

Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Most nouns add **-s** or **-es** to make their plural form.
- Some nouns change their spelling to make their plural form.

foot → feet

child → children

woman → women

tooth → teeth

man → men

mouse → mice

**A. Complete each sentence with the nouns in ( ). Write the nouns in their plural forms.**

1. Three **children** took a hike in the woods. (child)
2. Two **women** led the hike. (woman)
3. Ten **men** were in the group. (man)
4. The hike hurt their **feet**. (foot)
5. They found two baby **mice**! (mouse)

**B. Write a sentence using the plural form of the noun in ( ).**

6. (tooth)

**Answers will vary.**

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7. (child)
-

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- Some nouns change their spelling from singular to plural.

mouse → mice      goose → geese

- Some words stay the same.

deer → deer      fish → fish      sheep → sheep

- The rest of the sentence will show you whether the noun is about one thing or more than one thing.

Jack caught a fish. (only one fish)

Two fish are in the bowl. (more than one fish)

Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.

1. Max saw a baby sheep in the meadow. one

2. The sheep are in the field. more than one

3. The baby deer has little teeth. one

4. Four deer ran across the path. more than one

5. He watched many fish swim. more than one

6. I saw him catch a fish. one



Name \_\_\_\_\_

- Use a **comma** between the names of a city and state.

Buffalo, New York

Orlando, Florida

- Do not use a comma between a city and state where the state is a U.S. Postal Service Abbreviation.

Buffalo NY 014226

Orlando FL 32825

- Use a comma between the day and the year.
- Each day, month, or holiday begins with a capital letter.

**Read the sentences. Make the corrections. Write the correct sentences on the lines.**

1. Julie was born in Chicago Illinois on february 7 2012.

**Julie was born in Chicago, Illinois on February 7, 2012.**

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2. Two panda cubs were born at the zoo in San Diego California.

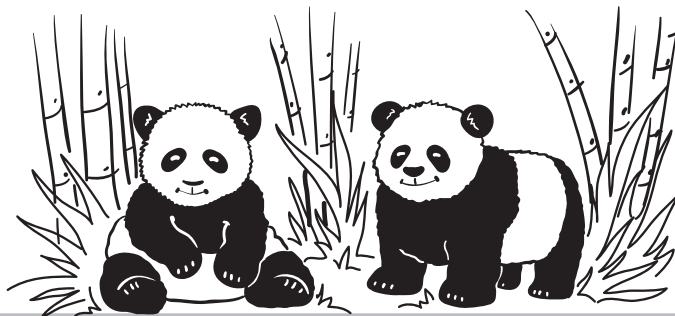
**Two panda cubs were born at the zoo in San Diego, California.**

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3. A red fox was sent to the zoo in Austin Texas on april 12 2010.

**A red fox was sent to the zoo in Austin, Texas on April 12, 2010.**

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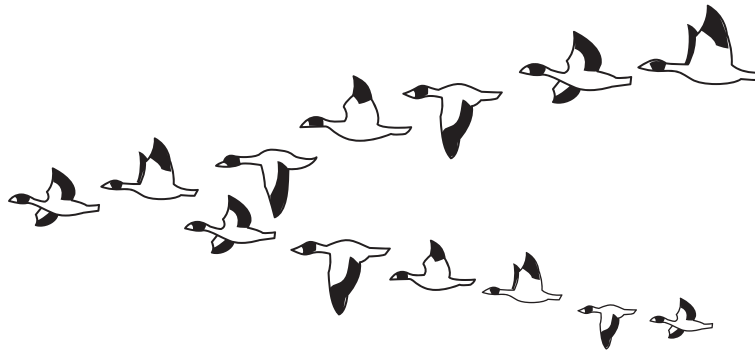
Name \_\_\_\_\_

- Some nouns change their spelling from singular to plural.  
foot → feet                      person → people
- Some nouns stay the same.  
fish → fish                      sheep → sheep      deer → deer
- The rest of the sentence will show you whether the noun is about one thing or more than one thing.  
A deer stood still in the woods. (only one deer)  
We saw many sheep in the meadow.  
(more than one sheep)

**Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.**

1. Pete saw a sheep by the tree.                      one
2. Five sheep were eating grass.                      more than one
3. We caught several fish from the river.                      more than one
4. Sara caught a very large fish.                      one
5. Two deer crossed the road.                      more than one
6. A deer ate leaves from the tree.                      one

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**A. Circle the correct form of the noun to complete each sentence.**

1. Several \_\_\_\_\_ flew over our house.

geese       geeses       geeses

2. We saw six \_\_\_\_\_ in the woods.

deers       deer       deer's

3. Five \_\_\_\_\_ live in the barn.

mouses       mice       mouse

4. The boys saw an \_\_\_\_\_ nest in the tree.

owl       owls       owl's

5. The teacher walked with the \_\_\_\_\_.

girls       girl's       girls'

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- A **possessive noun** shows who or what owns something.
- Add an **apostrophe ( ' )** and **-s** to a singular noun to make it possessive.

I walk the dog of my friend.      I walk my friend's dog.The bowl of the fish is round.      The fish's bowl is round.

**Rewrite the underlined parts with a possessive noun. Write it on the line.**

1. The bowl of the cat is empty. cat's bowl
2. The fur of a camel is brown. camel's fur
3. The dog of Mia likes to run. Mia's dog
4. That cave might be the home of a bear. bear's home
5. The skin of a snake is very scaly. snake's skin
6. The tongue of a cat is very rough. cat's tongue
7. The goldfish of Alicia is a very quiet pet! Alicia's goldfish

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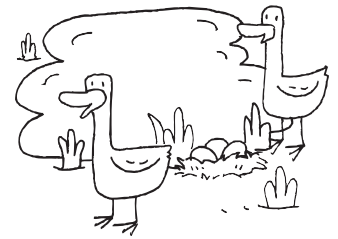
- Add just an apostrophe to most **plural nouns** to make them **possessive**.

We could see the turtles' shells.

- Add an apostrophe and an -s to form the possessive of plural nouns that do not end in -s.

The mice's home is in the barn.

**Underline the correct plural possessive noun in (). Rewrite the sentence on the line below.**



1. The (bird's/birds') beaks are full of straw.

The birds' beaks are full of straw.

2. The (childrens'/children's) favorite animal was the fox.

The children's favorite animal was the fox.

3. The (duck's/ducks') nests were by the water.

The ducks' nests were by the water.

4. The (squirrels'/squirrel's) tails helped them keep warm.

The squirrels' tails helped them keep warm.

5. The (dog's/dogs') owners take them to the park.

The dogs' owners take them to the park.

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- Always use an apostrophe to form a possessive.
- Add an **apostrophe** and an **s** to make a singular noun possessive.
- Add an **apostrophe** after the final **s** to make most plural nouns possessive.

**Circle the correct form of the possessive nouns in parentheses.**

1. The (turtle's/turtles') shells protect them from enemies.
2. A (pig's/pigs') nose is flat.
3. The (cat's/cats') bells are on their collars.
4. A (puppy's/puppies') ears are long and soft.
5. The (dog's/dogs) food is near its bowl.
6. The (cub's/cubs') mother pushed them to the water.



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- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make plural nouns that end in s possessive.
- Add an apostrophe and -s to plural nouns that do not end in s.

**Find the mistakes in the paragraph.  
Rewrite the paragraph correctly on  
the lines.**

A bats wings are not covered with feathers. Bats wings are made of layers of skin. Their bodies have fur, like mices bodies. A bat that is looking for food sends out little noises. The noises bounce off of an insects body. The bouncing noises help the bat find and eat the bug. Bats fly at night because the suns light would dry out their wings.



**A bat's wings are not covered with feathers. Bats' wings are made  
of layers of skin. Their bodies have fur, like mice's bodies. A bat that  
is looking for food sends out little noises. The noises bounce off of an  
insect's body. The bouncing noises help the bat find and eat the bug.  
Bats fly at night because the sun's light would dry out their wings.**

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**Mark the sentence that is rewritten correctly. Underline the possessive noun in the correct sentence.**

1. The wings of the duck are brown and white.
  - The ducks wings are brown and white.
  - The duck's wings are brown and white.
  - The ducks' wings are brown and white.
  
