

Name: _____

Plurals of nouns that end with *s, sh, x, z,* and other letters

Directions: If a singular noun ends with *s, sh, x* or *z*, add **-es** to form the plural. If it ends with another letter, just add **-s** to make it mean more than one. Circle the three words that are spelled the same in the singular and plural. Then use the singular and plural form of one of the words in a sentence.

arm__

bus__

box__

car__

bush__

barn__

door__

tax__

glass__

orange__

buzz__

dish__

deer

moose

sheep

Name: _____

Plurals of nouns that end with *ch* and *o*

Directions: If a noun ends with a "hard" *ch* (a /k/ sound), add **-s** to form the plural. If it ends with a "soft" *ch* (the sound heard in *touch*), add **-es** to make it mean more than one.

To form plurals of nouns that end with *o*, sometimes you add **-es**, while other times you just add **-s**. On this page, add **-s** if the *o* is preceded by a vowel (*a, e, i, o, or u*) and **-es** if it is preceded by a consonant. Then use the singular and plural form of one or more of the words in a sentence.

epoch_____

echo_____

beach_____

monarch_____

potato_____

stereo_____

patriarch_____

tomato_____

peach_____

bench_____

patio_____

video_____

church_____

portfolio_____

hero_____

coach_____

radio_____

stomach_____

Name: _____

Plurals of nouns that end with *f*, *fe*, and *ff*

Directions: Change the final *f*, *fe*, or *ff* of each noun in the *Plural* column to **v** before adding *-es* to form the plural. Then use the singular and plural form of one of the words in a sentence. ***shelf*** *shelfves* *shelves*

<u>Singular</u>	<u>Plural</u> - <i>es</i>	<u>Singular</u>	<u>Plural</u> - <i>es</i>
cal <u>f</u>	cal_____	shel <u>f</u>	shel_____
el <u>f</u>	el_____	thie <u>f</u>	thie_____
hal <u>f</u>	hal_____	wol <u>f</u>	wol_____
lea <u>f</u>	lea_____	kni <u>fe</u>	kni_____
loa <u>f</u>	loa_____	li <u>fe</u>	li_____
scar <u>f</u>	scar_____	wi <u>fe</u>	wi_____
sel <u>f</u>	sel_____	sta <u>ff</u>	sta_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *f*, *fe*, or *ff* before beginning. Students could use pencils to insert the missing letters on their worksheets and then erase them when forming the plurals.

Name: _____

Changing a final *y* to *i*

Changing a final *y* to *i* rule: When a word ends with a consonant and *y*, change the final *y* to *i* unless the ending (the suffix) begins with an *i* (*-ing*). (cry + es = cries; cry + ing = crying)

Directions: Change the final *y* of each noun to *i* before adding *-es* to make it mean more than one. Then use the singular and plural form of one of the words in a sentence. *baby* *babyies* *babies*

Singular

Plural

-es

body

bod_____

country

countr_____

fly

fl_____

lady

lad_____

puppy

pupp_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when forming the plurals.

Name: _____

Plurals formed without adding *-s* or *-es*

Directions: Fill in each blank with the singular or plural form of the given noun that makes sense in the context of the sentence.

1. **This** _____ **has** a tractor. (man, men)

These _____ **have** tractors. (man, men)

2. The _____ **helps**. (child, children)

The _____ **help**. (child, children)

3. My _____ **are** sore. (foot, feet)

My _____ **is** sore. (foot, feet)

4. **That** _____ **was** screaming. (woman, women)

She saw some _____ . (mouse, mice)

Those _____ **were** screaming. (woman, women)

They saw a _____ . (mouse, mice)

-
- The adjectives **this** and **that** tell about one, as do the verbs **is**, **was**, and **has**.
That man is a farmer.
Other verbs (action words) that tell about one end with **-s** or **-es**.
The man **starts** his chores early.
 - The adjectives **these** and **those** tell about more than one, as do the verbs **are**, **were**, and **have**. **Those men are** farmers.

Name: _____

Plurals formed without adding *-s* or *-es*

Directions: Fill in each blank with the singular or plural form of the given noun that makes sense in the context of the sentence.

1. The _____ **have** horns. (ox, oxen)

The _____ **has** horns. (ox, oxen)

2. **This** _____ **teaches** math. (person, people)

These _____ **teach** math. (person, people)

3. My _____ **is** loose. (tooth, teeth)

Two of her _____ **are** loose. (tooth, teeth)

4. **Those** _____ **were** hungry. (goose, geese)

That _____ **was** hungry. (goose, geese)

5. A **larva** is an insect that will change into something else.

The plural of larva is _____. (larva, larvae, larvas)

-
- The adjectives **this** and **that** tell about one, as do the verbs **is**, **was**, and **has**.
That man **is** a farmer.
Other verbs (action words) that tell about one end with **-s** or **-es**.
The man **starts** his chores early.
 - The adjectives **these** and **those** tell about more than one, as do the verbs **are**, **were**, and **have**. **Those** men **are** farmers.

