Read Words in Context

Getting Started

The Mystery Words of the Week are the homophones peak/peek.

Model/Teach

• Distribute the Student Reproducible page 356.

• Ask a volunteer to read the Word Learning Tip. Explain that homophones are words that sound alike but have different meanings and spellings. Discuss the Word Learning Tip. Remind students that homophones have come into English from different languages.

• Invite students to read the Vocabulary Building Strategy. Explain that homophones can be tricky, so it’s important to look at the context in which the word is being used. It can help them understand the meaning of a word.

• Read the passage aloud once while students follow along.

• Tell students that you are going to read the passage again. This time you want them to think about the words in boldface type so they can decide what each word means.

• Have students read the first two paragraphs silently while you read them aloud. Then do the Think Aloud.

• Explain to students that as you read the passage, you will stop and discuss each boldface word. Remind students to look at how each word is spelled and think about how it’s used in the sentence.

• Place the transparency on the overhead projector. Point out that as you pause at each boldface word, you want the students to tell you what is special about the word. What is special about the spelling? What is its homophone? Then you want them to tell you how they are going to remember it and what it means.
Homophones

Think Aloud

Follow along silently as I read aloud: “Did you know that a horse can talk?” asked Jared. I know the sound of the word horse can have two different meanings: It can mean “a large animal with hooves that people ride” or it can mean “a rough, husky voice” like one you have after a cold. Words like this that sound alike but have different meanings are called homophones. I have to learn the spelling of these words to know the meanings. The words horse and hoarse are homophones. Horse, spelled h-o-r-s-e, means “an animal with hooves.” Hoarse, spelled h-o-a-r-s-e, means “a rough, husky voice.” The vowel sound in the first word is spelled with o and the vowel sound in the second word is spelled oo, since o and oo can spell the same sound. In the first sentence, horse means “an animal with hooves.” Later in the story, we will see how the writer used hoarse, spelled h-o-a-r-s-e.

- Read the story a second time. As students discuss each word, write their responses on the transparency.
- Then divide the class into small groups. Give them an opportunity to use flashcards to reinforce the words’ meanings.

English Language Learners

- Homophones can be particularly tricky for English Language Learners since they may not be familiar with the idea that the same sound can be spelled by different letters. Explain the vowel-consonant-e pattern. When a vowel is followed by a consonant and then e, the e signals a long vowel sound. Ask students which vocabulary word follows this pattern. In bale, the a spells a long /a/ sound because the word follows this pattern. Then have students find the homophone for bale (bail). Ask which letters spell the long /a/ sound in this word (ai). Finally, have students generate a list of other words that fit this pattern.

Independent Activity

Play a Game Called “Teakettle” Divide the class into two teams, and have the teams take turns. Challenge each team to write a sentence for each homophone. The first team reads its first sentence, but it substitutes the word teakettle for the homophone. For example: “We have to teakettle the sinking boat.” The other team must guess the correct homophone and spell it correctly. Remind students not to follow one homophone sentence with a sentence using the other in the pair.

Answer Key

See page 394 for definitions.
Connect Words and Meanings

Getting Started

**Mystery Word of the Week Clue 2**

Melody looked in the closet and got a good ________ at her birthday presents!

**Review and Share** Discuss with students which words were most difficult for them to guess for the “Teakettle” activity on page 350. What methods can they use to remember those words? Is there a picture of the word they can create in their minds? Add vocabulary words to the word wall.

**Model/Teach**
- Distribute the Student Reproducible page 357.
- Then do the **Think Aloud**.
- After you have modeled how to complete the items in this activity, let students finish the rest on their own. Then have them share their responses.

**English Language Learners**
- Pair more fluent students with those who are less fluent. Write *cheap* and *cheep* on the board. Point out that the long *e* sound in *cheap* and *cheep* can be spelled *ea* or *ee*. Ask students to say each word as you point to it. Then have students generate a list of other words in which the long *e* sound is spelled *ea* (*reap, each, eat, seat, meat*). Repeat the process to have them create a list of words in which long *e* is spelled *ee* (*keep, deep, meet, feed, week*).

