

Sample Pages from

# Homophones

*Here (Hear), There (Their, They're) and Everywhere!*

By Margaret Whisnant



Lessons  
Homework  
Tests  
Writing Activities  
and  
Answer Key

Copyright © 2010 Margaret Whisnant

All rights reserved by author.  
Permission to copy for classroom use only.

ISBN 978-1-934538-35-7

Taking Grades Publishing Company  
Conover, NC

# Homophones

## *Here (Here), There (Their, They're) and Everywhere!*

### ***An Introduction from the Author. . . . .***

In their *oral* form, homophones pose no threat, but their *written* forms can easily turn children and adults alike into serial (or is that *cereal*?) homophone misusers. This unique collection of entertaining, exasperating English vocabulary deserves a special place in any language arts curriculum. Homophones simply **must be** taught.

To begin with, they are *illogical*. Why, for instance, did our distant ancestors decided that the opposite of left (*right*) and the opposite of wrong (*right*) is to be pronounced the same as a formal ceremony (*rite*)? Go ahead and add what authors do (*write*) and inventers Orville and Wilbur *Wright* to the mix. Furthermore, *doe* is a deer (a female deer) and *do* is the note to sing, but neither have anything to do with *dough* (larvae cookies).

Homophones definitely pack a giggle punch.

The simple act of identifying a set of words as homophones can also be a slippery slope. Some, such as *to*, *two*, and *too*, work the same way all over the country. But others, like *ant* and *aunt*, fall off the list for those who distinguish between the insect and their father or mother's sister by pronouncing the words differently. Some will declare that *Mary*, *merry*, and *marry* are phonetically identical. Others will argue that they require three different pronunciations. The same confusion is connected to *ware*, *wear*, *where*. It's just *bizarre* (or is it *bazaar*)!

Then, there is the ultimate homophone frustration—looking for teaching materials only to find a set of ten practice sentences, maybe two sets, covering six different homophones. Not even enough to qualify as a whiff of a lesson! Bummer! The only thing left to (*two*, *too*) do is invest hours (*ours*) of personal time (*thyme*) writing (*righting*, *riding*) your own materials.

Not (*Knot*)!

The purpose of ***Homophones Here (Hear), There (Their, They're) and Everywhere!*** is to offer a solution to this very problem. Its pages provide a saturation of materials for teaching thirty-one of the most commonly used homophones. (I purposely skipped the regionally dubious.)

Each of the **eight lessons**, which focus on two to five sets of homophones, is divided into **four parts**.

- Part One is a set of thirty-four sentences that can be used as **teaching samples** and/or in **guided student practice**.
- Part Two is a group of thirty-three items that can be assigned as **homework**.
- Part Three, entitled ***Think and Write***, begins with a set of nine original sentences that students must compose according to given topics. The remaining eleven sentences, eight of which require the inclusion of specific words, allow students to choose their own topics.
- The last part of each lesson is a thirty-three sentence **test**.
- Upon the completion of all four lesson parts, students will have encountered **one hundred** sentences that focus on a small group of homophones and **twenty** opportunities to apply their knowledge of these words.

In addition to eight, individual four-part lessons, ***Homophones Here (Hear), There (There, Their, They're) and Everywhere!*** offers cumulative tests and graphic organizers for writing.

- After each set of two lessons, there is a fifty-item **cumulative test**. At the teacher's discretion, these pages can serve as review practice rather than a test.
- **Four graphic organizers for writing** require the use of a specified number of homophones from two targeted lessons.
- Two **section cumulative tests**, each with fifty items, are included. The first covers homophones taught in **Lessons One-Four**, and the second addresses the words studied in **Lessons Five-Eight**.

**Full Answer Keys** are included, of course (*chorus, coarse*)!

Let's *hear (here)* it for homophones! Say *hey (hay)* for more than ten sentences. Now go *forth (fourth)* and teach!



