Skills and language practised

<table>
<thead>
<tr>
<th>Skill</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Spelling</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Follow-up activity

Set the class the *Homophone Challenge*. Organise the class into groups of four or five and tell them to write down as many homophones as they can. Set a time limit for this activity. The group with the most pairs of homophones is the winner.

Then, in their groups, one child chooses a homophone and makes a sentence: *e.g. I like the colour red.* The next child must use the other homophone to say a sentence: *e.g. I read a really good book last week.* The next child chooses a new homophone, and so on. Get children to referee each other's sentences.

Answers

1 Read. Find the incorrect homophones. Write the correct homophones. **8 marks**

1 be [1 mark] 5 for [1 mark]
2 sun [1 mark] 6 their [1 mark]
3 weight [1 mark] 7 see [1 mark]
4 some [1 mark] 8 to [1 mark]

2 Write and explain how we see. Use the notes. **12 marks**

Example sentences:
1 People use the brain and the eye to see.
2 Light enters the eye through the pupil.
3 When there is lots of light, the pupil is small.
4 The pupil is bigger when there is less of light.
5 Light hits the retina at the back of the eye.
6 The image travels to the brain along the optic nerve.

For each sentence, give 1 mark for using the present tense correctly, and 1 mark for correct punctuation.