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Homophones – Year 4

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What Is a Homophone?



Homophones are words that sound the same but have different spellings and meanings.

Listen, Spell, Check

- 1 Say the word aloud. 
- 2 Read the whole sentence. 
- 3 Choose the spelling that matches the meaning. 

sea		a large body of salt water
see		to notice with your eyes
flour		powder used in baking
flower		the colourful part of a plant
right		correct, or the opposite of left
write		to form words

Same sound. Different spelling. Different meaning.

Choose by Meaning



Homophones sound alike. The meaning of the sentence tells you which spelling to choose.

there • their • they're

there — a place

their — belongs to them

they're — they are

Example:

They're leaving their bags over there.



your • you're

your — belongs to

you're — you are

Example:

You're holding your book.



to • too • two

to — direction

too — also or more than enough

two — the number 2

Example:

The two friends went to the library too.



where • wear • we're

where — asks about a place

wear — have clothing on

we're — we are

Example:

We're deciding where to wear our costumes.

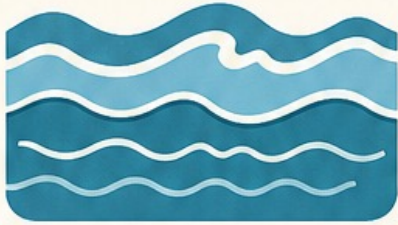


Expand the contraction. Check the meaning. Read it again.

Homophone Pair Cards – Set A

Cut out the cards. Match each word with its homophone.

sea



see



flour



flower



right write



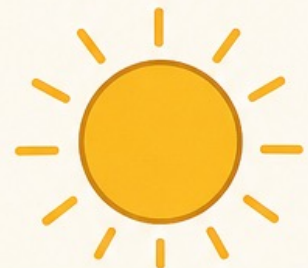
hear



here



sun



son



pair



pear



Homophone Pair Cards — Set B

Cut out the cards. Match each word with its homophone.

brake



break



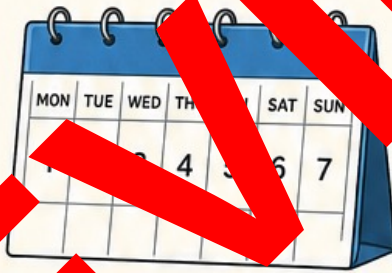
night



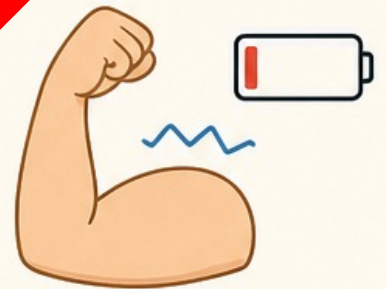
knight



week



weak



plane



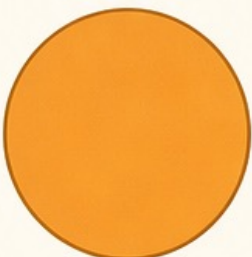
plain



hole



whole



board



bored



Context Clue Sort

Read a card. Use the highlighted word in its sentence. Place the card in the box that describes its meaning.



PLACE

there • here • where



BELONGING

their • your



CONTRACTION

they're = they are
you're = you are
we're = we are



ANOTHER MEANING

a number, action, description or other idea

Let the sentence meaning guide your choice.



Context Clue Sentence Cards – Set A

Cut out the cards. Sort each highlighted word by its meaning.



The bikes are parked over **there**.



Please leave **your** hat by the door.



They're rehearsing after lunch.



I can **hear** the bell.



We're meeting at the oval.



Their model won a prize.



Put the books **here**.



Ava bought **two** rolls.

Context Clue Sentence Cards – Set B

Cut out the cards. Sort each highlighted word by its meaning.



Where is the blue folder?



Hang your coat on the hook.



You're ready for the challenge.



Wear a helmet when I ride.



This puppy is very playful.



We're building a model.



Meet us here after lunch.



The soup is too hot.

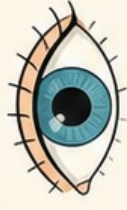
Homophone Trail



START

How to play

1. Place counters on START.
2. Roll a die and move.
3. On a star, draw a Challenge Card.
4. Correct answer: stay.
Try again: move back one.
5. First to FINISH wins.



FINISH



Say it. Check the meaning. Choose the spelling.

Homophone Trail Challenge Cards – Set A

Cut out the cards. Draw one when you land on a star.

1

Name the homophone of sea.



2

Use their in a sentence.



3

Choose: The twins packed (there / their / they're) lunch.



4

Explain the difference between your and you're.



5

Spell the word that means a number 2.



6

Correct: We went too the park.



7

Name the homophone of write.



8

Choose: Please wait over (there / their / they're).



9

Use hear in a sentence.



10

Spell the word that means powder used in baking.



11

Correct: Your going to enjoy this.



12

Name a homophone pair not shown on this card.



Homophone Trail Challenge Cards – Set B

Cut out the cards. Draw one when you land on a star.



13.

Name the homophone of *night*.



14.

Use *too* to mean also.



15.

Choose:
(Where / Wear / We're) is my hat?



16.

Explain the meanings of *to*, *too* and *two*.



17.

Correct: I can hear music.



18.

Spell the word that means a flat open area.



19.

Use *there* in a sentence.



20.

Choose:
(We're / Wear / Where) walking home.



21.

Name the homophone of *hole*.



22.

Correct: Their going to the library.



23.

Use *bored* in a sentence.



24.

Write a sentence containing two homophones.



