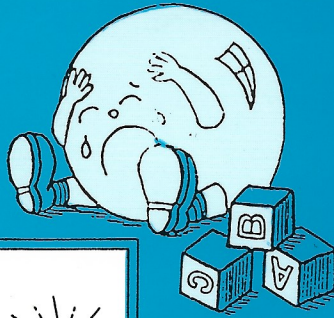


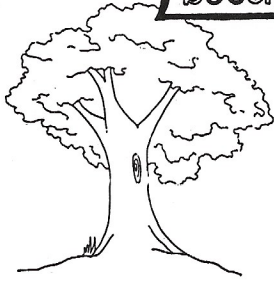
SPELLING

don't let

get you down



beech / beach



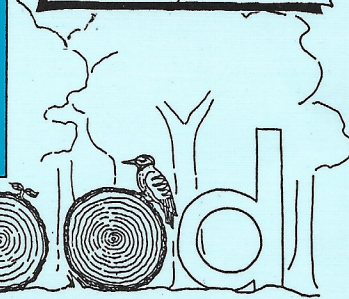
A beech
tree



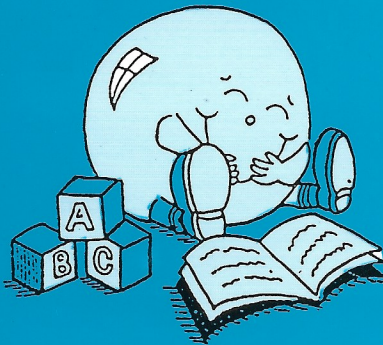
A beach
by the sea



wood / would



meet me in the wood



Fun with Homonyms

Colour these pages

BOOK 2

and have fun!

PHOTOCOPIABLE EDITION

46 Thornhill Road
Ickenham
Middlesex UB10 8SG

FOREWORD

Over the past 15 years I have found that many children, and adults, find difficulty in spelling 'homonyms'. These are words in the English language which sound exactly the same, but in order to convey a different meaning, are spelt differently, eg. wood/would, him/hymn etc. To combat the problem I have developed various techniques to aid the memory such as mnemonics, association ideas, or 'picture' words. These ideas are those of the children themselves.

For those individuals with short term memory problems, the time taken to colour in the letters and pictures is sufficient to transfer the idea from the short to the long term memory, in a pleasant way.

Help towards correct spelling is especially important now that the National Curriculum puts particular emphasis on it.

The pace of learning words from this book varies from child to child, but as a general rule a child with spelling difficulties usually learns one a week, whilst others work at their own pace. A brief look each day at the completed work is an enjoyable approach to 'over' learning.

This is the 2nd book in a series. The 1st book is compiled of mnemonics for a list of irregularly spelt 'basic' words which are commonly mis-spelt. Book 3 is called 'Spelling Lists Can Be Fun' and addresses itself, in an amusing way, to those lists of words sent home from school to be learnt for homework, and a follow-up test.

Here, then is Book 2 of a series of spelling/colouring books designed to teach spelling in an amusing way, ensuring at the same time that they are actually remembered.

Have fun!

Angela Tregear-Liddicoat



Other books in this series:

Red Book I: Mnemonics for Irregularly Spelt Words (ISBN 0-9518844-4-1)

Green Book III: Spelling Lists can be Fun (ISBN 0-9518844-3-3)

For further information or to place
orders please write to the above
address or phone/fax on:-

0895 674601

**poom
pmon**

Fun

**to
too
two**

With homonyms

*(words that sound the same
but are spelt differently)*

**hear
here**

'How to use this book'

- see page 22

**currant
current**

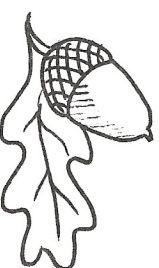
Short

Vowels

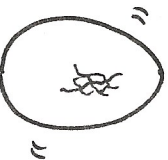
Long



ăpple (ă)



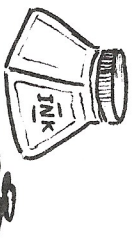
ăcorn (ă)



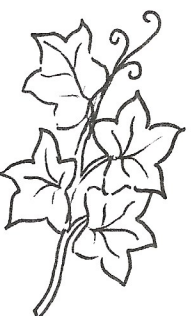
egg (e)



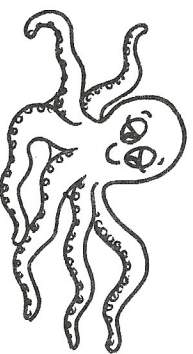
emu (ē)



ink (i)



ivy (ī)



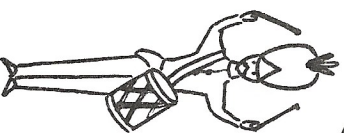
ōctopus (ō)



ōval (ō)

