

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

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2. more than one mouse

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

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 woinin 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.

Name _____

Irregular Plurals

Directions Write the plural form of the word in () to complete each sentence.

1. At the County Fair, two musicians played their (banjo).
2. At one booth, (child) were playing a game.
3. Prizes were on display on the (shelf).
4. At another booth, a woman was painting colorful (scarf).
5. Many (man) and (woman) gathered around to watch.
6. People dressed as (elf) gave away treats.
7. In the farm exhibit area, you could see two cows and their newly born (calf).
8. In another pen there were some (sheep).
9. A flock of (goose) flew overhead.

Directions Write the plural form of each word below. Then write a sentence using the plural form of the word.

10. mouse _____
11. loaf _____
12. tooth _____
13. foot _____
14. wolf _____

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Home Activity Your child wrote some irregular plurals. Ask your child to review the singular and plural forms of the words on the page. Then ask your child to write about things you can do or see at a fair using as many plural words above as possible.

Name _____

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. _____ |
| 2. yourself, himself, _____ | 2. _____ |
| 3. letter, syllable, _____ | 3. _____ |
| 4. unclean, messy, _____ | 4. _____ |
| 5. positive, sure, _____ | 5. _____ |
| 6. correct, all right, _____ | 6. _____ |
| 7. noun, adjective, _____ | 7. _____ |

Scrambled Words Unscramble the list words. Write them correctly.

- | | |
|-------------|-----------|
| 8. lyear | 8. _____ |
| 9. enrve | 9. _____ |
| 10. hirstyt | 10. _____ |
| 11. touwkor | 11. _____ |
| 12. nrea | 12. _____ |
| 13. threa | 13. _____ |
| 14. rowld | 14. _____ |
| 15. rowm | 15. _____ |

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

The _____ bird catches the _____.

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.

Name _____

Vowels: *r*-Controlled

Directions Read each sentence. Circle the words with the sound /er/ as in **third, verb, Thursday, search, and world.**

1. Maxie wants to earn some money.
2. She will do some work in the yard.
3. Maxie gets up bright and early.
4. It was a perfect morning, with not a cloud in the sky.
5. First, Maxie digs holes in the ground.
6. She sees a worm crawling in the soil
7. She plants fern plants in the holes.
8. Maxie likes to learn about gardening.
9. At the end of the day, she gets paid for her work.
10. She puts the money in her purse.

Directions Circle the word that has the same vowel sound as the first word.

- | | | | |
|-------------------|-------|-------|-------|
| 11. start | care | park | stair |
| 12. fork | torn | foot | phone |
| 13. store | stone | wore | soil |
| 14. search | fear | pear | earth |
| 15. roar | boat | shout | soar |



Home Activity Your child identified words with the *r*-controlled vowel sound /er/ as in *third, verb, Thursday, search, and world*. Your child also identified words with the *ar, or, ore, oar* *r*-controlled vowel sounds. Review the words on this page with *r*-controlled vowel sounds. Ask your child to make nine columns on a sheet of paper: *ir, er, ur, ear, or, ar, or, ore, and oar*. Have your child write an appropriate word in each column.

Name _____

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.

Name _____

Prefixes

Directions Add the prefix **pre-**, **mid-**, **over-**, **out-**, **bi-**, or **de-** to the base word in () to complete each sentence. Write the word on the line.

- _____ 1. Ravi wanted to ride his new (cycle).
- _____ 2. Please return the (due) library books.
- _____ 3. The baker (heats) the oven.
- _____ 4. You could see the full moon at (night).
- _____ 5. This plastic bag will (last) that paper bag.
- _____ 6. The passengers will (plane) on the runway.

Directions Read each word. Draw a line (/) between the prefix and the base word.

7. deform 8. midweek 9. outgoing
10. overlook 11. bifocals 12. prepaid

Directions Choose a word from the box that best fits the definition. Write the word on the line.

midyear dethrone overwork bifocals

- _____ 13. eyeglasses with lenses that have two sections
- _____ 14. work too hard
- _____ 15. the middle of the year
- _____ 16. remove a king or queen from ruling



Home Activity Your child formed and wrote words with the prefixes *pre-*, *mid-*, *over-*, *out-*, *bi-* and *de-*. Give your child the following words: *prepaid*, *midday*, *overhead*, *outdo*, *bicycle*, and *deplane*. Ask him or her to circle the prefix in each word, and then work with your child to use each word in a sentence.

Name _____

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.

Name _____

Suffixes

Directions Write the word from the box that best fits each definition.

biologist conductor instructor lioness seller swimmer tourist

- _____ 1. a traveler who visits places
- _____ 2. one who directs musicians
- _____ 3. a female lion
- _____ 4. a worker in a store
- _____ 5. one who shows someone how to do something
- _____ 6. a scientist who studies living things
- _____ 7. one who moves through water using arms and legs

Directions Add the suffix **-er**, **-or**, **-ess**, or **-ist** to the base word in () to complete each sentence. Use the words in the box to help.

actor artist countess editor hostess shipper teacher

- _____ 8. The (host) in the restaurant showed us to our table.
- _____ 9. Perry loves to paint and wants to be an (art) some day.
- _____ 10. The (ship) made sure that all our boxes arrived safely.
- _____ 11. Everyone applauded when the famous (act) came onstage.
- _____ 12. The newspaper (edit) checked all the facts in the story.
- _____ 13. Mrs. Kelley has been a (teach) for many years.
- _____ 14. The (count) wore a gown to the ball.

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Home Activity Your child formed and wrote words with the suffixes **-er**, **-or**, **-ess**, and **-ist**. Ask your child where he or she would like to visit as a tourist. Plan an imaginary trip there with your child. Go to the library or to the Web to find out about things to see and do.

Name _____

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 _____

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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.

Name _____

Syllable Patterns VCCCV

Directions Choose the word in () with the VCCCV syllable pattern to finish each sentence. Write the word on the line.

- | | |
|-------|---|
| _____ | 1. Do you have the (address/place) for the costume party? |
| _____ | 2. Many (people/children) are coming. |
| _____ | 3. I will wear a (scary/monster) mask. |
| _____ | 4. Who will (hear/control) the music? |
| _____ | 5. We don't want the neighbors to (worry/complain). |
| _____ | 6. The party was a (complete/total) success. |

Directions Circle the word that has the VCCCV syllable pattern. Then write a sentence on the line that uses the word you circled.

7. brother merchant sparrow

8. insect partner blunder

9. hundred cobweb crane

10. plane discount surprise

11. thirsty agree driver

12. dirty pilgrims moonlight

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Home Activity Your child wrote words with the VCCCV syllable pattern found in *fortress*. Ask your child to underline the VCCCV pattern in each of the words he or she wrote above on this page. Together with your child, come up with other sentences that use each word.