Sound Alike Words

Students use meaning to choose and write homophone spellings.

1.LF.31.o "With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	sea	see	she
b	here	hear	her
c	son	soon	sun

2 WRITE IT

Sound Alike Words

HOW TO RUN THIS PAGE

Read each row's choices aloud while pointing to them, then read its question. For the writing boxes, read the clues aloud and give students time to choose the spelling that fits each meaning. Record any spelling support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "I will read the words in each row. Listen to the question, then circle the spelling that fits."

ROW	SAY	STUDENTS CIRCLE
a	Which word names the big, salty water where fish swim? Circle it.	**sea**
b	Which word means to notice a sound with your ears? Circle it.	**hear**
c	Which word names the bright star that warms Earth? Circle it.	**sun**

PART 2 · WRITE IT

SAY "In the first box, write the number word for how many noses you have. The next word sounds the same, but it has a different meaning and spelling. In the second box, write the word that completes this sentence: Yesterday, our team came in first and ____ the game."

- Box 1: **one**
- Box 2: **won**

WHAT TO ACCEPT

Circle sea, hear, and sun. The boxes should read one and won, in that order. Record meaning or spelling prompts separately from each student's responses.