

Name _____
Incoming Fifth Grade

Language: Summer Packet

Regular Plural Nouns

RETEACHING

Read the chart. Circle the -s or -es ending in each plural noun.

| | | | | | |
|---------|--------|--------|--------|-------|-------|
| add -s | days | cups | boys | paths | seas |
| add -es | riches | dishes | resses | boxes | buses |

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. Add -s or -es to spell the plural forms of most nouns.

Directions: Complete the chart. Write each noun in the correct column.

| | | | |
|---------|---------|--------|---------|
| axes | cobra | desert | goats |
| brushes | colts | eagles | house |
| banana | couches | ferns | peaches |

Singular Nouns

Plural Nouns

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

Directions: Write the plural of each noun in ().

13. Those (store) sell (pet). _____
14. The (dog) saw the (bone). _____
15. Some (boy) sat on the (box). _____
16. (Student) rode the (bus). _____

Irregular Plural Nouns

RETEACHING

Read the chart. Underline each singular noun. Circle each plural noun.

Singular Nouns

Plural Nouns

| | | |
|----------|--------------------------------|--------|
| 1. loaf | (the spelling changes) | loaves |
| 2. mouse | (the spelling changes) | mice |
| 3. sheep | (the spelling does not change) | sheep |

Some plural nouns are formed in special ways. They are called **irregular plural nouns**. Pay attention to the spelling of irregular plural nouns.

Directions: Write the plural form of each noun.

- | | | | |
|-----------|-------|----------|-------|
| 1. man | _____ | 5. leaf | _____ |
| 2. wolf | _____ | 6. deer | _____ |
| 3. life | _____ | 7. moose | _____ |
| 4. person | _____ | 8. shelf | _____ |

Directions: Circle each plural noun that is not formed correctly. There is one in each sentence. Then write that plural noun correctly.

- Grandma makes us scarfs. _____
- She makes up stories about deers. _____
- She reads about kinds of fishs. _____
- She tells tales of ancient womans. _____
- She also tells stories about gooses. _____
- Some tales are about childrens. _____
- Their foots take them far. _____



Possessive Nouns

RETEACHING

Study the chart. Then complete the rules for making the possessive forms of singular and plural nouns.

Singular Noun

parent / lady

man / deer

Plural Noun

parents / ladies

men / deer

Singular Possessive Noun

parent's / lady's

man's / deer's

Plural Possessive Noun

parents' / ladies'

men's / deer's

1. If the noun is singular, add _____.
2. If the plural noun ends in -s, add _____.
3. If the plural noun does not end in -s, add _____.

Singular and plural nouns can show ownership. To make the possessive form of a singular noun, add an **apostrophe (')** and **-s**. To make the possessive form of a plural noun that ends in **-s**, add an **apostrophe (')**. To make the possessive form of a plural noun that does not end in **-s**, add an **apostrophe (')** and **-s**.

Directions: Add an apostrophe or an apostrophe and -s to each noun.

1. (plural) sheep _____ wool
2. mouse _____ holes
3. cat _____ meows
4. foxes _____ dens
5. trucks _____ wheels
6. driver _____ maps
7. dog _____ barks
8. (plural) elk _____ horns
9. (plural) deer _____ coats
10. birds _____ nests
11. roads _____ signs
12. whistles _____ blasts

Verbs

RETEACHING

Read each sentence. Complete each one with a verb from the list.

am is are tame tames

1. She _____ a clown.

2. They _____ the lion.

A **linking verb** shows being. It tells what the subject is or was. The forms of the verb **be** are often used as linking verbs. An **action verb** is a word that shows what action someone or something does.

Directions: Read each underlined verb. Circle **action verb** or **linking verb** to describe it.