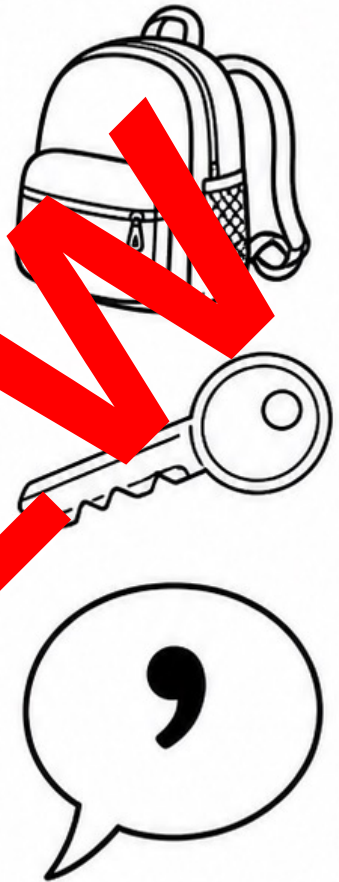
Name: _____

Your or You're?

Part A — Choose the correct word

Write *your* or *you're* in each blank.

- _____ responsible for packing _____ own bag.
- Is this _____ pencil, or is it mine?
- _____ going to enjoy the science show.
- Remember to bring _____ hat.
- I think _____ ready to begin.
- Please check _____ spelling.



Part B — Show what you know

- Put the words "I am a thoughtful teammate." using two words.

- Write your own sentence using *your*.



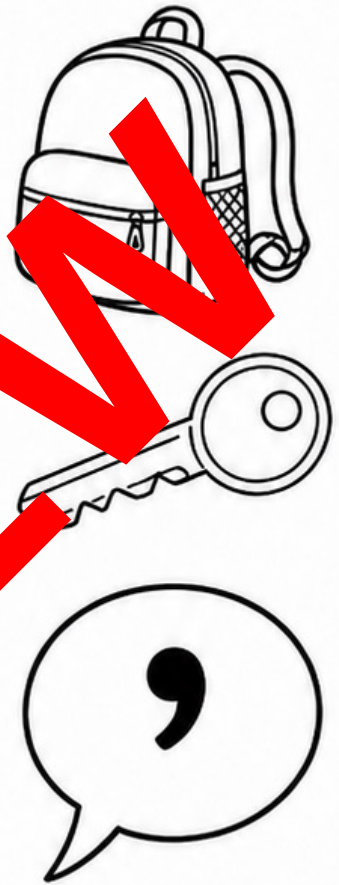
Hint: If you can replace the word with *you are*, use *you're*.

Your or You're?

Part A — Choose the correct word

Write *your* or *you're* in each blank.

1. **You're** responsible for packing **your** own bag.
2. Is this **your** pencil, or is it mine?
3. **You're** going to enjoy the science show.
4. Remember to bring **your** hat.
5. I think **you're** ready to begin.
6. Please check **your** spelling.



Part B — Show what you know

7. Write a sentence using *you are* and *thoughtful* to describe a teammate.

You are a thoughtful teammate.

8. Write your own sentence using *your*.

Suggested: Please bring your folder tomorrow.



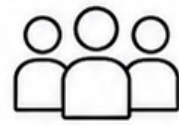
Hint: If you can replace the word with *you are*, use *you're*.

Name: _____

There, Their or They're?



there



their



they're

Part A — Complete each sentence

Write *there*, *their* or *they're* in each blank.

- _____ meeting us near the gate.
- The players placed _____ bags on the bench.
- Leave the parcel over _____.
- _____ proud of _____ team.
- Is anyone waiting out _____?
- _____ going to share _____ ideas.

Part B — Meaning and meaning

- Write the meaning of each word.

there: _____

their: _____

they're: _____

- Correct every homophone error.

Their going to put they're shoes over there.

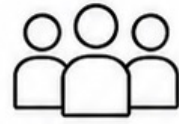


Hint: *They're* always expands to *they are*.

There, Their or They're?



there



their



they're

Part A — Complete each sentence

Write *there*, *their* or *they're* in each blank.

- They're meeting us near the gate.
- The players placed their bags on the bench.
- Leave the parcel over there.
- They're proud of their team.
- Is anyone waiting out there?
- They're going to share their ideas.

Part B — Meaning and using

- Write the meaning of each word.

there: a place

theirs: belongs to them

they're: they are

- Correct every homophone error.

Their going to put they're shoes over there.

They're going to put their shoes over there.



Hint: *They're* always expands to *they are*.

Name: _____

Which Word Fits?

Word bank

where • wear • we're • to • too • two

Part A — Complete each sentence

Use one word from the word bank in each blank.

- _____ are the spare costumes?
- _____ practising after lunch.
- Remember to _____ your hat.
- The _____ friends walked _____ the oval _____.
- This bag is _____ heavy.
- I gave the letter _____ Mia.



2

Part B — Circle the correct word

- (We / Wh / Wear) going to the museum.
- (Bring / Wo / to / too) pencils (to / two / too) class.

Challenge

Write one sentence that uses two homophones from the word bank correctly.

Hint: Expand contractions, check number words and read the whole sentence.

Which Word Fits?

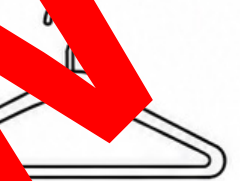
Word bank

where • wear • we're • to • too • two

Part A — Complete each sentence

Use one word from the word bank in each blank.

- Where are the spare costumes?
- We're practising after lunch.
- Remember to wear your hat.
- The two friends walked to the oval too.
- This bag is too heavy.
- I gave the letter to Mia.



Part B — Circle the correct word

- (Where / When / Wear) going to the museum.
- Bring (two / to / too) pencils (to / two / too) class.

Challenge

Write one sentence that uses two homophones from the word bank correctly.

Suggested: We're wearing two costumes too.

Hint: Expand contractions, check number words and read the whole sentence.

