

All About

Homophones

{ Your Complete Tool Kit! }

What's Inside

- * Graphic organizers
- * 101 engaging worksheets
- * Fun games and challenging activities
- * More homophones than you can shake a stick at

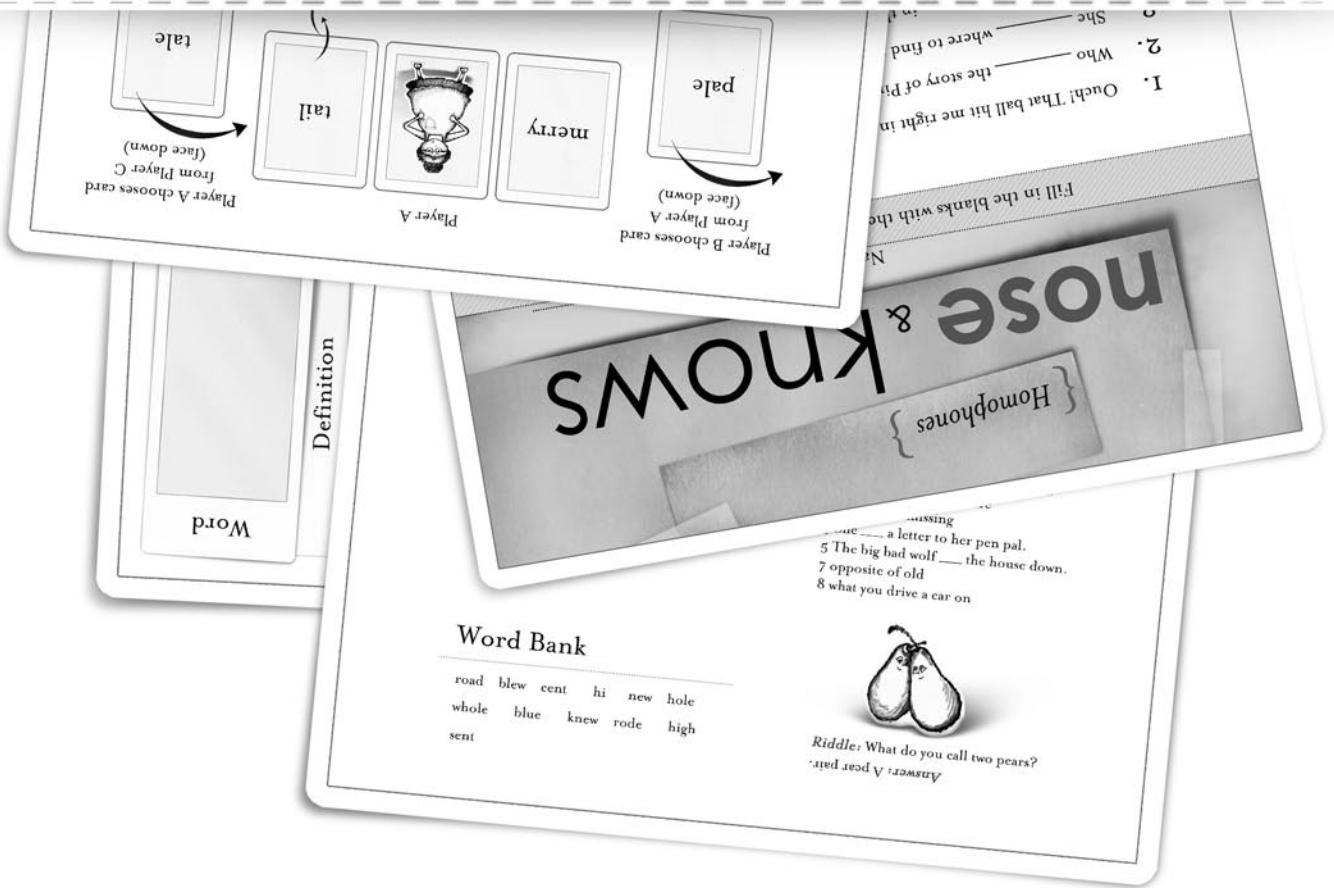


Marie Rippel

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INTRODUCTION



Introduction to Homophones

I can still remember the day I first found out about homophones. My second grade teacher had a small collection of books on a low shelf in the back of the classroom. After we were done with our work we could choose a book and bring it back to our desks. One day I discovered a book that had pairs of homophones. It was the first time I realized that such things existed and my pulse quickened. The thrill of such knowledge! I read that book over and over, and to this day I still like these pairs of words!

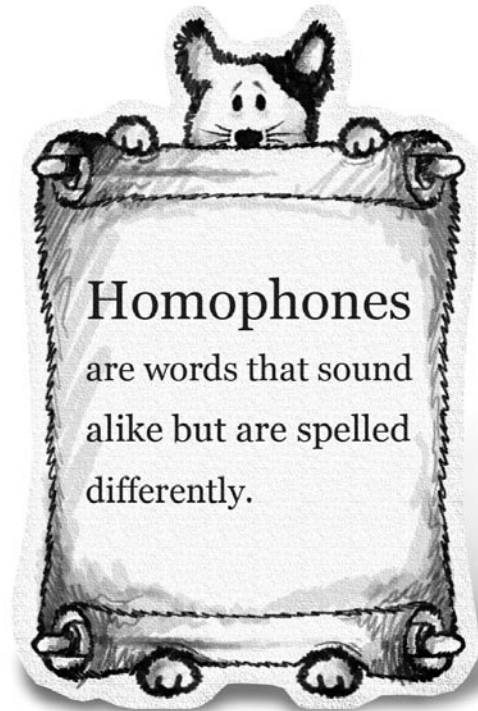
The fact is, many students find homophones interesting. You can capitalize on this interest and use homophones to teach reading, writing, and vocabulary. Lessons that include homophones provide the perfect opportunity to play with words and have some fun with language.

What are homophones?

Homo means *same* and *phone* means *sound*, so the word *homophone* literally means *same sound*. Homophones are two or more words that sound alike but that are spelled differently and have different meanings. Sets of homophones include *billed* and *build*, *peace* and *piece*, and *sew*, *so*, and *sow*.

Homophones occur in English because we have multiple ways to spell the same sound. For example:

- * The sound of /n/ can be spelled with the letter n or the letter combination kn, resulting in the homophones *night* and *knight*.
- * The sound of /ā/ can be spelled a-consonant-e or ay (among other possible spellings), giving us *daze* and *days*.
- * The schwa sound (the muffled /uh/ sound of vowels in unaccented syllables) causes words like *complement* and *compliment* to be pronounced alike.



