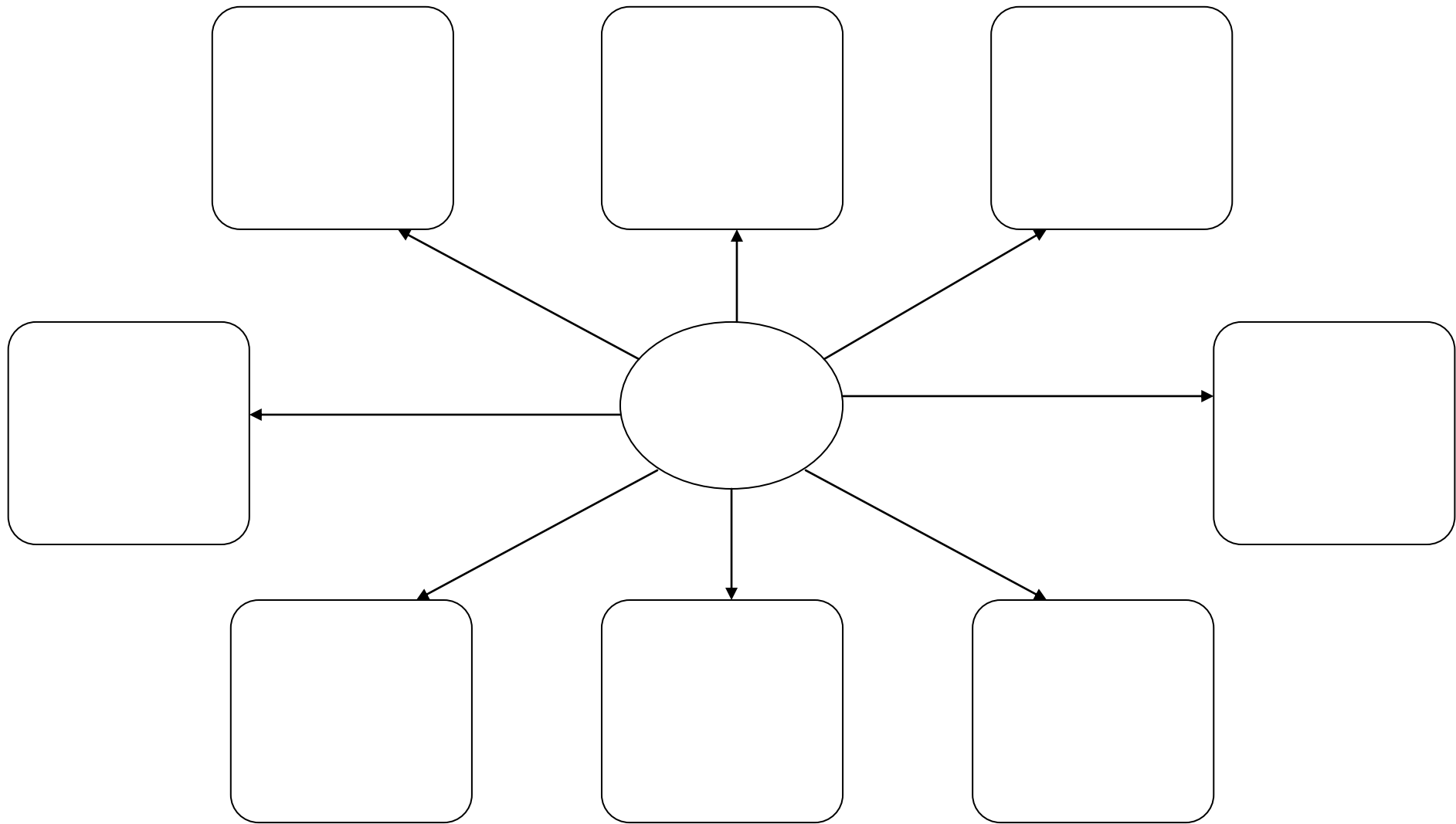
Method

1. Draw a blank map on the board. Provide each student with a blank map of your choice.
2. Provide the students with a concept. Write this word in the centre of the map.
3. Ask students around the class to provide you with other words that are associated with the concept.
4. If the word doesn't appear to be associated with the concept, ask the student to provide reasoning as to why the word it is associated with the topic/concept.
5. Write the words on the map.
6. Ask the students to copy them down.
7. Once all associated words have been exhausted, randomly choose 5 students to generate a definition of the concept.
8. Ask the students to write the definition down.
9. The students may like to get into groups with a new blank map and a dictionary to explore another concept by themselves.