- | | | |
|-------------------------------------|-------------|--------------|
| 1. The parade <u>was</u> colorful. | action verb | linking verb |
| 2. Jan <u>admires</u> the costumes. | action verb | linking verb |
| 3. The horses <u>were</u> graceful. | action verb | linking verb |
| 4. Tiny dogs <u>danced</u> happily. | action verb | linking verb |
| 5. I <u>am</u> a tumbler. | action verb | linking verb |
| 6. I <u>jump</u> high into the air. | action verb | linking verb |

Directions: Circle each linking verb. Underline each action verb.

7. I like the circus.
8. P. T. Barnum was the most famous circus owner.
9. His circus delighted huge crowds everywhere.
10. Circuses were small long ago.
11. A modern circus often is big.

Verb Tenses: Present, Past, and Future

RETEACHING

These sentences use the verb **bake** in three ways. Write the underlined verb in each sentence.

1. She bakes apples. _____ (present tense)
2. She baked apples. _____ (past tense)
3. She will bake apples. _____ (future tense)

The **tense** of a verb shows the time of the action. A verb may be written in the **present tense**, **past tense**, or **future tense**.

Directions: Write **present**, **past**, or **future** beside each verb.

1. helps _____
2. enjoyed _____
3. will roll _____
4. learns _____
5. will want _____
6. walk _____
7. roasted _____
8. will boil _____

Directions: Complete each sentence. Write the past-tense verb in ().

9. Dad _____ the tomatoes. (peeled/will peel)
10. Pat and I _____ the salad. (prepare/prepared)
11. Tony _____ fresh bread. (served/will serve)
12. Mom _____ the meat. (carves/carved)
13. The family _____ together. (will work/worked)
14. People _____ themselves. (helped/help)
15. Guests _____ the dinner. (enjoy/enjoyed)

Adjectives

RETEACHING

Connect the words that describe the picture.

Adjectives

Adjectives

Nouns

1. six

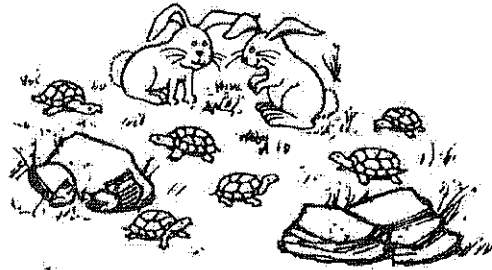
hard

rocks

2. some

little

turtles



Write the words you connected to complete each sentence.

3. I see _____ .
(adjective) (adjective) (noun)

4. I see _____ .
(adjective) (adjective) (noun)

An **adjective** describes a person, place, or thing. Adjectives can answer the questions **How many?**, **What kind?**, and **Which One?**

Directions: Tell more about each noun with two adjectives.

1. _____ snails

2. _____ fox

Directions: Circle the adjectives that tell **what kind**, **how many**, and **which one**.

3. Many leaves lay on the cold ground.

4. Two woodchucks crawled in long tunnels.

5. Ten bats stayed in dark caves.

6. One deer searched for some food.

Comparative and Superlative Adjectives

RETEACHING

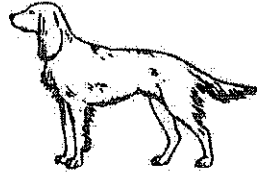
Which dog won first prize in the dog show? Solve the riddle below.



bulldog



poodle



Irish setter

Riddle: The winner's tail is longer than the bulldog's tail. The winner does not have the longest tail of all. Circle the winner.

The words **longer** and **longest** are adjectives. The adjective **longer** compared two things. The adjective **longest** compared three things.

An adjective has two different forms that are useful in making comparisons. Use the **-er** form to compare two persons, places, or things. Use the **-est** form to compare three or more persons, places, or things.

Directions: Write the missing **-er** or **-est** form of each adjective.

1. clean, cleaner, _____
2. strong, _____, strongest
3. bright, _____, _____

Directions: Complete each sentence with an adjective that compares.

4. Bill's poodle is _____ than my dog.
5. Your collie is _____ than his collie.
6. My dog has the _____ bark of all.

Adverbs

RETEACHING

Circle the adverb that tells **how**.