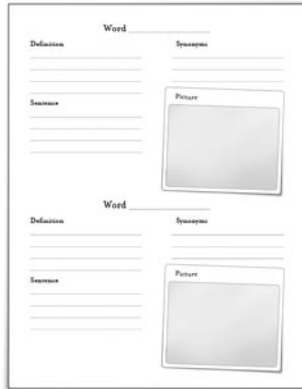
A note about regional accents

Regional accents can affect whether words are homophones or not. A few words are homophones in some areas but not in others. For example, *weather* and *whether* are pronounced the same in certain parts of America, but in other regions the wh in *whether* has retained a distinct /hw/ sound. The words *acts* and *ax* sound alike to most of us, but some people pronounce the t in *acts*.

Speakers in the U.S. pronounce *due* and *do* identically, but in most British accents they are pronounced differently. The words *boy* and *buoy* have the same pronunciation in England (and therefore are homophones) but not in America.

As you use the activities in this book, you should be the final judge as to whether certain word pairs are homophones in your neck of the woods.

What you'll find in this tool kit



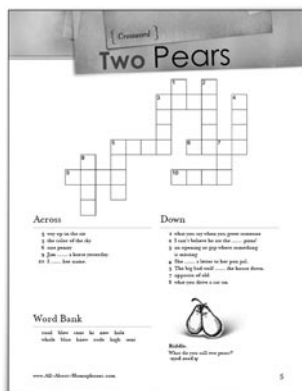
Graphic Organizers

These organizers provide room for creativity and individual expression as students learn the meanings of new homophones.



Homophone Worksheets

Much more interesting than your average worksheets! These pages provide ideas for creative reinforcement, including activities that will get your students thinking, reading, writing, and speaking. They provide learners an opportunity to practice new skills in order to truly master them.



Crossword Puzzles

Provide your students with extra reinforcement with these homophone puzzles. Clever graphics and riddles add an element of humor.



Card Games

The intellectual stimulation provided by games keeps kids learning and making new connections between words. Instructions and game cards for six quick, motivating games are included.



And More!

Capture the attention of your students with these additional resources:

- * Teaching Homophones with Books
- * Student Record Sheets for Recording Personal Lists of Homophones
- * Tongue Twisters
- * Riddles and Puns
- * Mega-List of Homophones

Dip into this book often and use the wide variety of activities to enhance your lessons!

GRAPHIC ORGANIZERS



Using Graphic Organizers

Graphic organizers are a great way to teach homophones to children. There are many benefits to using these graphic organizers.

- * Graphic organizers help communicate information through charts and diagrams.
- * They help sharpen analysis and communication skills.
- * Students learn the meaning of the homophone when they fill in the definition.
- * Students have the opportunity to practice using the homophones in original sentences.
- * There is room for creativity and individual expression, which can help students remember the homophones more easily.
- * Organizing information makes it easier for students to grasp the differences between homophones.
- * The organizers promote a sense of student ownership of knowledge because they replace teacher-generated sheets with student-generated writing.
- * Graphic organizers offer students a hands-on approach to learning new words.

Here are some ideas for using graphic organizers in the classroom:

- * Have students fill in their own graphic organizers so that each student's sheet is unique.
- * Students can decorate their work with crayons or colored pencils.
- * Completed graphic organizers can be used as a study aid for spelling, reading, and vocabulary.
- * Use the organizers as an assessment tool.
- * Store the organizers in a classroom binder (like a class book) or keep them in individual student portfolios. Students can punch holes in them and place in a three-ring binder.
- * Encourage students to come up with their own sentences using the homophones.
- * When teaching a new set of homophones to your students, draw a graphic organizer on the chalkboard or dry erase board. Fill in the different sections as you discuss them with your students.

Following are six graphic organizers that you can copy and use with your students.

Definition

.....
.....
.....
.....
.....
.....



Sentences

.....
.....
.....
.....
.....

Definition

.....
.....
.....
.....
.....
.....



Word

Definition

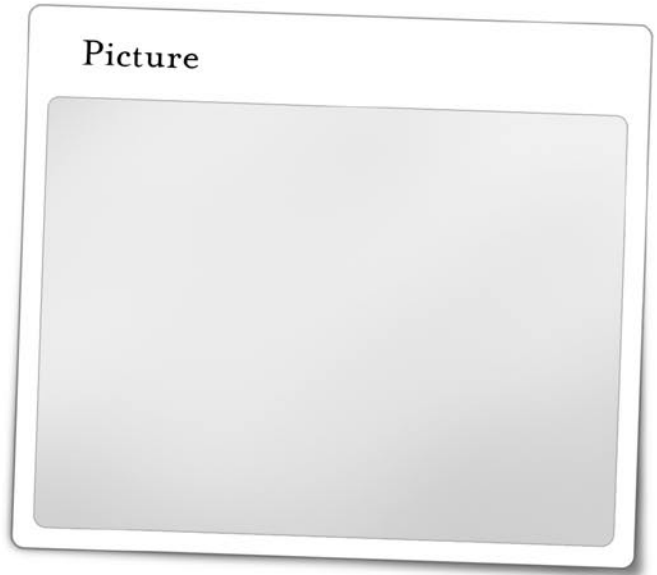
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Synonyms

.....
.....
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Sentence

.....
.....
.....
.....



Word

Definition

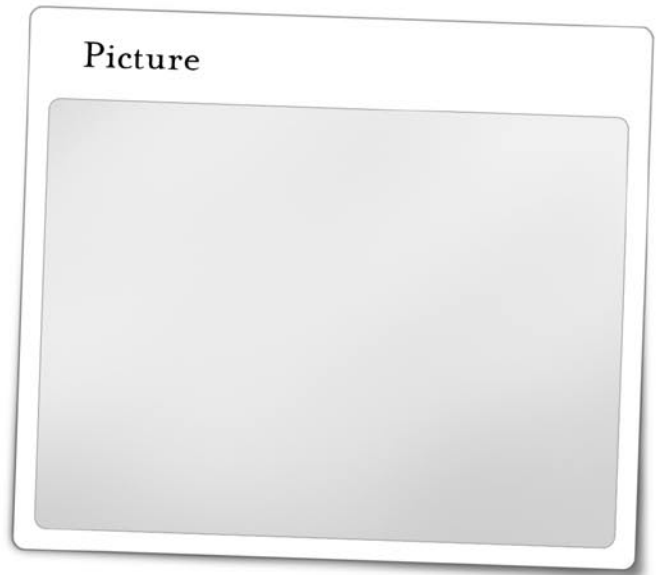
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Synonyms