Name: _____

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *hard* and *easy*). Write the antonym of each underlined word in the space provided.

Word list: after, awake, different, dirty, end, front, girl, hot, little, never, open, top, worst

1. What is the antonym of before? _____
2. The twins are so alike. _____
3. I always walk my dog. _____
4. Dad is asleep. _____
5. Sit in back. _____
6. I had the best day ever! _____
7. We have a big dog. _____
8. Set it on the bottom shelf. _____
9. We have a new boy in our class. _____
10. These clothes are clean. _____
11. Please close the door. _____
12. It's too cold to play outside. _____
13. What is the antonym of beginning? _____

Name: _____

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *hard* and *easy*). Write the antonym of each underlined word in the space provided.

Word list: cheap, full, last, late, lose, morning, near, night, remember, sad, slow, start, stop

1. What is the antonym of day? _____
2. Our flight arrived early. _____
3. The jar is empty. _____
4. The party is this evening. _____
5. This restaurant is expensive. _____
6. Is it far? _____
7. She is driving too fast. _____
8. Did you find your keys? _____
9. Finish your chores. _____
10. I was the first one there. _____
11. Did you forget to call? _____
12. I feel happy. _____
13. What is the antonym of go? _____

Name: _____

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *far* and *near*). Write the antonym of each underlined word in the space provided.

Word list: down, dry, easy, light, man, on, out, quiet, soft, short, smooth, wrong, yes

1. What is the antonym of loud? _____
2. Farm work is hard. _____
3. This pillow is too hard. _____
4. This box is heavy. _____
5. Let the dog in. _____
6. I like long hair best. _____
7. Mom said no. _____
8. Turn the light off. _____
9. Did you get the right answer? _____
10. This board feels rough. _____
11. The roads are wet. _____
12. That woman has a question. _____
13. What is the antonym of up? _____

Name: _____

Synonyms

Directions: In the space provided, write a word from the list that has the same meaning as the underlined word. Use context clues to help you identify the synonym.

Word list: disciples, epistles, guarantee, opposites, tomb, trough

1. Happy and sad are antonyms.

2. Baby Jesus was laid in a manger.

3. Jesus' body was placed in a sepulcher.

4. Jesus gave us His assurance that He would be back.

5. The apostles were followers of Jesus.

6. Paul wrote letters about Jesus.

Name: _____

Synonyms

Directions: In the space provided, write a word from the list that has the same meaning as the underlined word. Use context clues to help you identify the synonym.

Word list: chores, hard, sore, start, store

1. Farm work is difficult.

2. Farmers have a lot of work to do.

3. They begin their chores early in the morning.

4. The vegetables they grow can be sold in a shop.

5. I wonder if farming makes your arms hurt.

Name: _____

Acronyms

Directions: Record the acronym of each title below. In most of the examples, the initial **capital** letters of the title are used to form the acronym. An exception is the *Supreme Court of the United States*, as the initial letter of each word of the title is used to form its acronym.

1. American Association of Retired Persons

2. Supreme Court of the United States

3. Mothers Against Drunk Driving

4. National Aeronautics and Space Administration

5. Progressive Animal Welfare Society

6. Self-Contained Underwater Breathing Apparatus

7. North Atlantic Treaty Organization

Name: _____

Doubling a Final Consonant

Doubling a final consonant rule: When a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, double the final consonant before adding an ending (a suffix) that begins with a vowel (*a, e, i, o, or u*). Do not double the final consonant when the ending begins with a consonant. (shop + ing = shopping; for-'get + ing = forgetting; shop + s = shops)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-ing*, *-ed*).

Verbs (Action Words)

simple form	-s form -s	present participle -ing	past tense (regular) -ed
kid	kid_____	kid_____	kid_____
pet	pet_____	pet_____	pet_____
shop	shop_____	shop_____	shop_____
stop	stop_____	stop_____	stop_____

Name: _____

Directions: Insert an inflectional ending (*-s*, *-ing*, or *-ed*) in the space provided to form a new word that makes sense in the context of the sentence. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-ing*, *-ed*).

Has the sentence been recorded in the **present**, **future**, or **past tense**? Write your answer in the space following the sentence.

The farmer and his wife **pet** their horse. _____

The farmer will **pet** his horse. _____

The farmer **pets** his horse. _____

The farmer is **pet**_____ his horse. _____

Yesterday, the farmer **pet**_____ his horse. _____

The farmer has **pet**_____ his horse. _____

Directions: Use each form of one of the verbs from the previous page in sentences of your own. For example, if you choose the word *stop*, the words in your sentences would include *stop*, *stops*, *stopping*, and *stopped*.

