

Homophones Connect Four Game and Sorting Activity

stairs
stores
led
lead

Homophone: Sounds the same but is spelt differently and has a different root and meaning.

Homonym: Sounds the same and is spelt the same but has a different root and meaning:

Homograph: Is spelt the same but has a different pronunciation, root and meaning.

Homophones Connect Four and Sorting Activity

These activities are for two players or preferably two pairs of players.

You might want to try out the sorting activity first with guidance and then the game can be played independently. The board is best enlarged to A3.

To play the connect four game you need to make two sets of the small cards in two different colours. Shuffle your cards and place them face down in front of you.

Take turns to pick a card from the top of the pile and place it on a correct space on the board. The first player or pair to get four in a row vertically, diagonally or horizontally is the winner!

A Health Warning! This activity was devised in London UK. Not all the words on our board will necessarily be pronounced the same in your area. You may need to change some to suit local pronunciation.

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COLLABORATIVE LEARNING PROJECT

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We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences worldwide. The project posts online many activities in all subject areas. Our online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

Homophones Connect Four or Sorting Board

Everyone ^{stares} whenever I ^{stairs} sneeze.	There is a cold ^{draft} ^{draught} by the door.	The path ^{led} into the forest. ^{lead}	I don't know ^{whose} going ^{who's} to tidy this classroom.	The ^{led} in the ^{lead} pencil broke.
I ^{heard} ^{herd} an owl last night.	It was a dark and stormy ^{knight} ^{night} .	We walked very quickly ^{past} ^{passed} the spooky house	I don't know ^{wear} my pen is. ^{where}	He ^{past} ^{passed} a note to his friend.
The ^{knight} ^{night} wore a suit of armour	She took the ^{heard} of buffalo back ^{herd} to the lake.	^{They're} isn't ^{There} enough time to finish this game.	^{There} ^{Their} coats are all on the floor.	We do gymnastics in ^{bare} feet. ^{bear}
You can't ^{wear} flip flops in the ^{where} snow.	^{They're} all ^{Their} working very hard at spelling.	Don't run on the ^{stares} ^{stairs} .	^{Whose} ^{Who's} shoes are on the desk	Make sure you reread your final ^{draft} ^{draught} .
The brown ^{bare} caught a fish. ^{bear}	She ate another big ^{piece} ^{peace} of pie.	They had an important ^{guessed} last week. ^{guest}	We want five minutes ^{piece} ^{peace} and quiet.	He did not learn but ^{guessed} ^{guest} his spellings.

Homophones Sorting Board Cards

stares

stairs

lead

led

where

wear

knight

night

passed

past

herd

heard

whose

who's

bear

bare

piece

peace

draught

draft

they're

their

there

guessed

guest

Homophones Connect Four Board Cards

stares knight wear	stairs led passed	lead who's herd	led knight draft	where past bear
wear herd whose	knight peace bare	night they're guessed	passed bear heard	past night stairs
herd guest there	heard whose draught	whose draft bare	who's guest lead	bear their stairs
bare piece they're	piece heard led	peace guessed bare	draught there where	draft whose bare
they're draught lead	their stares piece	there guest peace	guessed past stares	their passed where