Margaret Whisnant

# Table of Contents

	Pages
<b>Lesson One (there, they're, their—it's, its)</b>	
Part 1 .....	1-2
Part 2 .....	3-4
Part 3 (Think and Write) .....	5-6
Test .....	7-8
<b>Lesson Two (you're, your—to, too, two—know, no)</b>	
Part 1 .....	9-10
Part 2 .....	11-12
Part 3 (Think and Write) .....	13-14
Test .....	15-16
<b>Lessons One and Two Cumulative Activities</b>	
Lessons One and Two Test .....	17-18
Lessons One and Two Composition Graphic Organizer .....	19
<b>Lesson Three (who's, whose—hear, here—our, hour)</b>	
Part 1 .....	20-21
Part 2 .....	22-23
Part 3 (Think and Write) .....	24-25
Test .....	26-27
<b>Lesson Four (right, write—new, knew—threw, through)</b>	
Part 1 .....	28-29
Part 2 .....	30-31
Part 3 (Think and Write) .....	32-33
Test .....	34-35
<b>Lessons Three and Four Cumulative Activities</b>	
Lessons Two and Three Test .....	36-37
Lessons Three and Four Composition Graphic Organizer .....	38
<b>Lessons One, Two, Three, and Four Cumulative Test</b> .....	39-40

*Table of Contents--continued*

**Lesson Five (cell, sell—bow, bough—blew, blue—sail, sale—  
seem, seam)**

Part 1 .....41-42  
Part 2 .....43-44  
Part 3 (Think and Write) ..... 45-46  
Test. .... 47-48

**Lesson Six (weak, week—hole, whole—peace, piece—heard, herd—  
lead, led)**

Part 1 .....49-50  
Part 2 .....51-52  
Part 3 (Think and Write) .....53-54  
Test .....55-56

**Lessons Five and Six Cumulative Activities**

Lessons Five and Six Test ..... 57-58  
Lessons Five and Six Composition Graphic Organizer. .... 59

**Lesson Seven (aisle, I'll, isle—flour, flower—road, rode, rowed—  
scene, seen—stair, stare)**

Part 1..... 60-61  
Part 2 .....62-63  
Part 3 (Think and Write) ..... 64-65  
Test ..... 66-67

**Lesson Eight (role, roll—knows, nose—beet, beat—pen, pin—  
red, read)**

Part 1..... 68-69  
Part 2 ..... 70-71  
Part 3 (Think and Write) ..... 72-73  
Test .....74-75

**Lessons Seven and Eight Cumulative Activities**

Lessons Seven and Eight Test. .... 76-77  
Lessons Seven and Eight Composition Graphic Organizer .....78

**Lessons Five, Six, Seven, and Eight Cumulative Test. .... 79-80**

**Answer Keys .....81-86**

## Lesson One (Part 1)

**There** means *in that place* or it can be used as an explaining word at the beginning of a sentence.

**They're** means *they are*.

**Their** means *belonging to them*.

**It's** means *it is*.

**Its** means *belonging to it*.



*They're* trying to keep **their** meeting a secret, but **it's** not an easy thing to do.

**Instructions:** Choose the correct word from the parentheses and write it in the blank.

- \_\_\_\_\_ 1. (**There, They're, Their**) leaving in less than half an hour.
- \_\_\_\_\_ 2. (**There, They're, Their**) house is the last one on the block.
- \_\_\_\_\_ 3. (**It's, Its**) my turn now.
- \_\_\_\_\_ 4. (**There, They're, There**) they go again!
- \_\_\_\_\_ 5. The cat has hurt (**it's, its**) paw.
- \_\_\_\_\_ 6. One of the trees is shedding (**it's, its**) leaves early.
- \_\_\_\_\_ 7. Is (**there, they're, their**) father home?
- \_\_\_\_\_ 8. How did Hawaii get (**it's, its**) name?
- \_\_\_\_\_ 9. Sun damage has caused the paint to lose (**it's, its**) intense color.
- \_\_\_\_\_ 10. Are (**there, they're, their**) bicycles new?
- \_\_\_\_\_ 11. It's (**there, they're, their**) problem, not ours.
- \_\_\_\_\_ 12. (**It's, Its**) going to be a fun party!
- \_\_\_\_\_ 13. The team won all but one of (**it's, its**) games.
- \_\_\_\_\_ 14. He always sits (**there, they're, their**).

## Lesson One (Part 2)



*It's* interesting to watch ants  
go about **their** work.

