

## Homophones

## CD Materials and Preparation

## Optional pages:

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- Alternate Final Test List 4

## Day 1

- Word Sort List 4
- *Homophone Helps*
- *Homophones A*

## Day 2

- *Homophone Helps*
- *Homophones B*
- *Word Meaning*

## Day 4

- *Verse Poster*

## Day 1

## A Closer Look

- ▶ The visual *Homophone Helps* may be used to help students associate the spelling of each homophone with its meaning.
- ▶ The word *colonel* comes from the Middle French word *coronel*. The spelling was changed in the 1580s to match the Italian form *colonella*, meaning “little company.” Until the late 1700s both the /r/ and /l/ pronunciations were used, but later the original /r/ pronunciation became standard.

## Homophones

- ▶ Guide a discussion about homophones.

What do we call words that sound alike but have different spellings and different meanings? **homophones**

- ▶ Display *Homophones A* part A.

Both of these words are pronounced kăp ‘î-tl.

- ▶ Ask a student to read the words and definitions aloud.

What do you notice about the spellings? The first spelling ends in *al*, and the second spelling ends in *ol*.

- ▶ Direct a student to write the correct homophone in each sentence, referring to the definitions as needed.
- ▶ Choose another student to read each sentence aloud.
- ▶ Reveal part B. Ask a student to read the words and definitions aloud.

What do you notice about the two spellings? The first spelling ends in *al*, and the second spelling ends in *le*.

- ▶ Direct a student to write the correct homophone in each sentence.

When displaying *Homophones A* and *B* or *Homophone Helps*, clarify each spelling-meaning connection by pointing to or spelling the group of letters or word to which you are referring.

Homophones are words that sound alike but have different spellings and different meanings. **capital** **capitol** **stationary** **stationery**

## Word Sort

Sort the Pattern Words by rows into pairs or groups of homophones.

there their they're

counsel council

wares wears where's

summary summery

capital capitol

colonel kernel

aisle isle

principal principle

stationery stationary

## Pattern Words

there  
counsel  
wares  
summary  
capital  
wears  
capitol  
council  
their  
summery  
they're  
where's  
colonel  
aisle  
principal  
kernel  
stationery  
isle  
principle  
stationary

## Review Words

sincere  
formula  
deserve  
orchestra  
eternity



- ▶ Ask another student to read each sentence aloud.
- ▶ Follow a similar procedure as you complete parts C, D, and E. Discuss the following spelling differences as you discuss the meanings:

Part C: *stationary*: the /ěr/ sound spelled *ar*  
*stationery*: the /ěr/ sound spelled *er*

Part D: *colonel*: the /ûr/ sound spelled *olo*  
*kernel*: the /ûr/ sound spelled *er*

Part E: *council*: the last syllable spelled *cil*  
*counsel*: the last syllable spelled *sel*

Because homophones have the same sound and similar vowel and consonant patterns, we need to memorize the spellings of these words.

## Word Sort

- ▶ Instruct the students to turn to Worktext page 14.
- ▶ Display Word Sort List 4. Explain the Word Sort activity and discuss sorting the Pattern Words into pairs or groups of homophones.
- ▶ Choose a student to read the first word.
- ▶ Elicit that since *there* is the first homophone of a group, it will be written in the first blank.

What Pattern Words are homophones for *there*? *their* and *they're*

## Word Study

Write the correct homophones that complete each sentence.

1. Where's the island called "Isle" of Man" located?
2. Our principal takes time to counsel students about their relationship with God.
3. The vendors at the farmer's market display their wares on long tables.
4. The benches on both sides of the aisle are stationary because they are attached to the floor.
5. The city council members announced that they're approving the request for a bike trail.
6. The Army colonel received a letter written on stationery that came from the office of the President of the United States.
7. The principle of sowing and reaping reminds us that if a kernel of corn is planted, ears of corn will be harvested.
8. Micah wears lightweight clothing when he jogs during summery weather.
9. The students were instructed to write a summary about the field trip they took to the state capitol building.
10. There should be a capital letter at the beginning of each new sentence.

Write the Review Word that matches each clue.

