

We learned a pair of homophones in Lessons 146 and 147.

Write **two** and **too** on the board.

Which one means the number two? *T-W-O*

Which one means I had too much? *T-O-O*

Today we will learn a new pair of homophones. I will say the word. /mēt/

What are the meanings for the word /mēt/?

Guide the students in a discussion about the various meanings: to meet someone, a swim meet, the rivers meet at the fork, the meat that we eat. As you discuss the meanings, lead the students to discover that the meanings to meet someone, swim meet, and rivers that meet are all related, whereas meat that is food has a very different meaning.

Write the following on the board:

Do you want to eat meat on your sandwich?

We will meet at the park.

What do you notice? *Meet and meat sound the same but they are spelled differently. Meet and meat are homophones.*

They do not have the same meaning.

What do you notice about the spelling of the *meat* that we eat? *Meat has the word eat in it.*

One good way to remember which form of *meat* we eat is to remember that it has *eat* in it.

What form of long /ē/ is used in the word that means will we *meet* together? *E double E*

One way to remember how to spell the *meet* that means we will get together is to think of the two E's meeting each other.

Multi-Sensory Fun



Illustrate *meat* and *meet*. Turn the two Es into characters or objects that are meeting each other.

148.2 Homophones – page 186

Write the correct form of /mēt/ in the blanks under each picture.

Grammar

Fragment Roundup!

148.3 Fragment Roundup – pages 187-188

Cut out the sentences and fragments. Tape them to the wall around the room. Or set them on furniture throughout the room.

Designate a fragment corral. Tell the students they are to run around the room and read the sentences and fragments. When they find a fragment, they should round it up and guide it to the fragment corral.

Scissors

Tape



Challenge

Classroom: Students may rewrite the fragments in the fragment corral into sentences and release them back around the room. If one is not a complete sentence, another student may bring it back to the corral for another chance to rewrite it.

Variation: Once all the fragments have been rounded up, ask the student to read the fragments and orally turn them into sentences. Or for a greater challenge, ask the student to write complete sentences.

Spelling



Spelling Analysis

Spelling List 148 – page 189

Teach the words using the steps for Spelling Analysis.

Teacher Tip

Choose ten words from lists 146-150 that will be assigned for a spelling test at the end of the unit.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. cookie	Would you like a cookie?	kük ē	<u>co</u> ² ok <u>ie</u>	1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ü/ and put a 2 over it. /ö-ü-ö/ said its second sound. Underline the /ē/.
2. baked	I baked cookies for the bake sale.	bākt	bā <u>ke</u> ³ d	Put a line over the /ā/. /ā-ā-ā/ said its long sound. Underline the /t/ and put a 3 over it. /ĕd-d-t/ said its third sound.
3. power	The bird perched on the power line.	pow er	<u>pow</u> <u>er</u>	Underline the /ow/. Underline the /er/.
4. ladder	Use a ladder to reach the roof.	lād der	lad <u>der</u>	Underline the /er/.
5. sadly	Julian walked sadly down the street.	sād lē	sad ⁴ ly	Put a 4 over the /ē/. /y-ī-ī-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word.
6. wonder	I often wonder where the wind comes from.	wōn der	won <u>der</u>	31.2 O may also say /ū/ in a stressed syllable next to W, TH, M, N, or V. Underline the /er/.
7. mountain	The highest mountain in the United States is Mount McKinley.	mown tān	<u>moun</u> <u>tain</u>	Underline the /ow/. Underline two-letter /ā/ that may not be used at the end of English words. 31.1 Schwa in an unstressed syllable.
8. tremble	I tremble when I see lions.	trēm bl	trem <u>ble</u>	Double underline the silent final E. 12.4 Every syllable must have a written vowel.