**Independent Activity**

**Play a Word Game** Hand out vocabulary flashcards to pairs of students. Remind students that they must make up a sentence for each card they chose. If they use the word in the correct context, they can keep the card. If not, they have to give the card to the other person.

**Think Aloud**

The first definition says: “to make a sound like a baby bird; from a Scottish word that imitates the sound of a bird.” The two word choices are: *c-h-e-a-p* and *c-h-e-e-p*.

These words are homophones because the letters *eap* and *eep* sound the same. I know that *cheap*, spelled *c-h-e-a-p*, is a word people use to describe an item that doesn’t cost much, so I’m certain that *cheap* is not the correct word. I look at the definition again. The words “sound” and “baby bird” are good clues. I say the word *cheep* to myself. I remember now that *cheep*, spelled *c-h-e-e-p*, most likely came into being to imitate the sound of a bird. I circle the letter B. If I didn’t know this word, though, there’s a trick that I would use to memorize it. I’d remember that the word *cheep* sounds like what it describes—a bird sound. Or, I might picture a baby chick in my mind, linking it to the word *cheep*, spelled *c-h-e-e-p*.

**Answer Key**


Homophones
Use Words in Context

Getting Started

Mystery Word of the Week Clue 3

The word __________ comes from the Old English word picken, meaning “to look quickly and slyly.”

Review and Share  Ask volunteers to discuss how the card game in the activity on page 351 helped them remember the spellings and definitions of the homophones in this lesson. Discuss tips they used to help them write their sentences.

Model/Teach

• Distribute the Student Reproducible page 358.

• Before students start the first activity, do the Think Aloud.

• After you have finished modeling how to complete each sentence, have students finish the activity on their own. Invite students to share responses.

Independent Activities

Combine Two Homophones  Challenge students to make up sentences using homophone pairs from the vocabulary list. Ask them to write their sentences on separate pieces of paper.

Make Up Hink Hinks  Tell students that a “hink hink” is a kind of riddle. The answer to a “hink hink” consists of two homophones that sound alike. For example: What do you call a pony with a sore throat? A hoarse horse. Encourage pairs to write their “hink hinks” on a separate piece of paper and then read them to another pair to solve. You may want to allow time for students to share their riddles with the entire class.

Think Aloud

Let’s look at the first item together: “Mandy said to Gina, ‘Let’s walk down the ________ (isle, I’ll, aisle) and find seats for the movie.’” I notice that there are three homophones from which to choose. I think the best way to decide which word fits is to eliminate words that I know aren’t correct. I know that I’ll is a contraction for “I will.” That doesn’t work in the sentence at all. I also recall that isle means “island,” so that won’t work in this sentence. Next, I look at the context of the sentence to see if there are any words that might help me be certain that aisle is correct. The words “find seats for the movie” are helpful. I know that when I go the movies, I walk down a passageway between the rows of seats to find a seat. The word that names this passageway is aisle, so now I’m certain that aisle, spelled a-i-s-l-e, is the answer. I write aisle in the blank.

Answer Key

1. aisle  5. horse  9. cheap
2. Isle  6. hoarse 10. cheep
3. chews  7. hale
4. choose  8. hail

Materials Needed

• Student Reproducible, p. 358
Put Words Into Action

Getting Started

Mystery Word of the Week Clue 4
The word ____________ comes from an Old English word, pike, meaning “sharp point” or “pointed top of a mountain.”

Review and Share  Ask volunteers to share their sentences from the activity on page 352. Have them write the vocabulary words and their sentences on sentence strips or separate pieces of paper. Post them on the bulletin board.

Model/Teach
• Distribute the Student Reproducible page 359.
• Ask a volunteer to read the directions aloud.
• Before students start the activity, do the Think Aloud.
• After you have modeled how to formulate an answer to a question, have students complete the activity on their own. Ask pairs to discuss their responses.

Independent Activities
• Make a Homophone Chart  Start students off by asking volunteers for two or three sets of homophones. Make a model chart on the board with two columns, one column for Words and the second column for Meanings. Then give pairs some time to create their own lists.
• Guess That Word  Invite students to work in teams and take turns. Each team chooses two pairs of words. They also create four questions to ask another team about that team’s words. For example, Does your word gallop? or Does your word make a sound? Challenge each team to guess the correct word asking as few questions as possible.

