

Homophone Skits

Fourth Grade + ELA and Drama

Adapted by Cristi Clark

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama

Acting (skit performance)

MSCCR STANDARDS

TH: Cr1.1.3a Create roles, imagined worlds, and improvised stories in a drama/theatre work

TH: Cr2.1.3b Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work

TH: Cr3.1.3a Collaborate with peers to revise, refine, and adapt ideas to the given parameters of a drama theater work

TH: Cn10.1.3 Synthesize and relate knowledge and personal experiences to make art

MSCCR CREATIVE ARTS STANDARDS

SL.4.1

SL.4.1a

SL.4.1b

SL.4.1c

SL.4.6

L.4.1

L.4.1

L.4.1

L.4.1g

L.4.3

L.4.3c

RECOMMENDED RESOURCES

PRINTOUTS: Homophone Reference List, Homophone Comics Assessment Rubric

WEBSITES: [Homophones song](#)

DURATION

One 60-minute session

OBJECTIVES

Students will...

Learn the definition of a homophone.

Recognize and give examples of several common homophones.

Listen to a song about homophones to extend their understanding.

Work in small cooperative groups to create short skits demonstrating an understanding of homophone.

Work in small groups to create homophone comic strips.

MATERIALS NEEDED

MATERIALS AND TECHNOLOGY:

Index cards

Internet access with audio capabilities.

STUDENT INTERACTIVES

Comic Creator Grades K – 12

Student Interactive

Writing & Publishing Prose

Comic Creator*

**The Comic Creator invites students to compose their own comic strips for a variety of contexts (prewriting, pre- and post-reading activities, response to literature, and so on)*

VOCABULARY

Homophone

LESSON SEQUENCE

Begin by introducing the term homophone to students. Explain that homophones are words that sound alike but have different meanings and are spelled differently. Note the root word phone, which means sound. Homophones involve sound and listening, just like when one talks on the phone.

Ask students to brainstorm some homophones and write them on chart paper or the board. Tell students that they are going to be listening to a song, and they should listen for as many homophones as they can hear. Play the Between the Lions' Homophones song. You may want to play the song several times for students.

Ask students to tell what homophones they hear in the song. Record them on the board. Depending on the age and maturity of your students, you may want to print out the lyrics to the song and have them sing the song as a class. Once students have listened to the song and identified the homophones, discuss the meaning and spelling of each homophone with students. Point out that each homophone sounds the same but has a different meaning and spelling.

Divide students into small groups (3–4 students) and explain that they are going to be acting out several homophones for the class. The other students in the class will have to give the meaning and spelling of that particular homophone. Have students pick one of the homophone index cards. Each group should come up with a short (10–20 second) skit that depicts the homophone that they selected. Example: If a group selects the homophone meet, they might act out a quick skit in which two people meet each other. The other members of the class would have to give the meaning and spelling of that homophone (meet).

Depending on your class, you may want to say the homophone aloud before each skit and just have the other students in the class give the correct spelling and meaning based on the skit. Or, you may just want the groups to act out the skit and have students try to determine the homophone (without saying it orally first). Have the other groups select index cards and act out the homophones on their cards.

Continue with the skits until several sets of homophones have been identified. Once all groups have completed their skits, each group can use the online Comic Creator to turn their skit into a short comic strip. Show students your sample comic strip before they begin. The comics can be compiled into a class "homophone book" or displayed in the classroom.

EXTENDED LEARNING ACTIVITIES

In order to extend these activities, students may want to have more practice with homophones. Visit the following websites for additional practice pages:

Crossword Puzzles Visit this online tool and select "Play One of Ours" and the K-2 tab. In the drop-down menu you will find a puzzle titled "Words That Sound Alike". Students can solve the puzzle online or you can print it off and give them blank copies. For more information about the puzzle, see *Playing Puzzles: A Guide for Teachers*.

School Specialty Intervention Lesson Pack: Practicing Homophones

Sense and Nonsense: Practice with Homophone Sentences Click "Skills and Strategies: Spelling," then scroll down and click the reproducible "Sense and Nonsense."

SOURCES

Lesson written by Sarah Dennis-Shaw; readwritethink.org

Lesson updated and edited by Cristi Clark

TIPS + FREQUENTLY ASKED QUESTIONS

STUDENT ASSESSMENT/REFLECTIONS:

Assessment can be done informally through observation and/or anecdotal notes during the instructional period. Students' comic strips can be assessed using the Homophone Comics Assessment Rubric.