



# 2<sup>nd</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) LESSON WEEK 7: Review of Special Vowel Combinations and Contractions

**Spelling Skill:** Special Vowel Combinations are spelling patterns in one-syllable words for vowels followed by *-ll*, *-ng*, or *-nk*. Contractions are joined words that have been shortened in length by leaving out at least one letter. When two words are combined to make a contraction, the first word always stays the same. (Exception: *won't*.) One or more letters, including the vowel, are removed from the second word and are replaced by an apostrophe where letters have been left out. This lesson contains contractions using *not*, *will*, *have*, *am*, *are*, *is*, *has*, *would*, and *had*. Contractions are not marked.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	thing toll I'm you'll could've	bank blink we'd weren't they're	stall song can't it'll he's	is are have has would

### 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 and mark two skill words from the word bank.	2. Write a sentence using a contraction.	3. Write a sentence using at least two skill words and one MCW from the word bank.
4. Choose three contractions from the word bank, and write the words that are used to form each one.	5. Spell and mark three skill words from the word bank.	6. Choose a word with a Special Vowel Combination from the word bank, and write three words that rhyme with it.
7. Write at least one sentence using three contractions from the word bank.	8. Write two contractions from the word bank that are formed using the word <i>will</i> .	9. Spell and mark two skill words from the word bank.

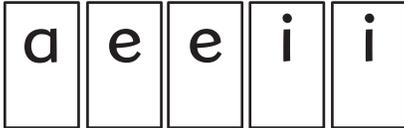
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 7

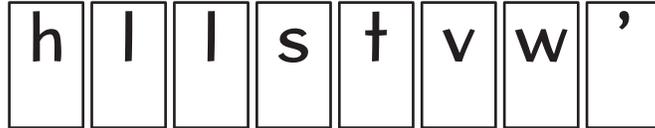
## Building Words Review Activity for Spelling Lesson Week 7 Part 1 of 2, Contractions with *will*, *have*, *has*, and *is*

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 7.

### Building Words

Let's practice making contractions. A contraction is two words reduced into one shortened word using an apostrophe to replace missing letters. When you are combining two words to make a contraction, the first word almost always stays the same. One or more letters, including the vowel, are removed from the second word and replaced by an apostrophe.

Let's begin forming contractions using the word *will*.

1. Spell the word *she*. Now spell the word *will*. Spell the contraction *she'll*. Which letters do we need to remove to make the contraction *she'll*? (the letters *w* and *i*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. *She'll* bring back her library book tomorrow.
2. Spell the word *we*. Then spell the word *will*. Now spell the contraction *we'll*. *We'll* be waiting for you in the theater.
3. Spell the word *it*. Then spell the word *will*. Form the contraction *it'll*. Remember, the first word will stay the same. Which letters do we need to remove to make the contraction *it'll*? (the letters *w* and *i*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. *It'll* be cold on the hike tomorrow.
4. Use one letter to spell the word *I*. Then spell the word *will*. Now spell the contraction *I'll*. *I'll* be back from vacation next week.

Next, let's make contractions using the word *have*.

5. Use one letter to spell the word *I*. Now spell the word *have*. Spell the contraction *I've*. Which letters do we need to remove to make the contraction *I've*? (the letters *h* and *a*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. *I've* got three pencils in my desk.
6. Spell the word *we*. Then spell the word *have*. Now spell the contraction *we've*. *We've* been playing in the water all day.

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Finally, let's make contractions using the words **has** and **is**. Both *is* and *has* form the same contraction: an apostrophe followed by the letter *s*.

7. Spell the word **he**. Now spell the word **has**. Spell the contraction **he's**. Which letters do we need to remove to make the contraction *he's*? (the letters *h* and *a* from the word *has*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. *He's* got a big hat.
8. Remove the apostrophe and the *s*. Which word remains? (*he*) Correct. Spell the word **is**. Now spell the contraction **he's**. Which letter do we need to remove to make the contraction *he's*? (the letter *i*) Correct. Replace the letter with an apostrophe and move the cards together to make one word. *He's* in second grade this year. Remember, the contractions for *he has* and *he is* are spelled the same, so we have to look at the rest of the sentence to know which is being used.
9. Spell the word **it**. Now spell the word **has**. Spell the contraction **it's**. Which letters do we need to remove to make the contraction *it's*? (the letters *h* and *a*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. *It's* been a fun day. The contraction *it's* is also used for *it is*. *It's* 3 o'clock.