Name: _____

Doubling a Final Consonant

Doubling a final consonant rule: When a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, double the final consonant before adding an ending (a suffix) that begins with a vowel (*a, e, i, o, u*). Do not double the final consonant when the ending begins with a consonant. (hot + er = hotter; for-'get + ing = forgetting; hot + ly = hotly)

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words as directed. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-er*, *-est*).

Adjectives and Adverbs (Describing Words)

positive		comparative (regular)	superlative (regular)
	<i>-ly</i>	<i>-<u>e</u>r</i>	<i>-<u>e</u>st</i>
big		big_____	big_____
red		red_____	red_____
hot	hot_____	hot_____	hot_____

Directions: Insert an inflectional ending (*-er* or *-est*) in the space provided to form a new word that makes sense in the context of the sentence. Remember to double the final consonant of the word before adding the *-er* and *-est* endings.

Farmer Cory has a **big** barn. It is **big**_____ than his neighbor's barn. It is the **big**_____ barn in Texas.

Name: _____

Dropping a final *e*

Dropping a final *e* rule (Dropping Rule): When a word ends with a consonant and a "silent *e*," drop the final *e* before adding an ending (a suffix) that begins with a vowel (*a, e, i, o, u*). Do not drop the final *e* when the ending begins with a consonant. (store + ing = storing; store + s = stores)

Directions: In the spaces provided, add *-s, -ing,* and *-ed* to each root word. Remember to drop the final *e* of the word if the ending (the suffix) begins with a vowel (*-ing*). Then use each form of one of the words in a sentence.

Verbs (Action Words)

simple form	<i>-s</i> form <i>-s</i>	present participle <i>-ing</i>	past tense (regular) <i>-ed</i>
believe <u>e</u>	believ____	believ____	believ____
clothe <u>e</u>	cloth____	cloth____	cloth____
course <u>e</u>	cours____	cours____	cours____
curve <u>e</u>	curv____	curv____	curv____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *e* before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

Name: _____

-s

-ing

-ed

double

doubl____

doubl____

doubl____

garage

garag____

garag____

garag____

house

hous____

hous____

hous____

like

lik____

lik____

lik____

line

lin____

lin____

lin____

live

liv____

liv____

liv____

love

lov____

lov____

lov____

move

mov____

mov____

mov____

name

nam____

nam____

nam____

piece

piec____

piec____

piec____

measure

measur____

measur____

measur____

Name: _____

-s

-ing

-ed

place

plac____

plac____

plac____

please

pleas____

pleas____

pleas____

side

sid____

sid____

sid____

surprise

surpris____

surpris____

surpris____

taste

tast____

tast____

tast____

time

tim____

tim____

tim____

use

us____

us____

us____

Name: _____

Dropping a final e

Dropping a final e rule (Dropping Rule): When a word ends with a consonant and a "silent e," drop the final e before adding an ending (a suffix) that begins with a vowel (a, e, i, o, or u). Do not drop the final e when the ending begins with a consonant. (sore + er = sorer; sore + ly = sorely)

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words as directed. Remember to drop the final e of the word if the ending (the suffix) begins with a vowel (*-er*, *-est*). Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive		comparative (regular)	superlative (regular)
	<i>-ly</i>	<i>-er</i>	<i>-est</i>
little		littl_____	littl_____
nice	nic_____	nic_____	nic_____
strange	strang_____	strang_____	strang_____
sure	sur_____	sur_____	sur_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing e before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

Name: _____

Changing a final *y* to *i*

Changing a final *y* to *i* rule: When a word ends with a consonant and *y*, change the final *y* to *i* unless the ending (the suffix) begins with an *i* (*-ing*). (cry + es = cries; cry + ing = crying)

Directions: Change the final *y* of each noun to *i* before adding *-es* to make it mean more than one. Then use the singular and plural form of one of the words in a sentence. *baby* *babyies* *babies*

Singular

Plural

-es

body

bod_____

country

countr_____

fly

fl_____

lady

lad_____

puppy

pupp_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when forming the plurals.

Name: _____

Changing a final *y* to *i*

Directions: In the spaces provided, add *-es*, *-ing*, and *-ed* to each root word. Remember that the final *y* of the word is changed to *i* unless the ending (the suffix) begins with an *i* (*-ing*). Then use each form of one of the words in a sentence. (fly + es = flies; fly + ing = flying)

Verbs (Action Words)

simple form	-s form -es	present participle -ing	past tense (regular) -ed
baby	bab_____	bab_____	bab_____
carry	carr_____	carr_____	carr_____
cry	cr_____	cr_____	cr_____
hurry	hurr_____	hurr_____	hurr_____
try	tr_____	tr_____	tr_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

Name: _____

Changing a final *y* to *i*

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Remember that the final *y* of the word is changed to *i* unless the ending (the suffix) begins with an *i* (*-ing*). Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
busy	bus_____	bus_____	bus_____
funny	funn_____	funn_____	funn_____
heavy	heav_____	heav_____	heav_____
pretty	prett_____	prett_____	prett_____
ready	read_____	read_____	read_____
early		earl_____	earl_____

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when adding the endings.

