

Name _____

Adding -s and -es

Generalization Add **-s** to most words; add **-es** to words that end in **ch, sh,** or **x**; and change **y** to **i** and add **-es** to most words that end with **y**: notes, switches, stories.

Sort according to how the plural is formed.

-s

1. _____

2. _____

3. _____

4. _____

-es

5. _____

6. _____

7. _____

8. _____

**Change y to i
add -es**

9. _____

10. _____

11. _____

12. _____

Challenge Words

-s

13. _____

14. _____

**Change y to i
add -es**

15. _____

Spelling Words

1. note

2. notes

3. lunch

4. lunches

5. story

6. stories

7. tune

8. tunes

9. switch

10. switches

11. baby

12. babies

Challenge Words

13. crumbs

14. supplies

15. holidays



Home Activity Your child is learning to spell words with and without -s and -es. To practice at home, have your child say the word, write it, and then check it.

Name _____

Adding -s and -es

Spelling Words					
note	lunch	story	tune	switch	baby
notes	lunches	stories	tunes	switches	babies

Write the missing list words.

- I will eat my _____ now.
- She told a _____ about a lost prince.
- We packed _____ to eat on the hike.
- My sister wrote two _____ .
- Your _____ loves to eat bananas.
- The _____ can play in the shade.

Write the list word that rhymes. Then write the word adding -s or -es.

- | | | |
|-----------|-----------|-----------|
| dune | ditch | vote |
| _____ | _____ | _____ |
| ----- | ----- | ----- |
| 7. _____ | 8. _____ | 9. _____ |
| _____ | _____ | _____ |
| ----- | ----- | ----- |
| 10. _____ | 11. _____ | 12. _____ |
| _____ | _____ | _____ |
| ----- | ----- | ----- |



Home Activity Your child wrote words with and without -s and -es. Name a singular word and have your child explain how the plural is formed.

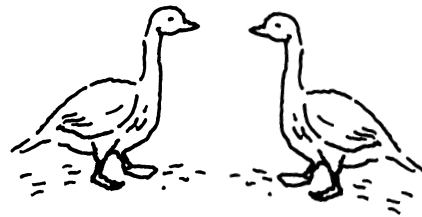
Name _____

Plural Nouns That Change Spelling

A **plural noun** names more than one person, place, animal, or thing. Some nouns change spelling to name more than one.

Singular	Plural	Singular	Plural
child	children	leaf	leaves
man	men	wolf	wolves
woman	women	mouse	mice
tooth	teeth	goose	geese
foot	feet		

Choose the correct plural noun in ().
Write the noun on the line.



1. A bird has two (foots, feet).

2. The bugs crawl through the (leaves, leafs).

3. All the (children, childs) listen to the music.

4. The (gooses, geese) are noisy.



Home Activity Your child learned about plural nouns that change spelling. Together look through several of your child's favorite books. Have your child point out plural nouns that change spelling.

Name _____

Plural Nouns That Change Spelling

Write the plural noun for each singular noun.

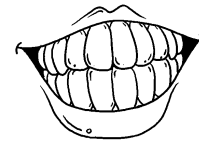
1. wolf



2. man



3. tooth



Write a sentence that uses each plural noun above. Use words from the box or your own words to describe each noun.

gray shiny tall



Home Activity Your child learned how to use plural nouns that change spelling in writing. Look back at the list of singular and plural nouns. Say a singular noun and have your child say and write its plural form.

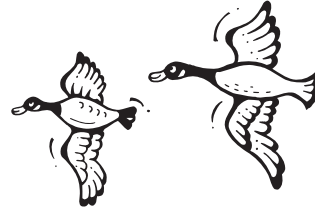
Name _____

Plural Nouns That Change Spelling

Mark the letter of the word that correctly completes each sentence.

1. A flock of ____ flew by.

- A goose
 B geeses
 C geese



2. All the ____ ate the cheese.

- A mice
 B mices
 C mouse



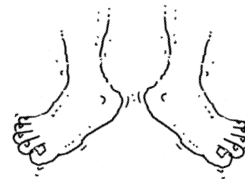
3. The three ____ wear hats.

- A men
 B man
 C mens



4. People tapped their ____.

- A foots
 B feet
 C feets



5. Men and ____ danced.

- A women
 B woman
 C womans



6. Does a rooster have ____?

- A tooth
 B tooths
 C teeth



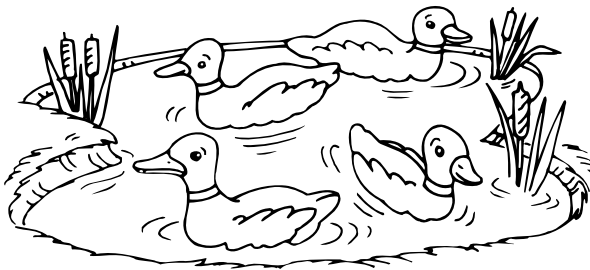
Home Activity Your child prepared for taking tests on plural nouns that change spelling. Have your child look through a newspaper or magazine article and find plural nouns that change spelling. Ask him or her to circle the words.