Name: _____

Meaning Matters — Part 1

Word bank

right • write • hear • here • break • brake • peace • piece • weather • whether

Choose the word that matches each sentence.

1. Please _____ your name neatly.
2. Turn _____ at the crossing.
3. I can _____ the kookaburra.
4. Leave the box over _____.
5. Take a short _____ after _____.
6. Squeeze the bike _____.
7. I ate one _____ of _____.
8. We hope _____ for our community.
9. Check the _____ before the hike.
10. Decide _____ you need a jacket.



Explain a pair

Choose one homophone pair from the word bank. Explain how the meanings are different.

Hint: Read the whole sentence before you choose.

Meaning Matters — Part 1

Word bank

right • write • hear • here • break • brake • peace • piece • weather • whether

Choose the word that matches each sentence.

1. Please write your name neatly.
2. Turn right at the crossing.
3. I can hear the kookaburra.
4. Leave the box over here.
5. Take a short break after the race.
6. Squeeze the bike brake.
7. I ate one piece of toast.
8. We hope for peace in our community.
9. Check the weather before the hike.
10. Decide whether you need a jacket.



Explain a pair

Choose one homophone pair from the word bank. Explain how the meanings are different.

Suggested: hear means notice sound; here means this place.

Hint: Read the whole sentence before you choose.

Name: _____

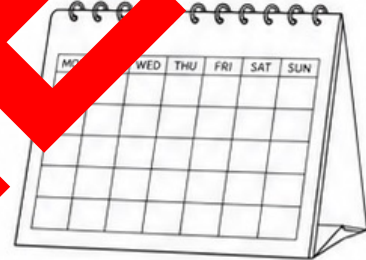
Meaning Matters — Part 2

Word bank

aloud • allowed • knew • new • week • weak • plane • plain • hole • whole

Choose the word that matches each sentence.

1. Read the poem _____.
2. We are _____ to use pencils.
3. I _____ the answer yesterday.
4. Ella wore _____ shoes.
5. The team trained for a _____.
6. The rope felt _____.
7. We travelled by _____.
8. A wide _____ stretch ahead.
9. The rabbit hid in a _____.
10. I ate the _____ sandwich.



Editing Challenge

Correct every homophone error in this sentence.

The hole class new the new plain would fly.

Hint: Check the meaning, not only the sound.

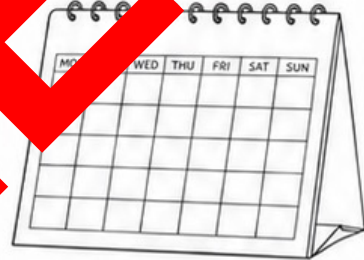
Meaning Matters — Part 2

Word bank

aloud • allowed • knew • new • week • weak • plane • plain • hole • whole

Choose the word that matches each sentence.

1. Read the poem aloud.
2. We are allowed to use pencils.
3. I knew the answer yesterday.
4. Ella wore new shoes.
5. The team trained for a week.
6. The rope felt weak.
7. We travelled by plane.
8. A wide plain stretched ahead.
9. The rabbit hid in a hole.
10. I ate the whole sandwich.



Editing Challenge

Correct every homophone error in this sentence.

The hole class new the new plain would fly.

The whole class knew the new plane would fly.

Hint: Check the meaning, not only the sound.

Name: _____

Homophone Detective



Mission

Find the nine incorrect homophones in the passage.
Underline each mistake, then record the correct spelling in the evidence table.

The Lighthouse Visit

On Sunday, our class went too the old lighthouse by the sea.
We could here gulls above us. Our guide said we were allowed
to climb the stairs. At the top, I new the view would be amazing,
but the whether changed. Their were dark clouds over the
heads, so we took a short brake. Mia found a pair of binoculars
and looked write across the water.



	Wrong word	Correct word
1		
2		
3		
4		
5		
6		
7		
8		
9		

Choose one correction. Explain how the sentence meaning helped you.

Homophone Detective



Mission

Find the nine incorrect homophones in the passage.
Underline each mistake, then record the correct spelling in the evidence table.

The Lighthouse Visit

On Sunday, our class went too the old lighthouse by the see.
We could here gulls above us. Our guide said we were allowed
to climb the stairs. At the top, I new the view would be amazing,
but the whether changed. Their were dark clouds over the
heads, so we took a short brake. Mia found a pear of binoculars
and looked write across the water.



	Wrong word	Correct word
1	too	to
2	see	sea
3	here	hear
4	new	knew
5	whether	weather
6	Their	There
7	brake	break
8	pear	pair
9	write	right

Choose one correction. Explain how the sentence meaning helped you.

Suggested: sea names the ocean; see means notice with your eyes.

Name: _____

The Harbour Mystery – Part 1

Read the passage. Circle the correct word at each number.

On Saturday, Jai and Priya walked (1) to / too / two the harbour. They hoped (2) to / too / two sketch the boats, but (3) there / their / they're pencils were missing.

“(4) Where / Wear / We're did we put them?” asked Priya.

Jai could (5) hear / here a tapping sound near the old shed. Over (6) there / their / they're a small box sat beside a coil of rope.

Inside were (7) to / too / two pencils and a note:

“Please (8) right / write a sea creature on this card.”

Jai drew a whale. Priya added a tiny / peace / piece of sea glass. When they returned the box to (10) there / their / they're owner.



Check your choices

Copy the words you circled into these numbered answer boxes.

1	2	3	4	5
6	7	8	9	10

Hint: Use the meaning of the whole sentence.

The Harbour Mystery – Part 1

Read the passage. Circle the correct word at each number.

On Saturday, Jai and Priya walked (1) to / too / two the harbour. They hoped (2) to / too / two sketch the boats, but (3) there / their / they're pencils were missing.

