

STUDENT NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSONS 76 & 77 • HOMOPHONES (HOUR / OUR) & BROAD A A = /ɔ:/

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"It is the sunny **hour** of play."

— THOMAS MOORE

RECITE

"Soon to **our** children came the day
When life had work as well as play."

— PHOEBE CARY

RECITE

1 Homophone Detective — Answer each question using the correct homophone word (**hour** or **our**):

1. What do the hands of a clock tell besides minutes?

2. What do we call the things which belong to us?

3. Write an original sentence using both **hour** and **our**:

FAMILY: -ALL (1)

all

call

wall

fall

FAMILY: -ALL (2)

tall

ball

stall

small

FAMILY: -ALK (SILENT L)

talk

walk

stalk

chalk

-ALT & W-PATTERN

salt

halt

want

warm

2 Spell orally, listen carefully, and write the broad a words on the handwriting lines:

Rhyme Group 1 (all, call, wall, fall, tall, ball):

Rhyme Group 2 (talk, walk, stalk, chalk — notice silent l):

Special Words (salt, halt, want, warm):

PHONICS & HOMOPHONE RULES TO REMEMBER:

1. Homophones Hour vs. Our: Hour starts with a silent h and measures time (60 minutes). Our means belonging to us.

2. Broad A Sound (a): When followed by ll, lk, or lt, a makes the broad sound /ɔ:/ (like all, walk, salt).

3. Silent L in -alk: In words like talk, walk, stalk, chalk, do not pronounce the l!

LESSONS 76 & 77 TEACHER GUIDE & MASTER KEY

HOURL / OUR • BROAD A (A)

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TARGET CONCEPT	LINGUISTIC / PHONETIC ENVIRONMENT	CORE VOCABULARY	INSTRUCTIONAL FOCUS
Homophone Distinction	Diphthong /aʊər/ with silent h- vs. pure possessive pronoun	hour vs. our	Semantic context determines spelling
Broad A (a = /ɔ:/)	Vowel retraction before velarized /l/ (-all, -alk, -alt)	all, call, wall, fall, tall, ball, stall, small	Standard Webster notation with dot below (a)
Silent l Elision	Phonological loss of /l/ between /ɔ:/ and /k/	talk, walk, stalk, chalk	Do not pronounce the 'l'; rhymes with hawk
Labial W Influence	Rounding of /a:/ or /æ/ after labial-velar /w/	want, warm	W alters subsequent vowel quality to broad /ɔ:/

COMPLETE ANSWER KEY & ORTHOGRAPHIC SOLUTIONS

WHEELER'S PAGE 43 EXERCISES

EX. 1: HOMOPHONE DETECTIVE SOLUTIONS (LESSON 76)

EX. 2: BROAD A PHONETIC GROUPS (LESSON 77)

1. What do the hands of a clock tell besides minutes?
→ Answer: **hours** (or the hour).

2. What do we call the things which belong to us?
→ Answer: **our** things (or ours).

3. Sample Combined Sentence:
"In one **hour**, **our** school day will be finished."

- **-all family (/ɔ:l/)**: all, call, wall, fall, tall, ball, stall, small.
- **-alk family (/ɔ:k/)**: talk, walk, stalk, chalk (the letter l is silent).
- **-alt & w-words (/ɔ:/)**: salt (/sɔ:lt/), halt (/hɔ:lt/), want (/wɒnt/ or /wɔ:nt/), warm (/wɔ:rm/).

SOCRATIC GUIDING PROMPTS & TEACHING TECHNIQUES

CLASSROOM DIALOGUE

- **The Silent H in 'Hour'**: Ask the child: "Look at the word 'hour'. Do you say the 'h' like in 'hat'? No! It starts with the same sound as 'our'! Why? Because 'hour' comes from an old French word where the 'h' was silent. The 'h' reminds us of the ticking hands of the clock!"
- **Uncovering the Silent l**: Say: "Listen to 'talk' and 'walk'. Do you hear an 'l' sound? (No!). We don't say 'tal-k' or 'wal-k'. The letter 'l' is quiet, but it changed the sound of 'a' from short /æ/ (as in bat) into broad /ɔ:/!"
- **The Power of W**: Point out: "Notice how 'want' and 'warm' don't sound like 'cat' or 'car'. The round letter 'w' rounds our lips, giving 'a' the broad sound!"

Dictation & Oral Application Sentences (Read slowly at normal speaking pace):

1. "We spent one happy **hour** playing **ball** beside the garden **wall**."
2. "The children went for a long **walk** and wrote with white **chalk**."
3. "The **tall** horse stood in the **stall** and ate from **our** hand."
4. "Please pass the **salt** at dinner, for the soup is not quite **warm**."