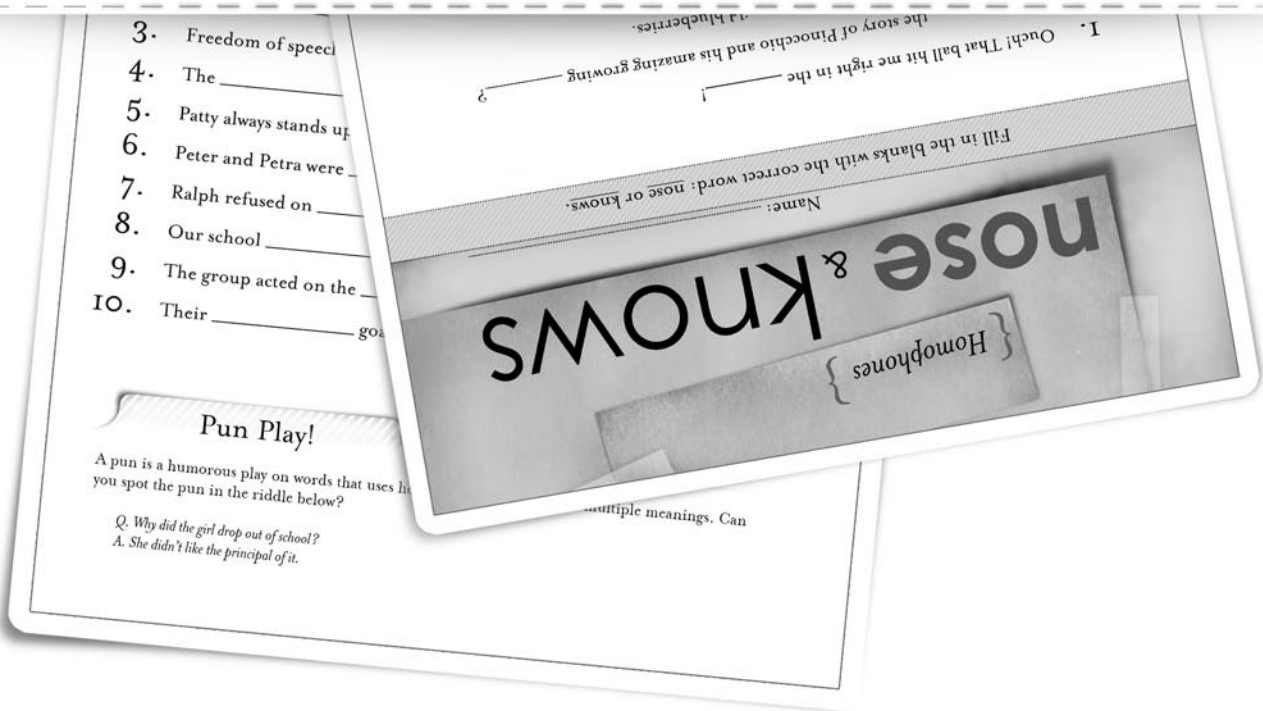
.....
.....
.....

Sentence

.....
.....
.....
.....



HOMOPHONE WORKSHEETS



Suggestions for Using the Worksheets

Worksheets give students targeted practice with the proper use of homophones. Each fill-in-the-blank worksheet in this section features a single set of homophones. Answer keys for the worksheets are located in Appendix A.

For ease in locating the homophone pairs you want to teach, worksheets are arranged in alphabetical order within each suggested grade level section. All homophones are also cross-referenced with page numbers in Appendix C.

At the bottom of each worksheet you will find fun facts, tongue twisters, writing activities, and other nifty features that will help reinforce the homophones learned. In addition, the worksheets offer a jumping-off point for many other creative activities that will get your students thinking, reading, writing, and speaking. Here are a few more ideas you can try:

Vocabulary

- * Teach the meanings of the homophones before handing out the worksheet.
- * Use the graphic organizers to teach definitions and to list synonyms.
- * Have students circle other unfamiliar words in the sentences and look up definitions.

Creative Writing

- * Use the worksheets to teach literary devices such as rhyme, simile, alliteration, assonance, and meter.
- * Students can use the homophone pairs to create their own tongue twisters, riddles, songs, and poems.
- * Have students choose a sentence from the worksheet and use it as a writing prompt for a brief story, poem, or descriptive paragraph. Encourage them to use the targeted homophones and their imaginations.

Reading and Research

- * Use the Fun Facts! and Try This! features to encourage further reading and research on a topic suggested in the sentences.

Speaking

- * Write the homophone pairs on the board and use the sentences to hold a classroom Homophone Bee.
- * Project the worksheets on the wall and call on students individually to provide the correct word.
- * Have students recite their original tongue twisters, poems, sentences, and so on.

Art/Drama

- * Have students draw pictures of the homophone pairs and label the pictures with the correct words.
- * Create a homophones bulletin board with student-generated art and writing.
- * Have students act out a homophone for the rest of the class to guess and spell.
- * Students can write and perform silly skits using designated homophone pairs.

Reinforcement

- * Use the crossword puzzles and games included in this book to review homophones learned.
- * Have students write their own fill-in-the-blank sentences and use them to “quiz” their classmates.

road & rode

Name:

Fill in the blanks with the correct word: road or rode.

1. This _____ has twists and turns, so fasten your seatbelt.
2. Ted _____ the roller coaster until he was dizzy.
3. The cowboys _____ their horses to the end of the dirt _____.
4. Sue was lost and didn't know which _____ to take.
5. Alex _____ his bike in the parade.
6. The Roman soldiers _____ on the old stone _____ until the break of dawn.
7. I _____ an elephant at the circus last week!
8. The tribe _____ their camels across the desert.
9. The scarecrow danced down the Yellow Brick _____.
10. There's a moose in the middle of the _____!

Fun Facts!

How old is the street you live on? One of the oldest paved roads in the world is in Egypt. Built 4,600 years ago, it is about seven miles long and is located near the Great Pyramids of Giza. In Italy, the Aurelia road was built between ancient Rome and Pisa over 2,000 years ago—and is still used today!