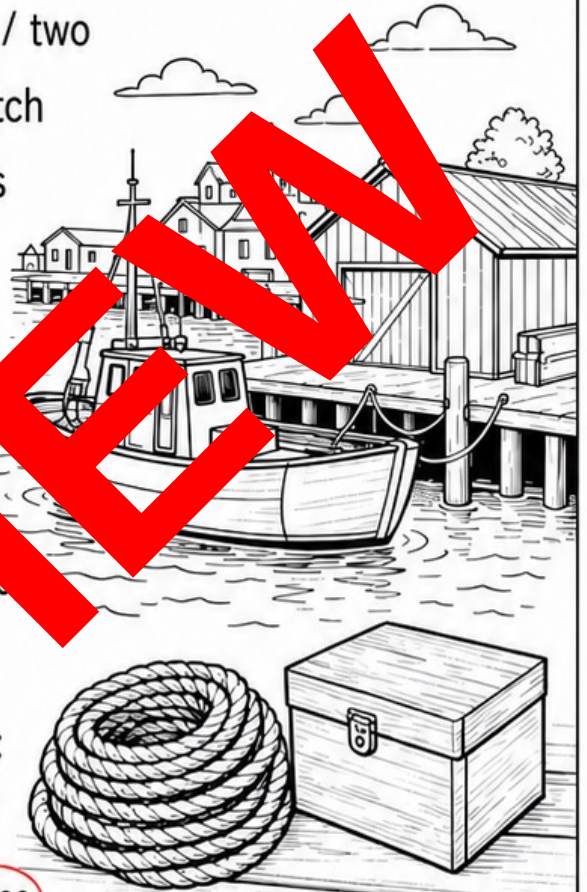
“(4) Where / Wear / We're did we put them?” asked Priya.

Jai could (5) hear / here a tapping sound near the old shed. Over (6) there / their they're a small box sat beside a coil of

Inside were (7) to / too / two pencils and a note:

“Please (8) right / write a sea creature on this card.”

Jai drew a whale. He added a tiny / peace / piece of sea glass. When they returned the box to (10) there / the / they're owner.



Check your choices

Copy the words you circled into these numbered answer boxes.

1 to	2 to	3 their	4 Where	5 hear
6 there	7 two	8 write	9 piece	10 their

Hint: Use the meaning of the whole sentence.

Name: _____

The Harbour Mystery – Part 2

Use the passage from Part 1 to answer each question.



1. What two items were missing?

2. Which clue led Jai and Priya to the box?

3. Explain why *their* is correct in the phrase “*their* pencils”.

4. Correct every homophone error.
We're did you find you're pencils?



5. Write one sentence using *sea* and one sentence using *see*.

6. Create a sentence with another homophone pair. Underline both words.



Strong answers explain *the meaning*, not only the spelling.

The Harbour Mystery – Part 2

Use the passage from Part 1 to answer each question.



1. What two items were missing?

The two pencils were missing.

2. Which clue led Jai and Priya to the box?

A tapping sound near the old shed led them to the box.

3. Explain why *their* is correct in the phrase “*their* pencils”.

Their shows that the pencils belonged to Jai and Priya.

4. Correct every homophone error.
We're did you find you're pencils?

Where did you find your pencils?

5. Write one sentence using *see* and one sentence using *sea*.

The boat crossed the sea. I can see the lighthouse.

6. Create a sentence with another homophone pair. Underline both words.

Suggested: Please write the right answer.



Strong answers explain *the meaning*, not only the spelling.

Name: _____



Homophone of the Week



My homophone pair

Word 1: _____

Word 2: _____



Word 1

Meaning:

Sentence:

Sketch the meaning:

Word 2

Meaning:

Sentence:

Sketch the meaning:

Compare

How are the meanings different?

Check

I read both sentences aloud.

☐

Each spelling matches its meaning.

☐

Same sound. Different spelling. Different meaning.

Homophone Mastery Check — Part 1

Name: _____

Date: _____

Score: _____ / 14



A. Circle the correct word. /8

1. (They're / Their / There) waiting beside (they're / there / their) bus.
2. I have (to / too / two) questions (to / too / two) as well.
3. (Where / Wear / We're) should I (where / wear / we're) this badge?
4. Please (right / write) your answer on the (right / write) side.



B. Match each word to its meaning. Write the letter. /6

- | | | |
|-----------|--------------------------|-----------------------------------|
| 1. sea | ☐ | a. powder used in baking |
| 2. see | ☐ | b. the colourful part of a plant |
| 3. brake | ☐ | c. a large body of salt water |
| 4. break | ☐ | d. to notice with your eyes |
| 5. flour | ☐ | e. a device that slows a bicycle |
| 6. flower | ☐ | f. a pause, or to split something |



Check the meaning of the whole sentence before you finish.

Homophone Mastery Check — Part 1

Name: ANSWERS

Date: _____

Score: 14 / 14



A. Circle the correct word. /8

1. (They're) / Their / There) waiting beside (they're / there) bus.
2. I have (to / too / two) questions (to / too / two) as
3. (Where) / Wear / We're) should I (where / wear / were) this badge?
4. Please (right / write) your answer on the (right / write) side.



B. Match each word to its meaning. Write the letter. /6

- | | | |
|-----------|--------------|-----------------------------------|
| 1. sea | <div>s</div> | a. powder used in baking |
| 2. see | <div>e</div> | b. the colourful part of a plant |
| 3. brake | <div>e</div> | c. a large body of salt water |
| 4. break | <div>f</div> | d. to notice with your eyes |
| 5. flour | <div>a</div> | e. a device that slows a bicycle |
| 6. flower | <div>b</div> | f. a pause, or to split something |



Check the meaning of the whole sentence before you finish.

Name: _____

Date: _____

Score: _____ / 17



Homophone Mastery Check — Part 2



C. Edit the sentences. /7

Rewrite each sentence with every homophone corrected.

