

Name \_\_\_\_\_

- Be careful not to confuse plural nouns with possessive nouns.
- Plural nouns do not use apostrophes. They are often formed by adding *-s* or *-es* to a singular noun.
- Possessive nouns are formed by adding an apostrophe or an apostrophe and *-s*.

**A. Label the following nouns as S for singular, SP for singular possessive, P for plural, or PP for plural possessive.**

1. building's \_\_\_\_\_

9. students \_\_\_\_\_

2. cars \_\_\_\_\_

10. hamsters' \_\_\_\_\_

3. area's \_\_\_\_\_

11. Brandon's \_\_\_\_\_

4. base \_\_\_\_\_

12. hat's \_\_\_\_\_

5. women's \_\_\_\_\_

13. teeth \_\_\_\_\_

6. socks \_\_\_\_\_

14. children's \_\_\_\_\_

7. James's \_\_\_\_\_

15. cactus \_\_\_\_\_

8. dress \_\_\_\_\_



Use the words *hamsters'* and *cars* in a sentence to help students understand the difference between plural nouns and plural possessive nouns.

**B. Write the possessive form of each word in parentheses.**

16. Unfortunately, the (water) surface was rough and choppy. \_\_\_\_\_

*water's*

17. The (boat) captain warned the passengers to wear life jackets. \_\_\_\_\_

*boat's*

18. The (passengers) life jackets were bright orange. \_\_\_\_\_

*passengers'*

Think of a special gift that you gave someone. Write a paragraph describing the gift, using possessive nouns. Describe the gift in detail.

Name \_\_\_\_\_

- A **singular noun** names one person, place, thing, or idea.
- A **plural noun** names more than one person, place, thing, or idea. Most plural nouns are formed by adding *-s* or *-es* to a singular noun.  
*beaches, bicycles, pears, boxes*
- If a word ends in *y* and the letter in front of the *y* is a vowel, then add *-s*.  
*toy, toys; monkey, monkeys; play, plays*
- If the letter in front of the *y* is a consonant, then drop the *y* and add *-ies*.  
*flurry, flurries; city, cities*

**Read each sentence. Underline each singular noun. Put brackets [ ] around each plural noun.**

1. Our library has three new computers.
2. [Students] can use a computer to do projects.
3. They can research a historical person or write reports.
4. Each teacher has an account, and each student has a special password.
5. All the books and magazines in the library are cataloged on the computer.



Name a noun on the page and have students hold up one hand if it's a singular noun and two hands if it's a plural noun.

**Reading/Writing Connection**

**Read the excerpt from “The Democracy Debate.” Two singular nouns are underlined. Describe how to form the plural form of each noun on the lines below.**

About 350 B.C., Aristotle wrote in his book *Politics* that a government that tries to restrict power to a few educated men would not work. It would benefit only the rich. A democracy run by common people would not work either, because such people might not make wise decisions.

Add *-s* to form the plural of *government*: *governments*. Drop the *y* and

add *-ies* to form the plural of *democracy*: *democracies*.

Name \_\_\_\_\_

- If a noun ends in *-f*, sometimes add *-s*, but sometimes change the *f* to a *v* and add *-es* to form the plural: *reef, reefs; half, halves*.
- If a noun ends in *-lf*, change the *f* to a *v* and add *-es* to form the plural: *wolf, wolves; calf, calves*.
- For most nouns ending in *-fe*, change the *f* to a *v* and add *-s* to form the plural: *safe, safes; life, lives*.

**A. Underline the misspelled plural nouns in each sentence. Write the words correctly on the line. Some plural nouns are spelled correctly.**

- The children wore coats and scarfs when they raked the leafs. scarves; leaves
- Chefs need knifes when they prepare most dishs. knives; dishes
- Andrew Lang wrote storys about elfs and fairies. stories; elves
- Passing the bluffes, the river rafters heard the howls of wolfs. bluffs; wolves

**B. Write the plural form of each singular noun.**

- life lives
- shelf shelves
- hoof hooves
- roof roofs
- thief thieves
- giraffe giraffes



For the first two examples, tell students which words are spelled incorrectly. Then allow them to write the correct plural form.



In your writer's notebook, write about a place you have visited. Draw one line under each singular noun and two lines under each plural noun.