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s* or *-es*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	<i>-s</i> form	present participle	past tense (regular)
-------------	----------------	--------------------	----------------------

exit	exit_____	exit_____	exit_____
-------------	-----------	-----------	-----------

follow	follow_____	follow_____	follow_____
---------------	-------------	-------------	-------------

guard	guard_____	guard_____	guard_____
--------------	------------	------------	------------

hand	hand_____	hand_____	hand_____
-------------	-----------	-----------	-----------

head	head_____	head_____	head_____
-------------	-----------	-----------	-----------

help	help_____	help_____	help_____
-------------	-----------	-----------	-----------

-es

wish	wish_____	wish_____	wish_____
-------------	-----------	-----------	-----------

Name: _____

Directions: Insert an inflectional ending (*-s*, *-ing*, or *-ed*) in the space provided to form a new word that makes sense in the context of the sentence.

Has the sentence been recorded in the **present**, **future**, or **past tense**? Write your answer in the space following the sentence.

My brother and I **help** our mom cook. _____

I will **help** her make potatoes for dinner. _____

My brother **helps** us too. _____

We are **help**_____ her peel potatoes. _____

Yesterday, we **help**_____ make breakfast. _____

Our mom has **help**_____ us a lot too. _____

Directions: Use each form of one of the verbs from the previous page in sentences of your own. For example, if you choose the word *follow*, the words in your sentences would include *follow*, *follows*, *following*, and *followed*.

Name: _____

Inflectional Endings

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
new	new_____	new_____	new_____
quiet	quiet_____	quiet_____	quiet_____
rough	rough_____	rough_____	rough_____
warm	warm_____	warm_____	warm_____
wild	wild_____	wild_____	wild_____

Directions: Insert an inflectional ending (*-ly*, *-er*, or *-est*) in the space provided to form a new word that makes sense in the context of the sentence.

James said, "Football is a **rough** sport. The game is played **rough**_____. It is **rough**_____ than baseball. It is the **rough**_____ sport I have ever played."

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form <i>-s</i>	present participle <i>-ing</i>	past tense (regular) <i>-ed</i>
answer	answer_____	answer_____	answer_____
ask	ask_____	ask_____	ask_____
back	back_____	back_____	back_____
call	call_____	call_____	call_____
clean	clean_____	clean_____	clean_____
climb	climb_____	climb_____	climb_____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form -s	present participle -ing	past tense (regular) -ed
color	color____	color____	color____
cough	cough____	cough____	cough____
cover	cover____	cover____	cover____
doubt	doubt____	doubt____	doubt____
earn	earn____	earn____	earn____
end	end____	end____	end____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form -s	present participle -ing	past tense (regular) -ed
jump	jump____	jump____	jump____
laugh	laugh____	laugh____	laugh____
learn	learn____	learn____	learn____
light	light____	light____	light____
listen	listen____	listen____	listen____
long	long____	long____	long____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form -s	present participle -ing	past tense (regular) -ed
look	look____	look____	look____
mind	mind____	mind____	mind____
number	number____	number____	number____
oil	oil____	oil____	oil____
open	open____	open____	open____
own	own____	own____	own____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form -s	present participle -ing	past tense (regular) -ed
pick	pick_____	pick_____	pick_____
play	play_____	play_____	play_____
pull	pull_____	pull_____	pull_____
quiet	quiet_____	quiet_____	quiet_____
round	round_____	round_____	round_____
saw	saw_____	saw_____	saw_____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form <i>-s</i>	present participle <i>-ing</i>	past tense (regular) <i>-ed</i>
sew	sew_____	sew_____	sew_____
shout	shout_____	shout_____	shout_____
show	show_____	show_____	show_____
sign	sign_____	sign_____	sign_____
snow	snow_____	snow_____	snow_____
soften	soften_____	soften_____	soften_____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form <i>-s</i>	present participle <i>-ing</i>	past tense (regular) <i>-ed</i>
start	start_____	start_____	start_____
stay	stay_____	stay_____	stay_____
still	still_____	still_____	still_____
thank	thank_____	thank_____	thank_____
turn	turn_____	turn_____	turn_____
wait	wait_____	wait_____	wait_____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form -s	present participle -ing	past tense (regular) -ed
walk	walk_____	walk_____	walk_____
want	want_____	want_____	want_____
warm	warm_____	warm_____	warm_____
water	water_____	water_____	water_____
work	work_____	work_____	work_____
wrong	wrong_____	wrong_____	wrong_____