Name _____

Plural Nouns That Change Spelling

Circle the plural nouns in each sentence.

1. The horses made noise with their feet.
2. Geese can swim with the ducks.
3. Mice come into the houses in winter.



Change the underlined noun to mean more than one.

Write the plural noun on the line.

4. The band has no woman.

5. The child followed the boy with the flute.

6. The animals used their tooth.



Home Activity Your child reviewed plural nouns that change spelling. Write the words *child*, *woman*, *leaf*, and *mouse* on paper. Have your child write the plural forms of the words.

Name _____

Adding -s and -es

Read the journal entry. **Circle** three spelling mistakes. **Circle** the word with a capitalization mistake. **Write** the words correctly.

My JournalMonday

I ate lunch with my freinds. Then Mrs. perez read a story about a mother raccoon and her babys. I like storys.

Spelling Words

note tune

notes tunes

lunch switch

lunches switches

story baby

stories babies

Frequently Misspelled Words

friends

presents

1. _____ 2. _____

3. _____ 4. _____

Fill in the circle to show the correctly spelled word.

5. The baby beby babys is crying.
6. Can we switche switch swich desks?
7. Dad whistled some tunes tunies tuns.
8. We can eat our lunchs lunches lunchies outside.
9. He wrote a note not noties to his friend.
10. She switchies switchs switches on the light.



Home Activity Your child has identified misspelled words with and without -s and -es. Ask your child to explain why -es is added to *lunch* and *switch*. (The words end with *ch*.)

Name _____

Adding -s and -es

Spelling Words					
note	lunch	story	tune	switch	baby
notes	lunches	stories	tunes	switches	babies

Add a list word to each group.

change
shift

1. _____

melody
music

4. _____

infant
child

2. _____

tale
book

5. _____

brunch
dinner

3. _____

letter
comment

6. _____

Circle the plural of each of the words below in the puzzle. The words may be across or down.

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

lunch
switch
baby
notes
story
tune

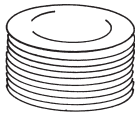



Home Activity Your child has been learning to spell words with and without -s and -es. Spell a singular spelling word and have your child spell the plural form. Then spell a plural word and have your child spell the singular form.


Name _____


Use the words in the box to help you. Add **-s**, **-es**, or change the **y** to **i** and add **-es**. Write the word for each picture.

baby box bunny bush cherry
dish peach slide snake spoon

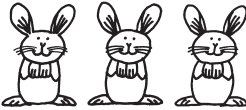
1. 


2. 


3. 

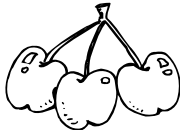
4. 


5. 

6. 

7. 

8. 

9. 

10. 

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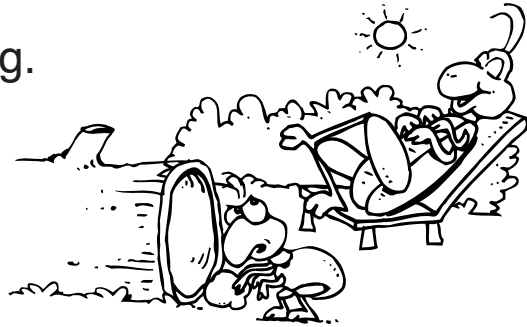
Home Activity Your child formed plural nouns by adding **-s**, **-es**, or changing the **y** to **i** and adding **-es**. Ask your child to name objects in a room, closet, drawer, or refrigerator. Help your child list the words. Remind your child to write the plural form of the word when needed.

Name _____

Read the story. Look at the picture. Follow the directions.

The Ant and the Grasshopper
by Aesop

On a hot summer day, Ant was working.
She was storing food to eat in winter.
Ant passed Grasshopper as she worked.
Grasshopper was taking a nap.
Grasshopper laughed at Ant. He did not
worry about winter. When winter did come,
Grasshopper was not laughing. He was hungry!



1. What is the author's name? _____

2. Circle the word that tells what Ant was doing.
sleeping working

3. Circle the word that tells what Grasshopper did when he
saw Ant.
laughed napped

4. Underline the sentence that tells why Ant was working.

5. Why do you think the author wrote this story?



Home Activity Your child answered questions about a fable and told why the author wrote it. Read a fable or another story with your child. Ask your child to identify who wrote the story and why the writer might have written it.

Name _____

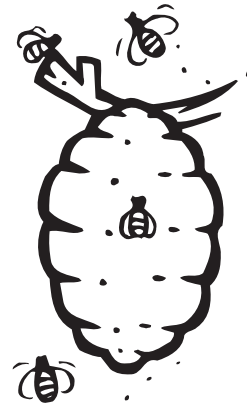
Read the text. Follow the directions.



The Bee Dance
by Buzz Flyer



Did you know that bees dance? They don't dance for fun. A bee dances to show other bees where to find food. First, a bee finds a good patch of flowers. Then it flies back to the beehive. The bee jumps and crawls and spins. Its dance tells the other bees where to find good food.



