

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling homophones”

WHAT DOES THIS MEAN TO ME?

Homophones sound the same but are spelled differently.

Homophones sound the same but are spelled differently: there is a place, their shows ownership, they're means they are.

Use the meaning of the sentence to choose the right spelling.

THE SPELLING RULE

Homophones there, they're, their

there their they're theirs here hear wear where were we're

Homophones sound the same but are spelled differently: there is a place, their shows ownership, they're means they are.

WHERE THEY APPEAR: “They're going to leave their coats over there.”

This deck teaches **Homophones there, they're, their** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week our spelling rule is Homophones there, they're, their.”

▶ Show the cover. Read the exact TEKS wording aloud, then the What does this mean to me box in your own warm voice.

“Our words all share the same word: there, their, they're, and more. We already know these words, so now we learn the pattern inside them.”

▶ Point to the five thinking levels at the bottom. Preview the week: we NOTICE the pattern, CHOOSE the right spelling, SHOW it with a word, OWN it with a new word, then DEFEND it in our own writing.

PREP & MATERIALS: the SPELLING slide deck for Cluster 7 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

NOTICE

"I can notice the words."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Notice the words.

Notice the words that sound the same but are spelled differently.

there = a place; their = belongs to them; they're = they are

I CAN I can notice words that sound alike but look different.



Grade 4 • CLUSTER 7 • Spelling • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the words."

▶Read the I can statement aloud, then the task on the slide: Notice the words.
Notice the words that sound the same but are spelled differently.

**"Let's do this one together first, then you will try it on
your tracking sheet."**

▶Model the example on the slide, then have students write their own answer for
NOTICE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: there = a place; their = belongs to them; they're = they are.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected:
they can name the word and keep the base or root spelled
correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point
them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the
word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the
demand at noticing and trying; save mastery for later in the
week.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for
CHOOSE tomorrow.

TODAY'S THINKING JOB

CHOOSE

"I can choose the correct word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Choose the correct word.

Which word shows that something belongs to them?

their • there • they're

I CAN I can choose the correct homophone for the meaning.



Grade 4 • CLUSTER 7 • Spelling • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday •
CHOOSE • Developing

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the correct word."

▶Read the I can statement aloud, then the task on the slide: Choose the correct word. Which word shows that something belongs to them?

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: their is correct. Which word shows that something belongs to them?

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for SHOW tomorrow.

TODAY'S THINKING JOB

SHOW

"I can show the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Show the rule.

Choose and write the correct word.

Finish this idea: _____ going to the park. (they are)

I CAN I can write the correct word.



Grade 4 • CLUSTER 7 • Spelling • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Show the rule.
Choose and write the correct word.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: They're

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for OWN tomorrow.

TODAY'S THINKING JOB

OWN

"I can own the rule with the right word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Own the rule.

Choose and write the correct word on your own.

Finish this idea: Put it over _____. (a place)

I CAN I can choose the correct word on my own.



Grade 4 • CLUSTER 7 • Spelling • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • OWN • Advanced

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can own the rule with the right word."

▶Read the I can statement aloud, then the task on the slide: Own the rule. Choose and write the correct word on your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: there

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for DEFEND tomorrow.

TODAY'S THINKING JOB

DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling homophones"

Explain and transfer.

Explain how the words differ, then use one in a sentence of your own.

"They're proud of their team over there," she said.

I CAN I can explain the homophones and use one in my own writing.



Grade 4 • CLUSTER 7 • Spelling • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain and transfer the rule."

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain how the words differ, then use one in a sentence of your own.

"Let's do this one together first, then you will try it on your tracking sheet."

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

ANSWER KEY: Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 •
Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the word and read it back. Expected: they can name the word and keep the base or root spelled correctly.

COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

Your turn to spell.

Write the correct word for each meaning.

belongs to them → _____ they are → _____ a place → _____

I CAN I can choose the right homophone on my own.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Your turn to spell."

▶Read the directions: Write the correct word for each meaning. Give students quiet time to build each word on their tracking sheet.

"When you finish, reread one of your words in a sentence about the reading."

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

ANSWER KEY: their, they're, there

TEKS (4.2.B.ii) · Homophones there, they're, their · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

RPLD EVIDENCE & ADVICE

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

Answers, across the five thinking levels.**NOTICE**

there = a place; their = belongs to them; they're = they are.

CHOOSE

their is correct. Which word shows that something belongs to them?

SHOW

They're

OWN

there

DEFEND

Each word sounds the same but has its own meaning and spelling; use the sentence to choose.

YOUR TURN

their, they're, there

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our answers across the five thinking levels."

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

"Notice how the pattern is the same in every word, even when the word is new."

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (4.2.B.ii) · Homophones there, they're, their · Sheet 29 of 36 · Cluster 7

COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

READ THIS SENTENCE.

_____ books are on the desk.

Which word correctly completes the sentence?

A Their

B There

C They're

D Thair

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Test-Style Question

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Read the sentence, then read all four choices before you pick."

▶Read the sentence aloud once. Have students whisper-read the four options.

"Find the choice that spells the pattern correctly and keeps the base or root whole."

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

The answer is A.

A Their · Correct. Their shows the books belong to them.

B There · There names a place.

C They're · They're means they are.

D Thair · Not a real spelling of the word.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • The Answer, and Why

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is A, Their.”

▶Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”

▶Have students write one sentence in their own writing that uses a word with this pattern.

ANSWER: A is correct. Correct. Their shows the books belong to them.

TEKS (4.2.B.ii) • Homophones there, they're, their • Sheet 29 of 36 • Cluster 7

COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.