{ Homophones }

sale & sail

Name:

Fill in the blanks with the correct word: sale or sail.

1. If there is a _____ on worms, would you buy me fourteen of them?
2. We are ready to _____ as soon as the storm stops.
3. My mom made cupcakes for the bake _____ .
4. We bought this _____ on _____, but it's full of holes.
5. Why does she always _____ into class five minutes late?
6. Every video game in the store was on _____ today.
7. We heard the crack of the bat and watched the ball _____ through the air.
8. Let's _____ around the island and go to the seashell _____ on the other side.
9. The pirates planned to _____ away in the dead of night.
10. They heard there was a _____ on eye patches and didn't want to miss it.

Silly Sentences!

Make up your own silly sentences using the homophones *sale* and *sail*. Try to start most of the words with the letter *s*.

{ Homophones }

pale & pail

Name:

Fill in the blanks with the correct word: pale or pail.

1. Wild rabbits hopped in the _____ light of dawn.
2. He dragged that heavy _____ of rocks for three miles.
3. Why did Peter put his peppers in a _____?
4. Sue turned _____ when she saw that her _____ was empty.
5. They crept along the wooded path, lit only by a _____ moon.
6. She looked like a rosebud in her _____ pink dress.
7. Alan poured a whole _____ of berries on his pancakes.
8. Bobby asked me to fill this _____ with _____ green bugs.
9. Jill woke from her nightmare, _____ with fear.
10. "I dreamed I dropped my _____ of water," she wailed.

Pun Play!

A pun is a humorous play on words that uses homophones or words with multiple meanings. Can you figure out the pun in the riddle below?

Q. Why was the pail pale?

A. It wasn't a well bucket.



capital & capitol

Name:

Fill in the blanks with the correct word: capital or capitol.

1. Katy kept quiet about her secret location in the _____ city.
2. With a whoosh of his cape, Superman flew to the top of the _____.
3. Use a _____ letter when you write about the _____ building.
4. "What a _____ idea!" bellowed the jolly old soul.
5. Eagle River, Wisconsin claims to be the "snowmobile _____ of the world."
6. She whispered the code word and the doors to the _____ swung open.
7. Was it a _____ offense to eat corn on the cob on the steps of the state _____?
8. She baked a cake in the shape of the _____ building for the lawyer's birthday.
9. Why did the senator crawl into the _____ on his hands and knees?
10. The cackling cats in their camel coats committed a _____ error.

Fun Facts!

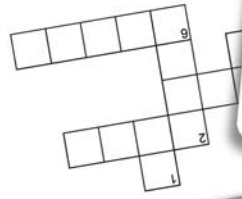
Hollywood may be the movie capital of the world, but lots of other American cities claim to be the "capital of the world" for something, too. Take a look at these:

- Bandera, Texas – Cowboy Capital of the World
- Kennett Square, Pennsylvania – Mushroom Capital of the World
- Sheboygan, Wisconsin – Bratwurst Capital of the World
- Parke County, Indiana – Covered Bridge Capital of the World
- Coconut Creek, Florida – Butterfly Capital of the World
- Beaver, Oklahoma – Cow Chip Throwing Capital of the World

CROSSWORD PUZZLES

1 Will you _____ there?
 2 In this place _____
 3 next to: It is _____ the lake.
 4 a number that is one more than one

Down



Word Bank

road blew cent hi new hole
 whole blue knew rode high
 sent

1 I believe he ate the _____ pizza!
 3 an opening or gap where something is missing
 4 She _____ a letter to her pen pal.
 5 The big bad wolf _____ the house down.
 7 opposite of old
 8 what you drive a car on



Riddle: What do you call two pears?
 Answer: A pear pair.

Active Insects

Crossword

1 It is one more than one
 buzzes
 _____ me.
 _____ a good book.
 _____ our eyes
 _____ short word for advertisement

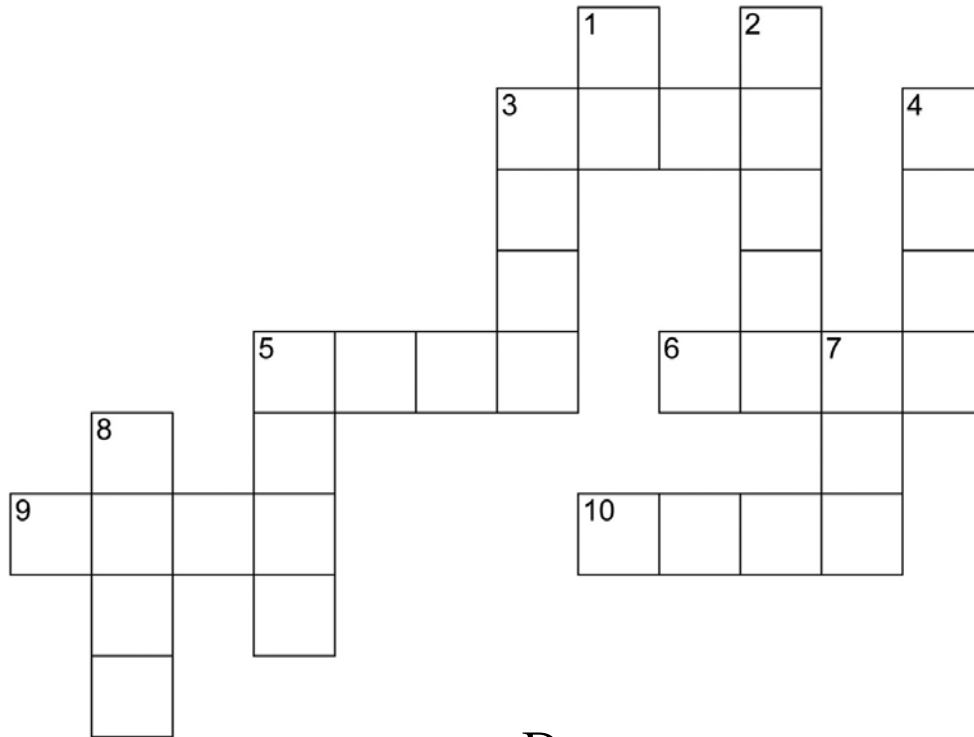
Word Bank

here ad be red buy two by for
 eight four ate hear add read bee
 sea bye to see



Riddle:
 What do you call an active insect?
 A busy bee.