1. My brother ate slowly.

Circle the adverb that tells **when**.

2. He finished dinner last.

Circle the adverb that tells **where**.

3. He left his dishes sitting out.

An **adverb** tells how, when, or where something happens. Most adverbs tell about verbs. An adverb can appear before or after the verb. Many adverbs that tell how end in **-ly**.

Directions: Underline the adverb in each sentence.

1. Today the bears explore their surroundings.
2. One cub runs outside.
3. The bear family plays happily.
4. They always leave their home.
5. They travel around.
6. The three cubs never leave their mother's side.

Directions: Write an adverb that tells more about each underlined verb.

- _____ 7. The bears hunt for food.
- _____ 8. Salmon are swimming toward their destination.
- _____ 9. The mother steps into the stream.

Declarative and Interrogative Sentences

Directions: For each sentence, add the correct end punctuation. Then write D if the sentence is declarative. Write I if it is interrogative.

1. Will the orchestra start to play _____
2. The audience is eager to hear the musicians play _____
3. The music is soft and beautiful _____
4. How long do you think the concert will last _____
5. I am glad that we came tonight _____

Directions: Change each of these declarative sentences into an interrogative sentence. Be sure to use the correct end punctuation.

6. The orchestra played a piece by Beethoven.

7. The drums are loud.

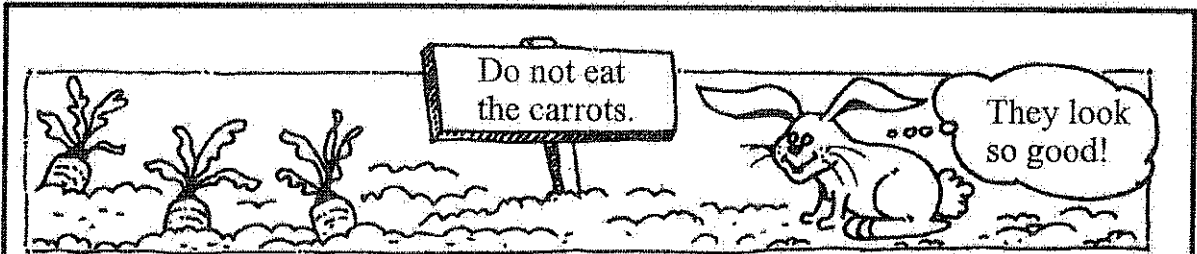
8. The violin player can play very high notes.

9. There is another concert next week.

10. We should go again.

Imperative and Exclamatory Sentences

RETEACHING



Look at the picture. Then follow these instructions.

1. Circle the end marks of each sentence in the picture.
2. Circle the command. It is an imperative sentence.
3. Underline the sentence that shows strong feeling. It is an exclamatory sentence.

An **imperative sentence** gives a command or makes a request. It begins with a capital letter and ends with a period. An **exclamatory sentence** shows strong feeling. It begins with a capital letter and ends with an exclamation mark.

Directions: Circle each imperative sentence. Underline each exclamatory sentence.

1. Pour water on the soil.
2. Find the seeds.
3. What a rare flower it is!
4. That flower smells wonderful!
5. Those flowers are amazingly tiny!
6. Please place the tree here.

Directions: Unscramble the words to make a sentence. Write each sentence. Use periods and exclamation marks correctly.

7. flowers away please put the

8. is so beautiful this garden



DIRECTIONS:

Read the sentences and choices below. Mark the word or phrase that means almost the same thing as the word or phrase that is underlined in the sentence.