1. Your going to leave you're bag over their.

2. I can here the bell two.

3. The hole class new the answer.

D. Explain and apply. /10

4. Explain the difference between whether and weather.

5. Write one sentence for each word and use each word correctly.

6. Choose another homophone pair.

Pair: _____ / _____

Meaning of word 1: _____

Meaning of word 2: _____

Sentence using word 1: _____

Sentence using word 2: _____

Read every answer aloud and check that each spelling matches its meaning.

Name: **ANSWERS**

Date: _____

Score: **17 / 17**



Homophone Mastery Check — Part 2



C. Edit the sentences. /7

Rewrite each sentence with every homophone corrected.

1. Your going to leave you're bag over their.

You're going to leave your bag over there.

2. I can here the bell two.

I can hear the bell too.

3. The hole class new the answer.

The whole class knew the answer.

D. Explain and apply. /11

4. Explain the difference between whether and weather.

whether introduces a clause; weather describes conditions outside.

5. Write one sentence that uses peace and piece correctly.

We enjoyed a piece of cake in peace.

6. Choose another homophone pair.

Pair: **hear** / **here**

Meaning of word 1: **to notice sound**

Meaning of word 2: **in this place**

Sentence using word 1: **I can hear music.**

Sentence using word 2: **Please sit here.**

Read every answer aloud and check that each spelling matches its meaning.

Homophones Year 4 Rubric

Student: _____

Date: _____

Overall level: _____

SKILL	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Recognises homophones	Identifies a few pairs with support.	Identifies familiar pairs consistently.	Identifies common pairs accurately.	Identifies a wide range of pairs accurately.	Identifies and explains unfamiliar pairs independently.
Chooses spelling from context	Needs help to use sentence meaning.	Uses obvious clues with some errors.	Selects the correct word in familiar contexts.	Selects accurately in varied contexts.	Justifies subtle choices using precise context clues.
Explains word meanings	Gives unclear or incomplete meanings.	Explains one word in a pair.	Explains both meanings clearly.	Compares meanings with relevant examples.	Gives precise explanations and original examples.
Edits homophone errors	Finds few errors without support.	Finds some errors but misses corrections.	Finds and corrects common errors.	Corrects varied errors and explains changes.	Edits accurately and gives strong reasoning.
Applies homophones in writing	Uses homophones incorrectly or avoids them.	Uses one familiar pair with support.	Uses common homophones correctly in sentences.	Uses several pairs accurately and explains changes.	Uses varied pairs confidently to strengthen writing.

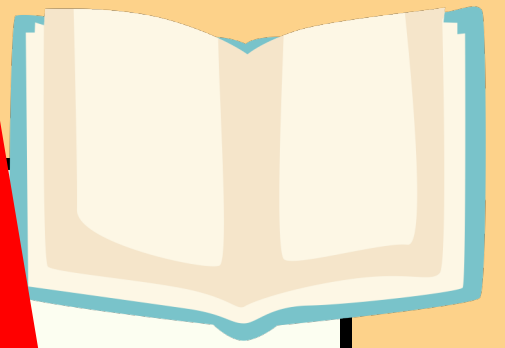
Teacher feedback:

Homework Year 4

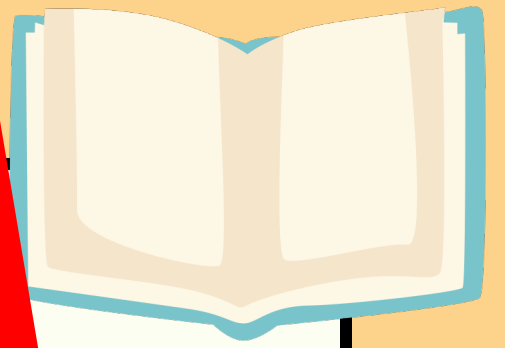


Learning Intention & Success Criteria

- Explain what a homophone is.
- Listen for words that sound alike.
- Use sentence meaning to choose the correct spelling.
- Identify homophone errors and explain each correction.



What Is a Homophone?

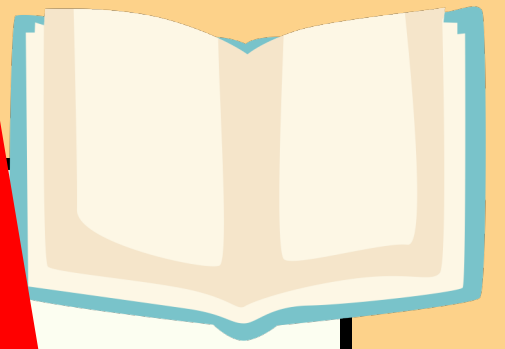


Homophones sound the same but have different spellings and meanings.

sea — a large body of salt water
see — to use your eyes

The sound is the same. The meaning is different.





Meaning Chooses the Spelling

A word's sound is only the first clue.

Read the whole sentence.

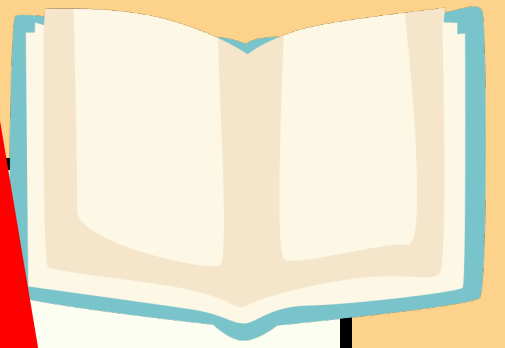
Ask what the word means in that sentence.

Choose the spelling that matches that meaning.

Read the sentence again to check.



