

Year 3 and 4 Punctuation: Apostrophes for Possession with Plural Nouns

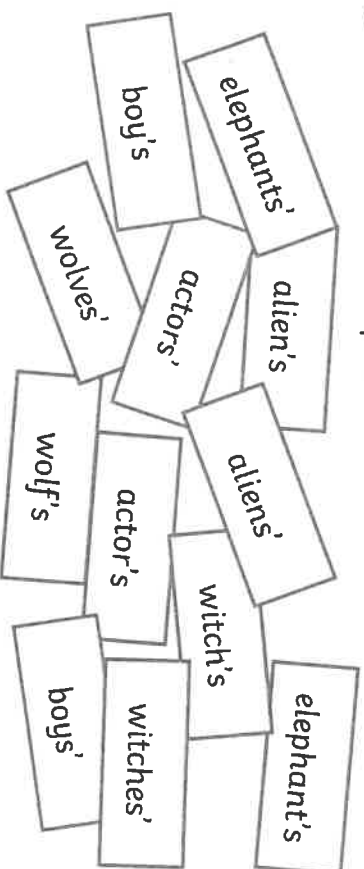
Learning From Home Activity Booklet

Statutory Requirements	Activity Sheet	Page Number	Notes
Pupils should be taught to indicate possession by using the possessive apostrophe with plural nouns.	Singular or Plural Sort	2	
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Singular or Plural Sort



Oh dear! Professor Punctuation has dropped her word cards on the floor and now they have become mixed up! The words all contained examples of the possessive apostrophe. However, some are singular nouns with apostrophes and some are plural nouns with apostrophes. Can you sort them into two groups in the table below to help her?



Singular	Plural

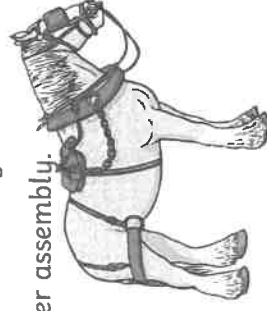
Challenge

Well done for completing the activity! Now write a sentence of your own using one of the plural nouns with a possessive apostrophe.

Singular or Plural Sentences

In the sentences below, an apostrophe has been used to show possession. However, in one option it shows an apostrophe being used with a **singular noun** and in the other it shows the apostrophe being used with a **plural noun**. Tick the sentence that shows the apostrophe being used with a plural noun.

- The babies' bottles were all lined up on the side ready for feeding time.
 The baby's bottles were all lined up on the side ready for feeding time.
- While they were trying to escape, the mouse's tails were chopped off by the farmer's wife.
 While they were trying to escape, the mice's tails were chopped off by the farmer's wife.
- The boy's new T-shirts were on the bench.
 The boys' new T-shirts were on the bench.
- The teachers' work has to be finished after assembly.
 The teacher's work had to be finished after assembly.
- The horse's shoes needed replacing.
 The horses' shoes needed replacing.



Singular or Plural Sentences

- The girl's dresses were hung up in the wardrobe.
 The girls' dresses were hung up in the wardrobe.
- The foxes' home is underground.
 The fox's home is underground.
- The dragons' strong wings beat swiftly through the sky.
 The dragon's strong wings beat swiftly through the sky.

Parent Note

When completing this exercise with your child, discuss the difference in meaning between the two sentences. If you child can give a clear explanation, it shows that they have mastered the difference between using apostrophes with singular and plural nouns.



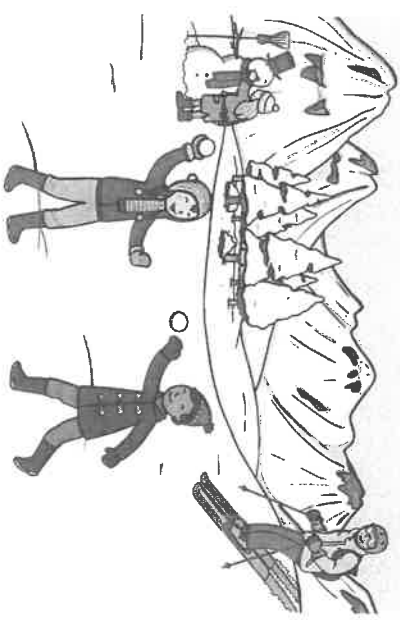
Complete the Sentence

Complete the sentences by changing the singular noun into a plural noun and by adding an apostrophe to show possession.

