

SORTS 47-48

Long -a and Long -i Homophones

NOTES FOR THE TEACHER

By now your students have encountered many homophones in the previous 46 sorts and hopefully these words have been brought to life through group discussions and extension activities such as Write and Draw and Homophone Dictionaries. *Words Their Way* has many suggestions for using homophones in vocabulary instruction and lists many children's book titles that play on their word meanings. Homophones are fun to study because of the way meaning is altered by a simple change in the vowel pattern.

Sort 47 presents 52 homophones that all have the long -a sound. Some of the words have been sorted before but many of them are new. Most of the long-vowel patterns presented will be familiar, but a few new long -a patterns will crop up as well. We recommend that these words be sorted first by pairs that sound alike. Students will most likely know the meaning of at least one word in the pair, so it will be easy for them to learn the meaning of the other one by contrast. For example, students are apt to know the meaning of the word *pain*, but may not be as familiar with the meaning of the word *pane*. By discussing the meaning of the word *pane* in contrast to the other *pain*, students will easily associate the window with the CVCe spelling. You might have them draw pictures on their word cards to cue new meanings.

Sort 48 presents another set of homophones, all containing the long -i sound. Again, we recommend sorting these words out into pairs first so that students can discuss their meanings. The patterns for the long -i homophones are much more varied and there will be many new ones to consider. Additional homophone games are described in *WTW*. We especially like Homophone Rummy, which is why we include 52 homophones in sort 47. The directions to that game may be found in Chapter 6 of *WTW* and additional words for more homophone card games may be downloaded from the *WTW* CD-ROM.

SORT 47 LONG -A HOMOPHONES

Since there are so many words in this sort, you will probably want to introduce it over a two-day period. Begin by passing out the student sorts and asking them to cut them up and put all the words that sound alike together. Once the pairs are together, have students tell you the word meanings they do know and you can tell them the meanings of any they do not. Have your students draw little pictures on the homophones they do not know so they can remember them. Once this is accomplished, have your students sort

the homophones by vowel patterns. There are no headers provided because all but one pattern has been previously taught in earlier sorts in this supplement. Headers are provided below, however, so you can see how the sort should go. If you do want to use headers, look in the Appendix.

Demonstrate

CVCe	ai	ea	ay	ei
mane	main			
bale	bail			
pale	pail			
hare	hair			
made	maid			
pane	pain			
plane	plain			
stare	stair			
pare	pair	pear		
tale	tail			
vane	vain			vein
fare	fair			
waste	waist			
sale	sail			
maze	maize			
bare		bear		
	raise		rays	
ate				eight
			way	weigh
wade				weighed
	wait			weight
daze			days	
stake		steak		
brake		break		
	rain			rein

After your students have completed the sort, ask them if any new patterns came up. Some students may say the *ei* pattern while others may volunteer *igh*. Some discussion of the silent letters *gh* may help them to broaden their category to accept all of the *ei* words together.

Have students **sort**, **check**, and **reflect** on the different patterns associated with the different meanings of these homophones. After they have sorted their words several times, teach them how to play Homophone Rummy!

Extend this sort by having your students hunt through the wonderful homophone books listed in *WTW* on page 419. Our favorite is *The King Who Rained* (F. Gwynne).

SORT 48 SHORT AND LONG -I HOMOPHONES

Sort 48 will review short and long *-i* sounds and many of the long *-i* vowel patterns studied in the earlier sorts: the CVCe pattern, the *igh* pattern, and a variation of the open-syllable *y* pattern. Some of these homophones will call on students to remember the past tense *ed* as they consider the meanings of the words *sighed*, *tied*, and *fined*. But there are a few new patterns here, some of them very unusual. See if your students can tell you which ones they are.

Demonstrate

This sort is best introduced as an open sort; or, try introducing it as a Guess My Category activity as described in Chapter 3 of *WTW*. Either way, students start by matching homophones. They will find that some have three words in a set. The following sort displays the long-vowel patterns only:

clime	knight	night		
write	right			
site	sight			
mite	might			
time			thyme	
stile			style	
tide				tied
side				sighed
find				finned
		die	dye	
		lie	lye	
by			bye	buy
hi	high			
I			eye	
wry			rye	
isle	I'll	aisle		

After students sort, have them check and reflect on the meanings of these words as well as their spelling patterns. Extend this sort with a word hunt in *Amelia Bedelia* and discuss how her misunderstanding of homophones propelled the plot.

SORT 47-1 Long -a Homophones

stake	tale	fair
maze	wait	mane
bail	pear	stair
made	hair	plane
main	bale	pair
pail	bear	rays
way	ate	eight
pare	pale	hare
pane	plain	steak

Words Their Way: Word Sorts for Within Word Pattern Spellers © 2004 by Prentice-Hall, Inc.

SORT 47-2 Long -a Homophones

rein	sale	waist
break	rain	fare
maize	daze	pain
maid	days	vein
bare	weight	tail
vain	stare	vane
weigh	waste	sail
raise	wade	brake
weighed		

SORT 48-1 Short and Long -i Homophones

lie	I'll	dye
sight	lye	I
night	thyme	finned
eye	isle	write
might	side	hi
site	style	tide
sighed	time	knight
die	find	buy
by	aisle	high

SORT 48-2 Short and Long -i Homophones

bye	right	tied
mite	stile	hymn
guilt	him	mist
its	wit	gilt
ring	missed	it's
knit	in	whit
tick	nit	wring
inn	rye	tic
clime	climb	wry