Two Pears



Across

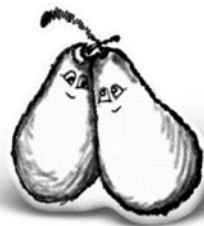
- 3 way up in the air
- 5 the color of the sky
- 6 one penny
- 9 Jim ____ a horse yesterday.
- 10 I ____ her name.

Down

- 1 what you say when you greet someone
- 2 I can't believe he ate the ____ pizza!
- 3 an opening or gap where something is missing
- 4 She ____ a letter to her pen pal.
- 5 The big bad wolf ____ the house down.
- 7 opposite of old
- 8 what you drive a car on

Word Bank

road blew cent hi new hole
whole blue knew rode high sent

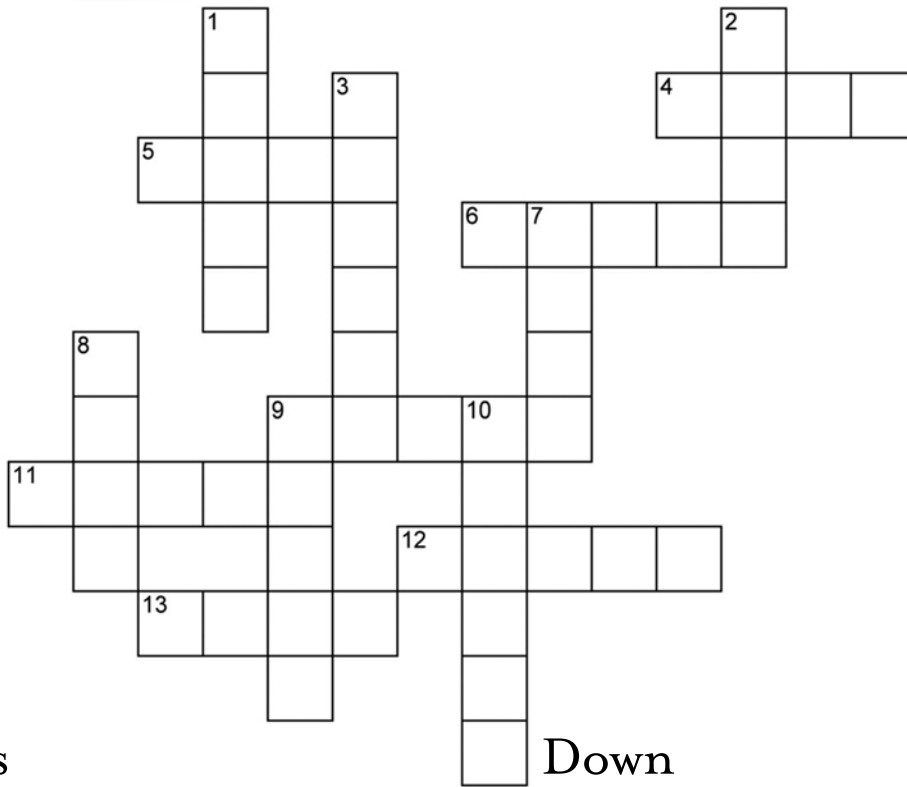


Riddle:

What do you call two pears?

A pear pair.

Sir Lancelot



Across

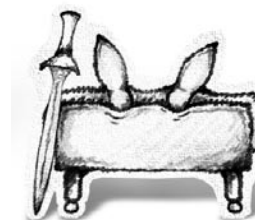
- 4 painful or tender to the touch
- 5 letters and packages that you send or receive
- 6 simple; not fancy
- 9 a device that allows you to slow down or stop a car or bicycle
- 11 a white powder made of wheat that is used in baking
- 12 the time of day when the moon is out
- 13 to fly or glide high in the sky

Down

- 1 what humans fly in
- 2 to give someone something to use for a short period of time
- 3 the colorful blossom of a plant
- 7 single; only one
- 8 opposite of female
- 9 to smash or cause something to separate into pieces
- 10 a noble soldier who rides a horse and wears armor

Word Bank

night brake flour break plain
 soar loan mail lone male plane
 flower sore knight