- |                  |                                   |
|------------------|-----------------------------------|
| <u>formula</u>   | 11. a method or pattern           |
| <u>eternity</u>  | 12. time without beginning or end |
| <u>deserve</u>   | 13. to be worthy of               |
| <u>sincere</u>   | 14. genuine; true                 |
| <u>orchestra</u> | 15. a large group of musicians    |



## Spelling 6

List 4 • 15

- Direct the students to write *their* and *they're* next to *there* to complete the first group of homophones.
- Follow the same procedure with each Pattern Word as you complete the Word Sort.

## Pretest

- Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching this lesson.

there	where's	council	wares
summery	they're	capital	counsel
capitol	their	wears	summary

Since the words are homophones, use sentences that give distinctive meanings.

## Differentiated Instruction

## Day 2

## Word Study

- Display *Homophones B* part A, revealing only the top section.  
All of these words are pronounced /thâr/.
- Ask a student to read the words and definitions aloud.  
*There* indicates a place. The word *here* also refers to a place. You can see the word *here* in *there*.  
To test whether the homophone *they're* would fit in a sentence, we could substitute the words *they are*.
- Direct a student to write the correct homophone in each blank to complete the sentences.
- Ask another student to read the sentences aloud.
- Reveal part B. Ask a student to read the words and definitions aloud.  
What did we learn about *there* that can help us to spell *where*? The words *there* and *where* refer to a place. The word *here* is also found in both words.
- Direct a student to write the correct homophone in each blank to complete the sentences.
- Ask another student to read the sentences aloud.  
What could we do to test whether the word *where's* would fit in a sentence? substitute the words *where is*
- Follow a similar procedure as you complete parts C and D. Discuss the following spelling differences as you discuss the meanings:  
Part C: *aisle*: the long *i* sound spelled *ai*  
*isle*: the long *i* sound spelled *i*  
Point out the silent *s* in both words.  
Part D: *summary*: the schwa sound spelled *a*  
*summery*: the schwa sound spelled *e*

## Review Words

- Choose a student to write *sincere*, *formula*, *deserve*, *orchestra*, and *eternity* for display.
- Ask students to identify the *r*-influenced vowel sound, the syllable where it is located, and its spelling in each word.

## Word Meaning

- Display *Word Meaning*.
- Read the first sentence, omitting the answers.  
Which three homophones would complete the sentence?  
*they're, their, there*
- Ask a student to write the words for display.
- Direct the students to use two spelling words in each of the remaining sentences.
- Complete page 15.

## Day 3

## Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

1. capital What is the **capital** of Nevada?
2. counsel The Bible tells us to seek wise **counsel**.
3. summery **Summery** fashions will soon be available in stores.
4. wears Sometimes a person reflects his personality by the clothes he **wears**.
5. summary The book report is a brief **summary** of the book.
6. there We studied Williamsburg, Virginia, before visiting **there**.
7. where's "Where's your music?" asked Mom.
8. they're **They're** excited about finding the location of the sunken ship.
9. wares The woodcarver sold his **wares** at the craft show.
10. council Our country has a **council** that deals with foreign affairs.
11. capitol The dome on the top of the **capitol** is being repaired.
12. their The Chens moved into **their** new house.
13. principal Mrs. Davis is the **principal** at a local elementary school.
14. isle Waterbirds flocked along the shoreline of the **isle**.
15. colonel My uncle is a **colonel** in the United States Army.
16. stationary Macey exercised on the **stationary** bicycle for twenty minutes.
17. kernel My brother helped us plant each **kernel** of corn in our garden.
18. aisle Bread can be found on **aisle** seven.
19. principle Do you follow the biblical **principle** of showing kindness to others?
20. stationery I wrote a letter on a sheet of **stationery**.
21. formula Pioneers had a **formula** for making homemade soap.
22. orchestra The **orchestra** was seated on the stage.
23. eternity It seemed like an **eternity** until I could visit my grandparents.
24. deserve Firefighters **deserve** respect for their unselfish service.

## Proofreading

Melanie is writing a letter to her friend Alexis.

The spell checker has marked three misspelled words. Mark the correct spelling for each word.

The spell checker has not marked words that are spelled correctly but are used incorrectly in the sentence. Circle the four incorrect homophones. Write each correct homophone.

Dear Alexis,

I really miss you since your family moved to Kansas. I am printing this letter on stationary. I designed on my new computer.

We took a trip to tour the state capital building last Saturday. We got plenty of exercise while we were their. We had to walk rapidly because the guide said that we should adhear to the schedule. We saw a dokumant on display that was part of our state's history. I remember my brother Nathaniel asking, "Wears the governor?" Of course we didn't see him. We ate lunch at a restaurant before we could rezume our trip home. Please write and tell me how you're doing.

