

Name _____

- **Homophones** are words that sound the same but have different spellings and meanings. Some examples of homophone pairs include *read/reed*, *write/right*, and *their/there*.

Read each sentence. Choose the homophone in parentheses that best completes the sentence. Write it on the line provided.

1. “(Lets, Let’s) go to the zoo this afternoon,” I suggested. Let’s
2. I was interested in seeing Paula the polar (bear, bare). bear
3. “(We’d, Weed) have to leave right now,” Mom said. We’d
4. “The zoo will be closed in about an (our, hour).” hour
5. We didn’t have much time to (waste, waist). waste
6. “(Who’s, Whose) coming with us?” Mom asked. Who’s
7. My sister said she wanted to come, (to, too). too
8. “(There’s, Theirs) a new fawn that I want to see,” she said. There’s
9. When we arrived, she headed straight for the (dear, deer). deer
10. I made my way (through, threw) the crowds to see Paula. through

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- Some pronouns and pronoun/verb contractions are **homophones**.
- Don't confuse these homophones: *there/they're/their*, *there's/theirs*, *its/it's*, and *your/you're*.

Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.

1. "Watch (your, you're) step," the tour guide warned. your
2. "(Your, You're) about to enter the main cavern." You're
3. The students avoided the rocks and stones in (there, their) path. their
4. "(Its, It's) really muddy down here," one of them said. It's
5. "That's because (theirs, there's) so much moisture," the guide replied. there's
6. "The stream we saw spends most of (it's, its) time underground." its
7. A student asked, "What are those things up (there, their) above us called?"
there
8. "(They're, Their) called stalactites," the guide answered. They're
9. "(Your, You're) looking at structures that took centuries to form." You're
10. The teacher took a picture with her camera, and the students took photos with (there's, theirs). theirs

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- Use **capital letters** at the beginning of complete thoughts. Be consistent if you also use capital letters at the beginning of each line.
- **Dashes** can be used to show examples or sudden breaks in thought. **Hyphens** are used to break up words between lines.
- Use **quotation marks** around dialogue or speech.
- Use **commas** to separate units of meaning.

Rewrite each line of the poem by putting capital letters and punctuation marks where they belong.

1. once in a while maybe twice in a while—

Once in a while—maybe twice in a while—

2. i think of fun things thoughts that get me to smile.

I think of fun things, (or —) thoughts that get me to smile.

3. my mom used to say in a manner most grace

My mom used to say, in a manner most grace-

4. ful, A smile on your face brings light to a place.

ful, “A smile on your face brings light to a place.”

5. thanks, Mom. You’re right as is always the case!

Thanks, Mom. You’re right, (or —) as is always the case!

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- Don't confuse words that are **homophones**.
- In poetry, use **capital letters** at the beginning of complete thoughts and, if desired, at the beginning of each line. **Dashes** can set off examples or sudden breaks in thought. **Hyphens** can break a word between lines. Use **quotation marks** around dialogue or speech. Use **commas** to separate units of meaning.

Proofread the poem. On the lines below, correct errors or inconsistencies in the use of pronouns, capitalization, and punctuation. Answers may vary slightly but should demonstrate consistency.

Bright stars—your shining in the highest sky
 Asking earthbound soles like me, Why? Why? Why?"
 Theirs won part of my heart eager to know
 and another part thats afraid to show
 it's self tonight to shine at any height.
 I'll do whats write trust my heart's inner light.

Bright stars—you're shining in the highest sky,

Asking earthbound souls like me, "Why? Why? Why?"

There's one part of my heart eager to know,

And another part that's afraid to show

Itself tonight, to shine at any height.

I'll do what's right—trust my heart's inner light.

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A. Read the sentences. Choose the word in parentheses that best completes the sentence. Write it on the line provided.

1. “(Who’s, Whose) idea was it to go to the beach today?” Dad asked. Whose
2. “Look at all the storm clouds over (there, their)!” he added. there
3. “(Your, You’re) getting upset over nothing,” Mom said. You’re
4. “(There, They’re) just fair-weather clouds—nothing to worry about.” They’re
5. “Trust me,” Dad said. “(It’s, Its) going to rain any minute now.” It’s
6. “Those clouds will never make (there, their) way over here,” she replied.
their

B. Rewrite each line of the poem by putting capital letters and punctuation marks where they belong. Use of commas and dashes may vary somewhat but should show consistency of thought and style.

Storm over ocean torrents of rein drop
ping downward and theirs no sign that its stop-
ping any time soon face and fingers drip
ping as into the see the slick skies slip.

7. Storm over ocean—torrents of rain drop-
8. ping downward, and there’s no sign that it’s stop-
9. ping any time soon, face and fingers drip-
10. ping as into the sea, the slick skies slip.