

# **The BAT CAN BAT: A Book of True Homonyms**

**By Gene Barretta**

## **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 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, but have different meanings.

### **Pre Reading Conversation:**

- Have you ever noticed words that are spelled the same, and are pronounced the same, but 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 homonym?

### **Post Reading Conversation:**

- After reading the book, do you know any homonyms?
- Did the pictures in the book help you understand homonyms? How?
- Do you know any homonyms?

## 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 pronounce their homonym both ways

### Alternate Matching Game-

- Prepare separate cards with a homonym 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 homonyms match

### Illustrate Homonyms-

- Pair students, give each pair a homonym pair written on a card. □ Each student must illustrate their homonyms, example:



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