Concept map

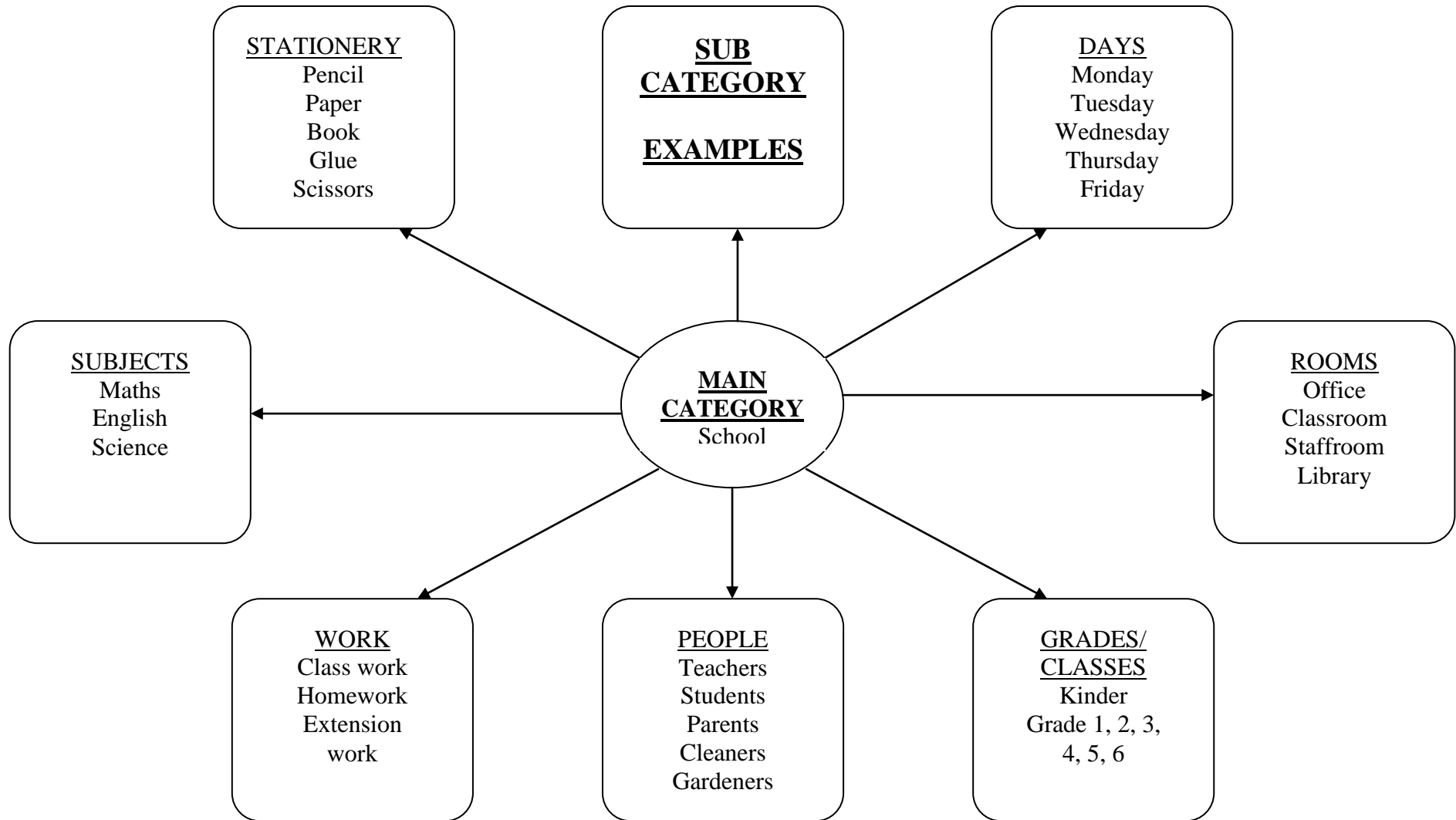


Word/concept definition map



DEFINITION: _____

Word/concept definition map (EXAMPLE)



