

The Spelling Detective's Challenge with Kit the Fox

Learning objective: To identify and correct common homophones and words containing the 'ie' and 'ei' letter strings, applying spelling rules with precision.

Kit the Fox has found several 'glitchy' sentences in his computing logs! Each sentence contains a spelling error. Your task is to identify the incorrect word, justify why it is wrong based on Class 5 spelling rules, and rewrite the sentence correctly. Look closely for errors involving homophones (words that sound the same but have different meanings) and words following the 'i before e except after c' rule.

Word bank: their · there · they're · deceive · believe · piece · receive · ceiling · thief

1. 'Look over their!' shouted Kit, pointing at the new coding terminal. Explain why this usage is incorrect. (2 marks)

2. 'I cannot beleive my eyes, the circuit board is working perfectly!' Rewrite the sentence with the correct spelling. (2 marks)

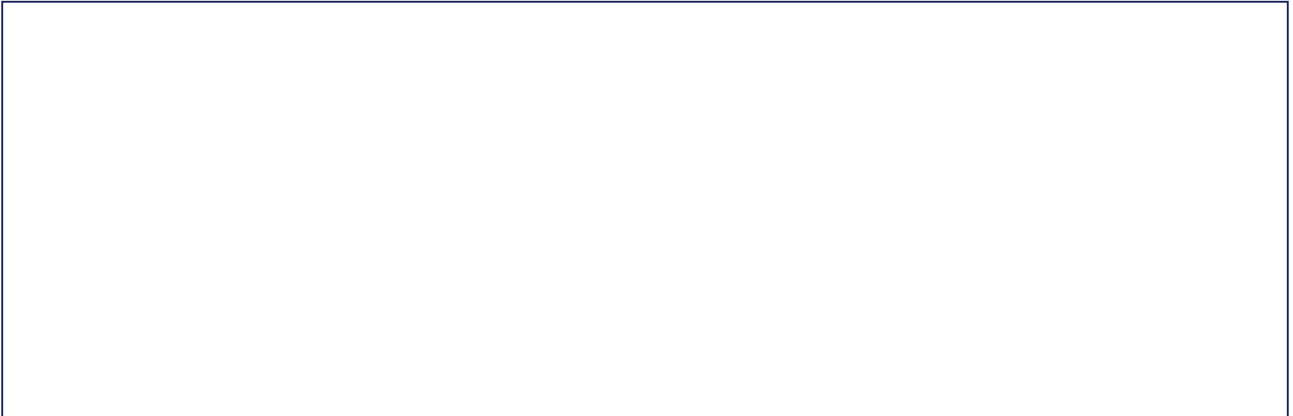
3. 'The fox wanted to recieve the message, but the connection was lost.' Identify the spelling error and explain the rule regarding 'ei' after 'c'. (2 marks)

4. 'They're robot is broken,' sighed the engineer. Justify why 'They're' is the incorrect homophone here. (2 marks)

5. 'The thief stole a peice of the puzzle.' Correct the spelling and explain the vowel digraph rule being tested. (2 marks)

6. 6. Compare and contrast the usage of 'their', 'there', and 'they're'. Provide a unique sentence for each to demonstrate your understanding. (3 marks)

Draw: Draw a scene featuring Kit the Fox wearing a detective hat, looking through a _____ magnifying glass at a 'glitchy' computer screen that shows spelling mistakes floating in the air like digital bubbles.



Extension challenge: Imagine you are Kit the Fox. Write a short, persuasive paragraph (4-6 sentences) explaining to a younger student why precision in spelling is essential for computer programming. If a programmer spells a command incorrectly, what might happen to the computer's output?