

Year 9 Lesson: 3rd June 2020

Hello,

I have set you some tasks to help you identify and use homophones as they are tricky to spell and use correctly when writing.

Work can be completed electronically or handwritten. Then, it can be emailed to us via the email below. For the handwritten work, take a photo of the handwritten work and send it in this way.

Do not worry if do not understand all of the tasks, do what you can. If you have any questions about his work, or you would like to send the work, please email: office@grangepark.kent.sch.uk.

Mrs Dixon

LO: To be able to identify homophones.

Homophones

These words all the sound the same, but they are spelt differently and have different meanings.

there
their
they're

LO: To be able to identify homophones.

1. Read through what each of the words above mean (there, their, they're).

there

'there' refers to a place or position.

there

LO: To be able to identify homophones.

there

there

The children are playing over there.



LO: To be able to identify homophones.

there

there

There is an aeroplane in the sky.



LO: To be able to identify homophones.

their

'their' is a possessive adjective. This means it shows ownership or belonging.

their

LO: To be able to identify homophones.

their

their

Their lunch was very tasty.



LO: To be able to identify homophones.

their

their

The children are wearing their school uniform.



LO: To be able to identify homophones.

they're

'they're' is a contraction. This means it is a shorter way of saying 'they are'.

they are = they're

they're

LO: To be able to identify homophones.

they're

they're

They're playing a game together.

They are playing a game together.



LO: To be able to identify homophones.

they're

they're

They're running around the track.

They are running around the track.



LO: To be able to identify homophones.

there, their and they're

They're all talking to their friends over there.

They are all talking to their friends over there.



they're

their

there

LO: To be able to identify homophones.

2. Complete the quiz below (if you did not attend the Zoom lesson).

Quiz - there, their, they're

1. _____ are two dogs.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

3. I hope _____ is no rain tomorrow.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

5. Look over _____.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

7. Is that _____ house?



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

9. _____ plane was two hours late, they were glad to finally get _____.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

2. The teacher told the children to put on _____ coats.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

4. _____ dog is always barking.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

6. _____ going on _____ holiday.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

8. _____ three years old today.



they're

their

there

LO: To be able to identify homophones.

Quiz - there, their, they're

10. _____ talking with _____ friends over _____.



they're

their

there

LO: To be able to identify homophones.

3. What are homophones?

4. Write a sentence using each of the homophones below. An example has been done for you.

Homophone	Sentence
their	<i>Their</i> house is huge.
eight	
ate	
knight	
night	
pear	
pair	

5. Choose the correct homophone.

a) I had a little _____ around the shops.

browse	brows
--------	-------

b) Whilst, I was browsing around the shops, I bumped into a friend in the vegetable _____.

aisle	isle
-------	------

c) I did not know which words to _____ today.

chews	choose
-------	--------

d) I like to read _____ to my mum.

allowed	aloud
---------	-------

e) I like to add _____ to my cooking.

chilli	chilly
--------	--------

Extension task:

1. Create a list of as many homophones as you can think of.

You could ask an adult to come up with a list, too. Then, see how many you both found that were the same.

AND/OR

2. Create a brightly coloured poster to either to explain and to give examples of common homophones.