Name: _____

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-es*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	-s form <i>-es</i>	present participle <i>-ing</i>	past tense (regular) <i>-ed</i>
guess	guess_____	guess_____	guess_____
miss	miss_____	miss_____	miss_____
push	push_____	push_____	push_____
wash	wash_____	wash_____	wash_____
touch	touch_____	touch_____	touch_____
watch	watch_____	watch_____	watch_____

Rule: The inflectional ending *-es* is added to most verbs that end with *s* (misses), *sh* (wishes), *x* (faxes), *z* (fizzes), a "soft" *ch* (the sound heard in touches), or an *o* that is preceded by a consonant (goes) when they tell about one.

Name: _____

Inflectional Endings

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
bright	bright_____	bright_____	bright_____
clean	clean_____	clean_____	clean_____
dear	dear_____	dear_____	dear_____
grand	grand_____	grand_____	grand_____
great	great_____	great_____	great_____

Name: _____

Inflectional Endings

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
high	high_____	high_____	high_____
kind	kind_____	kind_____	kind_____
mean	mean_____	mean_____	mean_____
mild	mild_____	mild_____	mild_____

Answer Keys to Worksheets

Plurals of nouns that end with *s, sh, x, z,* and other letters

Directions: If a singular noun ends with *s, sh, x* or *z*, add **-es** to form the plural. If it ends with another letter, just add **-s** to make it mean more than one. Circle the three words that are spelled the same in the singular and plural. Then use the singular and plural form of one of the words in a sentence.

arms**s**

buses**es**

boxes**es**

cars**s**

bush**es**

barn**s**

door**s**

tax**es**

glass**es**

orange**s**

buzz**es**

dish**es**

deer

moose

sheep

Plurals of nouns that end with *ch* and *o*

Directions: If a noun ends with a “hard” *ch* (a /k/ sound), add **-s** to form the plural. If it ends with a “soft” *ch* (the sound heard in *touch*), add **-es** to make it mean more than one.

To form plurals of nouns that end with *o*, sometimes you add **-es**, while other times you just add **-s**. On this page, add **-s** if the *o* is preceded by a vowel (*a, e, i, o, or u*) and **-es** if it is preceded by a consonant. Then use the singular and plural form of one or more of the words in a sentence.

epoch**s**

echo**es**

beach**es**

monarch**s**

potato**es**

stereo**s**

patriarch**s**

tomato**es**

peach**es**

bench**es**

patio**s**

video**s**

church**es**

portfolio**s**

hero**es**

coach**es**

radio**s**

stomach**s**

Plurals of nouns that end with *f*, *fe*, and *ff*

Directions: Change the final *f*, *fe*, or *ff* of each noun in the *Plural* column to **v** before adding *-es* to form the plural. Then use the singular and plural form of one of the words in a sentence. **shelf** *shelfves* *shelves*

<u>Singular</u>	<u>Plural</u> - <i>es</i>	<u>Singular</u>	<u>Plural</u> - <i>es</i>
cal <u>f</u>	cal <u>ves</u>	shel <u>f</u>	shel <u>ves</u>
el <u>f</u>	el <u>ves</u>	thief <u>f</u>	thief <u>ves</u>
hal <u>f</u>	hal <u>ves</u>	wolf <u>f</u>	wolf <u>ves</u>
lea <u>f</u>	lea <u>ves</u>	knife <u>f</u>	knife <u>ves</u>
loa <u>f</u>	loa <u>ves</u>	lif <u>e</u>	lif <u>es</u>
scar <u>f</u>	scar <u>ves</u>	wif <u>e</u>	wif <u>es</u>
sel <u>f</u>	sel <u>ves</u>	staf <u>f</u>	staf <u>ves</u>

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *f*, *fe*, or *ff* before beginning. Students could use pencils to insert the missing letters on their worksheets and then erase them when forming the plurals.

Changing a final *y* to *i*

Changing a final *y* to *i* rule: When a word ends with a consonant and *y*, change the final *y* to *i* unless the ending (the suffix) begins with an *i* (*-ing*). (cry + es = cries; cry + ing = crying)

Directions: Change the final *y* of each noun to *i* before adding *-es* to make it mean more than one. Then use the singular and plural form of one of the words in a sentence. *baby* *babyies* *babies*

Singular

Plural

-es

body

bodies

country

countries

fly

flies

lady

ladies

puppy

puppies

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when forming the plurals.

Plurals formed without adding *-s* or *-es*

Directions: Fill in each blank with the singular or plural form of the given noun that makes sense in the context of the sentence.

