

Unit 9, page 66: Homophones

Some students may have difficulty recognizing how spelling affects meaning. Students may also have difficulty spelling common homophones correctly.

Listen

Say: *Listen while I use the Basic Words berry and bury in sentences: The berry tastes juicy. Where did the dog bury the bone?* Ask: *Do the words berry and bury sound alike?* Remind students that *berry* and *bury* are homophones, and that homophones are words that sound alike but have different spellings and meanings. Ask: *What does the word berry mean in the first sentence? What does the word bury mean in the second sentence?*

Speak and Read

Write these sentences on the board: *My dress is on the clothes hanger. The pilot keeps the airplane in the hangar.* Circle the homophones *hanger* and *hangar*. Read the sentences aloud, and have students repeat them after you. Point out that *hanger* and *hangar* sound alike but are spelled differently and have different meanings. Ask volunteers to define each homophone. Repeat this procedure with *creek* and *creak*.

Spell

Beginning/Preproduction Create and distribute word cards for the Basic Words *steal, berry, pedal, manor, aloud, and lesson*. Write the Basic Words *manner, bury, allowed, steel, peddle, and lessen* on the board. Have volunteers tape their cards under the words on the board to make homophone pairs. Have students write the words in their word-study notebooks.

Early Production/Speech Emergent Create separate word cards for all of the Basic Words and give each student one or more cards, making sure that each student gets a different homophone. Students should circulate and try to find other students that have matching homophones. When students have found a match, have them each read their words aloud and spell each one.

Intermediate/Advanced Divide students into three groups. Assign each group one of the following pairs of homophones: *steel, steal; berry, bury; aloud, allowed*. Have each group write one sentence for each homophone. They may also draw a picture to go with each sentence. Ask volunteers to write their sentences on the board. Ask: *Which words are the homophones? What is the difference in spelling?*

This cabinet is made of steel.

Did the puppy steal the toy?

