

► Complete the picture labels. Write a word from the box on each line.

**thief**  
**thieves**

**wife**  
**wives**

**leaf**  
**leaves**

**elf**  
**elves**

**shelf**  
**shelves**



1. Three \_\_\_\_\_ dance.  
One \_\_\_\_\_ sings.



2. A \_\_\_\_\_ falls.  
Many \_\_\_\_\_ stay on the tree.



3. An \_\_\_\_\_ wakes up.  
Two \_\_\_\_\_ sleep.



4. Three \_\_\_\_\_ are full.  
One \_\_\_\_\_ is empty.



5. A \_\_\_\_\_ runs away.  
Two \_\_\_\_\_ stay.



**SCHOOL-HOME CONNECTION** Have your child write the words from the lesson. Ask your child to use a blue crayon to circle the *f* in each singular word and the *v* in each plural word. Talk about how each word changed.

► Read the Spelling Words. Sort the words and write them where they belong.

Ends with <i>f</i> or <i>fe</i>	Ends with <i>ves</i>
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____



► Write the words that are left in alphabetical order.

11. _____	14. _____
12. _____	15. _____
13. _____	

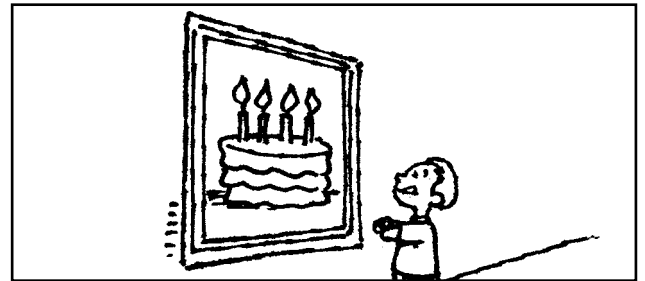
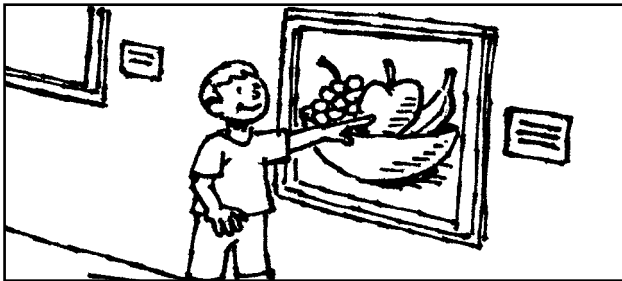
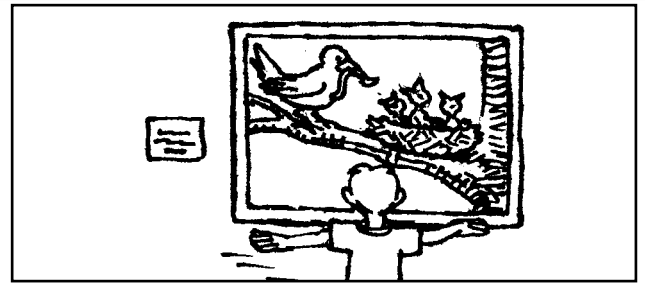
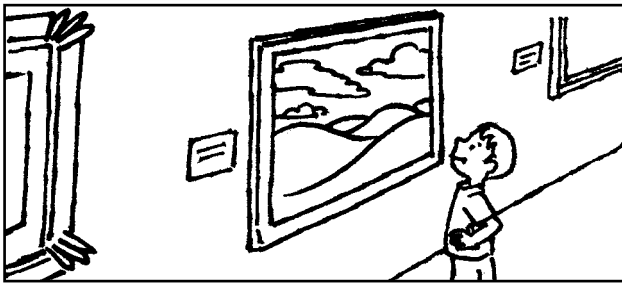
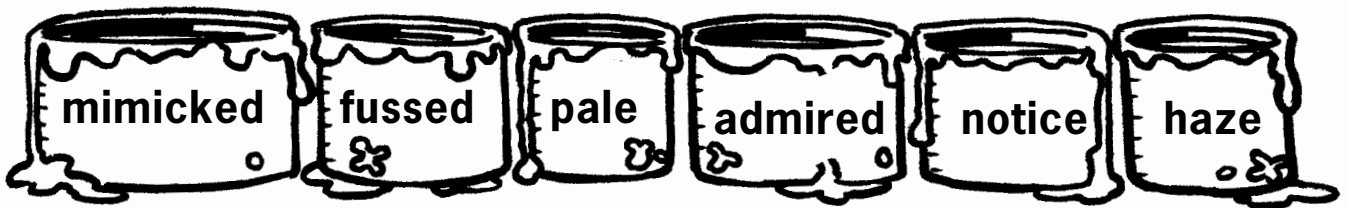
► Circle and write the word that best completes each sentence.