1. **This man has** a tractor. (man, men)
These men have tractors. (man, men)
2. The **child helps**. (child, children)
The **children help**. (child, children)
3. My **feet are** sore. (foot, feet)
My **foot is** sore. (foot, feet)
4. **That woman was** screaming. (woman, women)
She saw some **mice**. (mouse, mice)
Those women were screaming. (woman, women)
They saw a **mouse**. (mouse, mice)

-
- The adjectives **this** and **that** tell about one, as do the verbs **is**, **was**, and **has**.
That man is a farmer.
Other verbs (action words) that tell about one end with **-s** or **-es**.
The man **starts** his chores early.
 - The adjectives **these** and **those** tell about more than one, as do the verbs **are**, **were**, and **have**: **Those men are** farmers.

Plurals formed without adding *-s* or *-es*

Directions: Fill in each blank with the singular or plural form of the given noun that makes sense in the context of the sentence.

1. The **oxen** **have** horns. (ox, oxen)
The **ox** **has** horns. (ox, oxen)
2. **This** **person** **teaches** math. (person, people)
These **people** **teach** math. (person, people)
3. My **tooth** **is** loose. (tooth, teeth)
Two of her **teeth** **are** loose. (tooth, teeth)
4. **Those** **geese** **were** hungry. (goose, geese)
That **goose** **was** hungry. (goose, geese)
5. A **larva** is an insect that will change into something else.
The plural of larva is **larvae**. (larva, larvae, larvas)

-
- The adjectives **this** and **that** tell about one, as do the verbs **is**, **was**, and **has**.
That man **is** a farmer.
Other verbs (action words) that tell about one end with **-s** or **-es**.
The man **starts** his chores early.
 - The adjectives **these** and **those** tell about more than one, as do the verbs **are**, **were**, and **have**. **Those** men **are** farmers.

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *hard* and *easy*). Write the antonym of each underlined word in the space provided.

Word list: after, awake, different, dirty, end, front, girl, hot, little, never, open, top, worst

1. What is the antonym of before? after
2. The twins are so alike. different
3. I always walk my dog. never
4. Dad is asleep. awake
5. Sit in back. front
6. I had the best day ever! worst
7. We have a big dog. little
8. Set it on the bottom shelf. top
9. We have a new boy in our class. girl
10. These clothes are clean. dirty
11. Please close the door. open
12. It's too cold to play outside. hot
13. What is the antonym of beginning? end

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *hard* and *easy*). Write the antonym of each underlined word in the space provided.

Word list: cheap, full, last, late, lose, morning, near, night, remember, sad, slow, start, stop

1. What is the antonym of day? **night**
2. Our flight arrived early. **late**
3. The jar is empty. **full**
4. The party is this evening. **morning**
5. This restaurant is expensive. **cheap**
6. Is it far? **near**
7. She is driving too fast. **slow**
8. Did you find your keys? **lose**
9. Finish your chores. **start**
10. I was the first one there. **last**
11. Did you forget to call? **remember**
12. I feel happy. **sad**
13. What is the antonym of go? **stop**

Antonyms

Directions: An **antonym** is a word that means the opposite of another word (e.g., *far* and *near*). Write the antonym of each underlined word in the space provided.

Word list: down, dry, easy, light, man, on, out, quiet, soft, short, smooth, wrong, yes

1. What is the antonym of loud? **quiet**
2. Farm work is hard. **easy**
3. This pillow is too hard. **soft**
4. This box is heavy. **light**
5. Let the dog in. **out**
6. I like long hair best. **short**
7. Mom said no. **yes**
8. Turn the light off. **on**
9. Did you get the right answer? **wrong**
10. This board feels rough. **smooth**
11. The roads are wet. **dry**
12. That woman has a question. **man**
13. What is the antonym of up? **down**

Synonyms

Directions: In the space provided, write a word from the list that has the same meaning as the underlined word. Use context clues to help you identify the synonym.

Word list: disciples, epistles, guarantee, opposites, tomb, trough

1. Happy and sad are antonyms.

opposites

2. Baby Jesus was laid in a manger.

trough

3. Jesus' body was placed in a sepulcher.

tomb

4. Jesus gave us His assurance that He would be back.

guarantee

5. The apostles were followers of Jesus.

disciples

6. Paul wrote letters about Jesus.

epistles

Synonyms

Directions: In the space provided, write a word from the list that has the same meaning as the underlined word. Use context clues to help you identify the synonym.

Word list: chores, hard, sore, start, store

1. Farm work is difficult.

hard

2. Farmers have a lot of work to do.

chores

3. They begin their chores early in the morning.

start

4. The vegetables they grow can be sold in a shop.

store

5. I wonder if farming makes your arms hurt.

sore

Acronyms

Directions: Record the acronym of each title below. In most of the examples, the initial **capital** letters of the title are used to form the acronym. An exception is the *Supreme Court of the United States*, as the initial letter of each word of the title is used to form its acronym.