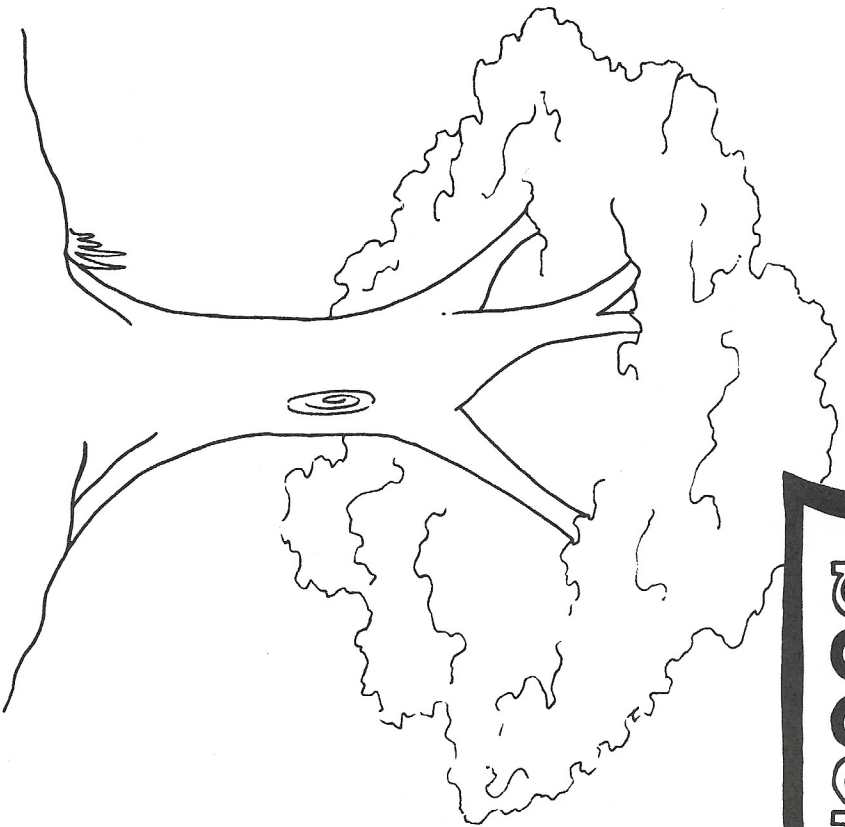


ūmbrella (ū)

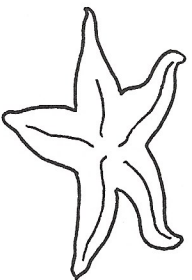
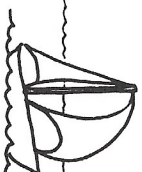
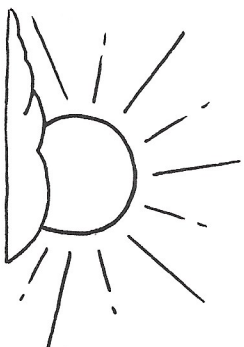


ūniform (ū)