Think Aloud
I want to model how I would do this activity. Let’s look at the first question: “How can you avoid getting hoarse?” I know that hoarse means “a rough, husky voice” and usually refers to a person’s voice being hoarse. It is spelled h-o-a-r-s-e. I also know that horse, the homophone of hoarse, means “a large animal that people ride.” The homophone horse spelled h-o-r-s-e is not the word used in this sentence. Now, I think about how to answer the question. Sometimes when I have a cold, my voice gets hoarse. Or when I go to a basketball game, I might yell too much and get hoarse. I think that I’ll write a sentence about going to a basketball game. I use the wording of the question to write my sentence. “I can avoid getting hoarse by not yelling loudly at a basketball game.” I write that sentence on the line. Then I reread the sentence to make sure that I spelled hoarse correctly.

Answer Key
Students’ responses will vary. See page 403 for sample sentences.
Getting Started

Mystery Word of the Week Clue 5
“Take a _________ through these binoculars. You can see the lion carrying its cub back to the den.”

Review and Share  Provide time for volunteers to discuss the homophone charts they created for the activity on page 353. Display the charts around the classroom, giving students a chance to review them and discuss them among themselves.

Model/Teach
• Distribute the Student Reproducible page 360 and read the boxed information.
• Discuss the bonus words.
• Then use the Think Aloud.
• After modeling how to find the correct word to replace the boldface word, allow students time to complete the activity on their own. Then ask students to share their responses.

Independent Activities

Write Movie Titles  Encourage students to brainstorm some ideas for movie titles and directors in which they use one vocabulary word for each title. Point out that each director’s name should be words that can be used as context clues to identify the vocabulary word in the title. For example, The Horse at Pine Patch Ranch by George Gallop.

• Make a Word History Chart  Students can work in small groups to make a word history chart with three columns: Homophone/Meaning/Language It Came From. Encourage them to use word histories they’ve learned in this lesson along with other word histories they might know.

Materials Needed
• Student Reproducible, p. 360

Think Aloud
Listen as I read the first sentence: “Dad drives to work along the same road every day.” First, I ask myself what I know about a road. I know it’s “a wide path that people use to get from one place to another.” I look at the vocabulary words and bonus words to see which word means about the same as road. The best choice is route. It means “a road or a usual path someone or something takes.” Finally, I replace road with route to see if it makes sense in the sentence: “Dad drives to work along the same route every day.” It fits, so I’ll write route in the blank. Here’s an interesting fact about language. The way we pronounce words can change over time and from one part of a country to another. That’s how some words that started out very differently came to sound the same. Most people pronounce route so it sounds the same as root, but others say it so that it rhymes with doubt.

Answer Key
Mystery Word of the Week: peek/peak
(Accept other words that fit the context.)

1. route 2. cheap 3. male 4. root
5. hale 6. I’ll 7. choose 8. hoarse
9. mail 10. bail
Check Your Mastery

Give the Test
• Distribute the Student Reproducible page 361.
• Read the directions aloud: “Read the questions. Circle the letter of the best answer to each question.” Tell students their job is to circle the letter of the correct answer.
• Model how to complete the test by writing the following item on the board:

Which of the following might someone mail?

A. a letter  B. a boat  C. a porcupine

• Ask students to explain how they know which word is the correct answer (A).
• Tell students that after they finish, they should read over the page and check their answers.
• Review Check Your Mastery orally with the students.
• Have students work with a partner to talk about the questions they got wrong. Ask them to write a new sentence using the correct vocabulary word for each item they missed.
• Tally students’ correct responses.

Student Self-Assessment

Journal Writing Ask students to write about how the Word Learning Tip and Vocabulary Building Strategy helped them learn these homophones. Then ask them to write a tip they would give to someone to help them decide which homophone to choose when they have to make a choice between two homophones.

Materials Needed
• Student Reproducible, p. 361

Answer Key
**Read Words in Context**

**Buster’s Rescue**

“Did you know that a horse can talk?” asked Jared. “Watch Starbuck eat from that bale of hay. See how he chews. Now he draws back his lips and says, ‘Neigh.’”

