Edit for Spelling with Homophones

Objectives

In this mini-lesson, students will:

• Learn how to edit for spelling with a focus on homophones.
• Edit practice sentences and share their edits with the class.
• Discuss how they can apply this skill to their own independent writing.

Preparation

Materials Needed

• Student dictionaries
• Chart paper and markers
• Historical Fiction Checklist
• Interactive whiteboard resources

Advanced Preparation

If you will not use the interactive whiteboard resources, copy the modeling and practice texts (with errors) onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” on chart paper.

1. Focus

Explain Editing for Spelling

Say: As we get closer to publishing our historical fiction, we need to focus on how well our writing reflects the rules of spelling. When we edit, we get critical with ourselves and find the mistakes that we don’t want our readers to find. Part of the editing process is editing for spelling. One common way people misspell words is by confusing homophones. Homophones are words that sound the same, but are spelled differently and have different meanings.

Write the following homophones on chart paper to provide examples: aunt, ant; there, their, they’re; knew, new; bare, bear. Read aloud the examples. Ask volunteers to use the words in oral sentences.

Say: It can be easy to confuse homophones in our writing, so we use the editing process to find possible mistakes.

Model Editing for Spelling with Homophones

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read each sentence aloud.

Modeling Text

1. “Brrr,” Patrick shivered, as he took off his wet socks and looked at his feet. feet.
2. Sacagawea knew the territory well.
3. Patrick never once heard Sacagawea complain.
4. Horses were very important to Sacagawea.

After sentence 1. Say: I’m not sure if I’ve used the correct spelling of the word feat. I see that it means an accomplishment. This word must be a homophone. Another spelling for the long e sound is ee. The spelling for feet that I want here is f-e-e-t.

After sentence 2. Say: I notice a homophone in this sentence. The word new is used incorrectly. This word means something that is of recent origin. The actual word that needs to go in its place is knew, which is a verb and the past tense of the word know. Even though they sound similar, they have two different meanings. It’s easy to confuse these two words.

After sentence 3. Say: This sentence confuses the use of the word herd. This is the wrong word because it means a group of animals. I need to use the past tense of the word hear, which is heard.
2. Rehearse

Practice Editing for Spelling

Display the practice text (with errors) on chart paper or using the interactive whiteboard.

1. “I’m two too exhausted to move,” Patrick told him.
2. Patrick was week weak from hunger.
3. Certainly the natives will have more filling food four for us to eat.
4. The men eight ate what they could find to survive.

Ask students to work with a partner to edit each sentence for homophones. Partners should write their edited sentences and be prepared to read them to the class and explain how their changes improved each sentence. Remind students to consult the dictionary for help with homophones.

Share Practice Edits

Invite partners to read their sentences aloud and explain how their edits improved their writing. Make the changes to the sentences on chart paper or the interactive whiteboard to model how to use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

3. Independent Writing and Conferring

Say: We just learned how to edit our historical fiction for incorrect spelling. Misspelled words can be a distraction to our readers. Remember, good writers find and correct spelling errors before publishing their stories.

Review the Historical Fiction Checklist (page 64) and encourage students who are at the editing stage of their independent writing to focus on editing for correct spellings of homophones as well as other conventions of good writing. During conferences, use the prompts on your conferring flip chart to support students’ independent or peer editing.

4. Share

Bring the class together. Invite volunteers to discuss errors they found and were able to correct in their historical fiction stories.

Strategies to Support ELs

Beginning

Introduce beginning ELs to homophones by using simple words. If necessary, use familiar objects in the classroom to explain the difference between similar-sounding words. For example, if the student needs extra support with to and two write:

I have two pencils.
Give one pencil to José.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.