**The Bat Can Bat: A Book of True Homonyms**

**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](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) Decode regularly spelled one-syllable words

[CCSS.ELA-Literacy.RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) Decode two-syllable words following basic patterns by breaking the words into syllables.

[CCSS.ELA-Literacy.RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CCSS.ELA-Literacy.RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) 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](http://www.corestandards.org/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 homonyms and make text-to-text connections by matching selected homonyms.

**Activation**

Introduce author Gene Barretta to students and share information about him from his website [www.genebarretta.com](http://www.genebarretta.com). Explain we will be reading a book written by Gene that tells us about words that are spelled the same, sound the same, but have different meanings.

**Pre Reading Conversation:**

* Have you ever noticed words that sound the same, are spelled the same, but different meanings?
* They have a special name, do you have any idea what that name could be?
* Can you give an example of a homonym?

**Post Reading Conversation:**

* After reading the book, do you know any homonyms?
* Did the pictures in the book help you understand homonym? How?
* Did you notice that words could sound the same, are spelled the same, but mean something different?

**Lesson Ideas:**

**Matching Game-**

* Prepare cards with written homonyms, enough for one per student
* Create (teacher or together as a class) sentences using examples from the book that use the homonyms correctly
* Read sentences, have students stand up when their homonym is read and reinforce by having students explain the meaning of a pair of homonyms.

**Illustrate Homophones-**

* Pair students, give each pair a set of homonyms, written on a card.
* Each student must illustrate their homonyms, example:

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* Students share their illustrations and classmates must figure out the homonym.