DEFINITION: _____

A.B.C. Concept Map⁴

Materials

- ABC concept definition map easy/hard
- Blackboard
- Chalk

Method

1. Choose a broad concept. Provide the students with an easy or hard ABC concept map.
2. To get the students thinking identify a few words that could be associated with the word/concept and write them on the board.
3. **(EASY)** Ask the students to think of other words associated with the topic/concept that match 1 of 3 letters of the alphabet. Allow 10 minutes.
(HARD) Ask the students to think of a word or phrase associated with the topic/concept that match each letter of the alphabet. Allow 10 minutes.
4. After you have given students time to work on their own, pair the students up to fill in blanks for letters they had not yet completed. (Allow 5 minutes)
5. Randomly choose students around the classroom to provide an answer for the different letters of the alphabet. If an answer doesn't appear to fit the concept, ask the student how it relates to the concept.

⁴ Adapted from Anonymous. (2006). *Effective Reading Strategies: A Curriculum Resource for 2006 Secondary Summer School*. Viewed 21st August, 2006 from http://languageartsreading.dadeschools.net/2006_Secondary_Summer/GRADES%2010,%2011,%2012%20MONSTER%202006/CURRICULUM%20RESOURCES/Reading%20Strategies/Effective_Strategies.pdf#search=%22Herber%2C1978%3B%20Buhel%2C%202002%22.

EXAMPLES

EASY

WORD/CONCEPT: **Zoo Animals**

<u>Letters</u>	<u>Word</u>
A-B-C	Aardvark
D-E-F	Elephant
G-H-I	Hippopotamus
J-K-L	Kangaroo
M-N-O	Monkey
P-Q-R	Panda
S-T-U	Tiger
V-W-X	Wombat
Y-Z	Zebra

HARD

WORD/CONCEPT: **World War II**

<u>Letters</u>	<u>Word</u>
A	Allies,
B	Bombers,
C	Concentration Camps,
D	Dachau,
E	Europe,
F	French Resistance,

ABC Word/Concept Map (EASY)

NAME: _____

DATE: _____

WORD/CONCEPT:

<u>A-B-C</u>	<u>D-E-F</u>	<u>G-H-I</u>
<u>J-K-L</u>	<u>M-N-O</u>	<u>P-Q-R</u>
<u>S-T-U</u>	<u>V-W-X</u>	<u>Y-Z</u>

ABC word/concept map (HARD)

NAME: _____

DATE: _____

WORD/CONCEPT:

<u>LETTER</u>	<u>WORD/S</u>
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
X	
Y	
Z	

Don't Double Up

Materials

- Paper
- Pens

Method

1. Provide the students a concept aimed at their level.
2. On a blank sheet ask the students to list as many words that they can think of that are linked to that word (Allow 5- 10 minutes). Ask students not to shout out answers or share answers with their desk mates.
3. When students have finished writing down as many answers as they can think of, ask one student to call out their answers to the rest of the class.
4. Write the student's answer on the board.
5. If another student has the same answer, instruct the students to cross the same word off their list.
6. Continue going around the class until all students have read out their list.
7. The student(s) with words remaining on their list WINS!!!!!!

N.B. If a word doesn't seem to fit, ask the student to provide a reason why it is associated with the main word.

EXAMPLE

Lukas' List

Georgia's List

<u>MAIN WORD/CONCEPT</u> (Furniture)	<u>MAIN WORD/CONCEPT</u> (Furniture)
Sofa Table Fridge Chairs Cupboard Bed	Table Sofa Fridge Cupboard Bed

Lukas wins!

WORD ASSOCIATIONS

Materials

- Blackboard
- Chalk
- Tables and chairs

Method

1. Get all students to stand behind their desks
2. Provide a student with a concept/topic that they have been learning about in class or an unknown concept.
3. Ask the student to provide a word that is associated with the concept (Allow approximately 10-20 seconds).
4. If the word is associated with the concept/ topic, the student remains standing. If the word is not associated with topic/concept the student sits down.
5. Ask the next student to provide another word related to the same concept.
6. Nil repetitions of associated words are allowed.
7. Record all responses on the board.
8. Once a concept/topic is exhausted, the teacher may choose a fresh word to begin with.
9. The final remaining student wins.

N.B. Before the student sits down, the teacher may like to ask the student to provide reasoning as to why the word it is associated with the concept.