Your friend,

Melanie

all hear  
adhere  
ad hear

dock mint  
documents  
document

result  
resume  
resumes

stationery

capitol

there

Where's

there  
counsel  
wares  
summary  
capital  
wears  
capitol  
council  
their  
summery  
they're  
where's  
colonel  
aisle  
principal  
kernel  
stationery  
isle  
principle  
stationary  
sincere  
formula  
deserve  
orchestra  
eternity

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16 • List 4

Spelling 6

25. sincere I gave **sincere** thanks to my friend for helping me.

- Follow the procedure for dictating a sentence (page 4).

Where's the instrument they're going to sell?

## Proofreading

A spell checker is a computer application program designed to identify words that may be spelled incorrectly. A spell checker does not mark correctly spelled words that are used incorrectly.

In the case of homophones, a spell checker will usually not mark the use of the wrong homophone if the word is spelled correctly. If there are homophones in the text we have entered, it is our responsibility to check that we have used the homophone that fits the meaning of our sentences.

- Instruct the students to turn to Worktext page 16.

Melanie has written a letter to her friend Alexis. The spell checker has marked her misspelled words, but Melanie has also made homophone errors. We will proofread her letter.

- Guide the students in completing the page.

Suggestions for guiding the students in proofreading are available in the Appendix.

## List 4 Review

## Writing

God uses written language to communicate His truth about Himself, about people, about sin, and about salvation through Jesus Christ. After a person accepts Christ as his Savior, God uses His Word to enable the believer to grow to be like Christ.

Copying information accurately is an important writing skill. Write 2 Timothy 3:16-17. Proofread your work.



## Complete one of the following writing activities:

1. Write a paragraph about a time when God used His Word to teach, reprove, correct, or instruct you about an area in your life. What verse(s) did He use? What did you learn? How did you respond to God and His Word?
2. God inspired David to write about His Word. Read Psalm 19:7-11. Write a paragraph about what these verses tell you about God and about His Word. Include some of the words David uses in verses seven through nine. In verse ten David says that God's Word is even better than two things. Tell how God's Word is better than those two things.

Spelling 6

List 4 • 17

## Day 4

## Review

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

## Writing

- ▶ Guide a discussion about communication. [BATs: 6a Bible study; 7a Grace; 8b Faith in the power of the Word of God]

*Communication* is the act of exchanging thoughts, information, and feelings. This is often done through the use of language.

Who created language? **God**

When God made people in His image, He gave them the ability to use language to communicate. We can receive language by listening or reading. What are two common ways we use language to express thoughts and feelings? **speaking and writing**

Does God communicate through language? **yes** How does God use written language to communicate with people? **through the Bible**

God gave us the Bible so we could know how to have a relationship with Him through His Son Jesus Christ.

After a person trusts Jesus Christ as his Savior, God gives the believer the ability to grow to be like Christ. Both salvation and the ability to grow spiritually to be Christ-like are undeserved gifts from God.

- ▶ Instruct the students to locate 2 Timothy 3:16-17 in their Bibles. Ask a student to read verse sixteen aloud.  
*In this verse God says all Scripture, or all of His Word, is profitable or useful.*
- ▶ Elicit from the students that God uses His Word to teach, reprove, correct, and instruct Christians. (Explain the meaning of each of these terms as needed.)

*The believer learns to know God and to know how God acts and thinks. The Christian also learns how to think and act to become like Christ.*

- ▶ Invite another student to read verse seventeen aloud.

*When the believer responds rightly to the instruction of God's Word, what will he or she be equipped or able to do? **every good work***

*God's Word helps Christians learn how to serve Him and others in a way that honors Him.*

*Christians are thankful that God has given them His written Word to communicate His truth and love and to enable them to grow in Christlikeness.*

Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

- ▶ Instruct the students to turn to Worktext page 17.
- ▶ Invite a student to read the introduction.
- ▶ Complete the page.
- ▶ Extend the activity by encouraging the students to use the *Verse Poster* page to write 2 Timothy 3:16-17 for display at home.

## Day 5

## Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.
  1. I wrote a summary on new stationery about my visit to the state capitol building.
  2. Dad gave wise counsel about the principle of gratitude.