

Name \_\_\_\_\_

# Irregular Plurals

## Spelling Words

wolves	knives	feet	men	children
women	sheep	heroes	scarves	mice
geese	cuffs	elves	banjos	halves

**Word Meanings** Write the list word for each meaning clue.

1. animals that give wool

s h e e p

2. more than one mouse

m i c e

3. stringed instruments

b a n j o s

4. brave people

h e r o e s

5. two equal parts of a whole

h a l v e s

6. more than one man

m e n

7. small make-believe people

e l v e s

**Complete the Sentence** Write the letters from the shaded boxes to finish the sentence.

8. People wear scarves around their necks.

**Proofreading** Draw a line through the misspelled word in each sentence. Write the word correctly.

9. The ~~children~~ learned spelling words. children

10. The ~~wolfs~~ howled at the moon. wolves

11. A baby has small ~~foots~~. feet

12. A flock of ~~gooses~~ flew over us. geese

13. I got mustard on my shirt ~~cuffes~~. cuffs

14. These ~~knifes~~ are very sharp. knives

15. Three ~~wemin~~ painted the room. women



**Home Activity** Your child is learning to spell irregular plurals. Say the singular form of a list word (*mouse*). Ask your child to spell the plural (*mice*). Continue until all the words have been spelled.

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# Singular and Plural Pronouns

**Directions** Write the pronoun in each sentence.

- |  |             |
|--|-------------|
| 1. Have you seen people play basketball?   | <u>you</u>  |
| 2. They can have a lot of fun.             | <u>They</u> |
| 3. We have a basketball team.              | <u>We</u>   |
| 4. Troy can dribble the ball and shoot it. | <u>it</u>   |
| 5. He is the best player on this team.     | <u>He</u>   |
| 6. Maya is not tall, but she is fast.      | <u>she</u>  |
| 7. We were watching another team.          | <u>We</u>   |
| 8. They were a very talented bunch.        | <u>They</u> |
| 9. Maya wanted to challenge them.          | <u>them</u> |
| 10. Thanks to Maya, we won the game.       | <u>we</u>   |

**Directions** Write *S* if the underlined pronoun is singular. Write *P* if it is plural.

- |  |          |
|--|----------|
| 11. Some people like sports, and <u>they</u> join a team.      | <u>P</u> |
| 12. Fans watch <u>them</u> from the bleachers.                 | <u>P</u> |
| 13. Janet jumps, and <u>she</u> glides through the air.        | <u>S</u> |
| 14. All of <u>us</u> watch Janet play basketball.              | <u>P</u> |
| 15. <u>I</u> guess people will invent even more games to play. | <u>S</u> |
| 16. Maybe <u>we</u> can think of a new game.                   | <u>P</u> |
| 17. Dan has an idea, and I like <u>it</u> .                    | <u>S</u> |
| 18. <u>He</u> plays on several sports teams.                   | <u>S</u> |
| 19. Janet asked me to play ball with <u>her</u> .              | <u>S</u> |
| 20. Dan wants me to play a game with <u>him</u> .              | <u>S</u> |

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## Vowels: *r*-Controlled

### Spelling Words

third	early	world	certain	dirty
herself	earth	word	perfect	verb
nerve	worm	thirsty	workout	earn

**Classifying** Write the list word that belongs in each group.

- |                              |                   |
|------------------------------|-------------------|
| 1. first, second, _____      | 1. <u>third</u>   |
| 2. yourself, himself, _____  | 2. <u>herself</u> |
| 3. letter, syllable, _____   | 3. <u>word</u>    |
| 4. unclean, messy, _____     | 4. <u>dirty</u>   |
| 5. positive, sure, _____     | 5. <u>certain</u> |
| 6. correct, all right, _____ | 6. <u>perfect</u> |
| 7. noun, adjective, _____    | 7. <u>verb</u>    |

**Scrambled Words** Unscramble the list words. Write them correctly.

- |             |  |
|-------------|--|
| 8. lyear    | 8. <u>e</u> <u>a</u> <u>r</u> <u>l</u> <u>y</u>                    |
| 9. enrve    | 9. <u>n</u> <u>e</u> <u>r</u> <u>v</u> <u>e</u>                    |
| 10. hirstyt | 10. <u>t</u> <u>h</u> <u>i</u> <u>r</u> <u>s</u> <u>t</u> <u>y</u> |
| 11. touwkor | 11. <u>w</u> <u>o</u> <u>r</u> <u>k</u> <u>o</u> <u>u</u> <u>t</u> |
| 12. nrea    | 12. <u>e</u> <u>a</u> <u>r</u> <u>n</u>                            |
| 13. threa   | 13. <u>e</u> <u>a</u> <u>r</u> <u>t</u> <u>h</u>                   |
| 14. rowld   | 14. <u>w</u> <u>o</u> <u>r</u> <u>l</u> <u>d</u>                   |
| 15. rowm    | 15. <u>w</u> <u>o</u> <u>r</u> <u>m</u>                            |

**Proverb** Write the words you wrote for number 8 and for number 15. You will read some famous words of wisdom.

The early bird catches the worm.

