

## Dear Deer: A Book of Homophones

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 homophones and make text-to-text connections by matching selected homophones.

#### **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 sound the same, but are spelled differently and 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 homophone?

#### **Post Reading Conversation:**

- After reading the book, do you know any homophones?
- Did the pictures in the book help you understand homophones? How?
- Did you notice that words could sound the same but look so different?
- Do you know any homophones?

## Vocabulary

Homophone

Dear - Deer (both meanings & spellings)

Aunt - Ant (both meanings & spellings)

Hear - Here (both meanings & spellings)

Moose - Mouse (both meanings & spellings)

Ate - Eight (both meanings & spellings)

You - Ewe (both meanings & spellings)

Daze - Days (both meanings & spellings)

Him - Hymn (both meanings & spellings)

Hoarse - Horse (both meanings & spellings)

Feat - Feet (both meanings & spellings)

Tale - Tail (both meanings & spellings)

Doe - Dough (both meanings & spellings)

Toad - Towed – (both meanings & spellings)

Kneaded – Needed (both meanings & spellings)

See - Sea (both meanings & spellings)

Whale - Wail (both meanings & spellings)

Allowed - Aloud (both meanings & spellings)

Bare - Bear (both meanings & spellings)

Paws - Pause (both meanings & spellings)

Hey - Hay (both meanings & spellings)

Threw - Through (both meanings & spellings)

Red – Read (both meanings & spellings)

Blew - Blue (both meanings & spellings)

Choose - Chews (both meanings & spellings)

Herd - Heard (both meanings & spellings)

Mood - Mooed (both meanings & spellings)

Flew - Flu (both meanings & spellings)

Bee - Be (both meanings & spellings)

Flee - Flea (both meanings & spellings)

News - Gnus (both meanings & spellings)

Hare - Hair (both meanings & spellings)

No - Know (both meanings & spellings)

## Lesson Ideas:

### Matching Game-

- Prepare cards with written homophones, enough for one per student
- Create (teacher or together as a class) sentences using examples from the book that use the homophones correctly
- Read sentences, have students stand up when their homophone is read and reinforce by having students spell their homophone both ways

**Alternate Matching Game-**

- Prepare separate cards with a homophone 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 homophones match

**Illustrate Homophones-**

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



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