

STUDENT NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 90 • HOMOPHONES: BLUE VS. BLEW

BLUE / BLEW

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Words Pronounced Alike • Different Spelling & Meaning

“Blue is the color of heaven, / And blue is the color for me.” — **LUCY LARCOM**
“The merry wind that blew and blew / O'er the fields where the ripe grain grew.” — **JAMES WHITCOMB RILEY**



Wheeler's Directions: 1. Copy carefully and find two words pronounced alike but spelled differently. 2. Use these words in sentences of your own. 3. Write answers to Wheeler's inquiries.

1
Poetic Transcription & Homophone Isolation
Copy both couplets carefully on the lines below, then underline each occurrence of *blue* and *blew*:

2
Homophone Sentence Application
Compose an original sentence demonstrating the precise definition of each homophone:

A. blue (the color of the sky or ocean):

B. blew (past tense of blow — action of the wind or breath):

3
Wheeler's Socratic Inquiries
Write complete, thoughtful answers to the textbook's inquiries using clear handwriting:

1. What is the color of the clear daytime sky?

2. What did the strong autumn wind do yesterday when it took your hat off?

WHEELER'S ORTHOGRAPHY RULES • HOMOPHONES: BLUE / BLEW

1. **1. Homophone Principle:** Homophones are words that sound identical in spoken English (/blu:/) but possess distinct orthographic spellings and historical meanings.
2. **2. Digraph in Blue:** *Blue* uses digraph **ue** to name the primary color of azure skies, deep waters, and heavenly ribbons.
3. **3. Digraph in Blew:** *Blew* uses digraph **ew** to signify the irregular past tense of verb *blow* (blow → blew, grow → grew).

LESSON 90 TEACHER GUIDE & ANSWER KEY

LESSON 90 • TEACHER MASTER KEY

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HOMOPHONE	PRONUNCIATION	PART OF SPEECH & MEANING	DIGRAPH PATTERN & COGNATES
blue	/blu:/	Adjective / Noun • The color of clear sky, sapphire, ocean	Digraph ue • Cognates: <i>bluish</i> , <i>blueberry</i>
blew	/blu:/	Irregular Past Tense Verb • Expelled air, moved by wind	Digraph ew • Rhymes with: <i>grew</i> , <i>threw</i> , <i>flew</i>

COMPLETE ANSWER KEY & SOLUTIONS

WHEELER'S EXERCISES

Exercise 1 (Transcription & Isolation):
Couplets transcribed correctly. Target words isolated: *blue* (Larcom line 1 & 2) and *blew* (Riley line 1).

Exercise 2 (Application Sentences):

- blue*: "The robin laid four bright blue eggs in her straw nest."
- blew*: "The chilling north wind blew the autumn leaves across the lawn."

Exercise 3 (Wheeler's Inquiries):

- Inquiry 1*: "The color of the sky is blue." (Must use *blue*).
- Inquiry 2*: "The wind blew hard and whisked my hat right off my head." (Must use *blew*).

SOCRATIC GUIDING PROMPTS & PEDAGOGICAL INSIGHTS

INSTRUCTIONAL STRATEGIES

- Listen closely: 'blue' and 'blew'. Do your ears hear any difference? Why must our eyes see the difference?
- Look at Riley's line: 'where the ripe grain grew'. What digraph in 'grew' helps us remember how to spell 'blew'?
- When the wind blows today, we say 'blow'. When it happened yesterday, what word must we write?

DICTATION & ORAL APPLICATION SENTENCES (READ SLOWLY AT NORMAL SPEAKING PACE):

- The bright blue sky was clear until the cold wind blew in from the sea.
- Lucy Larcom wrote that blue was her favorite color of all.
- A sudden autumn gale blew across the orchard and shook the ripe apples from the trees.
- The sailor wore a dark blue coat against the icy wind that blew all night.