Four-Step Strategy

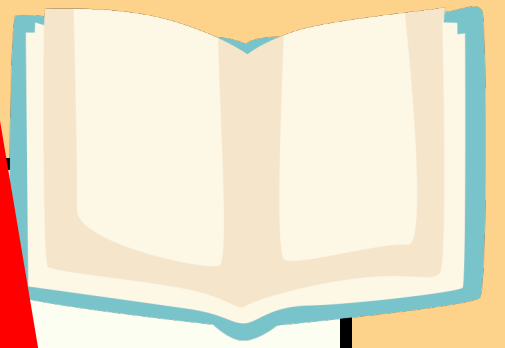


1. SAY the word aloud.
2. READ the words and understand.
3. CHECK the meaning.
4. TEST the word in the sentence.

Context turns a sound into the correct word.



There, Their & They're



there — a place

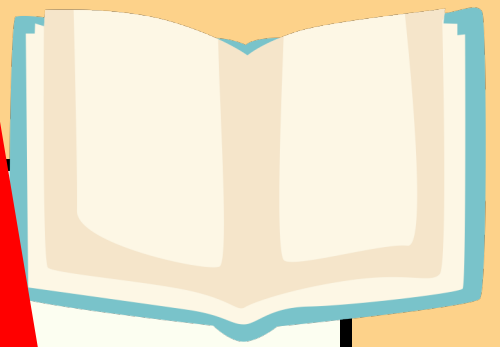
their — belongs to them

they're — they are

They're moving the bags over there.

Contraction test: replace they're with they are.





Try It: There, Their or They're?

1. _____ waiting beside _____ b

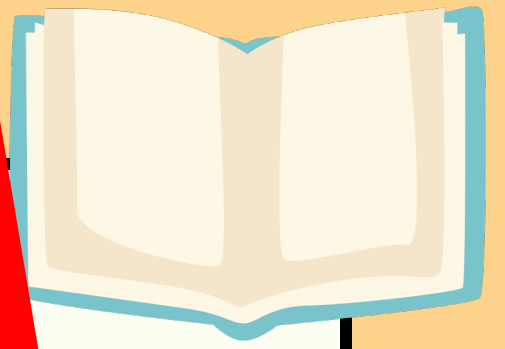
2. Put the bags over _____

3. _____ proud of _____ proje

Circle which word can explain the meaning clue to a partner.



Your & You're



your – belongs to you

you're – you are

You're holding your notebook.

If you are fits, choose you're.

If something belongs to a person, choose your.



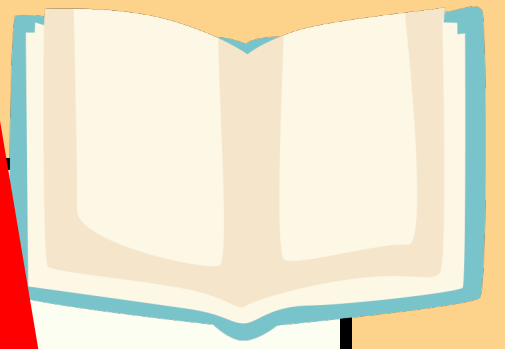
Try It: Your or You're?



1. _____ ready to begin.
 2. Please check _____ spelling.
 3. Is this _____ pencil?
- _____ think _____ going to enjoy the challenge.
- Use _____ you are test before you answer.



To, Too & Two



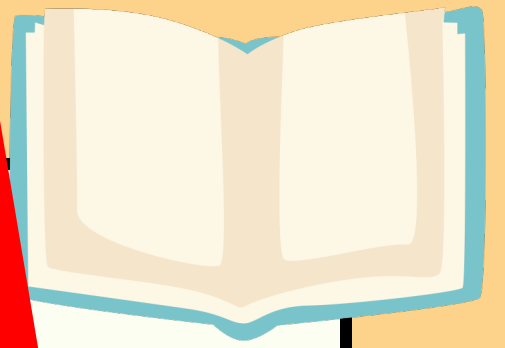
to – shows direction or connects
too – also, or more than enough
two – the number 2

The students went to the library too.

Number, direction or also? Let the meaning decide.



Where, Wear & We're



where — asks about a place

wear — have clothing on

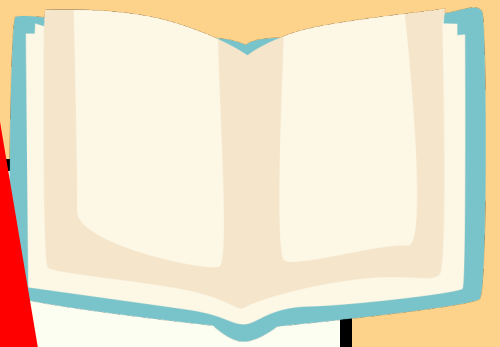
we're — we are

We're thinking what to wear our costumes.

Expand we're before making your choice.



More Useful Pairs



by — beside or through

buy — purchase

bye — a farewell

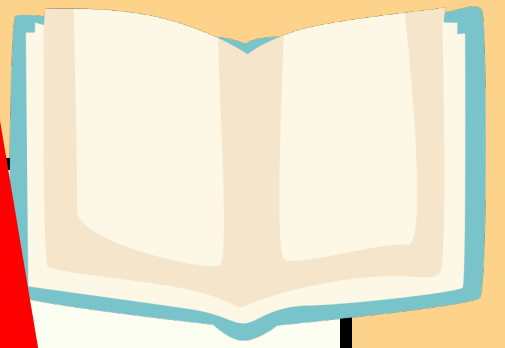
here — in this place | here — this place

right — correct | write — form words

peace — calm | piece — a part



Context-Clue Challenge



Choose the correct word and explain your choice.