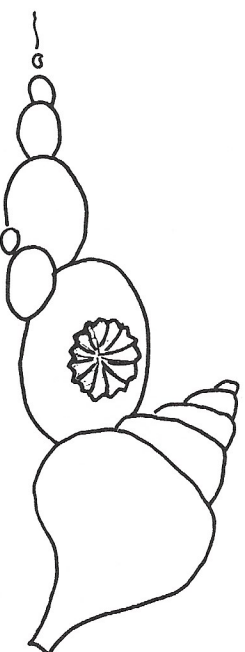
beech / beach

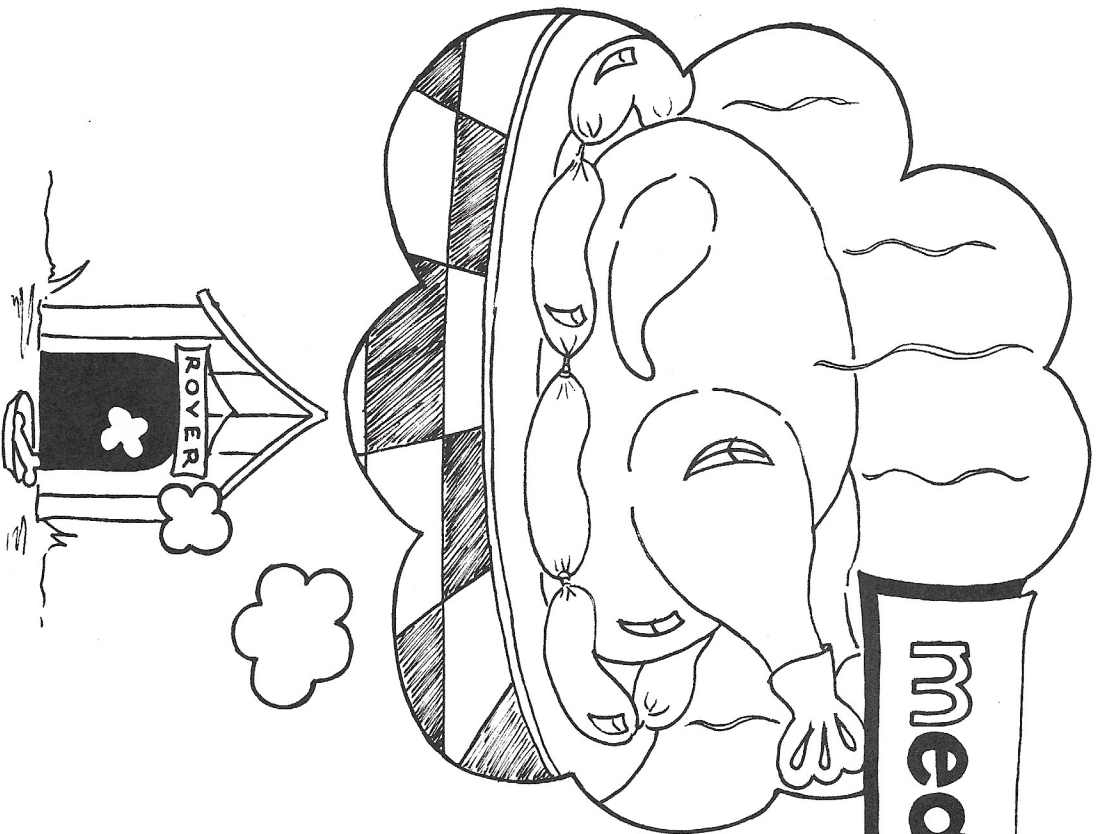


A beech
tree

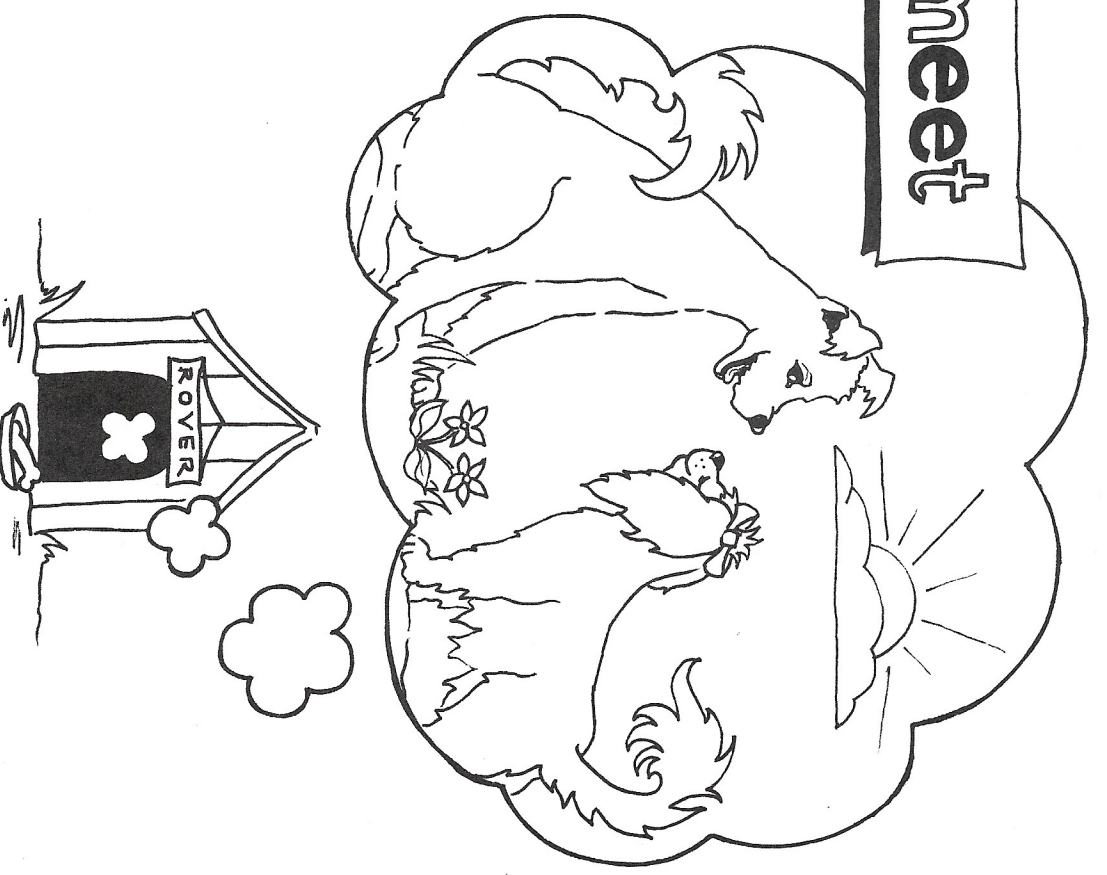


A beach
by the sea





meat to eat

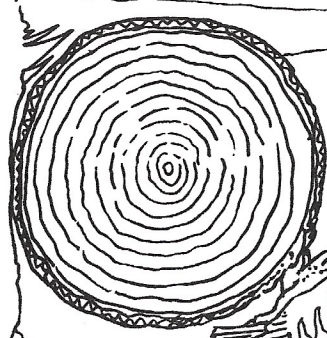
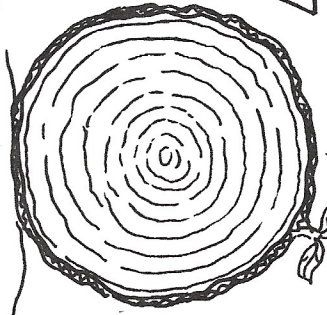