### 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). As an alternative, have students write as many words as they can using the letters in this lesson.

### Bonus Activity

Have students write a sentence using at least one contraction. Or provide students with the following question, or a similar one, to which they respond in writing using a contraction from the lesson.

Question: What have you been doing today?

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 7 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 7

## Building Words

### Review Activity for Spelling Lesson Week 7

#### Part 1 of 2, Contractions with *will*, *have*, *has*, and *is*

A	E	E	I	I	H	L	L
S	T	V	W	,	'll	've	's

l l h i i e e a

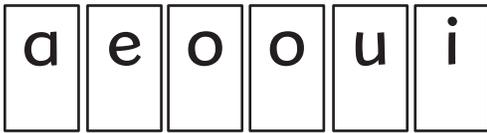
's 've 'll ' w v t s

# Review Activities Lesson Week 7

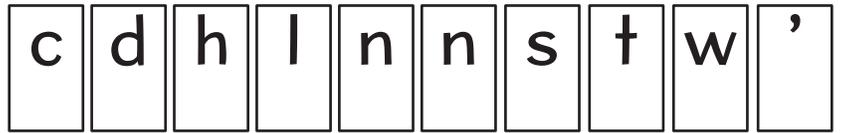
## Building Words Review Activity for Spelling Lesson Week 7 Part 2 of 2, Contractions with *not*, *would*, and *had*

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 7.

### Building Words

Let's practice making contractions. A contraction is two words reduced into one shortened word using an apostrophe to replace missing letters. When you are combining two words to make a contraction, the first word almost always stays the same. One or more letters, including the vowel, are removed from the second word and replaced by an apostrophe.

Let's begin by forming contractions using the word *not*.

1. Spell the word *could*. Now spell the word *not*. Spell the contraction *couldn't*. Which letter do we need to replace with an apostrophe to spell *couldn't*? (the letter *o*) Correct. Replace the letter with an apostrophe and move the cards together to make one word. She *couldn't* ride her bike with a flat tire.
2. Spell the word *would*. Now spell the word *not*. Spell the contraction *wouldn't*. Which letter do we need to replace with an apostrophe to spell *wouldn't*? (the letter *o*) Correct. Replace the letter with an apostrophe and move the cards together to make one word. The zipper on his coat *wouldn't* move.
3. Now spell the word *can*. Spell the word *not*. Spell the contraction *can't*. Which letters do we need to remove to spell *can't*? (the letters *n* and *o* in the word *not*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. I *can't* go to the zoo today.
4. Spell the word *had*. Spell the word *not*. Spell the contraction *hadn't*. Which letter do we need to remove to spell *hadn't*? (the letter *o*) Correct. Replace the letter *o* with an apostrophe and move the cards together to make one word. I *hadn't* seen your new puppy before today.
5. Spell the word *do*. Spell the word *not*. Now spell the contraction *don't*. Which letter do we need to remove to spell *don't*? (the letter *o*) Correct. Replace the letter with an apostrophe and move the cards together to make one word. Please *don't* run in the hall.

Now let's form contractions using the words *would* and *had*. Both *would* and *had* form the same contraction: an apostrophe followed by the letter *d*.

6. Spell the word *it*. Now spell the word *would*. Spell the contraction *it'd*. Which letters do we need to remove to make the contraction *it'd*? (the letters *w*, *o*, *u*, and *l*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. Spell *it'd*. *It'd* be fun to bake some treats!

