

Homographs; Easily Confused Words

CD Materials and Preparation

Optional pages:

- List 16 Spelling Words and List 16 Review
- Alternate Final Test List 16

Day 1

- Word Sort List 16
- *Homographs and Easily Confused Words (Day 1)*

Day 2

- *Homographs and Easily Confused Words (Day 2)*

Day 4

- *Use of Words*

Day 1

Homographs

- ▶ Display *Homographs and Easily Confused Words (Day 1)* part A. Draw attention to the sentence.

Pronounce homographs and easily confused words clearly.

What do you notice about the two underlined words?

Possible answers: They are spelled the same but are pronounced differently. They are different parts of speech and have different meanings.

What do we call these words? **homographs**

- ▶ Draw attention to the pronunciation respellings and the definitions.
- ▶ Invite a student to read the sentence aloud.
- ▶ Display part B.

Two pronunciations are used in each sentence to represent a homograph.

- ▶ Ask a student to read the first sentence.
- ▶ Ask a student to write *convert* under the heading Homograph.

The noun (kŏn 'vûrt ') means "a person who has changed from one belief to another." The verb (kən-vûrt ') as used in this sentence means "to change from one belief system to another."

- ▶ Follow a similar procedure with the remaining sentences.

Easily Confused Words

- ▶ Display part C number 5. Draw attention to the words *affect* and *effect*.

What do you notice about this pair of words? Possible answers: Their spellings are very similar. They have different meanings.

Pattern Words

lay
separate
affect
estimate
except
minute
lie
excuse
effect
convert
subject
accept
perfect
associate
celery
personnel
alternate
salary
progress
personal

Review Words

official
symbolize
material
summarize
electrician

Easily confused words are words that have similar spellings and subtle differences in pronunciation. Their meanings are different. **lay lie affect effect**

Homographs are words that are spelled the same but have different meanings. They are usually pronounced differently. The pronunciation difference usually includes an accent shift related to the parts of speech. **separate excuse**

Word Sort

Write the Pattern Word that matches each meaning.

Easily confused words

- lay _____ to place or put; to set
- lie _____ to be at rest; to recline
- affect _____ to bring about a change; to influence
- effect _____ result; consequence
- except _____ not including; leaving out
- accept _____ to receive; to take
- celery _____ a plant with edible leaves, stalk, roots, and seeds
- salary _____ a fixed sum of money that is paid to someone for doing a job
- personnel _____ the people employed by a company
- personal _____ of or related to a specific person



Seals lie on the ice.

The remaining Pattern Words are homographs. Write each homograph.

Homographs

- | | |
|-----------------------|------------------------|
| <u>separate</u> _____ | <u>subject</u> _____ |
| <u>estimate</u> _____ | <u>perfect</u> _____ |
| <u>minute</u> _____ | <u>associate</u> _____ |
| <u>excuse</u> _____ | <u>alternate</u> _____ |
| <u>convert</u> _____ | <u>progress</u> _____ |

- ▶ Explain that since *affect* and *effect* are similar in spelling and pronunciation, they may be confused and used incorrectly. Although the pairs are similar, they are not homographs.

The word *affect* can mean "to influence or change." The word *effect* can mean "something that happens as a result of an action."

- ▶ Ask a student to identify and write the word that completes each sentence. Invite another student to read the sentences aloud.
- ▶ Follow a similar procedure with the remaining pairs of words and sentences.

Word Sort

- ▶ Instruct the students to turn to Worktext page 62.
- ▶ Display Word Sort List 16. Explain the Word Sort activity and discuss matching each easily confused word with its meaning. The remaining Pattern Words are homographs and will be written under the heading Homographs.
- ▶ Direct the students to read the first two definitions under the heading Easily confused words.

Which Pattern Word means "to place or put; to set"? **lay**

Which Pattern Word means "to be at rest; to recline"? **lie**

Word Study

Write the Pattern Word that matches the meaning of each sentence. Circle the correct pronunciation respelling. Use the Spelling Dictionary to check your answers.

- alternate 1. Kayley takes guitar lessons on
(òl 'tər-nāt', (òl 'tər-nī) Saturdays.
- progress 2. What (pròg 'rēs, prə-grēs') have you
made on your history project?
- convert 3. For this math problem, Abigail will (kòn 'vurt', kən-vùrt') inches to yards.
- perfect 4. Ethan will (pûr 'fikt, pər-fēkt') his piano piece for the recital.



Write the homographs or the pair of easily confused words that completes each sentence. You may need to change a verb tense or use the plural form of a noun.