1. American Association of Retired Persons

AARP

2. Supreme Court of the United States

SCOTUS

3. Mothers Against Drunk Driving

MADD

4. National Aeronautics and Space Administration

NASA

5. Progressive Animal Welfare Society

PAWS

6. Self-Contained Underwater Breathing Apparatus

SCUBA

7. North Atlantic Treaty Organization

NATO

Doubling a Final Consonant

Doubling a final consonant rule: When a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, double the final consonant before adding an ending (a suffix) that begins with a vowel (*a, e, i, o, or u*). Do not double the final consonant when the ending begins with a consonant. (shop + ing = shopping; for-'get + ing = forgetting; shop + s = shopss)

Directions: In the spaces provided, add *-s*, *-ing*, and *-ed* to each root word. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-ing*, *-ed*).

Verbs (Action Words)

simple form	-s form	present participle	past tense (regular)
	-s	-ing	-ed
kid	kid s	kid ding	kid ded
pet	pet s	pet ting	pet ted
shop	shop s	shop ping	shop ped
stop	stop s	stop ping	stop ped

Directions: Insert an inflectional ending (*-s*, *-ing*, or *-ed*) in the space provided to form a new word that makes sense in the context of the sentence. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-ing*, *-ed*).

Has the sentence been recorded in the **present**, **future**, or **past tense**? Write your answer in the space following the sentence.

The farmer and his wife **pet** their horse. present tense

The farmer will **pet** his horse. future tense

The farmer **pets** his horse. present tense

The farmer is **petting** his horse. present tense

Yesterday, the farmer **petted** his horse. past tense

The farmer has **petted** his horse. past tense

Directions: Use each form of one of the verbs from the previous page in sentences of your own. For example, if you choose the word *stop*, the words in your sentences would include *stop*, *stops*, *stopping*, and *stopped*.

Doubling a Final Consonant

Doubling a final consonant rule: When a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, double the final consonant before adding an ending (a suffix) that begins with a vowel (*a, e, i, o, or u*). Do not double the final consonant when the ending begins with a consonant. (hot + er = hotter; for-'get + ing = forgetting; hot + ly = hotly)

Directions: In the spaces provided, add *-ly, -er,* and *-est* to the root words as directed. Remember to double the final consonant of the word if the ending (the suffix) begins with a vowel (*-er, -est*).

Adjectives and Adverbs (Describing Words)

positive		comparative (regular)	superlative (regular)
	<i>-ly</i>	<i>-<u>e</u>r</i>	<i>-<u>e</u>st</i>
big		big <u>g</u> er	big <u>g</u> est
red		red <u>d</u> er	red <u>d</u> est
hot	hot <u>t</u> ly	hot <u>t</u> er	hot <u>t</u> est

Directions: Insert an inflectional ending (*-er* or *-est*) in the space provided to form a new word that makes sense in the context of the sentence. Remember to double the final consonant of the word before adding the *-er* and *-est* endings.

Farmer Cory has a **big** barn. It is **bigger** than his neighbor's barn. It is the **biggest** barn in Texas.

Dropping a final e

Dropping a final e rule (Dropping Rule): When a word ends with a consonant and a "silent e," drop the final e before adding an ending (a suffix) that begins with a vowel (a, e, i, o, or u). Do not drop the final e when the ending begins with a consonant. (store + ing = storing; store + s = stores)

Directions: In the spaces provided, add -s, -ing, and -ed to each root word. Remember to drop the final e of the word if the ending (the suffix) begins with a vowel (-ing). Then use each form of one of the words in a sentence.

Verbs (Action Words)

simple form	-s form	present participle	past tense (regular)
believe <u>e</u>	believ <u>e</u> s	believ <u>ing</u>	believ <u>ed</u>
clothe <u>e</u>	clothe <u>s</u>	cloth <u>ing</u>	cloth <u>ed</u>
course <u>e</u>	cours <u>e</u> s	cours <u>ing</u>	cours <u>ed</u>
curve <u>e</u>	curv <u>e</u> s	curv <u>ing</u>	curv <u>ed</u>

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing e before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

	-s	-ing	-ed
double	doubles	doubling	doubled
garage	garages	garaging	garaged
house	houses	housing	housed
like	likes	liking	liked
line	lines	lining	lined
live	lives	living	lived
love	loves	loving	loved
move	moves	moving	moved
name	names	naming	named
piece	pieces	piecing	pieced
measure	measures	measuring	measured

	<i>-s</i>	<i>-ing</i>	<i>-ed</i>
place	places	placing	placed
please	pleases	pleasing	pleased
side	sides	siding	sided
surprise	surprises	surprising	surprised
taste	tastes	tasting	tasted
time	times	timing	timed
use	uses	using	used