2. The humps of the camels make them look tall.
  - The camels' humps make them look tall.
  - The camel's humps make them look tall.
  - The camels humps make them look tall.
  
3. A nest of a bird holds its eggs.
  - A birds nest holds its eggs.
  - A birds' nest holds its eggs.
  - A bird's nest holds its eggs.
  
4. The food of these geese lives in the river.
  - These geeses food lives in the river.
  - These geeses' food lives in the river.
  - These geese's food lives in the river.
  
5. Many poems for children are about animals.
  - Many childrens poems are about animals.
  - Many children's poems are about animals.
  - Many childrens' poems are about animals.

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- An **action verb** is a word that shows action.
- An action verb tells what someone or something is doing.
- To find an action verb, ask *What is the person or thing in this sentence doing?*

Rain falls from the sky.Sara watches the clouds.**Circle the action verb in each sentence. Write it on the line.**

1. I toss a ball in the air. \_\_\_\_\_ **toss** \_\_\_\_\_
2. Gravity pulls the ball down. \_\_\_\_\_ **pulls** \_\_\_\_\_
3. Jessica spills pins on the floor. \_\_\_\_\_ **spills** \_\_\_\_\_
4. A magnet lifts up the pins. \_\_\_\_\_ **lifts** \_\_\_\_\_
5. Chad steps onto a scale. \_\_\_\_\_ **steps** \_\_\_\_\_
6. The dial points to his weight. \_\_\_\_\_ **points** \_\_\_\_\_

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- An **action verb** tells about the action in the sentence.
- Some action verbs tell about actions that are hard to see.

Jim enjoys that book about the weather.

**Circle the action verb. Then write another sentence using that same verb.**



1. Amy thinks about magnets.

**Sentences will vary.**

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2. Tom loves books about space.

---

3. Bill listens about motion.

---

4. Cara enjoys experiments with gravity.

---

5. Rita dreams about science.

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Name \_\_\_\_\_

- An **abbreviation** is a shortened form of a word. It begins with a capital letter and ends with a period. Street names are often abbreviated.

Street → St. Avenue → Ave. Drive → Dr. Road → Rd.

- The abbreviation of a **title** before a name begins with a capital letter and ends with a period. First and last names are proper nouns and begin with capital letters.

Dr. Allen Mrs. Lucas Ms. Jennifer Bailey

### A. Write each name and abbreviation correctly.

1. mr mark adams

Mr. Mark Adams

2. dr jerry gordon

Dr. Jerry Gordon

3. ms amy smith

Ms. Amy Smith

4. mrs. mary jones

Mrs. Mary Jones

### B. Write each address using an abbreviation.

5. 245 Flame Street

245 Flame St.

6. 563 Local Avenue

563 Local Ave.

7. 749 Wilson Drive

749 Wilson Dr.

8. 322 Valley Road

322 Valley Rd.

Name \_\_\_\_\_

- An **action verb** tells about the action in the sentence.
- An **abbreviation** begins with a capital letter and ends with a period.
- Abbreviations can be used in street names and for writing common titles before names.

Main St.    Maple Ave.    Dr. Smith

**A. Read the letter. Circle the action verbs. Rewrite the letter on the lines below. Correct the abbreviations.**

Dear Sally,

My class went on a field trip. Our teacher, mrs wilson, took us. We visited dr harvey. He showed us magnets. We learned a lot!

Your friend,  
Brian

Dear Sally,

My class went on a field trip. Our teacher, Mrs. Wilson, took us.

We visited Dr. Harvey. He showed us magnets. We learned a lot!

Your friend,

Brian

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**B. Write each address using an abbreviation.**

1. 212 First Street

212 First St.

2. 58 Lincoln Avenue

58 Lincoln Ave.

Name \_\_\_\_\_

**Circle the action verb in each sentence. Write it on the line.**



1. Martin **drops** the ball.

**drops**

2. The ball **rolls** down the hill.

**rolls**

3. David **pushes** the swing. **pushes**

4. The swing **moves** back and forth. **moves**

5. Jane **thinks** about trains. **thinks**

6. She **learns** about them in school. **learns**

7. Paul **enjoys** soccer. **enjoys**

8. He **kicks** the ball across the field. **kicks**

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- The **tense** of a verb tells when the action takes place.
- **Present-tense verbs** tell about actions that happen now.