Name \_\_\_\_\_

- To form the **plural** of some nouns ending in *f* or *fe*, change *f* to *v* and add *-es* or *-s*: *shelf, shelves* or *wife, wives*.
- To form the plural of a noun that ends in a vowel followed by *o*, add *-s*: *video, videos* or *rodeo, rodeos*.
- To form the plural of a noun that ends in a consonant followed by *o*, add *-s* or *-es*: *avocado, avocados* or *volcano, volcanoes*.
- A **collective** noun names a group. It can be singular or plural: *class, team*.

**A. Write the plural form of each singular noun on the line.**

1. tomato tomatoes      3. life lives  
 2. patio patios      4. photo photos

**B. Circle the collective noun in each row.**

5. players, team, coach      7. band, musicians, instruments  
 6. group, members, leaders      8. brothers, sisters, family

**Reading/Writing Connection**

Read this excerpt from “Yaskul’s Mighty Trade.” On the lines below, describe how to create the plural forms of the two underlined singular nouns.

Father points to a small alcove, a shelf we have carved in the wall. “The thieves missed our wool rugs and sacks of salt. But all our lazuli stones are gone!”

The plural of *shelf* is formed by changing the *f* to a *v* and adding *-es*: *shelves*.

The plural of *wall* is formed by adding *-s*: *walls*.



For ELL students, review the spelling patterns. Have students use the direction box to explain how to create the plural form.

Name \_\_\_\_\_

- Some nouns have **irregular plural forms**. These plurals do not end in *-s*.  
*tooth, teeth; child, children*
- Some nouns, like *fish*, stay the same whether singular or plural.  
*buffalo, moose*

**Circle the correct plural form of each singular noun.**

1. sheep      **sheep, sheeps**

2. foot      **feet, foot**

3. goose      **geese, gooses**

4. deer      **deer, deers**

5. tooth      **toothes, teeth**

6. louse      **louse, lice**

7. ox      **oxen, oxes**

8. elk      **elks, elk**

9. woman      **womans, women**

10. moose      **moose, meese**



Work through the sentences with students. Have students put each plural and singular noun in a sentence to show understanding.

-  Write a short fictional passage in your writer's notebook about an animal of your choice. Use two irregular plural nouns in your writing. You can choose an irregular plural noun from the questions above, or think of your own.
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Name \_\_\_\_\_

- Change the *f* to *v* and add *-es* or *-s* to form the plural of some nouns ending in *f* or *fe*.
- Add *-s* to form the plural of nouns ending in a vowel followed by *o*.
- Add *-s* or *-es* to nouns ending in a consonant followed by *o*.
- Some nouns have an irregular plural form. Other nouns stay the same whether singular or plural.

**Read each sentence. If the sentence contains an incorrect plural form, underline the incorrect noun and write its correct plural form on the line. If the sentence is correct, write *correct* on the line.**

1. The dogs guided the flock of sheeps through the open gate. **sheep**
2. The market sells fresh tomatoes, potatos, corn, and radishes. **potatoes**
3. It is important to brush your dog's tooths. **teeth**
4. My dad took photos of moose, bison, deers, and elk on our hike. **deer**
5. The childrens waited patiently for their turns on the swings. **children**
6. Please keep the knifes in their protective sleeves. **knives**

**Writing Connection**

**Write a paragraph using the plural form of the following nouns: echo, piano, musician and person. Be sure to proofread your writing and share it with a partner.**

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Name \_\_\_\_\_

- A **possessive noun** names who or what owns something.
- A possessive noun is **singular** when it names one owner.
- A possessive noun can be **common** or **proper**.
- Add an apostrophe and -s to make a singular noun possessive, even when the noun ends in *s*: *the squirrel's tail, Douglas's bicycle, the bus's door*.

Rewrite the noun in parentheses ( ) as a possessive noun.

1. The (zookeeper) job requires him to work on Saturdays. **zookeeper's**
2. The most popular attraction is the big (cat) area. **cat's**
3. The (leopard) spots help to camouflage her in the wild. **leopard's**
4. The length of the (giraffe) neck allows him to reach his food. **giraffe's**
5. The (hippopotamus) habitat has a pond. **hippopotamus's**
6. We went to (Hallie) favorite place, the duck pond. **Hallie's**
7. The (swan) wingspan was amazing to see. **swan's**
8. The (pond) surface was covered with lily pads. **pond's**
9. (James) laughter echoed through the reptile house. **James's**
10. The (walrus) tusks were about three feet long! **walrus's**



In your writer's notebook, write a short passage about a special event that you attended. Include five singular possessive nouns. Check to make sure you used apostrophes correctly.

