

- I. Title – Homophone Help (in groups of 3 or more)
- II. Skills –Vocabulary, spelling, and writing.
- III. Objective: Using the homophone cards provided to each group, students will choose at least 5 words from different cards and write a grammatically correct sentence using at least one word from each card in a sentence.
- IV. Directions:
 - A. Write a sentence on the board using a homophone incorrectly.
 - B. Have a student come up to the board and fix the spelling.
 - C. Review what homophones are orally. (Two or more words that are pronounced the same way but differ in meaning or spelling or both.)
 - D. Create groups with at least 3 students in each group.
 - E. Explain the guidelines for the activity/game:
 1. Students pick at least 5 words from their given cards.
 2. They will write at least 5 sentences (one card per sentence).
 3. Students get one point each for each homophone used from a card (ex: the words on a card are 'week' and 'weak' – a possible 2-point sentence would be, 'I felt really weak this week.')
 4. At the end of the allotted time, students will total their points and determine a winner from each group. Candy will be given to each student, according to the number of points they earned.
- V. Adaptations:
 - A. This activity can be modified by using different homophones that are age-appropriate (ex: descent / dissent, for higher grade levels).
 - B. The number of words used or sentences written can be increased or decreased, depending upon the desired level of difficulty.
 - C. Homophones can be explored in a larger group setting for younger children, especially if they are unfamiliar with the words.