**There** means *in that place* or it can be used as an explaining word at the beginning of a sentence.

**They're** means *they are*.

**Their** means *belonging to them*.

**It's** means *it is*.

**Its** means *belonging to it*.

**Instructions:** Choose the correct word from the parentheses and write it in the blank.

- \_\_\_\_\_ 1. (It's, Its) hidden under the blanket.
- \_\_\_\_\_ 2. Is it (there, they're, their) intention to finish the work?
- \_\_\_\_\_ 3. (There, They're, Their) headed our way.
- \_\_\_\_\_ 4. (It's, Its) time to check in with Mom like we promised.
- \_\_\_\_\_ 5. (There, They're, Their) aren't any cookies left in the jar.
- \_\_\_\_\_ 6. Can you see the markings on (it's, its) wings?
- \_\_\_\_\_ 7. We are waiting for (there, they're, their) call.
- \_\_\_\_\_ 8. (It's, Its) no problem! I know how to fix it.
- \_\_\_\_\_ 9. It's (there, they're, their) idea to leave early in the morning.
- \_\_\_\_\_ 10. (There, They're, Their) our new neighbors.
- \_\_\_\_\_ 11. (It's, Its) getting late.
- \_\_\_\_\_ 12. (There, They're, Their) is only one more mile to go.
- \_\_\_\_\_ 13. (There, They're, Their) are several good movies on cable this month.
- \_\_\_\_\_ 14. (It's, Its) a deal!
- \_\_\_\_\_ 15. (There, They're, Their) goes my dad.



**Lesson 1 (Part 3)**  
**Think and Write**

1. Use **their** in a sentence about a group of young people playing basketball.  
(Example: Three of the players on **their** team are exceptionally tall.)

---

---

2. Include **its** in a sentence that describes a dog being teased by a kitten.

---

---

3. Use **there** in a sentence to express a thought about the internet.

---

---

4. Begin a sentence about your classroom with the word **it's**.

---

---

5. Say something good about two family members in a sentence with **they're**.

---

---

6. Challenge yourself by using **there** and **their** in a sentence about your favorite place to eat.

---

---

7. Prove your skill by combining **it's** and **there** in a sentence about your favorite outfit.

---

---

8. Use both **they're** and **its** in a sentence about ants at a picnic.

---

---

9. Weave **there**, **their**, and **its** into a sentence about an exciting field trip.

---

---

## Lesson One Test



*Told you so!*  
**There's** a monster living in my closet, and **it's** not in a good mood.

**Instructions:** Choose the correct word from the parentheses and write it in the blank.

- \_\_\_\_\_ 1. Hurry! Get rid of the mess. (There, They're, Their) home!
- \_\_\_\_\_ 2. The baby spit (it's, its) cereal in my face.
- \_\_\_\_\_ 3. This drink has lost (it's, its) fizz.
- \_\_\_\_\_ 4. Mr. Owens is (there, they're, their) teacher.
- \_\_\_\_\_ 5. No one was (there, they're, their) when I opened the door.
- \_\_\_\_\_ 6. (There, They're, Their) he goes again with the bad jokes.
- \_\_\_\_\_ 7. The puppy took (it's, its) time eating the bowl of shredded chicken.
- \_\_\_\_\_ 8. (It's, Its) a nice day.
- \_\_\_\_\_ 9. Watch out for the kitten. (It's, Its) claws are sharp.
- \_\_\_\_\_ 10. (There, They're, Their) vacation starts in two days.

## Lessons One and Two Test

**Instructions:** Choose the correct word from the parentheses and write it in the blank.

- \_\_\_\_\_ 1. Am I (to, too, two) early?
- \_\_\_\_\_ 2. I (know, no) the answer to that question.
- \_\_\_\_\_ 3. (There, They're, Their) home earlier than we expected.
- \_\_\_\_\_ 4. (You're, Your) right this time.
- \_\_\_\_\_ 5. The dog is scratching (it's, its) ear too often. Maybe it needs medical attention.
- \_\_\_\_\_ 6. It's (know, no) use. There is something wrong with the computer.
- \_\_\_\_\_ 7. Ms. Crowder is (there, they're their) teacher.
- \_\_\_\_\_ 8. We (know, no) where the treasure is hidden.
- \_\_\_\_\_ 9. No one was (there, they're, their) when we answered the door.
- \_\_\_\_\_ 10. That's (there, they're, their) car pulling into the driveway.
- \_\_\_\_\_ 11. Is this (you're, your) pencil on the floor?
- \_\_\_\_\_ 12. (There, They're, Their) he is.
- \_\_\_\_\_ 13. I must go (to, too, two) the meeting.
- \_\_\_\_\_ 14. Take (to, too, two) aspirins.
- \_\_\_\_\_ 15. That's (to, too, two) much! I like only a small amount of catsup.
- \_\_\_\_\_ 16. The cat cleans (it's, its) face after every meal.
- \_\_\_\_\_ 17. (It's, Its) only a mile to the next service station.
- \_\_\_\_\_ 18. (There, They're, Their) vacation begins in two days.
- \_\_\_\_\_ 19. That's (to, too, two) heavy for me to lift.
- \_\_\_\_\_ 20. Did you find the (to, too, two) library books that were missing?
- \_\_\_\_\_ 21. (You're, Your) ten minutes late.
- \_\_\_\_\_ 22. (There, They're, Their) moving to another city.
- \_\_\_\_\_ 23. (It's, Its) not my fault.