“But that means no more than a bird saying, ‘Cheep, cheep,’” I reply.

“Moon Shadow’s nudging Starbuck to get at the food. Listen to Starbuck squeal at the other horse. That squeal is a warning signal that says, ‘Stay away’ or ‘Watch out.’” explained Jared.

“Let’s walk down the aisle between the stalls. Choose a seat. Pull up one of those old chairs. I want to tell you a story.” said Jared.

“Every horse has its own special whinny or neigh. When I hear you speak, I can recognize you by your voice. I can even tell it’s you when your voice is a little hoarse from a cold. Horses can recognize one another by the sound of their whinnies and neighs. They can hear this sound from half a mile away.

“Last year I brought Moon Shadow and her foal, Buster, to a horse show on Greenwood Island. Of course, you know that a foal is a baby horse. The first night there, I rowed out to watch the sunset. The sunset was beautiful, but I had some trouble with the boat. It was a pretty cheap rowboat, though, not at all an expensive one. I had to bail water for most of the night because the boat leaked so badly.

“The next day, Buster got lost. Moon Shadow whinnied, calling for her child. Her ears pricked up when she heard an answering neigh. Off she ran, with us following, until she brought us right to where Buster was trapped by a fallen tree.”

“After we freed the foal, Moon Shadow and Buster nickered gently. Horses make this soft sound to greet one another. A mare uses it to tell its foal to stay close.”

I laughed, “I’ll bet Moon Shadow nickered the rest of the time you spent on the isle.”

---

**Vocabulary Words**

- aisle/I'll/isle
- bail/bale
- cheap/cheep
- chews/choose
- hoarse/horse

**Word Learning Tip!**

English words come from many other languages. Some English words are pronounced the same but are spelled differently and have different meanings. Although they sound the same, they are really two different words.

**Vocabulary Building Strategy**

When words sound alike but are spelled differently and have different meanings, they are easy to confuse. Think about the context of the sentence to determine the correct homophone. You can also look at how the word is spelled. Both of these strategies can help you to determine the meaning of the word and how it is used in the sentence.
Homophones

## Connect Words and Meanings

### Directions
Circle the letter in front of the word in each pair of homophones that fits the definition. You may use a dictionary or your glossary to help you.

1. to make a sound like a baby bird; from a Scottish word that imitates the sound of a bird
   A. cheap  
   B. cheep

2. to scoop water out of a boat; from an Old French word for bucket; the word also means a sum of money paid to get someone out of jail
   A. bale  
   B. bail

3. a rough, husky voice; from the Middle English word *hors*
   A. horse  
   B. hoarse

4. an island; from the French word *ile*, for island
   A. aisle  
   B. isle

5. to pick out something or someone from among several; from a Middle English word that meant “to split”
   A. choose  
   B. chews

6. not costing very much; from the Old English word meaning “not expensive, a bargain”
   A. cheep  
   B. cheap

7. a bundle of something tied up tightly, such as hay or straw; from an Old French word meaning “ball”
   A. bale  
   B. bail

8. grinds food with its teeth; from an Old English word meaning “to bite”
   A. choose  
   B. chews

9. a pathway between seats in a theater or train; from the French word *ele*, meaning “a wing of a building”
   A. aisle  
   B. isle

10. a large animal with hooves that people ride; from the Middle English word *hors*, which split into two different words forming two homophones
   A. horse  
   B. hoarse

---

**Play a Word Game**
Your teacher will hand out flashcards with a word on one side and a definition on the other. Take turns. Shuffle the cards, and then put the cards face down. Each player takes a card from the pile and makes up a sentence for that word. If the player uses the word incorrectly, he or she gives the card to the other player. Keep playing until you have made up a sentence for each card.
Use Words in Context

**Homophones**

**aisle/I’ll/isle**  **bail/bale**  **cheap/cheep**  **chews/choose**  **hoarse/horse**

**Directions**  Read each pair of sentences. Write the correct vocabulary word in each blank.

1. Mandy said to Gina, “Let’s walk down the __________________________ (aisle, I’ll, isle) and find seats for the movie.”