Dropping a final e

Dropping a final e rule (Dropping Rule): When a word ends with a consonant and a “silent e,” drop the final e before adding an ending (a suffix) that begins with a vowel (a, e, i, o, or u). Do not drop the final e when the ending begins with a consonant. (sore + er = sorer; sore + ly = sorely)

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words as directed. Remember to drop the final e of the word if the ending (the suffix) begins with a vowel (*-e*r, *-e*st). Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive		comparative (regular)	superlative (regular)
	<i>-ly</i>	<i>-er</i>	<i>-est</i>
little		litt er	litt lest
nice	nice ly	nice er	nice est
strange	strange ly	strange er	strange est
sure	sure ly	sure er	sure est

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing e before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

Changing a final *y* to *i*

Changing a final *y* to *i* rule: When a word ends with a consonant and *y*, change the final *y* to *i* unless the ending (the suffix) begins with an *i* (*-ing*). (cry + es = cries; cry + ing = crying)

Directions: Change the final *y* of each noun to *i* before adding *-es* to make it mean more than one. Then use the singular and plural form of one of the words in a sentence. ***baby*** *babyies* *babies*

Singular

Plural

-es

body

bodies

country

countries

fly

flies

lady

ladies

puppy

puppies

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when forming the plurals.

Changing a final *y* to *i*

Directions: In the spaces provided, add *-es*, *-ing*, and *-ed* to each root word. Remember that the final *y* of the word is changed to *i* unless the ending (the suffix) begins with an *i* (*-ing*). Then use each form of one of the words in a sentence. (fly + es = flies; fly + ing = flying)

Verbs (Action Words)

simple form	-s form -es	present participle -ing	past tense (regular) -ed
baby	bab <u>i</u> es	bab <u>y</u> ing	bab <u>i</u> ed
carry	carri <u>e</u> s	carri <u>y</u> ing	carri <u>e</u> d
cry	cri <u>e</u> s	cri <u>y</u> ing	cri <u>e</u> d
hurry	hurri <u>e</u> s	hurri <u>y</u> ing	hurri <u>e</u> d
try	tri <u>e</u> s	tri <u>y</u> ing	tri <u>e</u> d

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them as needed when adding the endings.

Changing a final *y* to *i*

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Remember that the final *y* of the word is changed to *i* unless the ending (the suffix) begins with an *i* (*-ing*). Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
busy	busily	busier	busiest
funny	funnily	funnier	funniest
heavy	heavily	heavier	heaviest
pretty	prettily	prettier	prettiest
ready	readily	readier	readiest
early		earlier	earliest

Teacher, when completing this worksheet on a computer screen, please use an electronic pen to fill in each missing *y* before beginning. Students can use pencils to insert them on their worksheets and then erase them when adding the endings.

Inflectional Endings

Verbs (Action Words)

Directions: In the spaces provided, add *-s* or *-es*, *-ing*, and *-ed* to each root word. Then use each form of one of the words in a sentence.

simple form	<i>-s</i> form	present participle	past tense (regular)
exit	exits	exiting	exited
follow	follows	following	followed
guard	guards	guarding	guarded
hand	hands	handing	handed
head	heads	heading	headed
help	helps	helping	helped
	<i>-es</i>		
wish	wishes	wishing	wished

Directions: Insert an inflectional ending (*-s*, *-ing*, or *-ed*) in the space provided to form a new word that makes sense in the context of the sentence.

Has the sentence been recorded in the **present**, **future**, or **past tense**? Write your answer in the space following the sentence.

My brother and I **help** our mom cook. present tense

I will **help** her make potatoes for dinner. future tense

My brother **helps** us too. present tense

We are **helping** her peel potatoes. present tense

Yesterday, we **helped** make breakfast. past tense

Our mom has **helped** us a lot too. past tense

Directions: Use each form of one of the verbs from the previous page in sentences of your own. For example, if you choose the word *follow*, the words in your sentences would include *follow*, *follows*, *following*, and *followed*.

Inflectional Endings

Directions: In the spaces provided, add *-ly*, *-er*, and *-est* to the root words. Then use each form of one of the words in a sentence.

Adjectives and Adverbs (Describing Words)

positive	<i>-ly</i>	comparative (regular) <i>-er</i>	superlative (regular) <i>-est</i>
new	new ly	new er	new est
quiet	quiet ly	quiet er	quiet est
rough	rough ly	rough er	rough est
warm	warm ly	warm er	warm est
wild	wild ly	wild er	wild est

Directions: Insert an inflectional ending (*-ly*, *-er*, or *-est*) in the space provided to form a new word that makes sense in the context of the sentence.

James said, "Football is a **rough** sport. The game is played **roughly**. It is **rougher** than baseball. It is the **roughest** sport I have ever played."