WORD MEANING CHECKLIST

Materials

- Word Meaning Checklist
- Spelling list

Method

1. Ask the student write each of their spelling words down in the box marked **WORD**.
2. Ask the students to provide a definition of the word in the box marked **DEFINITION**.
3. Ask the students to find and write down 5-10 associated words in the box marked **ASSOCIATED WORDS**.
4. If the student doesn't know the meaning of a word class time/homework time can be spent looking up the meaning of the word or finding related words.

WORD MEANING CHECKLIST

Write down the word, its meaning and other associated words.

<u>WORD:</u>
<u>DEFINITION:</u>
<u>ASSOCIATED WORDS:</u>

<u>WORD:</u>
<u>DEFINITION:</u>
<u>ASSOCIATED WORDS:</u>

<u>WORD:</u>
<u>DEFINITION:</u>
<u>ASSOCIATED WORDS:</u>

<u>WORD:</u>
<u>DEFINITION:</u>
<u>ASSOCIATED WORDS:</u>

<u>WORD:</u>
<u>DEFINITION:</u>
<u>ASSOCIATED WORDS:</u>

WORD:

DEFINITION:

ASSOCIATED WORDS:

WORD:

DEFINITION:

ASSOCIATED WORDS:

WORD:

DEFINITION:

ASSOCIATED WORDS:

WORD:

DEFINITION:

ASSOCIATED WORDS:

WORD:

DEFINITION:

ASSOCIATED WORDS:

LESSON 3: SYNONYMS AND ANTONYMS

Introduction

Synonyms and antonyms are important to the English language. It is important to know that for every word there is another word that has the same, similar or opposite meaning. Without this knowledge our vocabulary would be very limited and the understanding of both written and spoken texts would be inadequate.

Aim

The aim of this lesson is to build the students' vocabulary through increasing the students' awareness of synonyms and antonyms and their use to improve and expand their written and oral language. This will be done by building upon the students' existing lexical abilities.

Roundabout

Materials

- Pencil.
- Synonym and antonym sheet for each child.

Method

1. Ask the students to clear their desks and take out a pencil.
2. Give each student the synonym and antonym sheet with a vocabulary word on it. Once everyone is ready, appoint a timekeeper.
3. Explain to the students that they have 15 seconds to write down a synonym and an antonym on the sheet in front of them.
4. After 15 seconds instruct the students to move to the next desk.
5. At each desk, they must try to think of a synonym and antonym that hasn't yet been used.
6. When the activity is completed discuss synonyms and antonyms obtained for each word.

Suggested words to write in sheet:

Happy	Sad	High	Low	Dark	Light
Good	Bad	Wet	Hot	Cold	Sunny
Rainy	Bent	Straight	Hard	Soft	Fast
Slow	Pretty	Ugly	Big	Little	Loud
Quiet	Clean	Dirty			

NOTE: By giving a student a word and another student it's antonym, provides the students with an opportunity to compare the two after the activity is finished. Thus reinforce the concept of antonyms and synonyms. Using 'happy' and 'sad' as examples you will notice that the synonyms of 'happy' will be the antonyms of 'sad' and vice versa.

Synonym Partners

Materials

- Synonym cards (you can use the words that are given in the previous activity or make your own up).
- Clear space in the classroom.

Method

- 10.** Give each student a card.
- 11.** Instruct the students to move around the classroom and find their synonym partner.
- 12.** Once they have found their partner, they should sit down on the ground until everybody is finished.
- 13.** Share the results with the class.

NOTE: this game can be adapted to include Antonyms instead of Synonyms.

Synonym Password

Materials

- Word cards (you can use the words suggested in the first activity).
- Space up the front of the class.

Method

1. Split the class into pairs.
2. Give each pair a word card.
3. Each pair should come to the front of the class and describe their word to the class, but only giving them clues in synonyms.
4. The rest of the class should try and guess the word based on the synonyms that are given.

NOTE: This game can also be adapted to use antonyms instead of synonyms.

What's in the Bag?

Materials

- Paper bag
- A small item from around the classroom that will fit in the bag.

Method

1. Give each student a paper bag with a “mystery” item inside (a small, everyday item, such as a pencil, stone, sticker, or toy car).
2. Challenge students to write antonym clues for their mystery items.
3. Instruct each student to read the description of his or her item to the class and ask the class to guess what it is. For example, if a student has a new, sharp pencil in her paper bag, she might say: “My object is short and thick. It is old. The tip of it is dull.”

NOTE: This game can be adapted to include Synonyms, perhaps for a younger class.