2. We want to have good seats to see The __________________________ (Aisle, I’ll, Isle) of Pink Shells and Coconuts.

3. Stella ___________________________ (chews, choose) her nails when she is nervous.

4. She gets nervous when she has to ___________________________ (chews, choose) an answer on a test.

5. Cody spent a lot of time in the barn treating his ___________________________ (hoarse, horse) for a bruised leg.

6. Yesterday he caught a cold and now his voice is ___________________________ (hoarse, horse).

7. Terrell put a ___________________________ (bail, bale) of hay out for the horse to eat.

8. The man paid ___________________________ (bail, bale) to get his friend out of jail.

9. A ___________________________ (cheap, cheep) way to get fresh eggs is to raise chickens.

10. You can listen to the baby chicks ___________________________ (cheap, cheep) as they run around the barnyard.

**Combine Two Homophones**  Work with a partner. Think of a way to combine a set of two homophones in one or two sentences. For example, you might write: “Lisa got hoarse calling out to the horse to come back to her.” Use your imagination and make up sentences of your own using all the homophones from the vocabulary list.
Put Words Into Action

Directions: Read each question. Write an answer for each question that uses the boldface word. Write the answer on the line.

1. How can you avoid getting hoarse? ________________________________________________

2. What are two items that you might be able to buy at a cheap price? ________________
   __________________________________________________________________________

3. Why do you think that hay is packed in a bale? _________________________________

4. What can you use to bail out a boat? ___________________________________________

5. What animals cheep? __________________________________________________________

6. What are some things that a boy chews? __________________________________________

7. If you could own a horse, where would you ride it? ______________________________

8. If you could pick a place to visit, what place would you choose? _________________
   __________________________________________________________________________

9. Where would you most likely find an aisle? ______________________________________
   __________________________________________________________________________

10. When you say, “I’ll do it!” do you mean that you already did something or that you will
do something? __________________________________________________________________

Make a Homophone Chart: Work with a partner to make a list of the homophones you know on a
separate piece of paper. Remember that the words must sound alike but have different meanings
and spellings. Make two columns for your chart. At the top of one column write Words and at the top of the
other write Meanings. Put your words and their definitions on your chart.

Words and Their Histories

Powerful Vocabulary for Reading Success: Student's Edition, Grade 4 © Scholastic Teaching Resources
Review and Extend

Homophone 

<table>
<thead>
<tr>
<th>aisle/I’ll/isle</th>
<th>bail/bale</th>
<th>cheap/cheep</th>
<th>chews/choose</th>
<th>hoarse/horse</th>
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**BONUS WORDS** Here are some other homophones that sound alike but are spelled differently and have different meanings. They also have different word histories.

**mail/male** Mail means “letters and packages” and comes from a French word for the bag that was used to carry mail. Male is used to describe masculine people and animals. The word came into English from French.

**root/route** A root is the underground part of a plant. It comes from an Old English word. A route can be a road or the usual path someone or something takes. Route comes from a French word for road. An example is the route the school bus takes to school. Route is a homophone for root when it is pronounced /root/, but some people pronounce it /rout/.

**Directions** Read each sentence. Look at the word(s) in boldface. In the blank, write the correct vocabulary or bonus word that could replace the word(s) in boldface.

1. Dad drives to work along the same **road** every day. ________________________________

2. The computer was on sale for a **very low** price. ________________________________

3. Only one kitten in the litter was a **boy**. The others were all females. ______________

4. The gardener pulled the **bottom part** of the plant out of the ground. ______________

5. One **package** of straw sat alone in the back of the truck. __________________________

6. **I will** bring a present to Mike’s birthday party. ________________________________

7. How am I going to **pick** just one of these great T-shirts to buy? ____________________

8. After giving a long speech, the candidate’s voice sounded **rough and sore**. _________

9. The office is waiting for important **letters and packages**. ________________________

10. When waves splashed into the boat, we had to **scoop out** the water. ________________

---

**Write Movie Titles** With a partner, brainstorm some ideas for four movie titles and directors’ names. Choose four vocabulary words—one for each title. Then make up a director’s name for each title that has good context clues for each vocabulary word you chose. For example, “The **Route** to Apache Junction!” By Robbie Road. Write the movie titles in your personal word journal.
Homophones

Check Your Mastery

Directions: Read the questions. Circle the letter of the best answer to each question.