8 15



**Home Activity** Your child practiced spelling words with *er*, *ir*, *or*, and *ear*. Ask your child to write the words and to circle the letters for the *r*-vowel sounds. Then read the words together. When you come to circled letters, exaggerate the vowel sound by stretching it out.

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## Subject and Object Pronouns

**Directions** Write *SP* if the underlined pronoun is a subject pronoun. Write *OP* if it is an object pronoun.

1. I visited one of the hottest places in the world. SP
2. We went to Death Valley in the summer. SP
3. The hot sun dazzled us. OP
4. We took plenty of water for Robert and them. OP
5. They took pictures of the desert plants. SP

**Directions** Choose the correct pronoun to complete each sentence. Write the sentence.

6. My family and (me, I) visited the Grand Canyon.

**My family and I visited the Grand Canyon.**

---

7. (We, Us) looked down one mile at the canyon's bottom.

**We looked down one mile at the canyon's bottom.**

---

8. The canyon's colors surprised Jack and (me, I).

**The canyon's colors surprised Jack and me.**

---

9. Dad and (he, him) rafted on the river at the bottom of the canyon.

**Dad and he rafted on the river at the bottom of the canyon.**

---

10. Later (they, them) hiked in the park.

**Later they hiked in the park.**

---

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# Prefixes

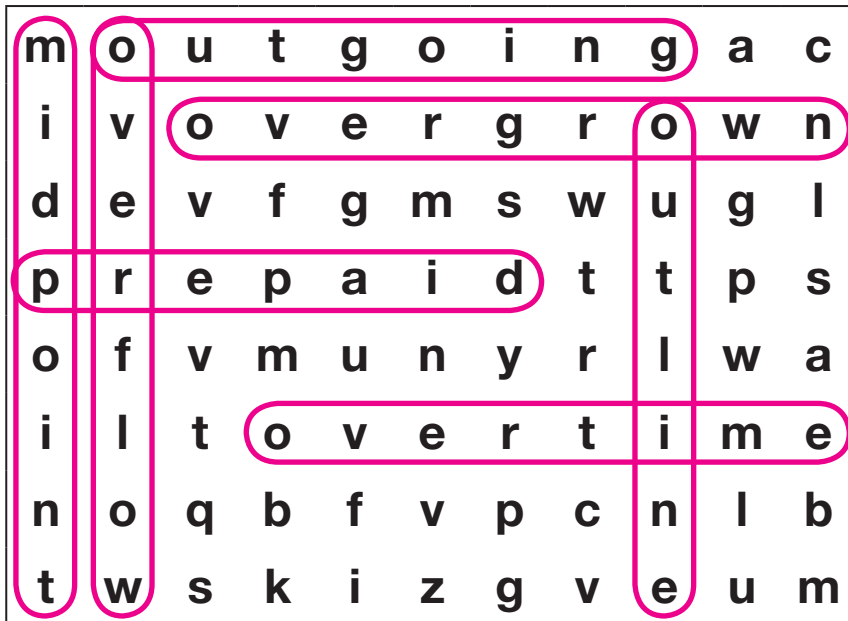
**Opposites** Write the list word that is opposite in meaning to the given word or phrase.

- 1. indoors                    outdoors
- 2. suffix                    prefix
- 3. noon                    midnight
- 4. on time                    overdue
- 5. posttest                    pretest
- 6. infield                    outfield
- 7. Mideast                    Midwest
- 8. inside                    outside

**Spelling Words**

- prepaid
- midnight
- overflow
- outdoors
- outline
- overgrown
- prefix
- Midwest
  
- pretest
- midpoint
- outgoing
- overtime
- overdue
- outside
- outfield

**Word Search** Circle the list words in the puzzle. Look across and down. Write the words you find.



- 9. outgoing
- 10. overgrown
- 11. prepaid
- 12. overtime
- 13. midpoint
- 14. overflow
- 15. outline



**Home Activity** Your child learned to spell words with the prefixes *pre-*, *mid-*, *over-*, and *out-*. Make two sets of cards with list words on them. Play Concentration. When a match is made, the person must spell the word correctly to keep the cards.