1. I can (hear / here) the bell.

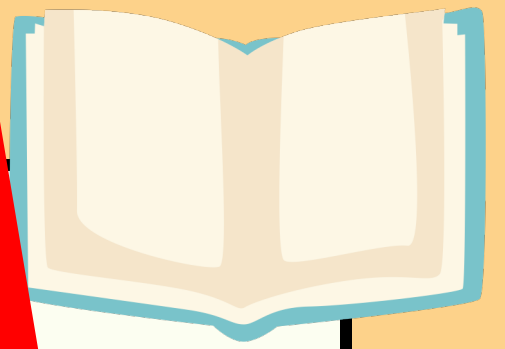
2. We made a short (hike / break).

3. We decided (whether / if) before the hike.

4. I ate one (peace / piece) of toast.



Editing Challenge



Find and correct every homophone error.

Your going to have you're bag over their.

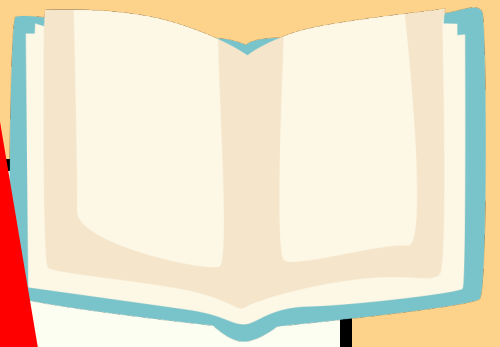
I can here the k two.

The b lass ne e answer.

Explain why each corrected spelling fits.



Meaning Match



Match each word to its meaning.

flour — flower

ple — fl

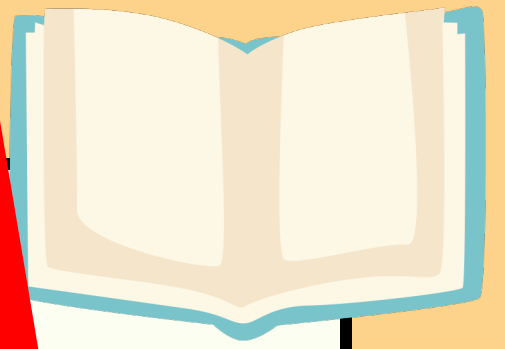
work — work

how — who

Say one sentence for each spelling in a pair.



Create Your Own

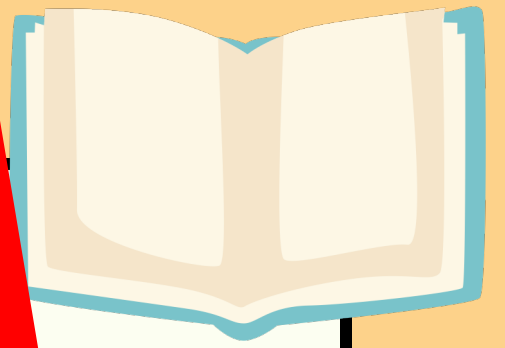


Choose one homophone pair.

- Define both words.
- Write one clear sentence for each spelling.
- Check the homophones.
- Check that the sentence context proves each meaning.



Review: Four Final Checks



1. Do the words sound the same?
 2. What does the word mean here?
 3. Does a conjunction expand correctly?
 4. Does the spelling make the sentence sensible?
- Say it. Check the meaning. Choose the spelling.





PREVIEW

Well Done!



Homophones Quiz Year 4



Question 1 – Multiple Choice



Choose the correct words.

_____ waiting for _____ bus

A. Their / there

B. There / their

C. There / their

D. They're / there

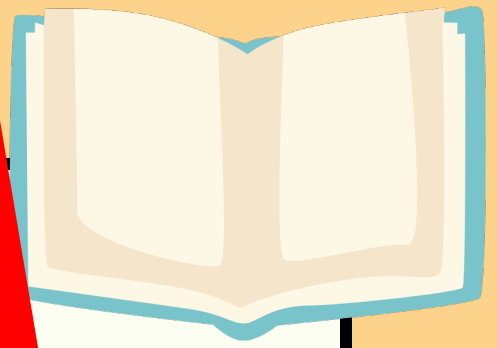


Answer 1

B. They're / their

They're means they are.

Their shows that the bus belongs to them.



Question 2 – True or False



True or false?

Homophones have the same sound but different spellings and meanings.

Ready to explain your decision.



Answer 2

True.

A homophone not sounds alike, while each word has its own spelling and meaning.



Question 3 – Short Answer



Complete the sentence with your or your friend's name.

_____ going to _____ own _____.

Explain how the contraction test helps.

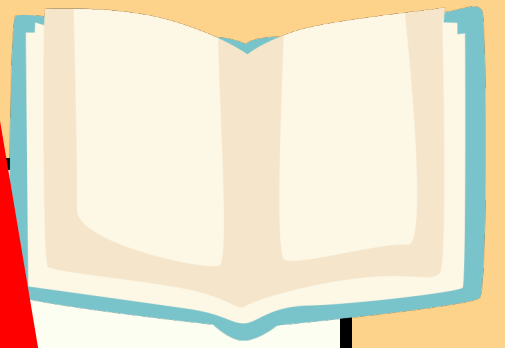


Answer 3

You're going to pack your own bag.

You're expands to you are.

Your shoes that the bag belongs to



Question 4 – Multiple Choice



Which sentence is correct?

A. I have to pencils to share.

B. I have to pencils to share.

C. I have to pencils two share.

D. I have pencils to share.



Answer 4

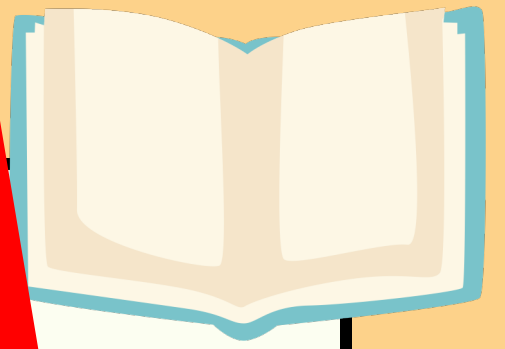
B. I have two pencils to share.