1. Which of the following might make someone hoarse?
   A. shouting       B. riding       C. playing baseball

2. Which of the following would say “cheep”?
   A. a puppy        B. a baby bird   C. a store owner

3. Which of the following might be in bales stacked in a barn?
   A. water         B. honey        C. hay

4. Which of the following has the same meaning as “I will pick”?
   A. I'll choose    B. I'll chews    C. I’ll choose

5. Which of the following might you have to bail out?
   A. a boat         B. a bicycle     C. a skateboard

6. Which of these has the same meaning as island?
   A. aisle         B. I'll          C. isle

7. Which of the following is LEAST likely to be cheap?
   A. shoes         B. a computer    C. a book

8. Which of the following is something a horse chews?
   A. carrots       B. pebbles      C. water

9. Which of the following would be found on a train?
   A. aisle         B. isle         C. I'll

10. Which of the following phrases is correct?
    A. a bail of string  B. a cheep car  C. a bale of hay
The words in this program were chosen for their importance and to illustrate specific Word Learning Principles and Vocabulary Building Strategies.

The definitions of the words as they are used in the lessons are given below.

**Definitions**

Lesson 24

aisle (ile) noun: the pathway between seats in a theater

bail (bayl) noun: 1. the sum of money needed to get someone out of jail; verb: 2. to empty the water out of a boat

bale (bale) noun: a bundle of something tied up tightly (hay or cotton, for example)

cheap (cheep) adjective: costing very little

cheep (cheep) noun: 1. the sound of a baby bird; verb: 2. to make a sound like a baby bird

chews (chooz) verb: grinds food with its teeth

choose (chooz) verb: to select something freely

hoarse (horss) adjective: a rough, harsh voice

horse (horss) noun: an animal that people ride

isle (eye-uhl) noun: an island

There are no symbols used in this pronunciation system (*Scholastic Children's Dictionary*, copyright © 2002, 1996 Scholastic Inc.). Instead letters and letter combinations are used to stand for different sounds.
SAMPLE SENTENCES

Lesson 24

Put Words Into Action, page 353 (TP), 359 (SP)

1. I can avoid getting hoarse by not yelling at a basketball game.
2. I could buy socks and T-shirts for a cheap price.
3. Hay is packed in a bale to make it easier to lift.
4. People use a bucket to bail water out of a boat.
5. Birds cheep.
6. He chews gum, pizza, and apples.
7. If I owned a horse, I would ride my horse on country roads.
8. I would choose to go to Mexico to visit my family.
9. I would most likely find an aisle in a movie theater.
10. When I say, “I’ll do it!” it means that I will do something.
**A**

aisle (ile) **noun**: the pathway between seats in a theater

**B**

bail (bayl) **noun**: 1. the sum of money needed to get someone out of jail; **verb**: 2. to empty the water out of a boat

bale (bale) **noun**: a bundle of something tied up tightly (hay or cotton, for example)

**C**

cheap (cheep) **adjective**: costing very little

cheep (cheep) **noun**: 1. the sound of a baby bird; **verb**: 2. to make a sound like a baby bird

**H**

hoarse (horss) **adjective**: a rough, harsh voice

horse (horss) **noun**: an animal that people ride

**I**

isle (eye-uhl) **noun**: an island
## Word Attribute Chart

<table>
<thead>
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<th>What’s Special About This Word?</th>
<th>How I Will Remember It</th>
<th>Meaning</th>
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</table>
noun: the pathway between seats in a theater

adjective: costing very little

verb: to select something freely

noun: a bundle of something tied up tightly (hay or cotton, for example)

verb: grinds food with its teeth

noun: 1. the sum of money needed to get someone out of jail; verb: 2. to empty the water out of a boat

noun: 1. the sound of a baby bird; verb: 2. to make a sound like a baby bird

noun: an island

noun: an animal that people ride

adjective: a rough, harsh voice