Unit 17, page 114: Homophones

Some children may have difficulty recognizing the relationship of spelling and meaning in common homophones. Children may also have difficulty spelling common homophones.

Listen

Say: Words that sound alike but have different spellings and different meanings are called homophones. Listen to the following Basic Words: meet/meat; week/weak; too/two. These words are homophones. Discuss the meanings of the words two and too. Say: Listen to these sentences. “Ana speaks two languages. Ray does, too.” In the first sentence, the word two, t-w-o, means “a number.” In the second sentence, the word too, t-o-o, means “also.”

Speak and Read

Write these sentences on the board: I meet my friends for lunch on Fridays. I eat meat once a week. Have a volunteer circle the homophones meet and meat in the sentences. Then have children read the sentences aloud in unison.

Ask volunteers to define meet and meat and to make up their own sentences using each of the homophones. Continue with week/weak; too/two.

Spell

Beginning/Preproduction  Provide word cards for road, rode, tail, and tale. Remind children to sound out the words in order to find the homophones. Have children separate the cards into homophone pairs and read each word aloud.

Early Production/Speech Emergent  Provide letter cards for a, e, i, o, r, d, t, l, and b. Read aloud the Basic Words road, rode, tail, tale, be, and bee. Have partners work together to spell the words in each homophone pair. Have children write the words in their word-study notebooks.

Intermediate/Advanced  Assign partners one of the following pairs of homophones: road/rode; tail/tale; be/bee. Ask partners to write one sentence for each homophone. Have volunteers write their sentences on the board. Ask: Which words are the homophones in these sentences? What is the difference in spelling? What is the difference in meaning?