



# 1<sup>st</sup> Grade Packet

## Contractions

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

## **Guided Practice Activities**

These activities need to be completed with the help of a fluent reader.

### **Homework Pages**

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

### **Building Words Activities**

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

## **Independent Practice Activities**

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

### **Cloze Passages**

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

### **Building Words Transfer Cards**

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

### **Practice Pages**

Instructions at the top may need to be read to the student.

### **Sort and Spell Activities**

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

### (Form A) Spelling LESSON WEEK 12: Contractions

**Spelling Skill:** Contractions are joined words that have been shortened in length by leaving out some letters. When combining two words to make a contraction, the first word always stays the same. One or more letters, including the vowel, are removed from the second word and are replaced by an apostrophe. This lesson contains contractions using *will, not, have, am, are, is, and has*. Contractions are not marked.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
aren't	aren't haven't he's I'll we're	isn't I'm we've what's can't	she's it's you're that's could've	could would have are here

### Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell one skill word from the word bank.	2. Choose two contractions from the word bank, and write the words that are used to form each one.	3. Spell one skill word from the word bank.
4. Write a sentence using a contraction from the word bank.	5. Spell two skill words from the word bank.	6. Write a contraction from the word bank that is formed using the word <i>not</i> .
7. Spell one skill word from the word bank.	8. Write a contraction for the word bank that is formed using the word <i>is</i> .	9. Spell one skill word from the word bank.

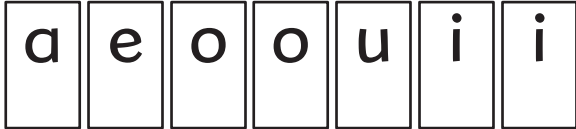
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 12

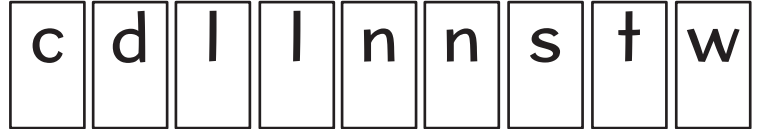
## Building Words Review Activity for Spelling Lesson Week 12 Part 1 of 2, Contractions with *not* and *will*

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



Punctuation



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 12.

### Building Words

Let's practice making contractions. A contraction is two words that are shortened into one word using an apostrophe to replace one or more missing letters. When you combine two words to make a contraction, the first word usually stays the same. One or more letters, including the vowel, are removed from the second word. These letters are replaced with an apostrophe.

We'll start by making contractions with *not*, using the sound cards.

1. Spell the word **do**. Now spell the word **not**. Let's combine them. Which letter will be replaced with the apostrophe to spell **don't**? (the second *o*) Correct. Replace the *o* in *not* with an apostrophe to form the contraction *don't*. I *don't* have any paper.
2. Change the contraction *don't* to the contraction **doesn't**. We only need to change the first word in this contraction from *do* to *does*. He *doesn't* want to play that game.
3. Now let's change *doesn't* to **didn't**. They *didn't* have time to visit us.
4. Spell the word **is**. Now spell **not**. Combine them to form the contraction **isn't**. Which letter will you replace with the apostrophe? (the letter *o*) There *isn't* anyone in this room.
5. Spell the word **can**. Now spell the word **not**. Combine them. Which letters do we need to replace with an apostrophe to form **can't**? (the letters *n* and *o*) Correct. Replace the *n* and the *o* with an apostrophe to form *can't*. I *can't* hear you.
6. Spell the word **was**. Now spell the word **not**. Now form the contraction **wasn't**. Which letter did you replace with the apostrophe? (the letter *o*) She *wasn't* ready to go.
7. Let's do one last contraction with *not*. Spell the word **could**. Now spell the word **not**. Now form the contraction **couldn't**. Which letter did you replace with the apostrophe? (the letter *o* in the word *not*) We *couldn't* agree on which book was best.

(continued on next page)

# Review Activities Lesson Week 12

(continued from previous page)

Now let's practice making contractions with *will*.

8. Spell **we**. Now spell **will**. Let's combine them. What letters will be removed to form the contraction **we'll**? (the letters *w* and *i* in the word *will*) Correct, replace the letters *w* and *i* with an apostrophe. Do you think *we'll* get done today?
9. Let's try one more. Spell the word **I**. Spell the word **will**. Combine them, and form the contraction **I'll**. What two letters do we need to remove? (the letters *w* and *i* in the word *will*) Correct, replace the letters *w* and *i* with an apostrophe. *I'll* help you find your gloves.

## Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

## Bonus Activity

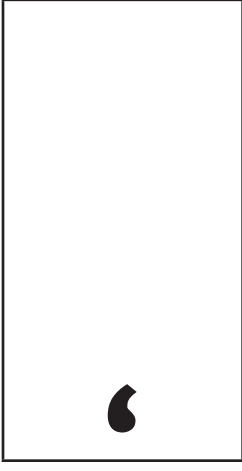
In one column, have students write as many words as they can using the word *not*. In a second column, have them write as many contractions as they can using the word *will*.

## Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 12 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 12

## Building Words Review Activity for Spelling Lesson Week 12 Part 1 of 2, Contractions with *not* and *will*



A	E	O	O	U	I	I	C
D	L	L	N	N	S	T	W

**c i i u o o e a**

**w t s n n l l p**



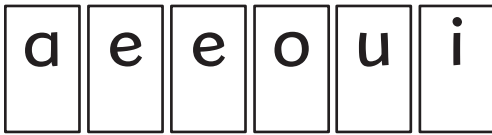
## Building Words

### Review Activity for Spelling Lesson Week 12

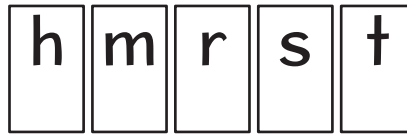
#### Part 2 of 2, Contractions with *am/are* and *is/has*

42 Sounds Cards (one of the following for each student):

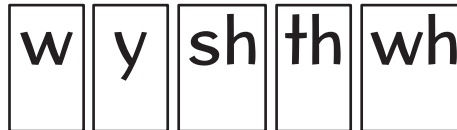
Vowels



Consonants



Punctuation



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 12.

### Building Words

Let's practice making contractions. A contraction is two words that are shortened into one word using an apostrophe to replace one or more missing letters. When you combine two words to make a contraction, the first word usually stays the same. One or more letters, including the vowel, are removed from the second word. These letters are replaced with an apostrophe.

We'll start by making contractions with *am* and *are*, using the sound cards.

1. First spell the word *I*. Now spell the word ***am***. Let's combine them. Which letter will be replaced with the apostrophe to spell ***I'm***? (the letter *a*) Correct. Replace the *a* in the second word with an apostrophe to form the contraction ***I'm***. *I'm* glad to meet you.
2. Spell the word ***you***. Now spell the word ***are***. Combine them. Which letter do we need to replace with an apostrophe to form ***you're***? (the letter *a*) Correct. Replace the *a* with an apostrophe to form ***you're***. *You're* a good helper.
3. Spell the word ***we***. Now spell the word ***are***. Now form the contraction ***we're***. Which letter did you replace with the apostrophe? (the letter *a*) Correct. *We're* having soup for lunch.
4. Spell the word ***they***. Now spell the word ***are***. Now form the contraction ***they're***. Which letter did you replace with the apostrophe? (the letter *a*) Correct. I think that *they're* great friends.

Now let's practice making contractions with *is* and *has*. Both *is* and *has* form the same contraction: an apostrophe followed by the letter *s*.

5. First, spell the word ***she***. Spell the word ***is***. Combine them, and form the contraction ***she's***. What letter do we need to remove? (the letter *i*) Correct. Replace the letter *i* with an apostrophe.
6. Now spell the word ***he***. Spell the word ***has***. Combine them, and form the contraction ***he's***. What two letters do we need to remove? (the letters *h* and *a* from the word *has*). Correct. Replace the letters *h* and *a* with an apostrophe. The contraction ***he's*** is used for both *he has* and *he is*. *He's* got three dogs.

(continued on next page)

# Review Activities Lesson Week 12

(continued from previous page)

7. Spell the word **it**. Spell the word **has**. Combine them, and form the contraction **it's**. What two letters do we need to remove? (the letters *h* and *a*). Correct. Replace the letters *h* and *a* with an apostrophe. Both *it has* and *it is* form the contraction *it's*. *It's* been a windy day!
8. Spell the word **that**. Spell the word **is**. Combine them, and form the contraction **that's**. What letter do we need to remove? (the letter *i*) Correct. Replace the letter *s* with an apostrophe. *That's* a fun book to read. When we form the contraction *that's* from *that* and *has*, we remove the *h* and the *a*.
9. Spell the word **what**. Spell the word **is**. Combine them, and form the contraction **what's**. What letter do we need to remove? (the letter *i*) Correct. Replace the letter *s* with an apostrophe. Can you tell me *what's* for dinner? When we form the contraction *what's* from *what* and *has*, we remove the *h* and the *a*.

## Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

## Bonus Activity

Have students write a sentence using at least one contraction.

## Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 12 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 12

## Building Words

Review Activity for Spelling Lesson Week 12  
Part 2 of 2, Contractions with *am/are* and *is/has*



<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>H</b>	<b>M</b>
<b>R</b>	<b>S</b>	<b>T</b>	<b>W</b>	<b>Y</b>	<b>Th</b>	<b>Wh</b>

**m h i u o e e a**  
**wh th sh y w t s r**

**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage 1**

Name \_\_\_\_\_ Date \_\_\_\_\_

**That Isn't My Hat**

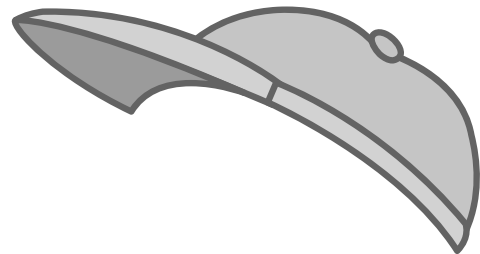
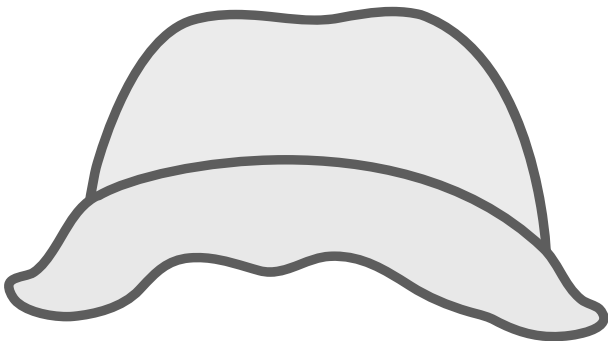
"Here's your hat," said Dad. "\_\_\_\_\_ got to go, or we'll miss the bus."

"That \_\_\_\_\_ my hat," said Ming. "\_\_\_\_\_ too big."

"My hat is too small," said Dad. "It looks like \_\_\_\_\_ got your hat,  
and you've got my hat."

"\_\_\_\_\_ funny!" said Ming.

"Yes, it is!" said Dad.



**Reading Horizons Discovery® Spelling Lesson Week 12**  
**Cloze Passage 1**  
**Contractions (using *will, not, have, am, are, is, and has*)**

isn't      it's      I've      that's      we've

# Spelling Lesson Week 12

## Building Words Transfer Card 1 of 2

Words:

don't    doesn't    didn't    isn't    can't  
wasn't    couldn't    we'll    I'll

Sentence:

Didn't you like that it wasn't a strong smell?

# Spelling Lesson Week 12

## Building Words Transfer Card 2 of 2

Words:

I'm      you're      we're      they're      she's  
he's      it's      that's      what's

Sentence:

I'm glad that she's here and that we're well.



Name \_\_\_\_\_  
-----  
\_\_\_\_\_

Contractions are two words that are combined to make one word. To make the contraction, some letters are removed and replaced with an apostrophe (').

### Lesson 30: Contractions

Read each sentence. Then find the two words that are underlined in each sentence. Find the correct contraction in the box and write the it in the space next to the sentence.

Here's	didn't	I'll
can't	I'd	won't

1. Fred did not write to his mom. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. Here is your ring! \_\_\_\_\_  
-----  
\_\_\_\_\_

3. If I can come, I will call you. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. Kim will not be there until six. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. I would love to have lunch with you. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. Mel can not go with Cliff to camp. \_\_\_\_\_  
-----  
\_\_\_\_\_

Discovery Spelling Lesson 12  
Sort and Spell 1

<b>Contractions with <i>not</i>, <i>will</i>, and <i>have</i></b>		
<b>not</b>	<b>will</b>	<b>have</b>

Word Bank

aren't	can't
didn't	I'll
I've	she'll
they'll	we've
wouldn't	you've

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Jed \_\_\_\_\_ spill the drink. It was Sam.

2. Beth said \_\_\_\_\_ help you.

3. \_\_\_\_\_ lost my hat.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. Which contraction means *you have*?

\_\_\_\_\_

2. What two words were used to make the contraction *aren't*? \_\_\_\_\_

Word Bank

he's	here's
I'm	it's
that's	they're
we're	they're
who's	you're

Page intentionally left blank.



Discovery Spelling Lesson 12  
Sort and Spell 2

Contractions with <i>am</i> , <i>are</i> , and <i>is</i>		
<i>am</i>	<i>are</i>	<i>is</i>

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. (who, is) \_\_\_\_\_ taller?

2. (I, am) \_\_\_\_\_ a fan of math.

3. (they, are) \_\_\_\_\_ at the mall.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. Which contraction means *what is*? \_\_\_\_\_

2. What two words were used to make the contraction *we're*? \_\_\_\_\_