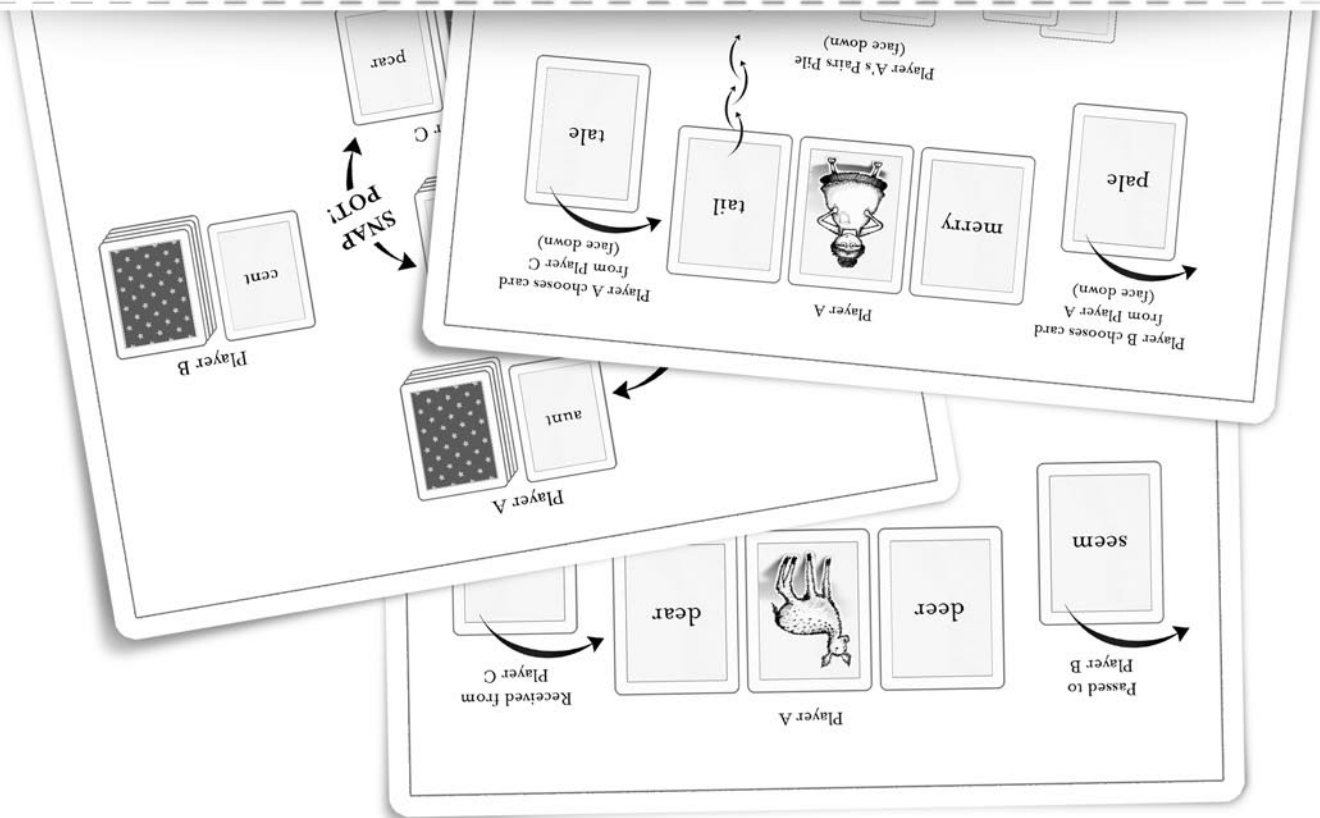


Riddle:

What do you say to a soldier in shining armor when he goes to bed?

Night-night, Knight!

HOMOPHONE CARD GAMES



Snap!

You will need:

Word Cards for 26 sets of homophones.

Number of players:

2-6

Objective:

To win all of the cards.

How to play:

Shuffle the cards well and deal them all out, face down and one at a time, to each player. The cards do not need to come out even.

Each player puts his cards face down in a pile in front of him. The player on the dealer's left turns up his top card and begins a face-up pile next to his face-down pile. The next player does the same, and so on around the table.

Snap!

When someone turns up a card that forms a homophone pair with a card already face up on another player's pile, the first person to notice the two matched cards (*ant/aunt*, *there/their*, *gait/gate*, and so on) calls out "Snap!" and wins both piles. The player adds the cards to the bottom of his face-down pile.

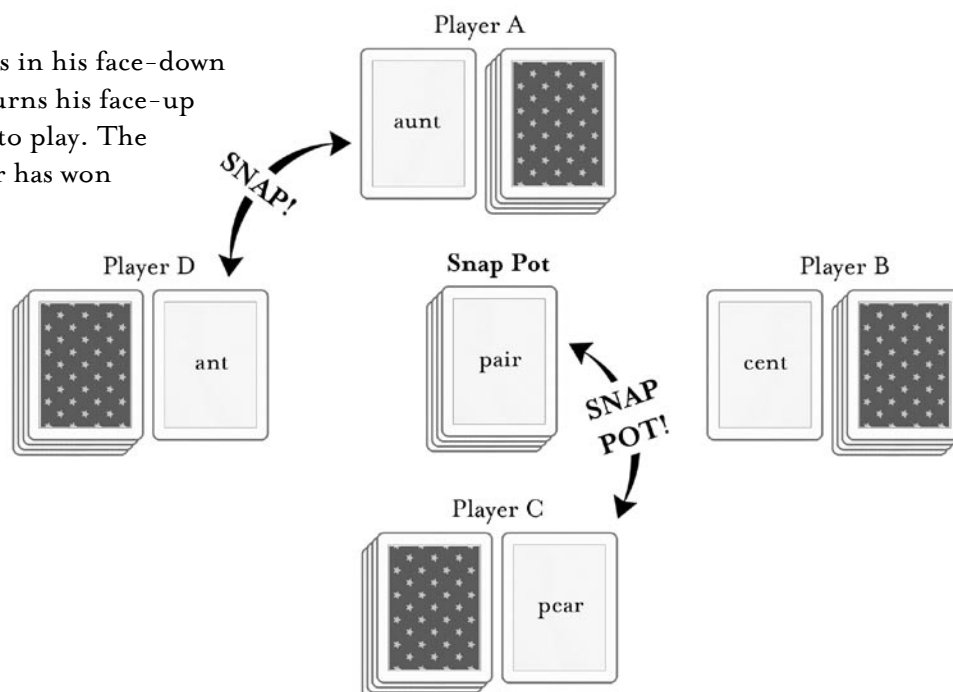
If two players shout "Snap!" at the same time, the two piles are combined and placed face up in the middle of the table to form a "Snap Pot." Play continues where it left off with the player to the left of the last player who turned over a card.

If a player sees a card that forms a homophone pair with the card on top of the Snap Pot, he shouts "Snap Pot!" and wins all of those cards.

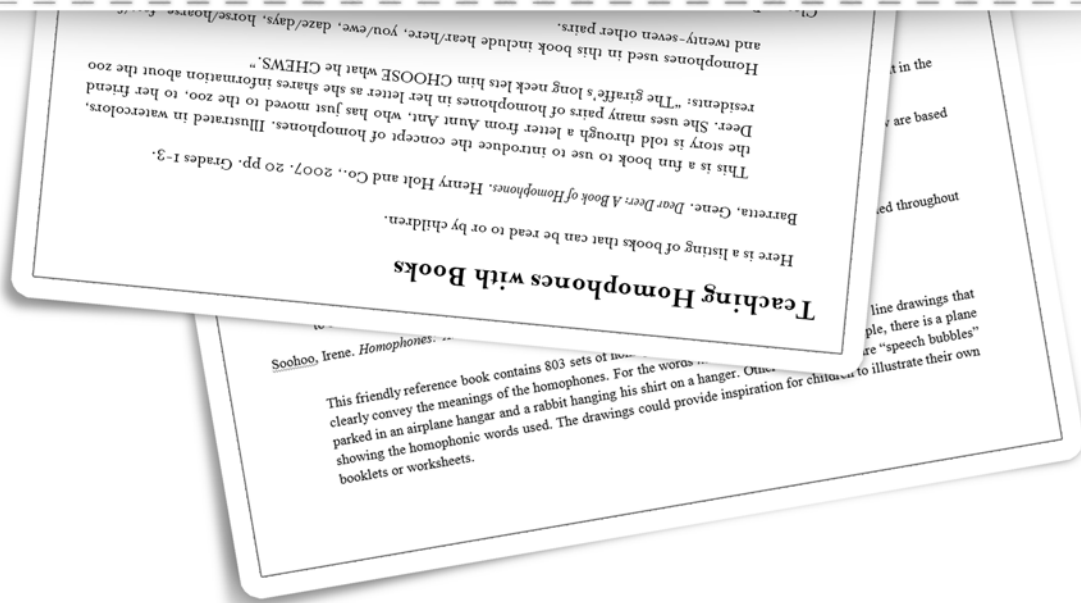
If a player runs out of cards in his face-down pile during the game, he turns his face-up cards down and continues to play. The game ends when one player has won all of the cards.

