

Support for English Learners

Unit 5, page 42: 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 waist and waste in sentences: Tie that carefully around your waist. We will not let the food go to waste.* Remind students that *waist* and *waste* are homophones, and that homophones are words that sound alike but have different spellings and meanings. Ask students what the words *waist* and *waste* mean.

Speak and Read

Write these sentences on the board: *I hurt a muscle in my back. The mussel was buried in the sand.* Read the sentences aloud and have students repeat them after you. Circle the homophones *muscle* and *mussel*. Have volunteers go to the board and circle the letters that are different in each word. Point out that *muscle* and *mussel* sound alike but are spelled differently and have different meanings. Ask volunteers to define each homophone. Repeat this procedure with *principal* and *principle*.

Spell

Beginning/Preproduction Create and distribute word cards for the Basic Words *waist*, *waste*, *patience*, *patients*, *stationary*, and *stationery*. Have students group the homophones in pairs and circle the letters that are spelled differently in each homophone pair. Ask volunteers to read each homophone pair aloud.

Early Production/Speech Emergent Write simple sentences on the board, using homophone pairs from the Basic Words list. Ask volunteers to go to the board and underline the homophones. Have students write the homophone pairs in their word-study notebooks and underline the spelling differences.

Intermediate/Advanced Have students choose three sets of homophone pairs from the Basic Words list and write a sentence for each word in their word-study notebooks. Ask volunteers to read their sentences aloud and say what each homophone means.

waist

waste

stationary

stationery