Name \_\_\_\_\_

- A possessive noun is **plural** when it names more than one owner.
- If a plural noun is regular and ends in *-s*, add an apostrophe to make it possessive: *schools'*, *snakes'*.
- If a plural noun is irregular and does not end in *-s*, add an apostrophe and *-s* to make it possessive: *fish's*, *women's*.

Write the plural possessive for each plural noun.

1. pandas \_\_\_\_\_

8. goats \_\_\_\_\_

2. pythons \_\_\_\_\_

9. sharks \_\_\_\_\_

3. donkeys \_\_\_\_\_

10. oxen \_\_\_\_\_

4. geese \_\_\_\_\_

11. walruses \_\_\_\_\_

5. boxes \_\_\_\_\_

12. deer \_\_\_\_\_

6. elk \_\_\_\_\_

 Point to five plural nouns. Allow students to create the possessive of each plural noun with a partner. Review the answers together.

7. mice \_\_\_\_\_

Reading/Writing Connection

Read the paragraph from “The Genius of Roman Aqueducts.” Circle the irregular plural noun. On the lines below, describe how to make the possessive form of the irregular plural noun you circled.

Most **children** in Rome knew how water was transported to their city. But did you ever wonder where the water you drink comes from? Or how it got to your faucet?

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Because *children* is an irregular plural noun, you add an apostrophe and *-s* to make the possessive form: *children's*.

Name \_\_\_\_\_

- An **action verb** expresses a **physical or mental action**. An action verb must agree with its subject: *Sylvia practices the piano everyday.*
- A **direct object** receives the action of the verb in a sentence and tells whom or what is affected by the verb's action.

*Sylvia practices the piano everyday.*

**Underline the action verb in each sentence. Put brackets [ ] around the direct object.**

1. The students displayed their[talents]in the variety show.
2. The school principal introduced each[act]
3. Wilson played the [drums].
4. Adam performed a[solo]
5. Matthew wrote an original[song]for the show.
6. Isabelle told[jokes]in a comedy act.
7. Mrs. Hernandez and Mr. Underwood judged the [contest].
8. Matthew won the top[prize].



Work in a small group and have students identify the action verb in each sentence. Then identify the direct object with students in each sentence.

Reading/Writing Connection

**Read the excerpt from “Facing the Storm.” Circle the direct object that corresponds to each underlined action verb.**

“Just think about the birds,” Isabel said as they carried each cage up to the reptile house. The hawks screeched and beat their wings when they felt the wind.

Name \_\_\_\_\_

- A **direct object** receives the action of the verb in a sentence and tells whom or what is affected by the verb's action: *Savion gave his dog a treat.*
- An **indirect object** appears before the direct object and tells to whom or for whom the action is done: *Savion gave his dog a treat.*

**Draw one line under the action verb. Draw two lines under the indirect object. Put brackets [ ] around each direct object.**

1. Grace handed her mother the [notebook]
2. Jackie tossed me the [basketball]
3. Ben played the class a [recording]
4. The teacher taught the group the [song]
5. Mr. Yamada bought his daughter a winter [coat]
6. Zane's grandmother knitted him a red [scarf]
7. The waiter gave each person a [menu]
8. The chef prepared the customers a special [meal]
9. The host showed his guests a good [time]
10. The guests thanked him for the [invitation]



Have students use objects in the classroom to act out example sentences, such as, "Ned gave Sam a pencil." Then work together to identify the direct and indirect objects in each sentence.



**Write a short passage describing a school performance. Edit and proofread your work. Make sure that all subjects and verbs agree.**

Name \_\_\_\_\_

- The **present tense** of a verb tells what a subject is doing now.  
*Louis plays video games with his brother.*
- The **past tense** tells what has already happened. It is usually formed by adding *-d* or *-ed* to the base form of the verb.  
*We played a game in science class.*
- The **future tense** tells what is going to happen. It is usually formed by adding the helping verb *will* to the base form of the verb.  
*Samantha will play soccer in the fall.*

**A. Write the past tense of each verb.**

- climb climbed
- pretend pretended
- examine examined
- pick picked
- charge charged



**ELL**  
Before students begin the task, call out a verb in the present tense and have students respond with the past tense form. Have students use the words in a sentence.