1. I will bring a \_\_\_\_\_ of bread to the picnic.  
loaf    loafs    loaves
2. I think we need two \_\_\_\_\_ of bread.  
loafs    loaves    loaf
3. Anne's paints and crayons are on the two bottom \_\_\_\_\_ of the closet.  
shelf    shelves    shelves
4. Let's take the umbrella on the top \_\_\_\_\_ in case it rains.  
shelf    shelves    shelves
5. Did you invite Anne's art teacher and his \_\_\_\_\_ to the picnic?  
wife    wives    wives
6. Yes, I asked all of Anne's teachers and their \_\_\_\_\_ and husbands to come.  
wives    wives    wive
7. Did you see the picture she drew of the two \_\_\_\_\_ in the barn?  
calf    calfs    calves



**SCHOOL-HOME CONNECTION** Ask your child to draw a picture of a shelf with a loaf of bread on it. Then ask him or her to write a sentence about the picture. Ask your child to add shelves and loaves to the picture and then write another sentence.

► Complete the sentences. On each line, write a word from the paint jars.



Jake liked the **(1)** \_\_\_\_\_ colors in this painting.

“There’s a blue **(2)** \_\_\_\_\_ over the hills,” he said.

In another painting, baby birds **(3)** \_\_\_\_\_ for food.

Jake **(4)** \_\_\_\_\_ the mother bird. “Did you

**(5)** \_\_\_\_\_ how real that apple looks?” Jake asked. Can

you guess which painting Jake **(6)** \_\_\_\_\_ most of all?



Write three sentences about a person you admire. Use as many Vocabulary Words as possible. Draw a picture to go with your sentences.

**Skill Reminder** • Some describing words tell how many.

► In each sentence, circle the describing word that tells how many. Then think of another describing word that tells how many. Write your new sentence.

1. Three boys row on the lake.

\_\_\_\_\_

2. Two grown-ups help them.

\_\_\_\_\_

3. They have three fishing poles.

\_\_\_\_\_

4. They want to catch seven fish.

\_\_\_\_\_

5. There are five other boats on the lake.

\_\_\_\_\_

6. Four girls swim in the lake.

\_\_\_\_\_

7. Ten children fish from the shore.

\_\_\_\_\_

8. Seven ducks swim by.

\_\_\_\_\_



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**Syllable Rule** • Divide a compound word between  
the two smaller words in it.

**Examples:** hot/dog sail/boat

- Read the words in the box. Write each word in syllables.  
Use slash marks to separate the syllables.

birthday

broadcast

catfish

sidewalk

daydream

cowboy

sunshine

horseshoe

rainbow

pinpoint

moonlight

bookstore

### Compound Words

1. \_\_\_\_\_ 5. \_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_ 12. \_\_\_\_\_

- Read the paragraph. Then choose the best answer to each question. Fill in the circle next to your choice.



Judy liked to paint. She painted pictures of her family on paper. She painted a picture of a happy frog with a smile on his face. She painted a light blue star on a dark blue chair. Then she tried to paint a beard on her father. That's when her parents took her paints away. Now Judy uses crayons.

1. An antonym for *happy* is—

- joyful
- glad
- sad
- merry

💡 Tip

Look for a word with the opposite meaning.

2. An antonym for *light* is—

- dark
- clear
- white
- bright

💡 Tip

Be sure to fill in the circle completely.



► Read the story. On each line, write the abbreviation that stands for the underlined word.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

I have a very busy life. Every Tuesday I ride my bike to Pine Street. I meet Missus Walker for my piano lesson. I practice hard for my recital in August. On Wednesday I play soccer in the park. My coach is Mister Reed. In December and January I go skating at the rink. Sometimes I like Sunday best. That's when I sleep late.



**SCHOOL-HOME CONNECTION** Have your child go on an abbreviation search and list any abbreviations he or she finds. Guide your child to check places like calendars, phone books, and appointment cards.