

Name _____

Plural Possessive Nouns

A **plural possessive noun** shows that something is owned or shared by more than one person, place, or thing.

- Add an apostrophe (') to a plural noun that ends in *-s*, *-es*, or *-ies*.
our parks' popularity animals' rights
- Add an apostrophe (') and *-s* to a plural noun that does not end in *-s*, *-es*, or *-ies*.
the deer's feeding ground the children's vacation

Directions Write the possessive form of each underlined plural noun.

1. highways roads _____
2. teeth cavities _____
3. states laws _____
4. forests trees _____
5. raccoons paws _____
6. geese feathers _____
7. men jackets _____
8. rivers banks _____

Directions Choose a plural possessive noun to complete each sentence. Write the word on the line.

9. Our national (parks, parks') landscapes are known around the world.

10. (Automobiles, Automobiles') exhausts can harm the wilderness.

11. The (wolfs', wolves') fangs are very sharp.

12. Park (rangers', ranger's) jobs are rewarding.



Home Activity Your child learned about plural possessive nouns. Ask your child to explain the difference between singular and plural possessive nouns. Encourage your child to give examples using the words *boys*, *girls*, and *children*.

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Directions Make each sentence less wordy by replacing the underlined words with a plural possessive noun phrase. Write the new sentences.

1. The wise decisions of our Presidents helped create America's national parks.

2. The trees of our forests are for animals as well as for people.

3. We must protect the creatures of our oceans.

4. People should respect the plants of the deserts.

5. All Americans should learn the histories of the states.

Directions Write about a visit to the zoo or a wildlife park. Use at least two plural possessive nouns and underline them.



Home Activity Your child learned how to use plural possessive nouns in writing. Have your child write a sentence about school using a plural possessive noun. Suggest that he or she use the word *teachers'*, *students'*, *boys'*, or *girls'*.

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Action and Linking Verbs

The main word in the predicate of a sentence is a verb. Verbs that show actions are called **action verbs**. Most verbs show actions you can see. Some verbs, such as *think* and *wonder*, show actions you cannot see.

Action Verbs Mrs. Bailey gave the man some food.
 Katy wondered about the stranger.

Linking verbs do not show actions. They tell what the subject is or what the subject is like. Common linking verbs are forms of the verb *to be*, such as *am*, *is*, *are*, *was*, and *were*. Verbs such as *seem*, *appear*, *become*, and *feel* can also be linking verbs.

Linking Verbs The man was weak.
 Soon he felt better.

Directions Circle the verb in each sentence.

1. The Bailey family lives on a farm.
2. Katy is Mr. and Mrs. Bailey's daughter.
3. She peeked into the room.
4. The stranger wore rough leather clothing.
5. He seemed confused and unhappy.
6. A doctor examined the stranger.
7. Later the stranger felt better.
8. He helped Mr. Bailey on the farm.

Directions Underline action verbs. Circle linking verbs.

9. The trees were bright red.
10. The stranger became sad.
11. The family waved goodbye.
12. Every year, the stranger leaves a message.



Home Activity Your child learned about action and linking verbs. Ask your child to tell you something that happened today. Have your child identify action and linking verbs in his or her account.

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Action and Linking Verbs

Directions Choose the best action verb from the box to complete each sentence. Write the new sentence on the line.

dawdles scurry shudder shimmers delights twitter

1. Summer ___ us with its warmth.

2. Sunlight ___ on the lake.

3. On a breezy day clouds ___ across the sky.

4. Birds ___ to one another.

5. A lazy cat ___ on the front steps.

6. We ___ at the thought of winter.

Directions Write a paragraph about your favorite time of year. Use strong action verbs and at least one of these linking verbs: *appear, feel, seem, become*. Underline all the linking verbs you use.



Home Activity Your child learned how to use action and linking verbs in writing. Encourage your child to write a journal entry about the day's activities. Have him or her underline action verbs and circle linking verbs.

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Action and Linking Verbs

Directions Write the verb in each sentence.

1. *The Stranger* describes a farm. _____
2. Mr. Bailey's life was hard. _____
3. He worked at many jobs. _____
4. Farmers raised pigs, sheep, and cows. _____
5. They also grew crops. _____

Directions Underline action verbs. Circle linking verbs.

6. Farms in the old days were smaller than today's farms.
7. Modern farms seem more like factories.
8. Farmers today often specialize in only one crop.
9. Long ago, farmers milked cows by hand.
10. Today they use machines.
11. Hens sometimes wandered into the farmhouse.
12. Now hens live in special cages.
13. Farming is still hard work.
14. Computers and modern equipment help farmers today.
15. Today's farms are big businesses.



Home Activity Your child reviewed action and linking verbs. With your child, look at a newspaper or magazine article. Ask your child to circle action verbs in red and linking verbs in blue.