Who won?

The player with all the cards.



MORE TEACHING TOOLS



Teaching Homophones with Books

Here is a listing of books that can be read to or by children.

Barretta, Gene. *Dear Deer: A Book of Homophones*. Henry Holt and Co., 2007. 20 pp. Grades 1-3.

This is a fun book to use to introduce the concept of homophones. Illustrated in watercolors, the story is told through a letter from Aunt Ant, who has just moved to the zoo, to her friend Deer. She uses many pairs of homophones in her letter as she shares information about the zoo residents: "The giraffe's long neck lets him CHOOSE what he CHEWS."

Homophones used in this book include hear/here, you/ewe, daze/days, horse/hoarse, feat/feet, and twenty-seven other pairs.

Cleary, Brian P. and Brian Gable. *How Much Can a Bare Bear Bear?: What Are Homonyms and Homophones?* First Avenue Editions, 2007. 32 pp. Grades 1-3.

Lots of silliness going on here! Fun rhyme and rhythm come together in sentences such as, "A maid could be made to be very afraid if she heard a big herd on the deck." A good read-aloud.

Gwynne, Fred. *A Chocolate Moose for Dinner*. Aladdin, 2005. 48 pp. Grades 1-3.

A little girl recounts the things she overhears her parents talking about. Illustrations show what she imagines: an under *toe* at the beach, the story of the tortoise and the *hair*, and lions *praying* on animals. Some of the pages feature puns that children may not understand and that would need to be explained. Select pages could be shown to students to illustrate the homophone pairs moose/mousse, gorilla/guerilla, pray/prey, hangar/hanger, toe/tow, skull/scull, claws/Claus, and hair/hare.

Hobbs, James B. *Homophones and Homographs: An American Dictionary*. 4th ed. McFarland & Company, Inc., 2006. 376 pp. Grades 6-9 and teacher reference.

Hobbs started collecting homophones twenty-five years ago and never stopped. This compilation includes over 9,000 homophones plus short definitions. Good reference, plus it offers a challenge: the author will pay \$1 per homophone that is not listed in this volume.

Kelley, Maria Felicia. *Buz Words: Discovering Words in Pairs*. April Arts Press, 2006. 29 pp. Grades K-2.

Rhythmic verse makes this a fun read-aloud. Buz, a young boy, learns about word pairs like plane/plain, sun/son, and Buz/buzz while talking with his mother.

Tongue Twisters

Everybody loves tongue twisters! All of the twisters in this section contain at least one homophone and are marked *Easy*, *Moderate*, or *Difficult*. To aid you in quickly finding a twister to use in a particular lesson, the homophones used are listed below each tongue twister.

Photocopy the tongue twisters you want to share with your students and try some of these activities:

- * Have students underline all the homophones they find, then discuss the words in class.
- * Practice enunciation.
- * Put the strips in a bag and have each student pull out a twister and recite it.
- * Have students choose a set of homophones and write their own tongue twisters.
- * Have a contest to see who can say the twisters the fastest!

Easy

Busy buzzing bumble bee.

Homophones used in this tongue twister: *bee*

Easy

If you want to buy, buy.
If you don't want to buy, bye-bye!

Homophones used in this tongue twister: *buy, bye, to, want, you*

Easy

Fuzzy Wuzzy was a bear,
Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy wasn't very fuzzy, was he?

Homophones used in this tongue twister: *bear, hair, no, very*

Easy

No nose knows like a gnome's nose knows.

Homophones used in this tongue twister: *gnome, knows, no, nose*

Easy

The thin thief slid through that thicket over there.

Homophones used in this tongue twister: *the, there, through*

Difficult

Bill will break Blake's black bike's back brake.

Homophones used in this tongue twister: *brake, break*

Difficult

We'll reel in the real rear wheel.

Homophones used in this tongue twister: *in, real, reel, the, we'll, wheel*

Difficult

I saw Esau sitting on a seesaw. I saw Esau; he saw me.

Homophones used in this tongue twister: *I*

Difficult

Choose cool clothes, Cheryl.

Homophones used in this tongue twister: *choose, clothes*

Difficult

Betty Botter bought some butter, "But," said she, "the butter's bitter.
If I put it in my batter, it will make my batter bitter.
But a bit of better butter will make my bitter batter better."
So she bought some better butter, better than the bitter butter,
put it in her bitter batter, made her bitter batter better.
So 'twas better Betty Botter bought some better butter.

Homophones used in this tongue twister: *but, I, in, made, so, some, the*

Difficult

The sixth sick sheik's sixth sheep's sick.

Homophones used in this tongue twister: *sheik, the*
(Note that this is often cited as the hardest tongue twister in English!)

APPENDICES

Appendix D: Mega-List of Homophones

As you look through this homophones list, keep in mind that some words may be homophones only in certain areas. For example, *may* and *May* sound alike in many regions, but not in others. If you disagree with a homophone set, feel free to ignore it. It may not be a homophone in your area, but it is somewhere else!

Appendix A: Worksheet Answer Keys

Note: Answer keys are arranged alphabetically.

add / ad	1. add	2. ad	3. add	4. add	5. add	6. add	7. add	8. add	9. add	10. add
allowed / aloud	1. allowed	2. aloud	3. aloud	4. allowed / aloud	5. aloud	6. allowed / aloud	7. allowed / aloud	8. aloud	9. allowed	10. allowed
already / all ready	1. all ready	2. already	3. all ready / all ready	4. already	5. all ready	6. all ready / already	7. all ready / already	8. already	9. all ready	10. already
ant / aunt	1. ant	2. Aunt / aunt	3. aunt / ant	4. aunt	5. ant	6. aunt	7. ant	8. aunt	9. ant / Aunt	10. ant
bare / bear	1. bare	2. bear	3. bear / bare	4. be	5. bee	6. bee	7. be	8. be	9. be	10. be
are / eight	1. eight	2. are	3. are	4. are	5. are	6. are	7. are	8. are	9. are	10. are
assistants / assistance	1. assistants	2. assistance	3. assistants	4. assistants	5. assistants	6. assistants	7. assistants	8. assistants	9. assistants	10. assistants

Appendix B: Crossword Puzzle Answer Keys

Two Pears

Active Insects

Opposite Ends

Appendix C: Worksheet Answer Keys

Abel/able

A

accept/exceed

accept/except

accommodation/acc

act/ax

add

Adm/atom

addition/editio

add/adz/ads

adduce/duce

adherence/adh

adieu/ado

ad/adv/adz

aerial/ariel

affect/affect

Appendix B: Crossword Puzzle Answer Keys

Note: Answer keys are arranged alphabetically.