meet and greet

wood

would

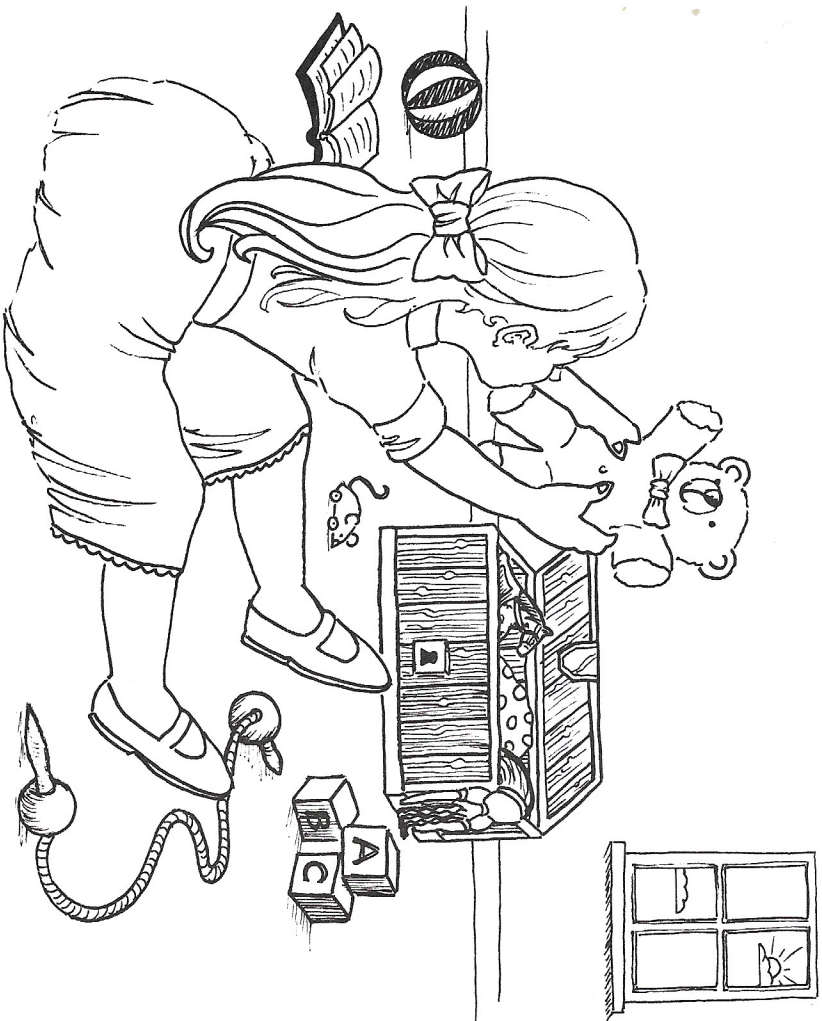
W



R

meet me in the wood

Would / wood



I **WOULD** *little arling*

If I **COULD** *little arling*

and I know that I **SHOULD** *little arling*

too / **two** / to

22222222

TWITTY
TWOOOOO

Two
TWO

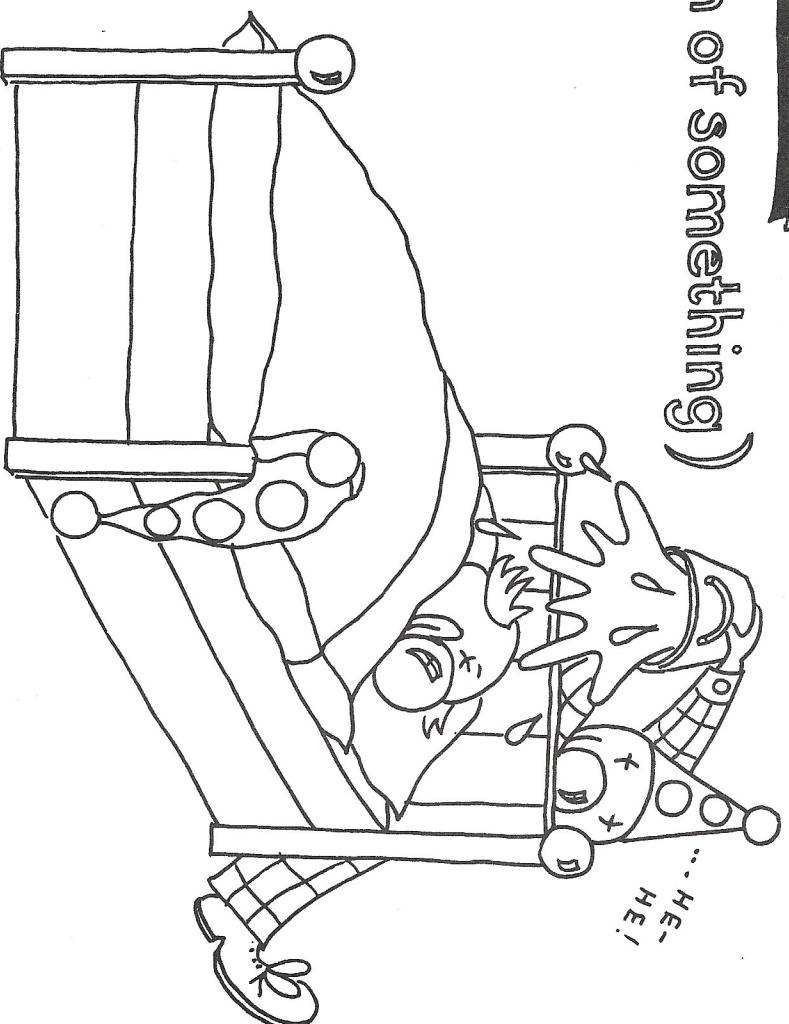
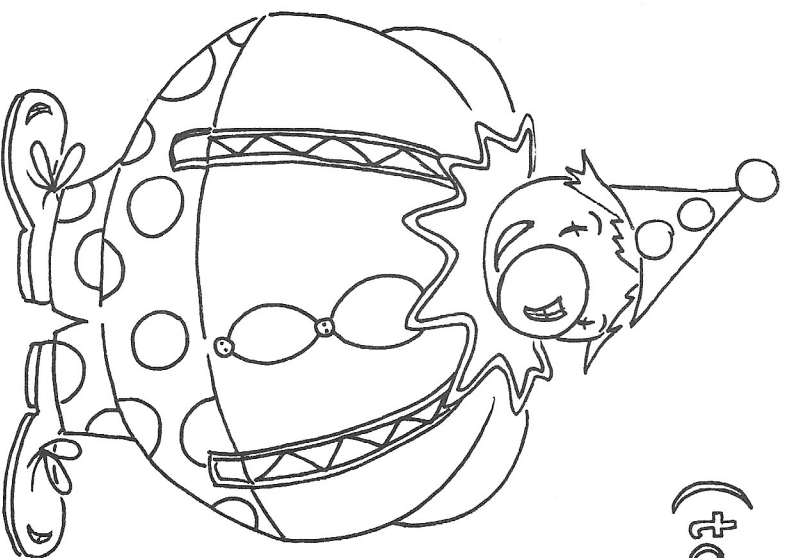
Two
TWO

each owl

No. 2

too

(too much of something)



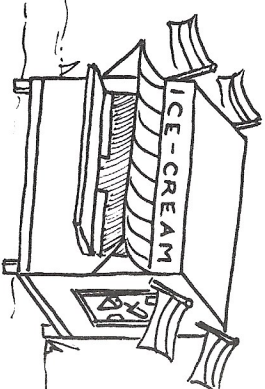
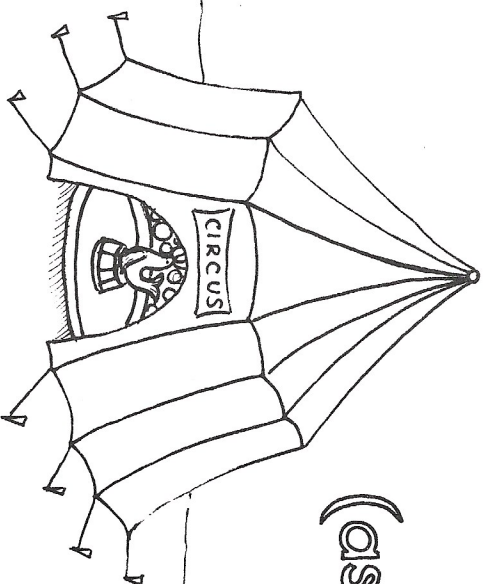
too fat

too tired

If there is a feeling of 'extra'ness – use an extra 'O'

too

(as an extra person or thing)