1. The _____ manes waved in the gentle breeze.
(Singular noun: lion)
2. The _____ colony was hidden high in the branches of a tree.
(Singular noun: ant)
3. In the forest, the _____ howled at the iridescent moon.
(Singular noun: wolf)
4. Mum scowled as she looked at the _____ dirty T-shirts.
(Singular noun: boy)
5. In the evening, the _____ loud barking disturbed all the neighbours.
(Singular noun: dog)
6. Everybody ate lots of food at the _____ party.
(Singular noun: child)
7. Bang went the gun at the start of the _____ 100m race final.
(Singular noun: man)
8. The _____ fur was washed and brushed ready for the parade.
(Singular noun: pony)

Be the Teacher!

Professor Punctuation is marking homework but he needs help to complete all the work. Please be the teacher and mark this piece of work below. The children had to use apostrophes to show possession with plural nouns. Cross out the wrong apostrophes and add the correct apostrophe in the right place.



In the forest, the wolve's howls' echoed as the tree's branches' swayed in the wind. Underground, in the foxe's home, they huddled together to get warm. In the trees', the squirrel's feet pattered as they scrambled up and down the branches' looking for food. In a clearing, the childrens' hands' shivered with cold. On the childrens' heads, were warm, woollen hats' and scarves' around their necks. The scarve's tassels fluttered like snowflakes'. On their feet, all the shoe's laces were frozen in the cold weather. From close by, the adult's shouts' floated on the wind. The boy's faces' began to smile as it was time to go home and get warm.

A Parent's Guide to Apostrophes with Plural Nouns

In years 3 and 4, children will be taught to use apostrophes to show possession with plural nouns. This builds on the work they did in KS1 when they learnt to use apostrophes to show possession with singular nouns. If your child isn't secure on using apostrophes for possession with singular nouns, it would be best to revise this first. The following booklet can be used for revision:

Year 2 Punctuation: Apostrophes for Possession Activity Booklet

Apostrophes with Plural Nouns

If the noun is a regular plural and ends with an 's', we just add an apostrophe after the 's'. For example:

The howls belonging to the wolves.

The wolves' howls.

Should be written:

However, not all plural nouns end in 's' - some are irregular like children and people. In these cases, we add an apostrophe and then an 's' ('s) to the end of the word. For example:

The books belonging to the children.

The children's books.

Should be written:

Year 3 and 4 Punctuation: Apostrophes for Possession with Plural Nouns

Learning From Home Activity Booklet Answers

Singular or Plural Sort

Singular	Plural
boy's	boys'
witch's	witches'
wolf's	wolves'
actor's	actors'
elephant's	elephants'
alien's	aliens'

Complete the Sentence

- The lions' manes waved in the gentle breeze.
- The ants' colony was hidden high in the branches of a tree.
- In the forest, the wolves' howled at the iridescent moon.
- Mum scowled as she looked at the boys' dirty T-shirts.
- In the evening, the dogs' loud barking disturbed all the neighbours.
- Everybody ate lots of food at the children's party.
- Bang went the gun at the start of the men's 100m race final.

Challenge

Accept any answer where a possessive apostrophe is used with a plural noun, e.g. The aliens' spaceships zoomed through the night sky.

Singular or Plural Sentences

- The babies' bottles were all lined up on the side ready for feeding time.
- The wolves' howls echoed through the misty forest.
- The boys' new T-shirts were on the bench.
- The teachers' work has to be finished after assembly.
- The horses' shoes needed replacing.
- The girls' dresses were hung up in the wardrobe.
- The foxes' home is underground.
- The dragons' strong wings beat swiftly through the sky.