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## Possessive Pronouns

**Directions** Write the possessive pronouns in the sentences.

- Uncle Rick has valuable rocks on his ranch. his
- Aunt Julie makes her jewelry with the stones. her
- She likes their blue color. their
- Our gifts were made from her purple stones. Our, her
- Mine is a necklace, and hers is a pin. Mine, hers

**Directions** Choose the possessive pronoun in ( ) that could replace the underlined words in each sentence. Write the sentence.

6. I bought a ring, and the ring's stones are green. (their, its)

**I bought a ring, and its stones are green.**

---



---

7. The artists showed us the artists' best jewelry. (his, their)

**The artists showed us their best jewelry.**

---



---

8. The green stones are the color of Laura's eyes. (hers, her)

**The green stones are the color of her eyes.**

---



---

9. Are these earrings the earrings you own? (his, yours)

**Are these earrings yours?**

---



---

10. My necklace is ruby, and Jen's necklace is turquoise. (hers, yours)

**My necklace is ruby, and hers is turquoise.**

---



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# Suffixes

## Spelling Words

dentist	editor	artist	hostess	actress
swimmer	seller	tutor	tourist	organist
lioness	shipper	chemist	investor	conductor

**Adding Suffixes** Add a suffix to the base word. Write the list word you make in the chart.

base	-er	-or	-ess	-ist
1. invest		investor		
2. tour				tourist
3. sell	seller			
4. lion			lioness	
5. art				artist
6. edit		editor		
7. host			hostess	
8. organ				organist
9. conduct		conductor		

**Proofreading** Circle the correctly spelled word. Write the word.

- |                    |                |                    |
|--------------------|----------------|--------------------|
| 10. dentist        | <u>dentist</u> | 11. <u>dentist</u> |
| 11. actess         | <u>actress</u> | 11. <u>actress</u> |
| 12. <u>shipper</u> | shiper         | 12. <u>shipper</u> |
| 13. <u>tutor</u>   | tuter          | 13. <u>tutor</u>   |
| 14. swimer         | <u>swimmer</u> | 14. <u>swimmer</u> |
| 15. <u>chemist</u> | chemest        | 15. <u>chemist</u> |



**Home Activity** Your child practiced spelling words with the suffixes *-er*, *-or*, *-ess*, and *-ist*. To practice together, choose a word. Draw blanks for each letter, then write in the suffix. Let your child guess the word and fill in the remaining blanks. Then have him or her write the whole word.

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## Contractions

**Directions** Write the contraction in each sentence. Then write the word or words that make up the contraction.

1. You can't win the race without training.

**can't; cannot**

2. These are Olympic athletes, and they're training many hours each week.

**they're; they are**

3. She's a great swimmer.

**She's; She is**

4. She didn't know swimming was so challenging.

**didn't; did not**

5. Maybe you'll become a swimmer too.

**you'll; you will**

**Directions** Write the contraction for the underlined words.

6. You will not believe Gertrude Ederle's strength and will power.

**won't**

7. She could not have crossed the English Channel without them.

**couldn't**

8. The Channel is wide, and it is stormy.

**it's**

9. Many swimmers have tried to swim the Channel, and they have given up.

**they've**

10. Gertrude Ederle was a great swimmer, and she is my role model.

**she's**



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# Syllables VCCCV

## Spelling Words

monster	surprise	hundred	complete	control
sample	instant	inspect	pilgrim	contrast
explode	district	address	substance	children

**Analogies** Write the list word that completes each comparison.

1. **Adult** is to **adults** as **child** is to children.
2. **Begin** is to **end** as **unfinished** is to complete.
3. **1,000** is to **thousand** as **100** is to hundred.
4. **Check** is to **examine** as **examine** is to inspect.
5. **Light** is to **dark** as **compare** is to contrast.
6. **Quick** is to **fast** as **immediate** is to instant.
7. **Explorer** is to **pioneer** as **traveler** is to pilgrim.
8. **Real** is to **person** as **make-believe** is to monster.

**Finding Syllables** Decide where to divide each word into syllables. Write each syllable. Remember that for VCCCV words, you divide after the first consonant.

hundred = hun dred

9. surprise      sur      prise
10. control      con      trol
11. sample      sam      ple
12. substance      sub      stance
13. address      ad      dress
14. district      dis      trict
15. explode      ex      plode



**Home Activity** Your child is learning spelling words with the VCCCV (vowel-consonant-consonant-consonant-vowel) syllable pattern. Ask your child to write each word and to circle in crayon the three consonants that come together.

