

**Using Resources and Materials:** Have the students read magazine articles to find examples of words that have been divided into syllables at the end of a line of type.

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Lesson 42 (page 44)

**Choosing Homophones**

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**Key Objective** The student will be able to complete sentences by selecting the correct homophone.

**Procedures**

Explain that homophones are words that sound alike but have different spellings and meanings. Ask someone to write the word *to* and two homophones for it on the chalkboard. Then ask the student to write sentences with each of the three words to illustrate their correct use. Let several students name other homophones and use them in sentences. To help the students understand the importance of using the correct homophone, write the following sentence on the chalkboard:

The ranchers (herd, heard) the cattle on the mesa.

Help the students understand that each word in parentheses makes sense in the sentence but that each gives the sentence a meaning altogether different from the other. They should see that the meaning of the sentence depends on the homophone used.

Read Key 37 with the class and discuss the examples, making sure that the meaning of each homophone is clear.

After the exercises in Lesson 42 have been worked and checked and scores have been recorded, have the students correct their mistakes. Then assign the activity suggested in Other Things to Do.

**Supplementary Exercises**

Choose the correct word in parentheses to write in the blank. (Score: 10)

1. (whose, who's) Alonzo was a boy \_\_\_\_\_ family lived on a farm. (whose)
2. (know, no) Did Alonzo \_\_\_\_\_ how to train his oxen? (know)
3. (too, two, to) He spent many hours with the \_\_\_\_\_ animals. (two)
4. (it's, its) " \_\_\_\_\_ fun to work with them," said Alonzo. (it's)
5. (it's, its) The family took good care of \_\_\_\_\_ animals. (its)

6. (there, their) They knew that \_\_\_\_\_ animals were valuable. (their)
7. (too, to, two) Alonzo took good care of his oxen. \_\_\_\_\_ (too)
8. (too, to, two) Alonzo hoped his family would give a pony \_\_\_\_\_ him. (to)
9. (one, won) It was the \_\_\_\_\_ thing he wanted most. (one)
10. (by, buy) How Alonzo wished that he had the money to \_\_\_\_\_ a pony! (buy)

**Supplementary Activities**

**More Practice:** Have the students use each of the following words in sentences:

1. hear, here
2. their, there, they're
3. it's, its

Suggest that the children also write sentences using other homophones that are often misspelled and misused.

**Instructional Variation:** Have the pupils collect or draw cartoons to illustrate the meanings of various homophones. Ask them to write sentences under the cartoons to show the correct use of the homophones. For example, a cartoon may show a monkey hanging by his tail and also a thick book. Sentences under the cartoon should tell that the monkey hangs by his long tail and that someone has written a long tale about a monkey.

**Using Resources and Materials:** Have the students read articles in newspapers and magazines and look for examples of homophones used in the articles. Suggest that they read the sentences aloud and have several members of the class volunteer to spell the homophones they hear.

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Lesson 43 (Page 45)

**Using Proper Verb Forms**

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**Key Objective** The student will be able to complete sentences by choosing the proper past forms of the verbs *grow*, *blow*, *fly*, *know*, and *throw*.

**Procedures**

**Broadcasting**

Pecos Bill is pictured riding a horse in Lesson 43. What is the horse doing? Why do you think horses buck? Name several places you could go to see someone ride a bucking horse.

**Explaining the Lesson**

Write the following words on the chalkboard: