

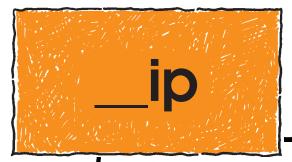
for #12 (Introduced in Unit 7, Level 1, Spelling Sourcebook® Series)

Write, read and spell *for* and *four*. Touch each letter as the words are spelled aloud. Note that they sound the same, but have different meanings and spellings. Identify the words as homophones. Have students identify number word homophones (one, two, four, eight).



Have students create an ongoing accordion book with homophones they collect over time. Students write and illustrate a homophone, such as *for*, on one side of sturdy art paper. On the back, they repeat the activity with *four*. Tape pages together, and attach a cover page. The book can be folded flat or displayed accordion style.

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_ip (Use with Level 1, Spelling Sourcebook® Series)

Write ___ip. Ask students to add a letter or letters to make words (e.g., blip, chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, sip, ship, slip, snip, strip, tip, trip, whip, zip). Discuss the meanings of any unfamiliar words. Write, read, and spell zip. Touch each letter as zip is spelled aloud. Tell students that when we say some words, they sound like the real sound they refer to—such as zip. Other examples from the ___ip pattern include drip-drop, whip, rip, snip. These words are called onomatopoeic words. Have students identify other examples (e.g., quack, moo, bang, fizz, squish, chirp, ding-dong, honk, ring, buzz, clank).



Challenge students to write a story using onomatopoeic words, and read it aloud to the class for classmates to identify the words that sound like the real sound they refer to.

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