*I don't **know** if **it's** possible to be **too** enthusiastic when **you're** involved in heated competition.*

# Lessons One and Two

## Graphic Organizer

### Going Shopping with \_\_\_\_\_

Some people enjoy shopping. For others, it is about as much fun as having the flu on your birthday. Perhaps, in many cases, the difference is your **shopping partner**.

Use the spaces below to organize your thoughts about this topic. First, identify the person (parent, friend, etc.) who is your most frequent companion when you visit the grocery store, the mall, specialty stores—anywhere you go to buy things. Then think about what happens during your time together. Finally, use the facts to support your position as to why you do or do not enjoy the experiences. Write a narrative about **Going Shopping with (Insert name)**. Use at least **three** of the twelve individual homophones from Lessons One and Two in your composition.

Name your most frequent shopping companion: \_\_\_\_\_

What are some of the reasons that you go shopping with this person? →



Name a few of your most-frequented stores or complexes. Who chooses—you or your companion? →

What are **four predictable behaviors** (For example: trying on 20 different shirts, stopping to chat, picking over produce, asking to borrow a dollar, flirting, cracking jokes, etc.) *that you can always expect from the other person?* →

How do you feel about your shopping experiences? →

# Answer Keys

## Lesson 1

<i>Part 1</i>	<i>Part 2</i>	<i>Test</i>
1. They're	1. It's	1. They're
2. Their	2. their	2. its
3. It's	3. They're	3. its
4. There	4. It's	4. their
5. its	5. There	5. there
6. its	6. its	6. There
7. their	7. their	7. its
8. its	8. It's	8. It's
9. its	9. their	9. Its
10. their	10. They're	10. Their
11. their	11. It's	11. They're
12. It's	12. There	12. their
13. its	13. There	13. It's
14. there	14. It's	14. It's
15. its	15. There	15. their
16. their	16. there	16. It's
17. there	17. it's	17. there
18. there	18. it's	18. They're
19. It's	19. There	19. They're
20. They're	20. there	20. It's
21. They're	21. its	21. There
22. Its	22. It's	22. it's
23. Their	23. their	23. It's
24. Its	24. its	24. there
25. They're	25. They're	25. its
26. Their	26. It's	26. Their
27. it's	27. There	27. Their
28. There	28. there	28. It's
29. its	29. They're	29. They're
30. It's	30. Their	30. its
31. there	31. It's	31. There
32. their	32. its	32. It's
33. It's	33. it's	33. It's
34. It's		

## Lesson 2

<i>Part 1</i>	<i>Part 2</i>	<i>Test</i>
1. your	1. your	1. You're
2. too	2. too	2. Your
3. Two	3. no	3. Two
4. no	4. You're	4. know
5. You're	5. know	5. no
6. your	6. two	6. Too
7. to	7. to	7. you're
8. know	8. no	8. No
9. You're	9. your	9. Your
10. two	10. You're	10. You're
11. no	11. too	11. too
12. know	12. no	12. no
13. you're	13. know	13. Two
14. You're	14. to	14. You're
15. too	15. two	15. your
16. No	16. your	16. to
17. Your	17. You're	17. know
18. two	18. to	18. no
19. to	19. no	19. to
20. know	20. Your	20. too
21. too	21. know	21. your
22. your	22. too	22. you're
23. no	23. Two	23. to
24. no	24. your	24. You're
25. You're	25. No	25. know
26. to	26. You're	26. no
27. your	27. two	27. your
28. too	28. your	28. Two
29. know	29. know	29. know
30. know	30. no	30. Your
31. your	31. you're	31. no
32. You're	32. Your	32. too
33. two	33. too	33. You're
34. No		

## Lessons 1-2 Test

1. too	31. there
2. know	32. They're
3. They're	33. It's
4. You're	34. to
5. its	35. no
6. no	36. their
7. their	37. You're
8. know	38. it's
9. there	39. know
10. their	40. your
11. your	41. too
12. There	42. There
13. to	43. no
14. two	44. two
15. too	45. their
16. its	46. You're
17. It's	47. It's
18. Their	48. know
19. too	49. Your
20. two	50. to
21. You're	
22. They're	
23. It's	
24. no	
25. too	
26. no	
27. It's	
28. It's	
29. their	
30. It's	