A Bargain

1 T
H
2 W E I G H T
3 P Y
I
4 W A
H
5 T H E I R
C E
6 M A Y B E
A
7 L
A
R
8 S
9 M A D E
A
D
10 P E A C E
L
I
D
11 C E L L
12 L E D

A Friendly Cowboy

1 M
3 I T S
S
4 W H E R E
5 O
R
6 I T ' S
7 S
8 M
R
D
9 H
E
T
10 S T E A L
S
11 H
O
12 W
E
A
13 A L L R E A D Y
D
14 A L R E A D Y
R
S
E

A Scary Story

1 W
2 P A I L
T
3 P
4 S
5 C R E A K
H
6 T
H
7 W E A T H E R
H
8 H
I
9 S E W
10 H
11 S T A I R
12 S O W
13 C R E E K
H
R
S

Active Insects

1 B
2 H E A R
3 B Y
E
4 T O
W
5 B U Y
E
6 E I G H T
7 F O U R
8 S E A
9 E
E
10 A T E
11 A D D
12 R E D

American Idol

1 D
2 C
3 F
O
R
4 I D O L
E
5 C
6 P O L L
L
7 S E N S O R
8 P
9 F
L
10 C E N S O R
I
11 I
W
M
C
E
N
S
O
R
T
R
M
D
12 P E D A L
D
13 P E D
14 D L E
A
N
15 G R E A T
16 P O L E
E
17 G R A T E
N

An Interesting Wedding

1 W
E
2 P A S S E D
3 T
4 A
A
K
5 A U N T
S
6 Y
7 T A I L
T
8 T H R O U G H
E
U
R
9 W E A K
10 Y O U R
W
E

Appendix C: Homophones Used in Activities

A

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 add 32, 145
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 dyed 207

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G

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L

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 led 88, 154
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M

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P

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 principle 123, 157

R

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Appendix D: Mega-List of Homophones

As you look through this homophones list, keep in mind that some words may be homophones only in certain areas. For example, *merry* and *Mary* sound alike in many regions, but not in others. If you disagree with a homophone set, feel free to ignore it. It may not be a homophone in your area, but it is somewhere else!

A

Abel/able
 accede/exceed
 accept/except
 acclamation/acclimation
 acts/ax
 ad/add
 Adam/atom
 addition/edition
 adds/adz/ads
 adduce/educue
 adherence/adherents
 adieu/ado
 ads/adds/adz
 aerial/ariel
 affect/effect
 affected/effectuated
 affects/effects
 afterward/afterword
 aid/aide
 ail/ale
 air/heir/err
 aisle/isle/I'll
 ale/ail
 all ready/already
 all together/altogether
 all ways/always
 all/awl
 allowed/aloud
 allude/elude
 alluded/eluded
 allusion/illusion
 allusive/elusive/illusive
 aloud/allowed
 already/all ready
 altar/alter
 altogether/all together
 always/all ways
 amend/emend
 analyst/annalist
 ant/aunt
 apatite/appetite
 apprise/apprize
 arc/ark

ariel/aerial
 ark/arc
 arrant/errant
 ascent/assent
 assistance/assistants
 ate/eight
 atom/Adam
 auger/augur
 aunt/ant
 aural/oral
 aureole/oriole
 away/aweigh
 awl/all
 ax/acts
 axel/axle
 axes/axis
 aye/eye/I
 ayes/eyes

B

baa/bah
 baal/bail/bale
 babble/Babel
 bad/bade
 bah/baa
 bail/bale/baal
 bait/bate
 baited/bated
 bald/balled/bawled
 bale/baal/bail
 ball/bawl
 balled/bawled/bald
 balm/bomb/bombe
 band/banned
 bard/barred
 bare/bear
 baron/barren
 barred/bard
 barren/baron
 basal/basil
 base/bass
 based/baste
 bases/basis
 basil/basal

basis/bases
 bask/basque
 bass/base
 baste/based
 bate/bait
 bated/baited
 bawl/ball
 bawled/bald/balled
 bazaar/bizarre
 be/bee
 beach/beechn
 bear/bare
 beat/beet
 beau/bow
 bee/be
 beech/beach
 been/bin
 beer/bier
 beet/beat
 bell/belle
 berry/bury
 berth/birth
 better/bettor
 bib/bibb
 bier/beer
 bight/bite/byte
 billed/build
 bin/been
 bird/burred
 birth/berth
 bite/byte/bight
 bizarre/bazaar
 blew/blue
 bloc/block
 blue/blew
 boar/bore
 board/bored
 boarder/border
 bode/bowed
 bold/bowled
 bolder/boulder
 bomb/bombe/balm
 bootie/booty
 border/boarder

bore/boar
 bored/board
 born/borne
 borough/burro/burrow
 bough/bow
 bouillon/bullion
 boulder/bolder
 bow/beau
 bow/bough
 bowed/bode
 bowled/bold
 boy/buoy
 braid/brayed
 braise/brays
 brake/break
 brayed/braid
 brays/braise
 breach/breech
 bread/bred
 break/brake
 bred/bread
 breech/breach
 brewed/brood
 brews/bruise
 bridal/bridle
 broach/brooch
 brood/brewed
 brows/browse
 bruise/brews
 brut/brute
 build/billed
 bullion/bouillon
 buoy/boy
 burger/burgher
 burred/bird
 burro/burrow/borough
 bury/berry
 bussed/bust
 but/butt
 buy/by/bye
 byte/bight/bite

C

cache/cash

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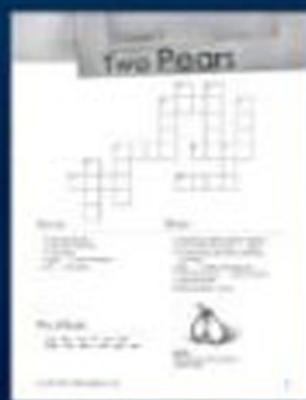
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