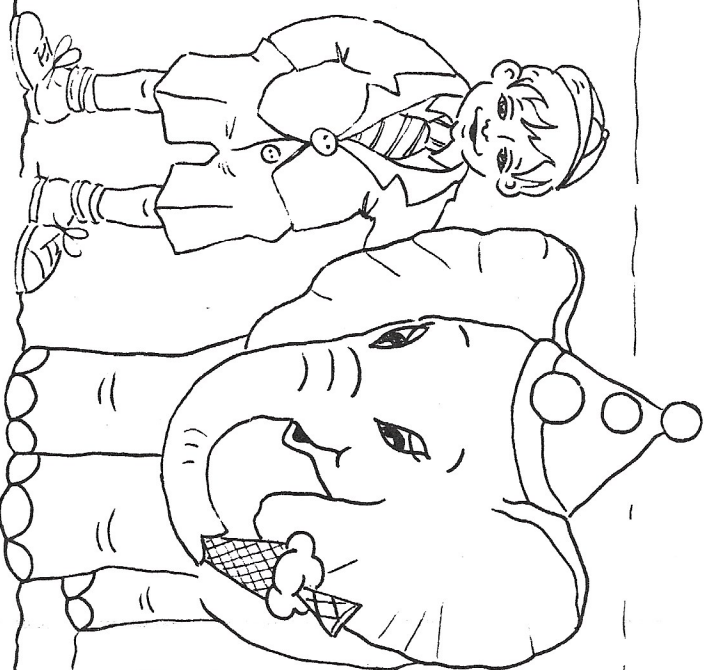


can my

new friend

come **too**?

(also)



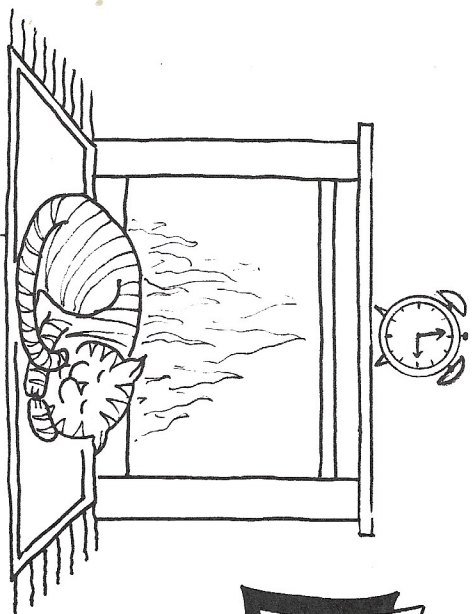
We want

ice-cream and

wafers **too**

(as well)

If there is a feeling of 'extraness' – use an **extra** 'O'

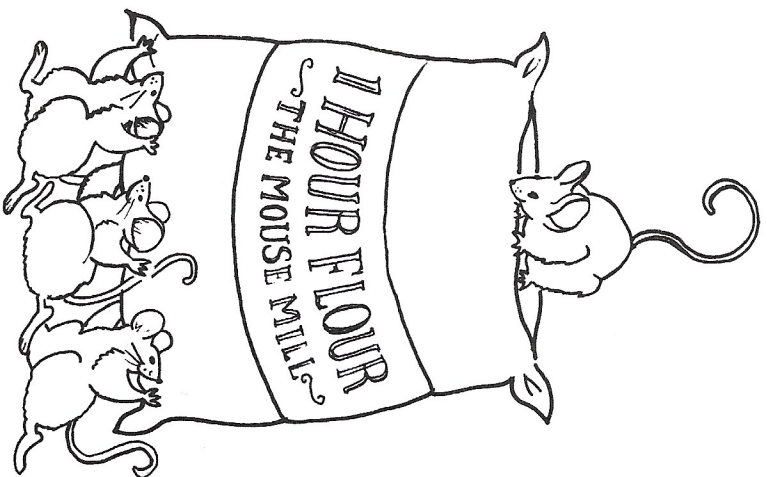


we make

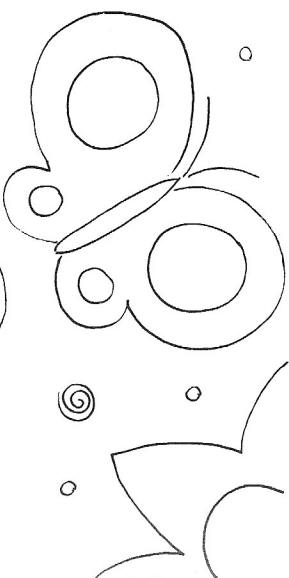
sack of

in an

our
flour
hour



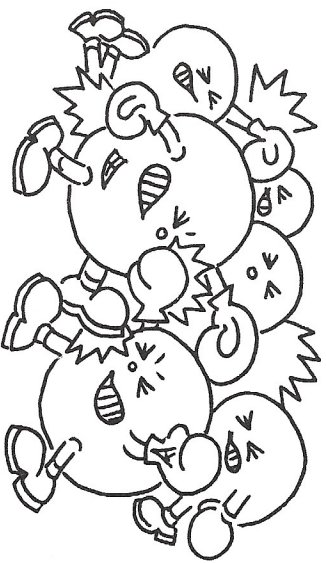
flour / flower



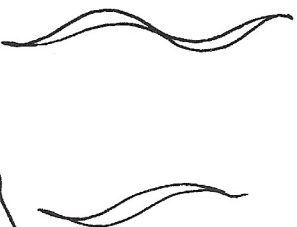
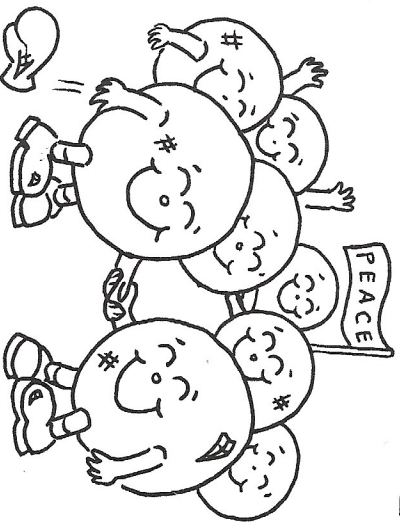
Flower
powder