Be the Teacher!

In the forest, the wolves' howls echoed as the trees' branches swayed in the wind. Underground, in the foxes' home, they huddled together to get warm. In the trees, the squirrels' feet pattered as they scrambled up and down the branches looking for food. In a clearing, the children's hands shivered with cold. On the children's heads, were warm, woolen hats and scarves around their necks. The scarves' tassels fluttered like snowflakes. On their feet, all the shoes' laces were frozen in the cold weather. From close by, the adults' shouts floated on the wind. The boys' faces began to smile as it was time to go home and get warm.

Correctly placed apostrophes have been circled. All other apostrophes should have been crossed out by the children.

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the time and place of the action in your main clauses.

time _____

place _____

Spot the Fronted Adverbials Answers

1. Can you place a comma after the fronted adverbial in these sentences?

a) Baffled by the mathematical problem, the professor felt frustrated.

b) Under the bridge, the misunderstood troll waited patiently for his goat friends.

c) Once a year, the people put on their costumes and partied at the carnival.

d) Before the holidays, the Y6 pupils had a farewell celebration at their junior school.

e) Almost certainly, Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

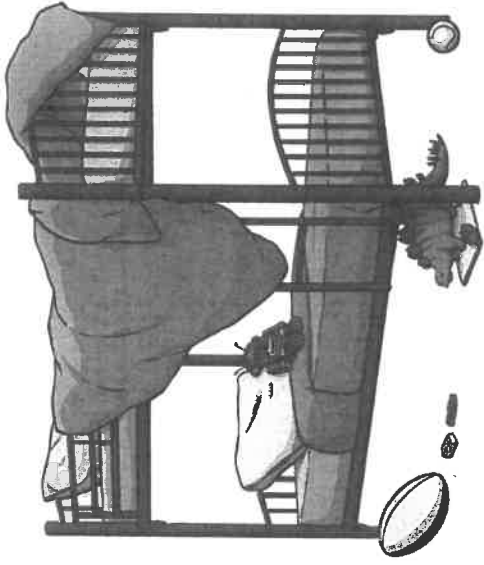
Through the bushes, Kian searched and searched. Under all of the rocks, he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed, a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused, he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box, Kian leapt up and grabbed it. As Kian hurriedly ran back, his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the time, place, frequency, possibility or manner of the action in your main clauses.
Various answers possible.

A Messy Bedroom

Identify Prepositional Phrases

Below is a description of a messy bedroom. Underline all the prepositional phrases in the text. There are eleven altogether – can you spot them all?



Daniel's bedroom was a terrible mess! It looked like a tornado had passed through it and turned everything upside-down! Across the floor, toys were scattered and Daniel's favourite superhero toy had been thrown under the bed. A pile of old magazines were precariously stacked behind the bedroom door, waiting to be knocked over. By his bed, a small table stood, covered in empty sweet wrappers and an old drink carton. Feeling horrified, Daniel's mum hadn't entered the room for several days due to the mess. Behind the wardrobe doors, piles of unfolded and dirty clothes lay screwed up waiting to be sorted. 'I want this bedroom cleaned by tomorrow,' demanded his mum. Daniel walked into his room and lay on his bed.

'I'll do it first thing in the morning,' he thought to himself.

A Messy Bedroom

Now it's your turn. In the box below, draw or glue a picture of your bedroom. Then write a description of your bedroom which includes prepositional phrases. Underline or highlight each prepositional phrase as you write. **Tip:** Use the prepositions in the box to help you write your phrases.

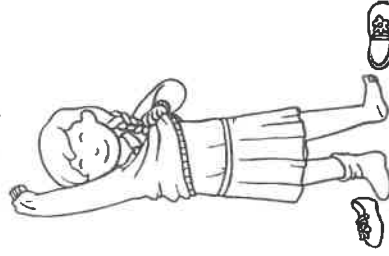
on in beside behind between across through next to below under by near to	
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Commonly Confused Words

Where, Wear, Were, We're

Complete these sentences using the correct words. The first **four** have been done for you.

