

Homophones II

Description Children read a sentence and write the correct homophone in the blank space. They choose from two or three words.

- You Need**
- ▶ Homophones II Lists 1, 2 and 3
 - ▶ Homophones II Assessment–Class Record form

Why Use It Homophones are a challenge for many children and confusions about them often persist into adulthood. This assessment will give you information about children’s ability to use sentence context and meaning to choose the word that matches the meaning. Like adult spellers, children will be partially using a “process of elimination” strategy; that is, if they know one of the homophones, then it is easier to use it or eliminate it. You will have information about the extent to which children understand the principle that words can sound the same but be spelled differently and have different meanings. You can also identify homophones that are particularly difficult for many children and you may want to address these in lessons.

- How to Use It**
- ▶ Administer this assessment individually or as a whole group.
 - ▶ Using one of the Homophones II Lists provided, children read the sentence and think about which word will fit. They write the word in the blank space. If you have limited time, you may want children simply to circle the correct word. You may want to do a couple of examples with children so that they understand the task. You can also make the examples more accessible by reading down the list of homophones in the right columns so that children hear them before beginning the assessment.
 - ▶ Record the results on the Class Record. Expect a fairly high score on this assessment to determine whether children understand the principle. (Remember that by guessing, children may still get many answers right.) If you can, observe children while they are working. You can note from their behaviour whether they are simply guessing or carefully considering the meaning of the words.

- What to Notice**
- ▶ Number of homophones children correctly represent in sentence context
 - ▶ Ease with which children perform the task
 - ▶ Particular homophones that children can read and understand
 - ▶ Particular homophones that children find difficult