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7. Use one letter to spell the word *I*. Spell the word **would**. Spell the contraction **I'd**. Which letters do we need to remove to spell **I'd**? (the letters *w, o, u,* and *I*) Correct. Replace the letters with an apostrophe and move the cards together to make one word. Spell **I'd**. *I'd* like a cup of water. In this sentence, does **I'd** represent *I would* or *I had*? (*I would*) Correct.
8. Spell the word **he**. Now spell the word **would**. Spell the contraction **he'd**. Which letters do we need to remove to make the contraction **he'd**? (the letters *w, o, u,* and *I*.) Correct. Replace the letters with an apostrophe and move the cards together to make one word. Spell **he'd**. *He'd* like to be in the school play.
9. Spell the word **she**. Spell the word **would**. Which letters do we need to remove to make the contraction **she'd**? (the letters *w, o, u,* and *I*.) Correct. Replace the letters with an apostrophe and move the cards together to spell the contraction **she'd**. *She'd* be happy to help us.
10. Spell the word **we**. Now spell the word **had**. Which letters do we need to remove to make the contraction **we'd**? (the letters *h* and *a*.) Correct. Replace the letters with an apostrophe and move the cards together to spell the contraction **we'd**. *We'd* already had breakfast when we decided to make pancakes.

## 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). As an alternative, have students write as many contractions as they can using the letters in this lesson.

## Bonus Activity

Have students write a sentence using at least one contraction. Or provide students with the following question, or a similar one, to which they respond in writing using a contraction from the lesson.

Question: What would you like to do on Saturday?

## Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 7 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 7

## Building Words

### Review Activity for Spelling Lesson Week 7

#### Part 2 of 2, Contractions with *not*, *would*, and *had*

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

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

**w t s n n l h**

**Reading Horizons Discovery® Spelling Lesson Week 7**  
**Cloze Passage**

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

**“A Letter”**

Dear Ling,

We'd like to \_\_\_\_\_ you for singing your \_\_\_\_\_ for the class. We all  
\_\_\_\_\_ you sing so well! We \_\_\_\_\_ sing a lot, but if we \_\_\_\_\_ as  
well as you, \_\_\_\_\_ sing all the time. \_\_\_\_\_ the best!

From,

Ms. Ross's Class



**Reading Horizons Discovery® Spelling Lesson Week 7**

**Cloze Passage**

**Special Vowel Combinations (Review); Contractions Word Bank**

class

song

think

thank

sang

you're

don't

we'd

# Spelling Lesson Week 7

## Building Words Transfer Card 1 of 2

**Contractions with *will, have, has, and is***

Words:

she'll	we'll	it'll	I'll
we've	he's	it's	I've

Sentence:

**We'll see if it's hot out.**

# Spelling Lesson Week 7

## Building Words Transfer Card 2 of 2

### Contractions with *not*, *would*, and *had*

Words:

couldn't	can't	don't	I'd	hadn't
wouldn't	it'd	he'd	she'd	we'd

Sentence:

Don't be sad that you couldn't get to it.

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.

It's	won't	
She'll	couldn't	Who'd

She will be here at 10:00. \_\_\_\_\_  
-----  
\_\_\_\_\_

Sam will not help. \_\_\_\_\_  
-----  
\_\_\_\_\_

The desk is not here. It is in here. \_\_\_\_\_  
-----  
\_\_\_\_\_

Who would like to go into the shop? \_\_\_\_\_  
-----  
\_\_\_\_\_

Ann could not go to the mall. \_\_\_\_\_  
-----  
\_\_\_\_\_

Reading Horizons Discovery® Spelling Lesson Week 7  
Sort and Spell 1

	<b>-LL</b>	<b>-NG</b>	<b>-NK</b>

Word Bank

bank

bell

fang

gull

honk

long

poll

sang

sank

spring

still

stink

tell

trunk

wing

Page intentionally left blank.

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

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

1. He is \_\_\_\_\_ in class.

2. They \_\_\_\_\_ a song to the king.

3. The boxes are in the \_\_\_\_\_ of the cab.

4. She can \_\_\_\_\_ you all about her pet crab.

5. The \_\_\_\_\_ sat in the sun.

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

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

1. Write the two words from the sort that rhyme with *bring*. \_\_\_\_\_

2. Write the word in the sort that starts with an *R-Blend*? \_\_\_\_\_

3. How many words in this sort have a short *e* vowel sound? \_\_\_\_\_