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is _____ I used to live.
6. The children _____ very tired after their day out.
7. I like to _____ red.
8. Hurry up, _____ going to be late.
9. We _____ freezing cold.
10. She will always _____ her hair in pigtails.
11. _____ very excited.
12. Do you know _____ I can find the dinner hall?
13. I am going to _____ my new shoes.
14. The children _____ very well behaved on the school trip.
15. I wonder _____ this path will take us.
16. _____ leaving in ten minutes.



Commonly Confused Words

Your, You're

Complete these sentences using the correct words. The first **two** have been done for you.

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is _____ birthday?
4. Is that _____ coat?
5. _____ welcome to share my colouring pencils.
6. Eat an apple if _____ hungry.
7. I saw _____ mum yesterday.
8. Do you know where _____ going on holiday?
9. Don't forget _____ manners.
10. _____ a lovely young girl.
11. On _____ marks, get set, go!
12. When _____ feeling better, we will go to the beach.



Homophones Practice

They're, There and Their

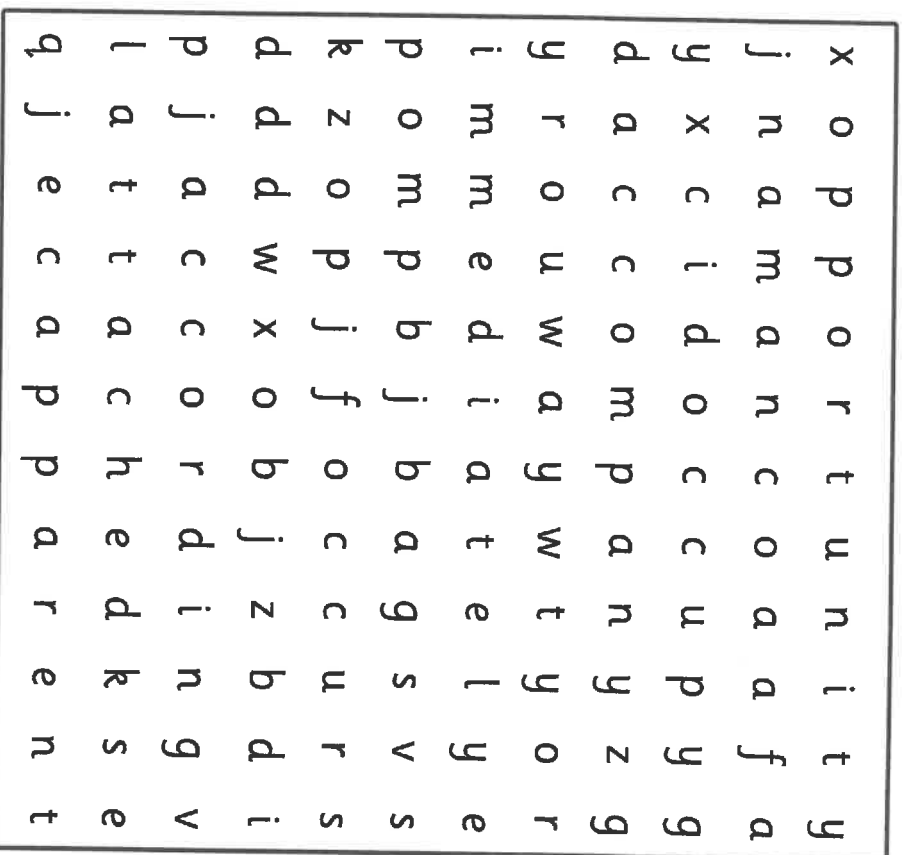
Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue Smarties are the best, _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?