What I (didn't) do on the weekend

Materials

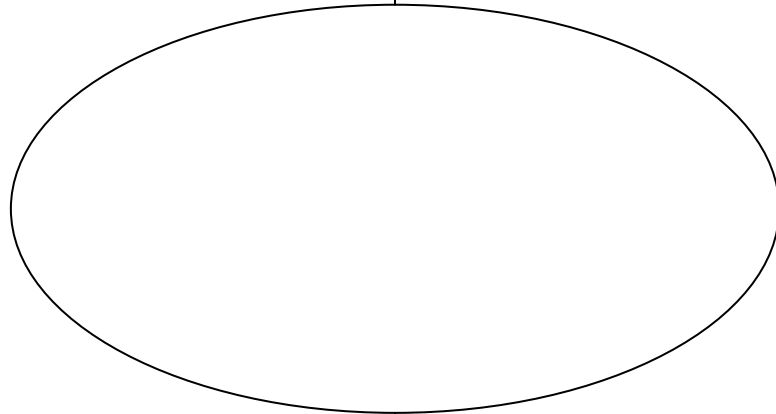
- Pencil
- Paper

Method

1. Begin by having students write a paragraph about their weekend activities.
2. Ask them to write another version of the paragraph in which they substitute a word for its antonym wherever they can. For example, “It was rainy every day at the beach” could become “It was sunny every day at the beach.”

Synonyms

Antonyms



LESSON 4: HOMOPHONES and HOMONYMS

Introduction

Homophones and homonyms are a result of the evolution of the English language. Often their pronunciation, spelling and meanings have been borrowed from other languages, or have evolved within the English language to be the way we use them today.

Homophones are words which are spelt differently and have different meanings, but are pronounced in the same way. Examples are **blew and blue, pain and pane**.

Homonyms are words that have the same spelling and pronunciation, but two or more different meanings. An example is **bear**, which can mean a furry animal and is also a verb meaning to carry.

Note: Sometimes words can be both homonyms and homophones. For example, **pale** can mean lack of bright colour and also a wooden post used in a fence, and a **pail** is a bucket.

Aim

It is important to learn about homophones and homonyms in certain contexts. Context is the defining feature which tells a person what the meaning of the word is. To make the concept of homophones/homonyms more concrete, it is important to keep them in a meaningful context.

We can help build a student's vocabulary by increasing awareness and use of homophones and homonyms. When students have an awareness of homophones and homonyms it can help them understand certain semantic relationships between words and that not all words that sound the same and look the same have the same meaning.

Other Homophones that can be used to expand each activity

Homophones	Examples
allowed aloud	You are not <u>allowed</u> to smoke until you are 16. She spoke her thoughts <u>aloud</u> (to say something so it can be heard).
bear bare	A <u>bear</u> is a large furry animal. She walked on the beach with <u>bare</u> feet.
bored board	To be <u>bored</u> is to have lost interest in something. A <u>board</u> is a flat piece of wood.
break brake	If you <u>break</u> something you damage it. When you <u>brake</u> the car slows down.
caught court	He <u>caught</u> a large fish. You play tennis on a tennis <u>court</u> .
check cheque	Did you <u>check</u> that the door is locked? You can write a <u>cheque</u> to pay your bills.
find fined	I can't <u>find</u> my socks. She was <u>fined</u> £40 for driving too fast on the motorway.
flower flour	A daffodil or a rose is a <u>flower</u> . You need some <u>flour</u> to make the birthday cake.
hair hare	She has really long <u>hair</u> . A <u>hare</u> is an animal like a rabbit.
here hear	Please come over <u>here</u> . Can you <u>hear</u> that noise?
heal heel	His leg is broken, but it will <u>heal</u> (get better). Your <u>heel</u> is at the back of your foot.
hire higher	When we go to Spain we'll <u>hire</u> a car. The mountain was <u>higher</u> than the clouds.
hour our	There are 60 minutes in an <u>hour</u> . This is <u>our</u> house.
maid made	The <u>maid</u> cleaned all of the 15 rooms. I <u>made</u> the bed this morning.
new knew	I spilt wine on my brand <u>new</u> shirt. I <u>knew</u> the answers to all the questions.
one won	There was only <u>one</u> piece of birthday cake left. She <u>won</u> the running race.
pear pair	I ate a <u>pear</u> and a banana for breakfast. I won the card game with a <u>pair</u> of aces.
piece peace	I ate a very large <u>piece</u> of pie. He went on a march for world <u>peace</u> .
plain plane	I painted over the wallpaper in a <u>plain</u> colour. The <u>plane</u> landed late because of heavy fog.