peace / piece

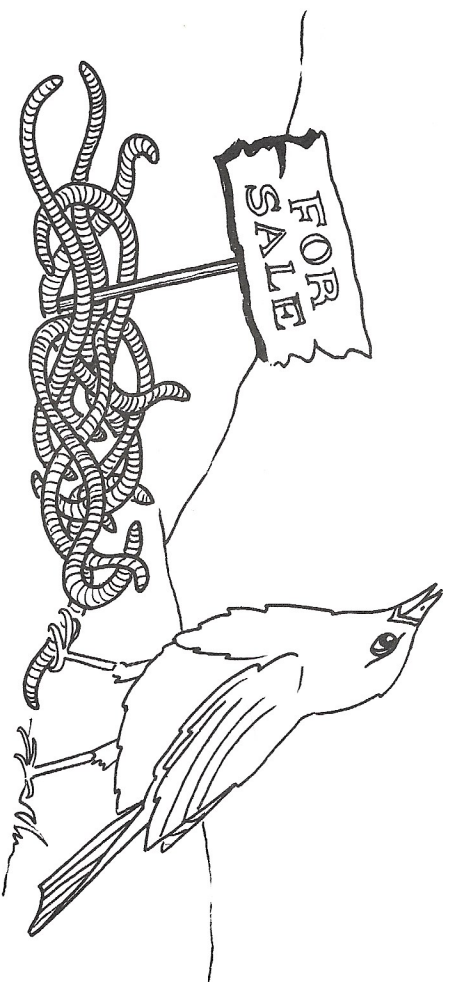
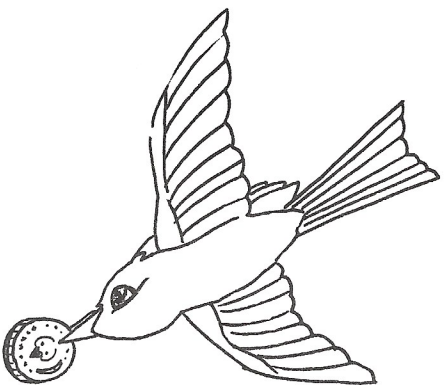


There was a war in the **pea** bag
...then they made **peace**.



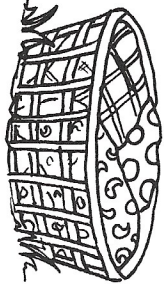
A **piece**
of **pie**

bought / **brought**





If you **b**uy it
then you **b**ought it.


If you **b**ring it
then you **b**rought it.

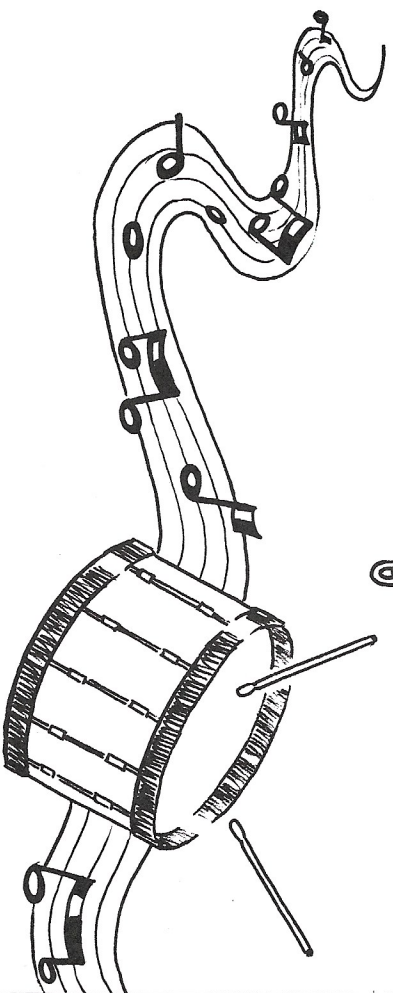


hear / here

I  hear with

my  ear, then I

have  heard it.



 Come **here**.

Where? 

 **There**.

Where? 

 **Here!** 

—(the place)—

there **their**

(showing belonging)

Here.

Where?

There!



The wings belong
to the birds.....
.....Their wings.

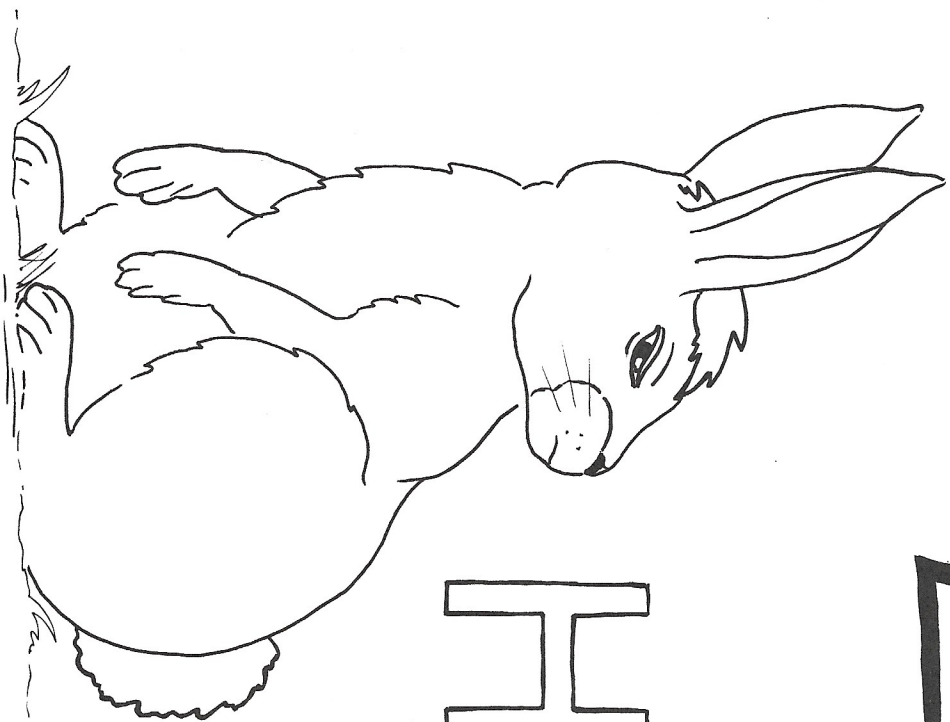
Check that you have written **the** first, **their**, **there**.

