

# 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](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, 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.