

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

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2. more than one mouse

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3. stringed instruments

--	--	--	--	--	--	--

4. brave people

--	--	--	--	--	--

5. two equal parts of a whole

--	--	--	--	--	--

6. more than one man

--	--	--

7. small make-believe people

--	--	--	--	--

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

8. People wear \_\_\_\_\_ around their necks.

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

9. The childrun learned spelling words. \_\_\_\_\_

10. The wolfs howled at the moon. \_\_\_\_\_

11. A baby has small foots. \_\_\_\_\_

12. A flock of gooses flew over us. \_\_\_\_\_

13. I got mustard on my shirt cuffes. \_\_\_\_\_

14. These knives are very sharp. \_\_\_\_\_

15. Three womin painted the room. \_\_\_\_\_



**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? \_\_\_\_\_
2. They can have a lot of fun. \_\_\_\_\_
3. We have a basketball team. \_\_\_\_\_
4. Troy can dribble the ball and shoot it. \_\_\_\_\_
5. He is the best player on this team. \_\_\_\_\_
6. Maya is not tall, but she is fast. \_\_\_\_\_
7. We were watching another team. \_\_\_\_\_
8. They were a very talented bunch. \_\_\_\_\_
9. Maya wanted to challenge them. \_\_\_\_\_
10. Thanks to Maya, we won the game. \_\_\_\_\_

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

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



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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. \_\_\_\_\_
2. We went to Death Valley in the summer. \_\_\_\_\_
3. The hot sun dazzled us. \_\_\_\_\_
4. We took plenty of water for Robert and them. \_\_\_\_\_
5. They took pictures of the desert plants. \_\_\_\_\_

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

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

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

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

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

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10. Later (they, them) 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 \_\_\_\_\_
2. suffix \_\_\_\_\_
3. noon \_\_\_\_\_
4. on time \_\_\_\_\_
5. posttest \_\_\_\_\_
6. infield \_\_\_\_\_
7. Mideast \_\_\_\_\_
8. inside \_\_\_\_\_

### 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.

m	o	u	t	g	o	i	n	g	a	c
i	v	o	v	e	r	g	r	o	w	n
d	e	v	f	g	m	s	w	u	g	l
p	r	e	p	a	i	d	t	t	p	s
o	f	v	m	u	n	y	r	l	w	a
i	l	t	o	v	e	r	t	i	m	e
n	o	q	b	f	v	p	c	n	l	b
t	w	s	k	i	z	g	v	e	u	m

- |           |           |           |
|-----------|-----------|-----------|
| 9. _____  | 12. _____ | 14. _____ |
| 10. _____ | 13. _____ | 15. _____ |
| 11. _____ |           |           |



**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.

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

**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)

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

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

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

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

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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				
2. tour				
3. sell				
4. lion				
5. art				
6. edit				
7. host				
8. organ				
9. conduct				

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

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



**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.

\_\_\_\_\_

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

\_\_\_\_\_

3. She's a great swimmer.

\_\_\_\_\_

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

\_\_\_\_\_

5. Maybe you'll become a swimmer too.

\_\_\_\_\_

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



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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 \_\_\_\_\_.
2. **Begin** is to **end** as **unfinished** is to \_\_\_\_\_.
3. **1,000** is to **thousand** as **100** is to \_\_\_\_\_.
4. **Check** is to **examine** as **examine** is to \_\_\_\_\_.
5. **Light** is to **dark** as **compare** is to \_\_\_\_\_.
6. **Quick** is to **fast** as **immediate** is to \_\_\_\_\_.
7. **Explorer** is to **pioneer** as **traveler** is to \_\_\_\_\_.
8. **Real** is to **person** as **make-believe** is to \_\_\_\_\_.

**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 \_\_\_\_\_
10. control \_\_\_\_\_
11. sample \_\_\_\_\_
12. substance \_\_\_\_\_
13. address \_\_\_\_\_
14. district \_\_\_\_\_
15. explode \_\_\_\_\_



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

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

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

--

### 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.

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.

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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.

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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

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---

2. We hauled away a pile.

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

---



---

3. Students met in the park.

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

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4. We threw all the litter.

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

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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** \_\_\_\_\_

\_\_\_\_\_