Homophones	Examples
pour poor paw	Can you please <u>pour</u> some milk on my cereal. I don't have much money so I feel <u>poor</u> . The cat hurt his <u>paw</u> in a fight.
saw sore	He cut the tree down with a <u>saw</u> . His ankle was <u>sore</u> after he fell over.
see sea	She couldn't <u>see</u> without her glasses. I went swimming in the <u>sea</u> while on holiday.
shore sure	She built a sandcastle by the <u>shore</u> . I'm <u>sure</u> that I turned the oven off. (to be absolutely certain)
sight site	Don't let the students out of your <u>sight</u> . There were four cranes on the building <u>site</u> .
stairs stares	She ran down the <u>stairs</u> to answer the phone. He <u>stares</u> out of the window at the neighbours.
steal steel	The thief got caught trying to <u>steal</u> the diamond. The buildings were made of <u>steel</u> and glass.
they're their there	<u>They're</u> is a shorter way to say they are. It was <u>their</u> dog that bit the postman. The supermarket is over <u>there</u> .
through threw	I walked <u>through</u> the doorway into the room. She <u>threw</u> the ball a long way.
to too two	He isn't going <u>to</u> work today. <u>Too</u> is another way to say as well. <u>Two</u> is the number between one and three.
waste waist	Waiting for the wrong train was a <u>waste</u> of time. Her old dress was a bit tight around the <u>waist</u> .
week weak	A <u>week</u> is seven days long. He was too <u>weak</u> to lift the heavy box.
where wear	<u>Where</u> are you going tonight? Which t-shirt are you going to <u>wear</u> out?
whether weather	I'm not sure <u>whether</u> to phone her or not. Sun, rain, wind and snow are types of <u>weather</u> .
which witch	<u>Which</u> ice cream would you like? The <u>witch</u> was seen flying on a broomstick.
whole hole	Two halves make a <u>whole</u> . There was a <u>hole</u> in his sock.
worn warn	I am tired and <u>worn</u> out. He tried to <u>warn</u> her about the wet floor.
would wood	<u>Would</u> you like a drink? <u>Wood</u> comes from trees.
write right	I must <u>write</u> a letter to my friend soon. <u>Right</u> is the opposite of left.

Homophone Memory

Materials

- Homophone pair cards
- Pencil and paper

Method

1. Introduce the class to the concept of homophones and homonyms.
2. The class can work in pairs or small groups depending on how many cards are used
3. The students begin activity with a game of memory. The cards should be placed face down and the students take turns to turn over two cards each. When two words that sound the same but have different meanings are turned over, the child collects the cards as a matching pair. For example Hair and Hare would be a pair.

(Note: After playing memory the students should share the pairs between their group evenly as one child might get most of the homophone pairs when playing memory).

4. Once the students have collected their homophone pairs instruct them to write a meaningful sentence using each homophone. For example, 'The girl had long hair', and 'The hare ran across the field'. If the students are unsure of how to use the word in a sentence they can use a dictionary to find the meaning.

5. Randomly choose 5 students to present their sentences to the class. Each presenting student can write the homophone pair on the board and then read their sentence. The class needs to listen carefully to the sentence, and guess which homophone on the board is used in the sentence.

Suggestion: This game can also be played with homonyms, the only difference being the two cards that will make up a pair in memory will have the same spelling, and the students may need to use a dictionary to find the different meanings of the word.

Homophone Snap

Materials

- Homophone pair cards (see below)
- Pencil and paper

Method

1. Introduce the class to the concept of homophones and homonyms.
2. The class can work in pairs or small groups depending on how many cards are used
3. The students begin activity with a game of snap. The cards should be distributed evenly between the group members. The students hold their pile of cards face down and take turns to put one card at a time face up. When two words that sound the same but have different meanings are turned over, the child says the word aloud. The student who says the word first collects that pair of cards. The students continue to play until all pairs have been collected. For example Hair and Hare would be a pair.
4. Once the students have collected their homophone pairs they can write a meaningful sentence using each word. For example, 'The girl had long hair', and 'The hare ran across the field'. If the students are unsure of a word's meaning they can use a dictionary to find the meaning.