5. The subject of my science project is subject to change.
6. Did the effects of the hurricane affect your family's vacation plans?
7. Kiera had a written excuse from her doctor excusing her from gymnastics practice for two weeks.
8. Dad had a personal interview with the personnel manager of the company.
9. I would accept the invitation to the birthday party except my piano recital is at that time.
10. Juan will lay his bat, glove, and cap on a shelf in the garage; they will lie there until he leaves for baseball practice.
11. After the mail is separated by ZIP Codes, a postal worker puts the mail into separate containers.

Write the Pattern Word to replace the underlined clue in each sentence.

- salary 12. Mr. Lin receives a regular payment for his teaching job.
- Minute 13. Very small particles of pollen adhere to bees as they feed from flowers.
- celery 14. Mrs. Bauer uses a plant with edible leaves, stalk, roots, and seeds in her soup.
- estimate 15. My rough calculation helped me know whether my answer was reasonable.
- associate 16. The sales person joined with others in business helped the customers.

Spelling 6

List 16 • 63

- ▶ Follow the same procedure with each pair of definitions as you complete the Easily confused words section.
- ▶ Beginning with the Pattern Word *separate*, direct the students to write the remaining Pattern Words under the heading Homographs. Discuss the two pronunciations and the meanings as needed as you complete the Word Sort.

Pretest

- ▶ Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching this lesson.

minute

excuse

lay

accept

estimate

convert

separate

subject

affect

lie

except

effect

Pronounce homographs as they are used in your sentences. Pronounce easily confused words clearly.

Differentiated Instruction

Day 2

Word Meaning

- ▶ Display *Homographs and Easily Confused Words* (Day 2) part A.

What do we call words that have the same spelling but different pronunciations and different meanings? **homographs**

There is no Word Study section for this lesson.

Use of the Learn to Spell a Word study method provides multisensory practice of spelling words. An optional form is available on the Teacher's toolkit CD.

- ▶ Direct a student to read the two sentences aloud using the correct pronunciation for each word.
- ▶ Ask a student to write *associate* under the heading Homograph.
- ▶ Follow a similar procedure with the remaining sentences.
- ▶ Display part B. Reveal number 6. Read the pair of words together. Discuss the meaning of *celery* and *salary*.
- ▶ Ask a student to identify and write the word that completes each sentence.
- ▶ Invite another student to read the sentences aloud.
- ▶ Follow a similar procedure with the remaining pair of words and sentences.

Review Words

- ▶ Select a student to write *office* and *matter* for display.
- ▶ Choose a student to write the related Review Words with the suffix *ial*.
- ▶ Ask another student to explain what spelling changes occurred when the suffix was added.
- ▶ Choose a student to write *symbol* and *summary* for display.
- ▶ Ask another student to write the related Review Words with the suffix *ize*.
- ▶ Discuss the spelling change to the word *summary*.
- ▶ Write the word *electrician* for display. Select a student to identify the base word, suffix, and consonant sound change from the word *electric* to *electrician*.
- ▶ Complete page 63.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

- | | |
|-----------------|---|
| 1. excuse | I turned in my excuse for being late to the teacher. |
| 2. estimate | The mechanic gave an estimate of the cost to repair our van. |
| 3. affect | The spring rain and sunshine will affect the growth of our lettuce patch. |
| 4. lay | The workers carefully lay each piece of wood flooring in place. |
| 5. accept | Did you accept Ryan's offer to help you with your basketball skills? |
| 6. convert | Your body is designed to convert the food you eat into energy. |
| 7. separate | Mom will separate eggs and use only the egg whites to make an angel food cake. |
| 8. lie | Our cats lie by a sunny window during cold winter months. |
| 9. minute | The artist painted every minute detail of the rose in her painting. |
| 10. effect | The overturned lawn furniture showed the effect of the strong March winds. |
| 11. except | Everyone came to the party except Cole because he was out of town. |
| 12. subject | An athlete must subject himself to rigorous physical activity. |
| 13. personnel | The office personnel honored Mr. Brock on his birthday. |
| 14. perfect | My sister practices to perfect her tennis skills. |
| 15. personal | Each student has a personal locker. |
| 16. salary | Mr. Jackson's increase in salary allowed him to buy a more reliable car. |
| 17. associate | I try to associate with friends that love the Lord and want to do right. |
| 18. alternate | The road was closed, so we took an alternate route. |
| 19. progress | My brother helped me make progress in cleaning up the backyard. |
| 20. celery | We snacked on celery and carrot sticks. |
| 21. electrician | The electrician updated the electrical wiring in the old house. |

Pronounce each homograph as it is used in the sentence. Pronounce easily confused words clearly.