**B. Write the future tense of each verb.**

- excuse will excuse
- travel will travel
- watch will watch



Write about a goal that you accomplished last year. Then write about a goal you want to accomplish this year. Edit and proofread your work. Make sure all verb tenses are correct.

Name \_\_\_\_\_

- Verbs must agree with their subjects in number: A **singular subject** requires a **singular verb**, and a **plural subject** requires a **plural verb**.
- Present tense verbs with a single subject add *-s* to the base.  
*Julia walks her dog each morning.*
- Present tense verbs with a plural subject do not add *-s*.  
*Cole and Remy walk to school every day.*

**Rewrite each sentence using the correct present tense form of the verb in parentheses.**

1. A hiker (walk, walks) along trails that are not very steep.

**A hiker walks along trails that are not very steep.**

2. Rock climbers (choose, chooses) steeper slopes.

**Rock climbers choose steeper slopes.**

3. Smooth rocks (require, requires) special climbing techniques.

**Smooth rocks require special climbing techniques.**

4. A rock climber (need, needs) special equipment to ascend a mountain.

**A rock climber needs special equipment to ascend a mountain.**

5. Steel spikes (help, helps) the climber reach the top.

**Steel spikes help the climber reach the top.**

Reading/Writing Connection

**Read the excerpt from “Facing the Storm.” Circle the verbs in each sentence. Then, write three of your own sentences using correct subject-verb agreement.**

“I’ve sent the other volunteers home, but I need you girls to help Mr. Garza get the storm shutters down in here and in the aviary.”

Name \_\_\_\_\_

- A verb may have more than one subject. More than one subject for the same verb is called a compound subject. Treat a compound subject like a plural subject and do not add -s to the verb.
- A collective noun is considered singular if it names the group as a whole. It is considered plural if it refers to the group's members as individuals.

**Rewrite the sentences. Use the correct verb in parentheses so that the subjects and verbs agree.**

1. The football team (practice, practices) every day after school.

**The football team practices every day after school.**

2. The players and coaches (meet, meets) on the field.

**The players and coaches meet on the field.**

3. Reese (carry, carries) equipment from the gym.

**Reese carries equipment from the gym.**

4. Shoulder pads and helmets (protect, protects) the players.

**Shoulder pads and helmets protect the players.**

5. The team (drink, drinks) water during and after practice.

**The team drinks water during and after practice.**

**Writing Connection**

**Write a paragraph about a sport or game that you like to play. Describe the activity in detail using action verbs. Make sure to use the correct subject-verb agreement.**

Name \_\_\_\_\_

- The **present tense** of a verb tells what a subject is doing now. The **past tense** tells what has already happened. Add **-d** or **-ed** to most verbs to show past tense. The **future tense** tells what is going to happen. Add the helping verb **will** to show future tense.
- A present tense verb must agree with its subject. Present tense verbs with a single subject add **-s** to the base. Present tense verbs with a plural subject do not add **-s**.
- Treat a compound subject like a plural subject and do not add **-s** to the verb.
- A collective noun is considered singular if it names the group as a whole. It is considered plural if it refers to the group's members acting individually.

**Proofread the sentences for mistakes. Put brackets [ ] around incorrect verb tenses. Rewrite the sentences correctly.**

1. elephants[lives]in herds

**Elephants live in herds.**

2. female elephants and calves[travels]together.

**Female elephants and calves travel together.**

3. Typically, a strong female elephant[lead]the herd

**Typically, a strong female elephant leads the herd.**

4. the herd[move]from place to place looking for food

**The herd moves from place to place looking for food.**

5. elephants[eats]leaves, grass, fruit, and other foods from plants

**Elephants eat leaves, grass, fruit, and other foods from plants.**



Before beginning the activity use walk/walks and choose/chooses in examples for the students. Then model how to complete the activity using the first question.