hare
hair



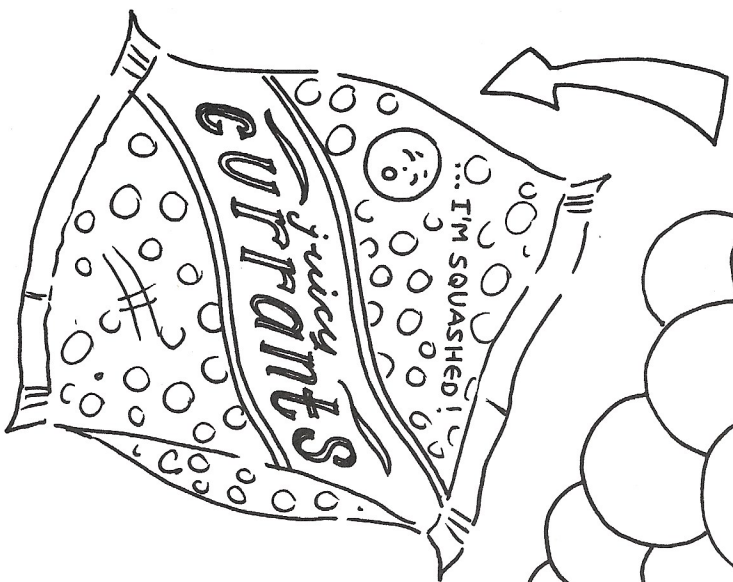
工
A
R
H

koris

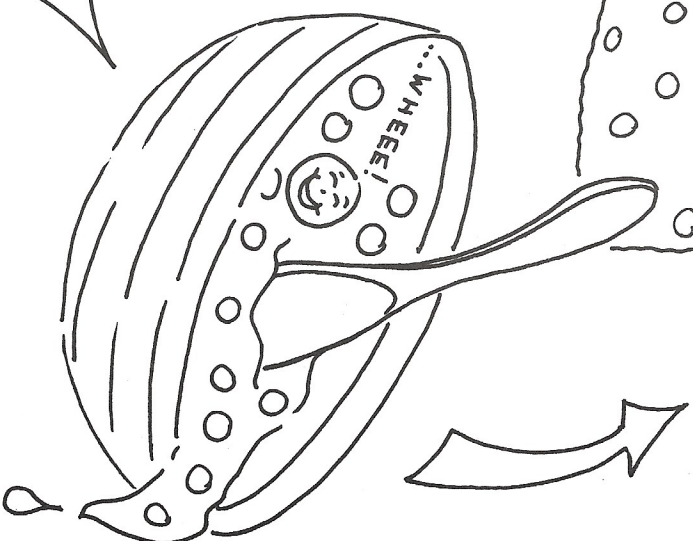
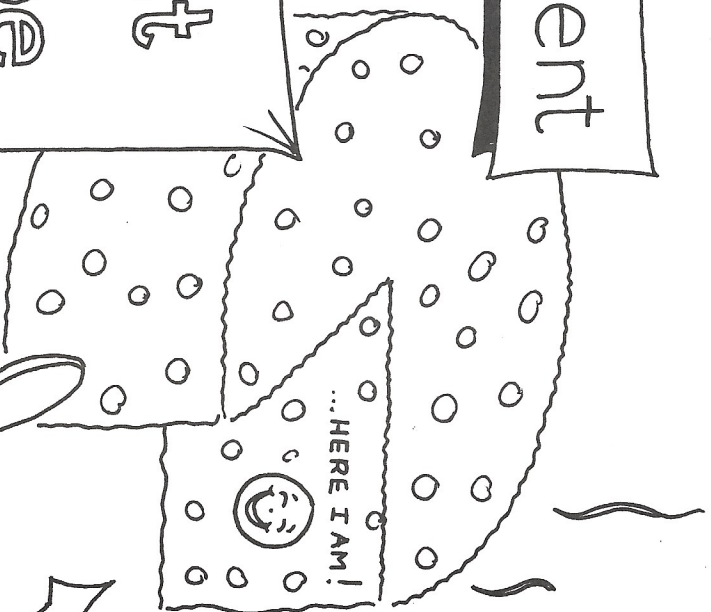


because their ears are longer!