Spelling List Wordsearch

Initial Sound Followed by Double Consonant



opportunity
immediately
occupy
attached
occur

aggressive
accommodate
accompany
according
apparent

Spelling List Wordsearch Double Consonant

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

embarrass
 especially
 correspond
 communicate
 profession
 sufficient
 exaggerate
 recommend

Past and Present Tense

Tick the boxes to show whether these sentences use the past or the present tense.

	Past	Present
The unpolished brass door handle bit like ice against Tilda's palm.		
"It's working."		
Tilda nursed her hand and glared at the stubborn metalwork.		
"It moved!"		
"It smells like Grandad's woodworking shed."		

Can you turn these whole sentences from the past tense into the present tense?

The thought seemed to send a shiver dancing through Charlie's body.

Tilda leaned her slender frame against an uneven wall.

Now, only the attic needed to be cleared.

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent.

Now see if you can write this whole paragraph in the past tense.

Showing how little she cares, Tilda slams the shoe against the door handle with all the strength she can muster. The rubber sole hits its mark with a determined thud, then bounces away faster than a ricocheting bullet, throwing Tilda against the solid stone wall.

Past and Present Tense Answers

Tick the boxes to show whether these sentences use the past or the present tense.

	Past	Present
The unpolished brass door handle bit like ice against Tilda's palm.	✓	
"It's working."		✓
Tilda nursed her hand and glared at the stubborn metalwork.	✓	
"It moved!"	✓	
"It smells like Grandad's woodworking shed."		✓

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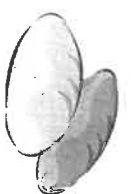
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One loaf

Plurals



Two loaves



One leaf



Three leaves

To make the words *loaf* and *leaf* plural, we change the *f* to *v* before adding *-es*

Now do the same with these words:

thief	A pair of _____
shelf	three _____
loaf	five brown _____
half	two _____ make one
calf	four _____
leaf	several _____
sheaf	ten _____ of wheat
wolf	a wild pack of _____

With these words, change the *f* to *v* and add *-s*. The *e* is already there

wife _____ life _____ knife _____

Use the words you have made to fill these gaps:

The book _____ were full of paperbacks.

The baker sold two hundred _____ of bread yesterday.

We walked along, kicking up the autumn _____

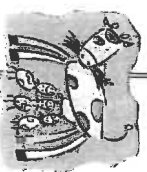
There are two _____ in a whale.

Baby cows are called _____

In the wild country, _____ hunt in packs.

The butcher keeps his _____ sharp.

The police quickly arrested the two _____



Collective Nouns

Some nouns name a group or a collection of things. These are called collective nouns.



Fill in all the gaps please
You should try to
learn these off by
heart

- A _____ of china.
- A _____ of corn.
- A _____ of friends.
- A _____ of _____
- A _____ of elephants.
- A _____ of flowers.
- A _____ of thieves.
- A _____ of books.
- A _____ of bees.
- A school of _____
- A team of _____
- A shoal of _____
- A suite of _____
- A herd of _____
- A troop of _____
- A litter of _____
- A group of _____

Write the collective nouns that are missing from these sentences:

The look-out sighted a _____ of _____

whales in the distance.

A _____ of thieves held up the

mail van and robbed it.

The explorer took photographs of a

_____ of elephants.

A _____ of fish was approaching

the trawler.

Each room in the hotel had a new

_____ of furniture.

The Orkneys are a _____ of _____

islands off Northern Scotland.

A _____ of bees had settled on

an apple tree in the orchard.

The tabby cat was very proud of her

_____ of kittens.

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- Bees
- Books
- Cows
- China
- Corn
- Elephants
- Fish
- Friends
- Furniture
- Islands
- Kittens
- Musicians
- Monkeys
- Soldiers
- Oxen
- Flowers
- Thieves
- Whales
- Swarm
- Library
- Herd
- Set
- Sheaf
- Herd
- Shoal
- Party
- Suite
- Group
- Litter
- Group
- Musicians
- Troop
- Regiment
- Team
- Bunch
- Gang
- School