Two is the number

To connect the relation of the



Question 5 – Short Answers



Write the homophone of sea.

Then write one sentence for sea and one sentence for its homophone.

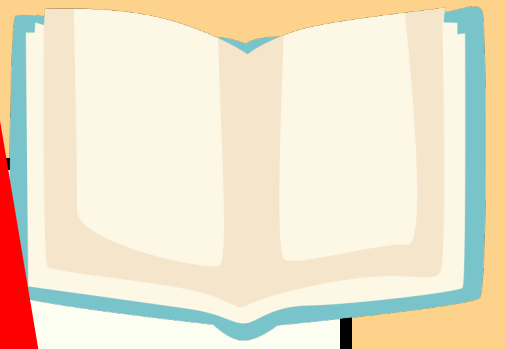


Answer 5

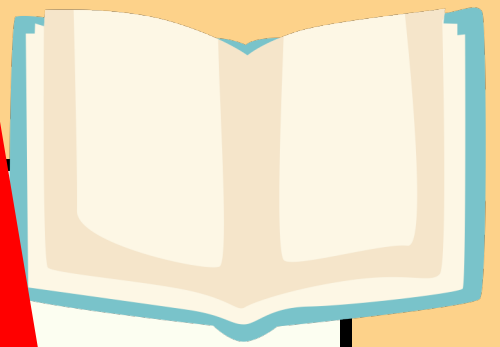
see

Example: The boy crossed the street.

Example: I can see the lion house.



Question 6 – True or False



True or false?

Where means to have clothing and wear as about a place.

main you decide.

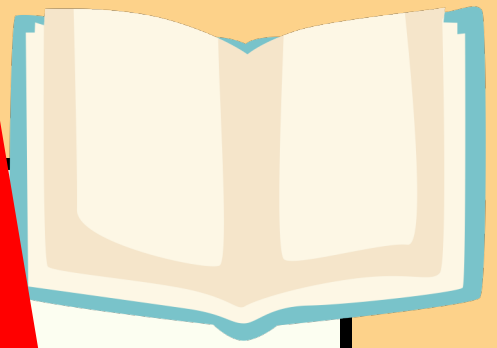


Answer 6

False.

Where asks about place.

Wear masks to have clothing on.



Question 7 – Multiple Choice



Choose the correct word.

We will _____ fruit on the way _____ to market.

A. buy / buy

B. buy / by

C. buy / buy

D. buy / bye

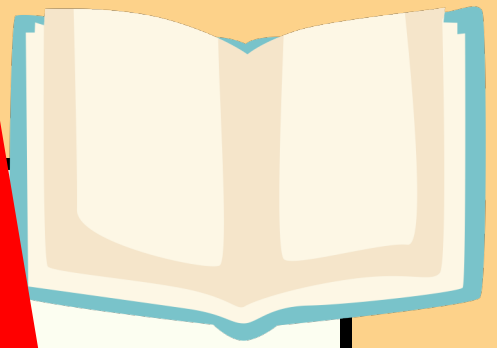


Answer 7

B. buy / by

Buy means purchase.

By can mean beside, near or through route.



Question 8 – Short Answers



Correct every homophone error.

Your going to lose your coat over there.

Write the whole sentence.



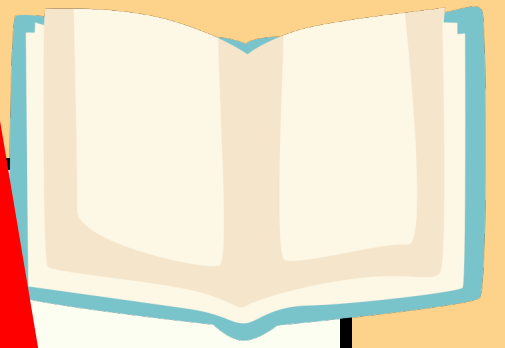
Answer 8

You're going to leave your coat over there.

You're = you are

Your = belongs to you

There = a place



Question 9 – Multiple Choice



Choose the correct word.

Please stand _____ so you can _____ the instructions.

A. hear / hear

B. here / here

C. hear / here

D. hear / hear

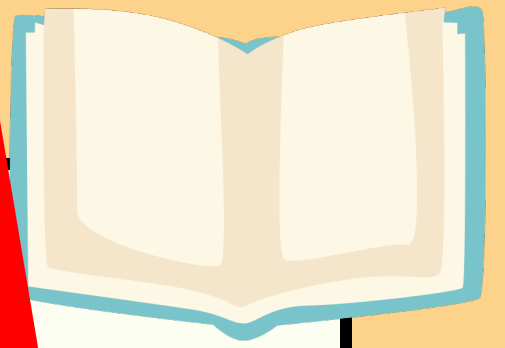


Answer 9

B. here / hear

Here means in this place.

Hear means to notice sound.



Question 10 – Short Answer



Explain how context distinguishes people and pieces.

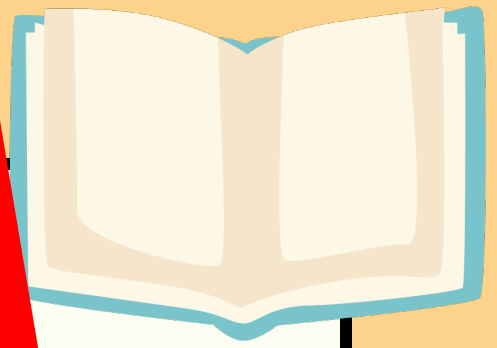
Use both words correctly in one sentence.



Answer 10

Peace means calm. Piece means a part.

Example: We should have a piece of cake in peace.





PREVIEW

Well Done!