Name \_\_\_\_\_

- A **main verb** shows the main action or state of being in a sentence.  
*Beau and his mom cook dinner on Thursday nights.*
- A **helping verb** helps the main verb show tense. Helping verbs include forms of *be*, *do*, and *have*, as well as *will*, *can*, *may*, *should*, and *must*.  
*They will make steamed dumplings for dinner tomorrow.*
- A **verb phrase** consists of a main verb and one or more helping verbs.  
*Beau has enjoyed learning how to cook.*

**Write the verb phrases in the following sentences.**

1. The northern states have suffered a drought. have suffered
2. The weather has been hot and dry for weeks. has been
3. The farmers have hoped for rain. have hoped
4. A good rain should save the dry crops. should save
5. The harvest season is approaching. is approaching
6. The weather may turn cooler next month. may turn



Help students identify the verb phrases by pointing out the helping verb and having the students find the action verb.

Connect to Community

**Talk to a parent or another trusted adult about your local newspapers. Read articles together from a print or digital newspaper. Then pretend you are a journalist for your school newspaper. Write an article about a special event that happened at your school. Proofread your work for correct verb tenses.**

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Name \_\_\_\_\_

- **Perfect tenses** use a form of *have* followed by a past participle, which is usually the *-ed* form of the verb.
- **Present perfect** tells about an action that occurred at an indefinite time in the past: *I have finished my science experiment.* **Past perfect** tells about an action that occurred before another event in the past: *After Tia had finished her dinner, she played outside.* **Future perfect** adds the helping verb *will* and tells about an action that will start and finish in the future: *I will have walked two miles.*
- **Progressive forms** use a form of *be* followed by a present participle, which is the *-ing* form of the verb.
- **Present progressive** tells about an action that is happening now: *I am working on my essay.* **Past progressive** tells about an action that took place while another action was occurring: *I was telling them about the field trip.* **Future progressive** adds the helping verb *will* and tells about an action that will occur while another happens: *I will be going to dance class after school.*

Write the tense of each verb phrase.

- |                     |                            |                      |                         |
|---------------------|----------------------------|----------------------|-------------------------|
| 1. will be studying | <b>future progressive</b>  | 4. will have arrived | <b>future perfect</b>   |
| 2. am cooking       | <b>present progressive</b> | 5. was talking       | <b>past progressive</b> |
| 3. have talked      | <b>present perfect</b>     | 6. had remained      | <b>past perfect</b>     |



These tenses can be confusing to ELL students. Give the students more examples of each tense so students can easily identify the difference.

Reading/Writing Connection

Read the sentence from "Jewels of the Sea." Circle the past perfect in the sentence below. Then write two sentences of your own using the past perfect tense.

"Even though the women **had lived** all their lives by the sea, they did not know how to swim!"

Name \_\_\_\_\_

- Avoid shifting from one verb tense to another in the same sentence when the actions occur at the same time.
- When actions occur at different times, however, a shift makes sense.

*Yesterday, Jaclyn made a bird house, and she will hang it tomorrow.*

**A. Read each pair of sentences. Put an X beside the incorrect sentence in which the verb tenses shift.**

1. Today, my family went to the store and shops for school supplies. \_\_\_\_\_ **X**  
 Today, my family went to the store and shopped for school supplies. \_\_\_\_\_

2. We looked for the things we needed the most. \_\_\_\_\_  
 We look for the things we needed the most. \_\_\_\_\_ **X**

3. I needed notebooks for English class and chose some red ones. \_\_\_\_\_  
 I needed notebooks for English class and choose some red ones. \_\_\_\_\_ **X**

**B. Rewrite each sentence below using the correct tense of the verb in parentheses ( ).**

4. Yesterday the weather was warm and sunny, but right now it (has looked) cold and rainy outside.

**Yesterday the weather was warm and sunny, but right now it looks cold and  
rainy outside.**

5. The temperature is dropping, and tomorrow we (had) ice everywhere.  
**The temperature is dropping, and tomorrow we will have ice everywhere.**

6. On winter afternoons, I pull on my skates and (had played) ice hockey with my friends.

**On winter afternoons, I pull on my skates and play ice hockey with my friends.**



In your writer's notebook, write about how the weather forecast influences your activities. Check your work to make sure your verb tenses are written correctly.