- | | |
|---|---|
| <p>1. My father has a <u>bald</u> head.</p> <ul style="list-style-type: none"><input type="radio"/> shiny<input type="radio"/> hairless<input type="radio"/> hairy <p>2. The dishwasher arrived in a heavy wooden <u>crate</u>.</p> <ul style="list-style-type: none"><input type="radio"/> box<input type="radio"/> latch<input type="radio"/> cube <p>3. At what time does our airplane <u>depart</u>?</p> <ul style="list-style-type: none"><input type="radio"/> soar<input type="radio"/> arrive<input type="radio"/> leave <p>4. We <u>frequently</u> have pizza on Friday night.</p> <ul style="list-style-type: none"><input type="radio"/> never<input type="radio"/> always<input type="radio"/> often <p>5. Joey began to <u>bawl</u> when he dropped his ice cream.</p> <ul style="list-style-type: none"><input type="radio"/> gesture<input type="radio"/> cry<input type="radio"/> humor | <p>6. The <u>bold</u> prince rode into the dark forest alone.</p> <ul style="list-style-type: none"><input type="radio"/> young<input type="radio"/> handsome<input type="radio"/> brave <p>7. If we <u>combine</u> our talent, we can make a super painting!</p> <ul style="list-style-type: none"><input type="radio"/> issue<input type="radio"/> encourage<input type="radio"/> mix <p>8. I <u>dread</u> telling my mom that I failed my science test today.</p> <ul style="list-style-type: none"><input type="radio"/> look forward to<input type="radio"/> fear<input type="radio"/> length <p>9. If we <u>increase</u> our water supply, we won't be so thirsty.</p> <ul style="list-style-type: none"><input type="radio"/> make larger<input type="radio"/> make smaller<input type="radio"/> waste <p>10. Is it <u>necessary</u> to play the radio so loudly?</p> <ul style="list-style-type: none"><input type="radio"/> common<input type="radio"/> grief<input type="radio"/> important |
|---|---|

DIRECTIONS:

Read each group of words. Mark the one that is **not** spelled correctly.

| | | |
|--|--|---|
| 1. <input type="radio"/> footprint <input type="radio"/> fern <input type="radio"/> dozzen <input type="radio"/> degree <input type="radio"/> create | 6. <input type="radio"/> pale <input type="radio"/> sadle <input type="radio"/> shady <input type="radio"/> slam <input type="radio"/> stray | 11. <input type="radio"/> actual <input type="radio"/> acorn <input type="radio"/> aim <input type="radio"/> awerd <input type="radio"/> birth |
| 2. <input type="radio"/> coast <input type="radio"/> cellar <input type="radio"/> broom <input type="radio"/> behav <input type="radio"/> attention | 7. <input type="radio"/> fan <input type="radio"/> tough <input type="radio"/> underground <input type="radio"/> warmth <input type="radio"/> tin | 12. <input type="radio"/> chatter <input type="radio"/> comfort <input type="radio"/> crooke <input type="radio"/> depend <input type="radio"/> drift |
| 3. <input type="radio"/> ache <input type="radio"/> awakken <input type="radio"/> birdhouse <input type="radio"/> buggy <input type="radio"/> charm | 8. <input type="radio"/> sort <input type="radio"/> single <input type="radio"/> Septeber <input type="radio"/> ray <input type="radio"/> lizard | 13. <input type="radio"/> example <input type="radio"/> fought <input type="radio"/> haircut <input type="radio"/> inssist <input type="radio"/> laid |
| 4. <input type="radio"/> comb <input type="radio"/> crocodile <input type="radio"/> department <input type="radio"/> examine <input type="radio"/> gym | 9. <input type="radio"/> helpless <input type="radio"/> geust <input type="radio"/> glide <input type="radio"/> football <input type="radio"/> female | 14. <input type="radio"/> lung <input type="radio"/> mister <input type="radio"/> noble <input type="radio"/> plannet <input type="radio"/> sadness |
| 5. <input type="radio"/> hive <input type="radio"/> insect <input type="radio"/> lump <input type="radio"/> misstake <input type="radio"/> nineteen | 10. <input type="radio"/> entire <input type="radio"/> downtown <input type="radio"/> decorate <input type="radio"/> cream <input type="radio"/> atend | 15. <input type="radio"/> shagy <input type="radio"/> slant <input type="radio"/> split <input type="radio"/> tangle <input type="radio"/> tour |