Note: After playing Snap the students might like to share the pairs between their group evenly as one child might get most of the homophone pairs when playing Snap.

5. Randomly choose 5 students to present their sentences to the class. Each presenting student can write the homophone pair on the board and then read their sentence. The class needs to listen carefully to the sentence, and guess which homophone on the board is used in the sentence.

Suggestion: This game can also be played with homonyms, the only difference being the two cards that will make up a pair will have the same spelling, and the students may need to use a dictionary to find the different meanings of the word.

Bare	Bear
Caught	Court
Flour	Flower
Hair	Hare
One	Won
Pair	Pear
Waste	Waist

Piece	Peace
Saw	Sore
Sea	See
Pour	Paw
Allowed	Aloud
Right	Write
Stairs	Stares

Hear	Here
Heal	Heel
Hire	Higher
Whether	Weather
Which	Witch
Raw	Roar
Whole	Hole

Homonym mini crossword and quiz

Materials

- Copy of quiz and/or crossword
- Pencil
- Dictionary

Method

1. Introduce the class to the concept of homonyms.
2. Depending on the ability of the students, choose an activity that has an appropriate difficulty level. The quizzes will be easier and the crossword more difficult.
3. Provide the students with dictionaries to make the quizzes easier.

Suggestion: Take the multiple choice answers out of the quiz to provide students with a more open ended test or even to provide more opportunity to use the dictionary.

Quiz

Pick two or more answers.

Q1. A ball is...

- a) A round toy that you can bounce
- b) A car that travels quickly
- c) An event or party where you usually dance
- d) A large mountain

Q2. A deck is...

- a) Another word for balcony
- b) A round toy that you can bounce
- c) The part of a ship that you walk on
- d) Another word for a pile of cards

Q3. Light is the antonym of...

- a) Heavy
- b) Slow
- c) Open
- d) Dark

Q4. A boot is...

- a) A type of footwear
- b) A compartment at the back of a car
- c) The noise a clock makes
- d) A type of building

Q5. Fast can mean...

- a) To eat nice food
- b) To move quickly
- c) To go without food
- d) To own a pet

Q6. A bank is...

- a) A type of car
- b) The name of a superhero
- c) The side of a river
- d) A place where you can keep money

Q7. Lean can mean...

- a) Thin or slim
- b) To tilt
- c) To treat someone badly
- d) Unhealthy

Q8. A bat is...

- a) Something you wear
- b) A small, black, flying animal that comes out at night
- c) A type of food
- d) Something you hit a cricket ball with

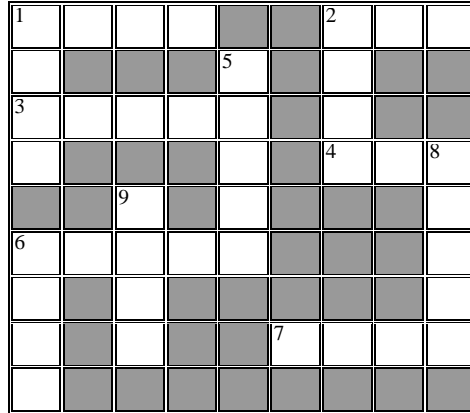
Q9. A tap is...

- a) A light knock
- b) Something you turn to make water go into the sink
- c) Something you hit a cricket ball with
- d) A type of car

Q10. Stick means...

- a) A bird
- b) A long skinny piece of wood
- c) To adhere to something
- d) To eat quickly

Mini Crossword



ACROSS

1. The side of a river, and a place where you can keep money.
2. A small, black, flying animal that comes out at night, and something you hit a cricket ball with.
3. Antonym of dark, and antonym of heavy.
4. A light knock, and something you turn to make water go into the sink.
6. A long skinny piece of wood, and to adhere to something.
7. To look after something, a thinking component- to use your

DOWN

1. A round toy that you can bounce, and an event where you dance.
2. A type of footwear, and a compartment at the back of the car.
5. Part of a plant, or to follow something closely. Eg. An animal can its prey.
6. Bottom of foot, and singular or only.
8. To hit something hard, and a unit of English currency, and a lost dogs home.
9. The noise of a clock, and a nasty parasite, and the symbol used to show an answer is correct.

Homophone Quiz

Materials

- Copy of quiz
- Pencil
- Dictionary

Method

1. Introduce the class to the concept of homophones.
2. Provide each student with the quiz and a dictionary.

Suggestion: Take the multiple choice answers out of the quiz to provide students with a more open ended test or even to provide more opportunity to use the dictionary.