Kelly jumps in a puddle.

**A. Circle each present-tense verb. Then write the verb on the line.**

1. The boys look at the nighttime sky. \_\_\_\_\_ **look** \_\_\_\_\_
2. Phil sees a shooting star. \_\_\_\_\_ **sees** \_\_\_\_\_
3. The moonlight shines in the sky. \_\_\_\_\_ **shines** \_\_\_\_\_
4. The stars sparkle at night. \_\_\_\_\_ **sparkle** \_\_\_\_\_

**B. Write two sentences about the daytime sky. Use present tense-verbs.**

5. **Sentences will vary.**  
 \_\_\_\_\_  
 \_\_\_\_\_
6. \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_

- A **present-tense verb** must agree with the subject of the sentence.
- Add **-s** to most verbs if the subject is singular, except when the subject is *I* or *you*. Add **-es** to verbs that end with **s**, **ch**, **sh**, or **x**.

The pinwheel spins in the wind. The boy watches.

- Do not add **-s** or **-es** if the subject is plural.

The boys chase the kite.

**Underline the verb that agrees with the subject. Write another sentence using the same verb.**



1. Mr. Wilson (teach, teaches) about the sky.

**Sentences will vary.**

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2. The Moon (turn, turns) around the Earth.
- 

3. The light of the Sun (shine, shines) on the moon.
- 

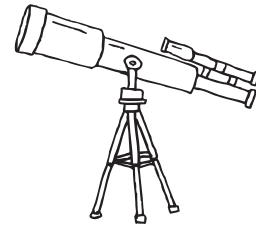
4. Stars (help, helps) me see the path.
-

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- Use commas to separate three or more words in a series.
- Use **and** or **or** before the last word in a series.

We studied magnets, gravity, and the wind today.

**Rewrite each sentence, inserting commas where they are needed.**



1. The girls looked at the moon, stars and planets.

**The girls looked at the moon, stars, and planets.**

2. A telescope helps you see things on land in the sky, or on the sea.

**A telescope helps you see things on land, in the sky, or on the sea.**

3. Books DVDs and the Internet have information about the sky.

**Books, DVDs, and the Internet have information about the sky.**

4. We watch the sky in the spring summer, fall and winter.

**We watch the sky in the spring, summer, fall, and winter.**

5. Jim Sara and Katie are in the Star Gazers Club.

**Jim, Sara, and Katie are in the Star Gazers Club.**

Name \_\_\_\_\_

- **Present-tense verbs** tell about actions that happen now.
- A present-tense verb must agree with the subject of the sentence.
- Add **-s** to most verbs if the subject is singular, except when the subject is *I* or *you*. Add **-es** to verbs that end with **s**, **ch**, **sh**, or **x**. Do not add **-s** or **-es** if the subject is plural.
- Use a comma to separate three or more words in a series.

**Draw a line below each mistake in the paragraph. Then rewrite the paragraph correctly on the lines.**

I likes to look at the night sky. I go out with my dad my sister, and my friend to see the stars. We brings a star book some chairs and a flashlight. The moon stars, and sky change during the night. We watches until we are tired.

**I like to look at the night sky. I go out with my dad, my sister, and my friend to see the stars. We bring a star book, some chairs, and a flashlight. The moon, stars, and sky change during the night. We watch until we are tired.**

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**Write the correct form of the present-tense verb so that it agrees with the subject.**

1. Rose and Jill \_\_\_\_\_ **watch** \_\_\_\_\_ the night sky. (watch)
2. They \_\_\_\_\_ **hunt** \_\_\_\_\_ for shooting stars. (hunt)
3. Rose's mother \_\_\_\_\_ **brings** \_\_\_\_\_ a telescope. (bring)
4. A telescope \_\_\_\_\_ **helps** \_\_\_\_\_ them look at the stars. (help)
5. The girls \_\_\_\_\_ **see** \_\_\_\_\_ the moon. (see)
6. It \_\_\_\_\_ **looks** \_\_\_\_\_ big and white. (look)
7. A star \_\_\_\_\_ **shoots** \_\_\_\_\_ across the sky. (shoot)
8. It \_\_\_\_\_ **flashes** \_\_\_\_\_ in the darkness. (flash)



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- **Past-tense verbs** tell about actions that already happened.
- Regular past-tense verbs end in **-ed**.