1. What is the author's name? _____

2. Which word below tells about the story?

bees flowers flying

3. Underline three words in the story that tell how the bee dances.

4. Circle the word that tells where bees get the food.

5. Why do you think the author wrote this story?

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Home Activity Your child wrote about a nonfiction text and why the author wrote it. Select an article from a newspaper or magazine to read together. Ask your child to identify who wrote the text and why the writer might have written it.

Name _____

Read the story.

Write in the correct words to finish the sentences.

bought excitement
pleasant probably
robbers scared sign



Carlos crept up to the old mill. There was a _____
that said "Keep Out!" But Carlos wanted to see if there were really

monsters inside. Would they think there were _____
breaking in?

Just as Carlos got close, he heard a racket. Carlos was

_____. He would _____ be eaten.
But what would people say if he turned back? Carlos stepped inside.
And what was inside? It was an old man playing a horn! The

_____ was gone.

"What was that horrid sound?" asked Carlos.

"I don't know what you mean," the musician sniffed.

"I just _____ this horn. I think my playing is very

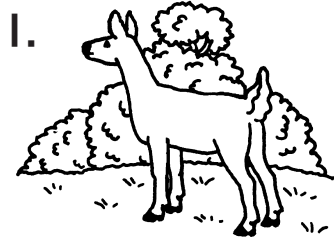
_____. Wait! I shall play you another tune!"



Home Activity Your child completed sentences in a story using high-frequency and selection words learned this week. Work with your child to write a suspenseful fantasy story using these words.

Name _____

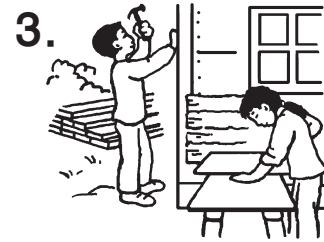
Circle **R** if the picture shows something that could happen.
 Circle **F** if the picture shows something that could not happen.



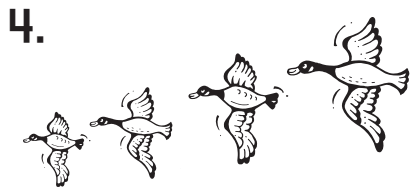
R F



R F



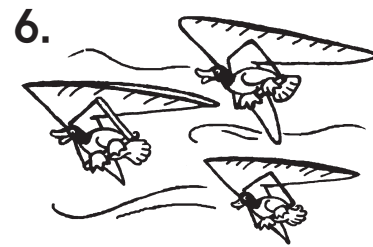
R F



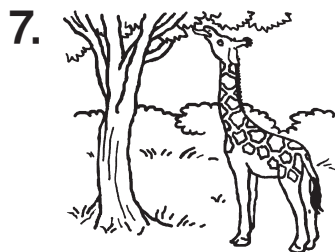
R F



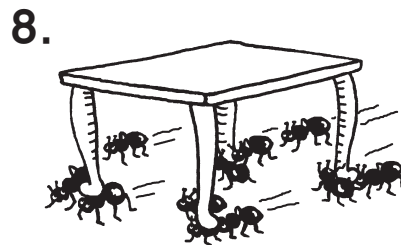
R F



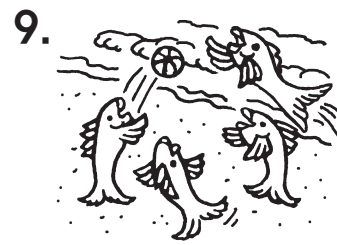
R F



R F



R F



R F

Write a sentence about something that might happen in a fantasy about animals.

10. _____



Home Activity Your child identified things that could happen in a realistic story and things that could happen in a fantasy. Ask your child to choose a favorite animal. Work together to make a list of things that the animal does in real life. Then make a list of things the animal might do in a fantasy.

Name _____

Say each word.

Circle seven words that have the same vowel sound as **shirt**.

Write those words on the lines.



shirt

1. her

2. turn

3. stir

4. warm

5. burn

6. start

7. fur

8. perch

9. wore

10. skirt



Home Activity Your child identified words that contain the vowel sound in *shirt*. Think of a letter. Challenge your child to name a word that begins with that letter and has the same vowel sound as *shirt* spelled with *er*, *ir*, or *ur*.

Name _____

Pick a word from the box to match each clue.

Write the word on the line.

bought people pleasant probably
scared shall sign

1. likely

2. man, woman, boy, girl

3. afraid

4. words on a wall

5. nice

6. will

7. paid for



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Home Activity This week your child learned to read the words *bought*, *people*, *pleasant*, *probably*, *scared*, *shall*, and *sign*. On small pieces of paper, write each word. Then write the clues on other papers. Have your child match the word with the clue.

Name _____

Look at the poster.

Write the answer to each question.

**The
Big Bark Singers**

Friday, April 9, 7:30 P.M.
Longstreet Center, 105 Main Street
Tickets cost \$15–\$25



1. What does the poster want readers to do?

2. Who is singing at the concert?

3. Where is the concert?

4. When is the concert?

5. How much do tickets cost?



Home Activity Your child practiced reading an advertisement/poster. With your child, look at a poster or advertisement in the neighborhood or in a newspaper or magazine. Ask your child to point out some facts presented in the poster or ad.

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