

# Support for English Learners

## 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, 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?*

road

rode

tail

tale