Last month our class cleaned the park.

**A. Circle the past-tense verb in each sentence. Write it on the line.**

1. Our class picked up trash. \_\_\_\_\_ **picked**
2. We looked for litter. \_\_\_\_\_ **looked**
3. We also cleaned the playground. \_\_\_\_\_ **cleaned**
4. Tammy raked some leaves. \_\_\_\_\_ **raked**
5. Bill and Jen planted flowers. \_\_\_\_\_ **planted**

**B. Choose two past-tense verbs you circled above. Use them in two new sentences. Write the sentences on the lines.**

6. **Sentences will vary.**  
 \_\_\_\_\_  
 \_\_\_\_\_
7. \_\_\_\_\_  
 \_\_\_\_\_

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- A **future-tense verb** tells an action that will happen in the future.
- The word **will** goes before the verb to make it the future tense.

Eric will rake the leaves tomorrow.**A. Write the future tense of the verb to complete each sentence.**

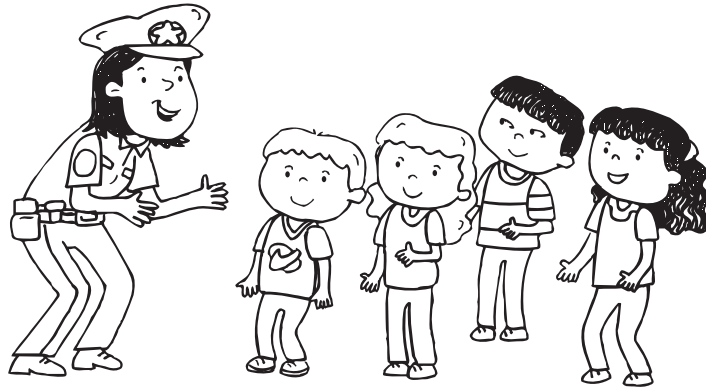
1. Ling and Mia will help at school next week. (help)
2. They will work in the library. (work)
3. On Monday, they will read to the younger children. (read)
4. Ling will find books for children. (find)
5. Mia will show the books to the children. (show)
6. On Tuesday, they will sort some new books. (sort)

**B. Write one future-tense verb from above in a new sentence.**

7. Sentences will vary.

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- Use a comma after the greeting in a letter.
- Use a comma after the closing in a letter.



**Rewrite the letter with correct punctuation.**

Dear Officer Walker

Thank you for helping our community. You help everyone stay safe!

Yours truly

Mr. Neff's class

**Dear Officer Walker,**

**Thank you for helping our community. You help everyone stay safe!**

**Yours truly,**

**Mr. Neff's class**

Name \_\_\_\_\_

- Add **-ed** to most verbs to tell about an action in the past.
- Add the word **will** before a verb to make it tell about the future.
- Use a comma after the greeting and closing of a letter.

Draw a line below each mistake in the paragraph. Then rewrite the paragraph correctly on the lines.

Dear Emma

Yesterday, our class pick up trash at the park. We plant flowers. Next week, we visit the police station. We learn how to be safe.



Your friend  
Jess

Dear Emma,

Yesterday, our class picked up trash at the park. We planted flowers. Next week, we will visit the police station. We will learn how to be safe.

Your friend,

Jess



Name \_\_\_\_\_

**A. Rewrite each sentence to tell about the past. Change the verb in ( ) to the past tense.**



1. Our class \_\_\_\_\_ as a team last Saturday. (work)

**Our class worked as a team last Saturday.**

2. We \_\_\_\_\_ with Mrs. Johnson. (talk)

**We talked with Mrs. Johnson.**

3. She \_\_\_\_\_ us to plant flowers. (want)

**She wanted us to plant flowers.**

**B. Rewrite each sentence to tell about the future. Change the underlined verb to the future tense.**

4. We get some seeds.

**We will get some seeds.**

5. We plant the seeds.

**We will plant the seeds.**

6. The flowers make the park a beautiful place.

**The flowers will make the park a beautiful place.**