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## Prepositions

**Directions** Write the preposition in each sentence.

1. The eagle held a fish in its feet. **in** \_\_\_\_\_
2. The fish was for the baby eagles. **for** \_\_\_\_\_
3. The eagle's nest was high above the lake. **above** \_\_\_\_\_
4. The baby eagles' cries filled the air of the forest. **of** \_\_\_\_\_
5. The mother eagle landed on the big nest. **on** \_\_\_\_\_

**Directions** Write the prepositional phrase in each sentence. Underline the preposition.

6. These eagles live in Florida.  
in Florida
7. They make their homes along the marshes.  
along the marshes
8. They lay their eggs during the winter.  
during the winter
9. The mother bird stays with the eggs.  
with the eggs
10. The father bird gets food from the water.  
from the water
11. He drops it into the babies' mouths.  
into the babies' mouths
12. The babies will leave the nest before summer.  
before summer

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## Problem-Solution Chart

**Directions** Fill in the chart with notes on the problem and solution you are going to write about in your essay. Include the facts and details you will use to support your ideas. Write a topic sentence and concluding statement for your essay.

### Topic Sentence

**Answers should include facts and details about the problem and solution the student has chosen to write about.**

### Notes on Problem


### Notes on Solution


### Concluding Statement

--

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## Concluding Statements

**Directions** Underline the sentence that is the best concluding statement for each paragraph.

1. There's a dog that talks and a man whose wig keeps falling off. Sometimes I laugh so hard that I begin to cry.

### Concluding Statements

In one episode, a car drove into a garage and out the other side.

This is by far the funniest show on television.

Sometimes my dad watches the show with me.

2. By the end of the day, we had walked thirteen miles. We had climbed three mountains and crossed two rivers. All I'd had to eat was a peanut butter sandwich.

### Concluding Statements

There wasn't even any jelly for the sandwich.

The views from the mountain tops were beautiful.

I slept very, very well that night.

**Directions** Write a concluding statement for each paragraph. **Possible answers**

3. Cape Cod has long, sandy beaches. There are miles of bike trails and beautiful lakes and forests. The nights are cool, and the days are warm and sunny.

**There's no place like Cape Cod for a summer vacation.**

---



---

4. My brother Bob helps me with my homework and makes sure I'm ready for school each morning. He takes me fishing, plays ball with me, and reads to me at night.

**Bob is my hero.**

---



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## Prepositional Phrases

Make your writing more specific by using prepositional phrases to add details.

**General** We swept up trash.

**More Specific** We swept up trash on the playground.

**Directions** Read each sentence and the three prepositional phrases below it. Circle the prepositional phrase that can be used to add specific details to the sentence. Add the prepositional phrase and write the new sentence.

1. Parents and kids can help clean up DeSoto Park.

**Prepositional Phrases** in the trash from the community through the river

**Parents and kids from the community can help clean up DeSoto Park.**

2. We hauled away a pile.

**Prepositional Phrases** of old newspapers at our meeting into the woods

**We hauled away a pile of old newspapers.**

3. Students met in the park.

**Prepositional Phrases** under the water for my mom at ten in the morning

**Students met in the park at ten in the morning.**

4. We threw all the litter.

**Prepositional Phrases** for a safe park into a dumpster by hard work

**We threw all the litter into a dumpster.**

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## Peer and Teacher Conferencing Problem-Solution Essay

**Directions** Read your partner's essay. Refer to the Revising Checklist as you write your comments or questions. Offer compliments as well as revision suggestions. Then take turns talking about each other's draft. Give your partner your notes. After you and your teacher talk about your essay, add your teacher's comments to the notes.

### Revising Checklist

#### Focus/Ideas

- Is the problem-solution essay focused on one problem in the school or community?
- Does the writer offer a logical method of solving the problem?

#### Organization

- Is there a clear topic sentence and concluding statement?
- Are details of the problem and solution organized in separate paragraphs?

#### Voice

- Does the writer show care and understanding of the problem?

#### Word Choice

- Are time-order words used effectively in the solution?

#### Sentences

- Do prepositional phrases add details to the essay?
- Are sentences clear, varied, and logical?

**Things I Thought Were Good** \_\_\_\_\_

\_\_\_\_\_

**Things I Thought Could Be Improved** \_\_\_\_\_

\_\_\_\_\_

**Teacher's Comments** \_\_\_\_\_

\_\_\_\_\_