currant / current

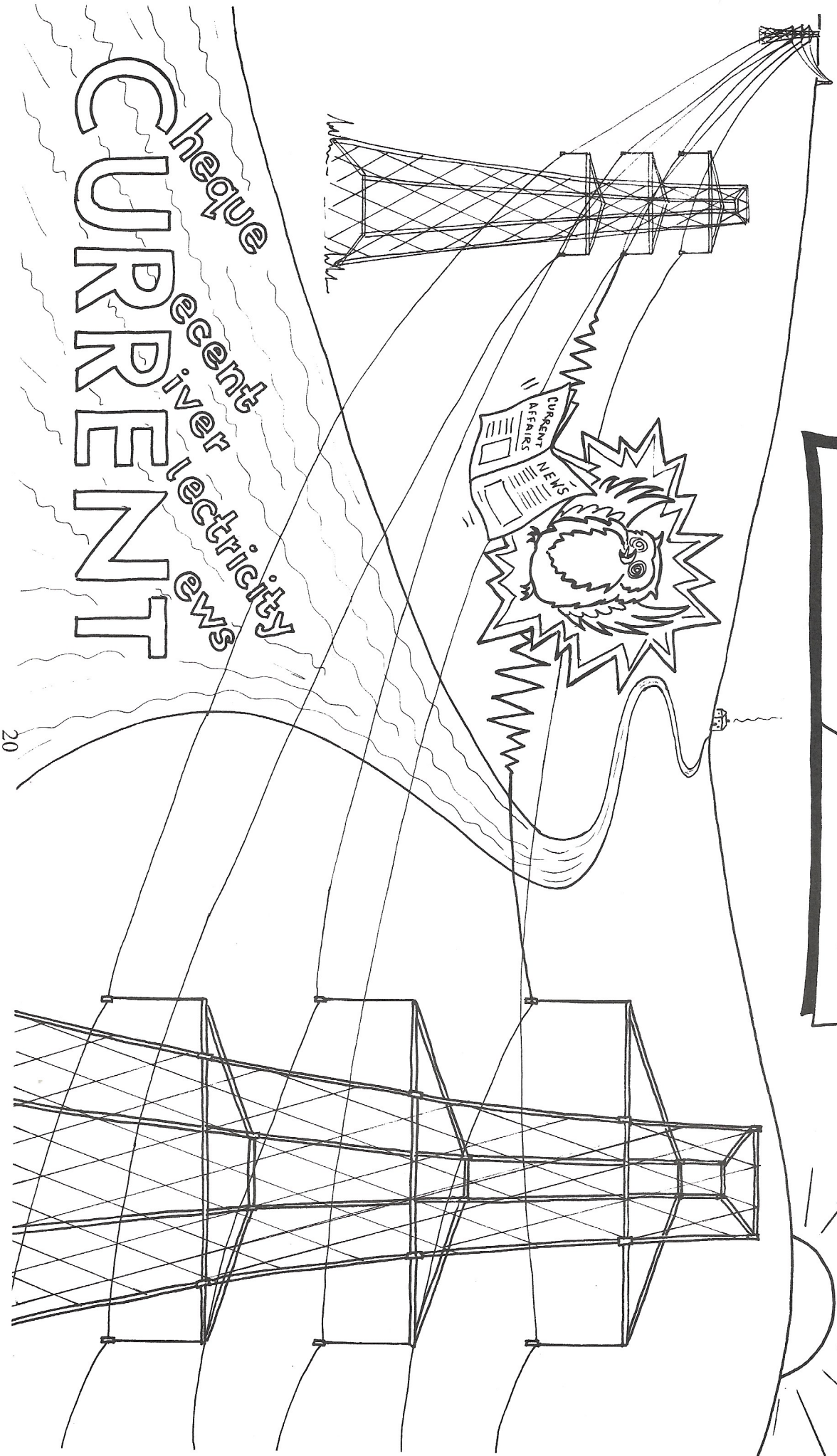


A currant
was a grape
that ended up
inside a cake



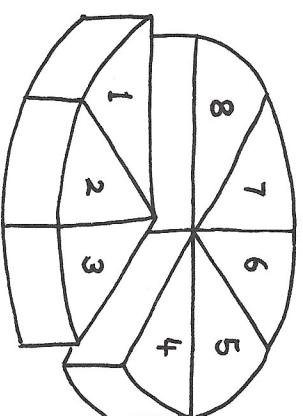
current / currant

cheque
accident
river
electricity
news
CURRENT



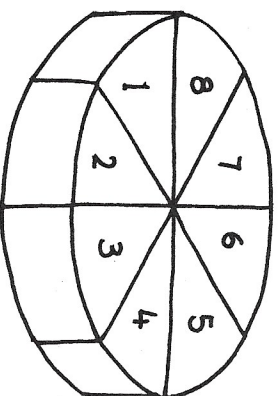
Fractions

b.)



↑ The **numerator** tells you the **number** of equal parts you have got.

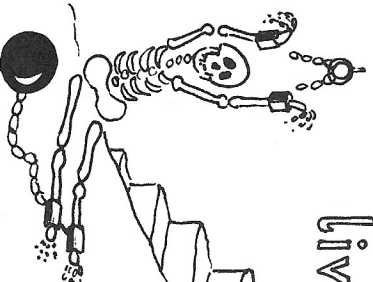
a.)



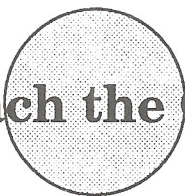
The **denominator** → tells you into how many equal parts something has been **divided**.

3 / 8

The **denominator** lives down in the **deep**, **dark**, **dungeon**!



Reach the Goal



To Assemble

Photocopy the 'half' football pitch twice onto card and then join the two copies along the centre line to form a complete football pitch.

Number of Players

2

Apparatus

One 'Football Pitch' playing board.

1 counter each.

1 Referee needed.

Pencil and paper for each player.

Method of Play

1. Make a list of words which each player is learning and hand it to the referee.
2. Each player places his counter at the start position, and then sits at his goal post.
3. The referee calls out the first spelling and the players write it in on their paper.
(Different players may be learning different spellings.)
If the spelling is correct, the player may move his counter up one section of the field, towards the other player's goal. If their spelling is incorrect, they do not move.
4. The referee then says the next spelling, and players move if correct, or stay where they are if not, (until a player scores a goal and wins - or a draw is declared).
5. Continue playing until all spellings are completed.

** Note:- Where two players have reached different levels of spelling, simply furnish the referee with those appropriate to each player.*

Reach the Treasure



An alternative board to the football pitch.

Photocopy each half of the "Treasure Island" onto card and then join the two copies along the centre to form a complete island. Play exactly as for the football game:- winner is the one reaching the treasure first.

