**The Bass Plays the Bass and Other Homographs**

**By Gene Barretta**

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**Common Core State Standards-English Language Arts-Literacy, Reading Foundational, First**

**Grade**

CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable

words.

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words

CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the

words into syllables.

CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and

understanding, rereading as necessary.

CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

**Common Core State Standards-English Language Arts-Literacy, Speaking Listening, First Grade**

CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate

to clarify ideas, thoughts, and feelings.

**Focus**

Students listen to story using homographs and make text-to-text connections by matching

selected homographs.

**Activation**

Introduce author Gene Barretta to students and share information about him from his website

www.genebarretta.com. Explain we will be reading a book written by Gene that tells us about

words that are spelled the same, but have different meanings.

**Pre Reading Conversation:**

 Have you ever noticed words that are spelled the same, but are pronounced differently

have different meanings?

 They have a special name, do you have any idea what that name could be?

 Can you give an example of a homograph?

**Post Reading Conversation:**

 After reading the book, do you know any homographs?

 Did the pictures in the book help you understand homographs? How?

 Did you notice that just by saying the word syllables differently, it changes the meaning

of the word?

 Do you know any homographs?

**Vocabulary**

Homograph

Minute (tiny)

Rebel (both meanings)

Entrance (both meanings)

Console (both meanings)

Polish (culture)

**Lesson Ideas:**

**Matching Game-**

 Prepare cards with written homographs, enough for one per student

 Create (teacher or together as a class) sentences using examples from the book that use the homographs correctly

 Read sentences, have students stand up when their homograph is read and reinforce by

having students pronounce their homograph both ways

**Alternate Matching Game-**

 Prepare separate cards with a homograph sentence on each one using examples from

the book

 Turn cards with sentence face down on table

 Students play a match game by selecting two cards, player keeps the cards if the

homographs match

**Illustrate Homographs-**

 Pair students, give each pair a homograph pair written on a card.

 Each student must illustrate their homographs, example:



 Students share their illustrations and classmates must figure out the homograph.

**Extra:**

Share a video about The Bass Plays the Bass (formerly titled Zoola Palooza) found on Youtube:

http://www.youtube.com/watch?v=YFwOU8Dn1oc

http://www.youtube.com/watch?v=j6l9jRcCzY8