Proofreading

Thomas researched and wrote the interesting facts he learned about whale sharks.

The spell checker has marked three misspelled words. Mark the correct spelling for each word.

The spell checker has not marked words that are spelled correctly but are used incorrectly in the sentence. Circle the two incorrect homophones. Write each correct homophone.



Whale Shark

- It is the largest fish in the sea and measures up to forty feet in length.
- Its naturel habitat is warm seawater, and it is found in all tropic seas.
- Having tiny teeth does not effect its ability to eat because it is a filter feeder.
- Its diet includes micrascopic plankton, small squid, and fish.
- It displays gentle behavior and is known to except a swimmer hitching a ride.

native
natural
nature

tropic
tropical
tropics

microscope
microscopic
microscopy

affect

accept

Word Study

Add the suffix *ial*, *ian*, or *ize* to write the Review Word.

- | | | | |
|-------------|--------------------|------------|------------------|
| 6. matter | <u>material</u> | 8. summary | <u>summarize</u> |
| 7. electric | <u>electrician</u> | 9. office | <u>official</u> |

64 • List 16

lay
separate
affect
estimate
except
minute
lie
excuse
effect
convert
subject
accept
perfect
associate
celery
personnel
alternate
salary
progress
personal
official
symbolize
material
summarize
electrician

- | | |
|---------------|--|
| 22. symbolize | The Liberty Bell is still used to symbolize freedom. |
| 23. summarize | Pastor Lee will summarize the main points of his sermon. |
| 24. official | The president's stationery has the official Presidential Seal of the United States. |
| 25. material | My aunt used blue material to make curtains for my room. |
- Follow the procedure for dictating a sentence (page 4).
I am making good progress in the subject of math.

Proofreading

- Instruct the students to turn to Worktext page 64.
- Thomas needs to organize his notes before he begins writing his report. Why is it necessary for us to spell correctly when we write notes for a report? We will have the correct spellings when we write the report.
- Ask a volunteer to read the introduction to the proofreading activity.
- Complete the page.

List 16 Review

Writing

God created people with the abilities they need to communicate with words. In some of the psalms, David and other writers communicated wonder over God's creation and praise for God's power. You too can use words to declare the glory of God the Creator.

Locate each passage from the book of Psalms. Take notes on what you learn about God's creation. How did God create? With what has He filled the earth? How does God provide for the animals? How does God's creative power benefit us?

Psalm 19:1–4 Psalm 104:14–25 Psalm 148

Write a paragraph or poem of praise to God for His greatness and for the wonders of His creation.



Spelling 6



List 16 • 65

Day 4

Review

- ▶ Review activities help the students to progress toward long-term memory of the spelling words as well as the generalizations that can be applied to those words.
- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

Writing

- ▶ Guide a discussion about communication.

Communication is the act of communicating or exchanging thoughts, information, or messages. Communication can be verbal, which means using spoken or written words. It can also be nonverbal or without words. Someone or something is sending the information, and someone or something is receiving it.

- ▶ Instruct the students to locate Psalm 148 in their Bibles. Ask a student to read verses 1–10 aloud.

What parts of creation are mentioned? Answers may include any of the things mentioned in verses 1–10.

Who created them? the Lord (God)

What are they being told to do? Praise the Lord.

How do they praise God? The way they are made and what they are able to do communicate God's greatness and power.

- ▶ Invite a student to read verses 11–14 aloud.
In these verses who is expected to praise the Lord? people
- ▶ Elicit that the way people are made and what they are able to do show God's greatness. People can also use words to say or write about God's greatness.
Why is all of creation, including people, expected to praise the Lord? God commanded and it was created (v. 5). His name is exalted, and His glory (majesty, splendor) is above heaven and earth (v. 13).
- ▶ Explain that every part of God's creation, from the smallest microscopic organism to the highest mountain, communicates God's greatness and glory. People should praise God in what they do and through the words they use. [BAT: 7c Praise]

Words used in this way are important. God has given us the physical and mental ability to use words. We should use words to praise and thank Him. We should use words to communicate to others that God is great and is worthy of praise.

- ▶ Instruct the students to turn to Worktext page 65.
- ▶ Invite a student to read the introduction aloud.
- ▶ Guide the students in completing the activity.
- ▶ The students may use the *Use of Words* activity page or a computer program to write and illustrate the paragraph.

Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

Day 5

Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.
 1. She put the carrot and celery sticks in separate dishes.
 2. I gave my written excuse to the office personnel.

Pronounce each homograph as it is used in the sentence. Pronounce easily confused words clearly.