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| **Subject:** | Language Arts |
| **Title:** | Hockey Homonyms |
| **Grade Level:** | 6 |
| **Purpose:** | * Students use hockey words in sentences showing more than one meaning; the different meanings of the word are evident |
| **Curricular**  **Connections:** | * show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists |
| **Materials:** | 1. Blackboard, smart board, chart paper etc. for instruction 2. Printable worksheet (Hockey Homonyms) or lined paper. |
| **Activity:** | 1. Start with a list of 3 words for instruction. For example: **goal, score, coach**. 2. Have students use each of the words in a sentence. Ask if they know another meaning for the word **goal**. Generate the response that a person can score a goal OR you can have a goal in life. 3. Challenge them to discover the two meanings of **score**. One is a noun and one is a verb. Do the same with coach. 4. As a class, students generate a list of 5 more words related to hockey that have more than one meaning. Some examples would be: skate, coach, shot, referee, snack(s), drink(s) 5. Students write sentences showing the different meanings of each word. **OR** Students use a word map to record words that have more than one meaning. Example: The word **score** is in the middle. The word map shows **3 sentences** in separate bubbles: The **score** is tied. Did you see him **score**? The coach will **score** their skating ability. |
| **Extension:** | 1. Have two characters talking to each other, each using a different meaning for the same word. For example:   “Your right **skate** is untied, and I think you’re going to trip on the lace!”  “Oh, I’d better **skate** to the bench and tie it tighter.” |
| **Assessment:** | 1. Teacher observes students while they write sentences, providing feedback and assistance where needed. 2. Assess students’ work for understanding of homonyms. |

**Hockey Homonyms**

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