Adapted from: Activities for ESL students (2006) '*Homonym Quizzes*'. Viewed 10th September, 2006, from <http://a4esl.org/q/h/homonyms.html>.

Produced for the Riverina Schools Project Partnership, 2006.

Homophone Quiz

Q1. The ___ looked dashing in his armour.

- a) night
- b) knight

Q2. I have blond ___ and ___ eyes.

- a) hair a) blew
- b) hare b) blue

Q3. I don't even have one ___ with me.

- a) cent
- b) sent
- c) scent

Q4. He said he ___ where the place was.

- a) knew
- b) new

Q5. An island is a piece of land surrounded by the ___.

- a) see
- b) sea

Q6. ___ you like coffee or tea?

- a) Would
- b) Wood

Q7. I ___ my bike yesterday, so my legs are sore.

- a) rode
- b) road

Q8. Are you ___ or left-handed

- a) right
- b) write

Q9. I am going on a holiday for one ___.

- a) week
- b) weak

Q10. Do you ___ which answer is right?

- a) know
- b.) no

Q11. Where did the dog ___ the bone?

- a) bury
- b) berry

Q12. I need some more ___ for the cake.

- a) flower
- b) flour

Q13. The dog ___ his bone.

- a) chews
- b) choose

Q14. He has something in his ____.

- a) eye
- b) I

Q15. He ___ the ___ cake.

- a) eight a) whole
- b) ate b) hole

Q16. I don't have to ___ there until evening.

- a) bee
- b) be

Q17. Is there any ___ in the soup?

- a) meat
- b) meet

Q18. We both walked ___foot in the sand.

- a) bear
- b) bare

Q19. Do you want another bread ___?

- a) role
- b) roll

Q20. The ___ is very bright today, isn't it?

- a) son
- b) sun

Homophone Worksheet

Materials

- Worksheet (see over page)
- Pencil
- Dictionary

Method

1. Introduce the class to the concept of homophones.
2. Instruct the students to complete the worksheet.
3. Randomly choose 5 students to present their sentences to the class. Each presenting student can write the homophone pair on the board and then read their sentences. The class needs to listen carefully to the sentence, and then guess which homophone on the board is used in which sentence.

British Broadcasting Centre (2004) '*Skillwise Factsheet*'. Viewed 2nd September, 2006, from <http://www.bbc.co.uk/skillswise/words/spelling/wordbuilding/rootwords/factsheets.html>

HOMOPHONE WORK SHEET

Name:

Write the homophones under the following words. Don't worry about spelling at this stage. You can correct them later.

Ate	For	Flower	Sail	Close
Dear	Right	Great	Our	No
Male	Meat	Mist	Nose	Plain
Rap	Red	Sum	Waist	Wear
Weather	Witch	Hole	Blue	See
Bye	Not	To	Band	Be
Sent	Groan	Hair	Brake	Currant

Underline the ones you think you might have got wrong and look up the correct spellings in a dictionary. Write the correct spelling above it.

Now, choose 5 pairs of homophones and put them into sentences over the page.

1A. _____

1B. _____

2A. _____

2B. _____

3A. _____

3B. _____

4A. _____

4B. _____

5A. _____

5B. _____

Homophone and Homonym Stories

Materials

- Pencil and paper
- Coloured pencils (two different colours)

Method

1. Introduce the class to the concept of homophones and homonyms.
2. Split the class into pairs.
3. The students begin by writing a short story or paragraph using as many homophones and homonyms as they can. Students might like to try and use both homophones or both homonym meanings in a sentence. For example, 'The **flea** with the **flu** **flew** up the **flue** in order to **flee** the fire', or 'The man **threw** the black **boot** **through** the hole in the **boot** of his car'.
4. Once the story is finished the students need to swap stories with their partner. They then need to identify all of the homophones and homonyms within that story. The students might use different coloured pencils to circle the homophones and homonyms (see example above).
5. Randomly choose 5 students to present their story to the class. The class can listen carefully to the story, and clap every time they hear a homophone or homonym.

To make the activity easier:

- Write a series of sentences rather than a story.
- Have examples of homophones and homonyms displayed somewhere in the classroom, or students may have a book where they have been collecting examples.
- Supply the students with dictionaries so they can look up a meaning if they are having trouble.