



# 3<sup>rd</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 B) Spelling LESSON WEEK 5: Contractions and Possessives

**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. Possessive words are words that show ownership (e.g., *its*, *whose*).

Example Word	Word Bank Skill Words	Most Common Words
hadn't	hadn't    who's    they'll I've        they're    I'm it's         I'll        weren't she'd       what's     we've you'd       its         their	way people see go look

### 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. Write a contraction from the word bank that can be formed using the word <i>had</i> .	2. Write two contractions from the word bank that are formed using the word <i>I</i> .	3. Write two words from the word bank that sound the same but are spelled differently and have different meanings.
4. Write a sentence using one MCW and one skill word from the word bank.	5. Write a sentence using one contraction and one possessive from the word bank.	6. Choose two contractions from the word bank, and write the words that are used to form each one.
7. Write two contractions from the word bank that are formed using the word <i>is</i> .	8. Write a sentence using a contraction from the word bank.	9. Write a sentence using a possessive from the word bank.

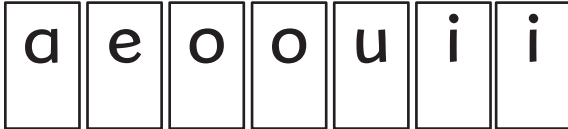
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 5

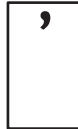
## Building Words Review Activity for Spelling Lesson Week 5 Part 1 of 2, Contractions with *not* and *will*

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

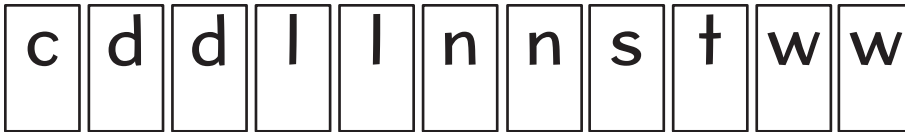
Vowels



Punctuation



Consonants



### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 5.

### 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 Sounds 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 letter *o*) Correct. Replace *o* with an apostrophe to form the contraction **don't**. We **don't** need any more glue.
2. Change the contraction **don't** to the contraction **doesn't**. We only need to change the first word in this contraction. She **doesn't** want the red crayon.
3. Now let's change **doesn't** to **didn't**. I **didn't** know that it was raining outside.
4. 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**. We **can't** play right now.
5. 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*) He **wasn't** in the backyard.
6. 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*) They **couldn't** find the ball.
7. Let's do one last contraction with *not*. Spell **is**. Now spell **not**. Form the contraction **isn't**. Which letter did you replace with the apostrophe? (the letter *o*) It **isn't** time for lunch yet.

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

8. Spell the word *I*. Spell the word ***will***. Combine them, and form the contraction ***I'll***. Which two letters do we need to remove? (the letters *w* and *i*) Correct. Replace the letters *w* and *i* with an apostrophe. Tomorrow ***I'll*** look for you by the playground.
9. Let's try one more. 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*) Correct. Replace the letters *w* and *i* with an apostrophe. I think that ***we'll*** be home by 5:00 pm.

### **Beat the Clock**

Ask students to use the Sounds 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).

### **Bonus Activity**

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

### **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 5

Building Words  
Review Activity for Spelling Lesson Week 5  
Part 1 of 2, Contractions with *not* and *will*

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

\*This activity is two pages\*

**c i i n o o e a**

**f s n n l l d p**



# Review Activities Lesson Week 5

**Building Words**  
**Review Activity for Spelling Lesson Week 5**  
**Part 1 of 2, Contractions with *not* and *will***

<b>W</b>	<b>W</b>	<b>,</b>	<b>'ll</b>	<b>n't</b>		

**\*This activity is two pages\***

**n, t, u**     **ll, f, u**     **w**     **w**

# Review Activities Lesson Week 5

## Building Words Review Activity for Spelling Lesson Week 5 Part 2 of 2, Contractions with *am/are* and *is/has*

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

Vowels

a e e o u i y

Punctuation

'

Consonants

h h m r s s t t w

### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 5.

### 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 Sounds 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* with an apostrophe to form the contraction ***I'm***. *I'm* happy to see you today.
2. 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*) I think that ***we're*** going to the park.
3. 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*) ***They're*** coming to visit.
4. 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***. I hope ***you're*** feeling well.
5. The possessive form of *you* is ***your***. This word can be pronounced similarly to the contraction *you're*, but it is spelled differently. Spell ***your***. You left ***your*** book on the table.

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

6. First spell the word **she**. Spell the word **is**. Combine them, and form the contraction **she's**. Which letter do we need to remove? (the letter *i*) Correct. Replace the letter *i* with an apostrophe. Both *she is* and *she has* form the contraction *she's*. I hope that *she's* a good soccer player.
7. Now spell the word **he**. Spell the word **has**. Combine them, and form the contraction **he's**. Which two letters do we need to remove? (the letters *h* and *a*) 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* been reading for one hour.
8. Spell the word **it**. Spell the word **has**. Combine them, and form the contraction **it's**. Which 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*. Did you know that *it's* been snowing?
9. Spell the word **that**. Spell the word **is**. Combine them, and form the contraction **that's**. Which letter do we need to remove? (the letter *i*) Correct. Replace the letter *i* with an apostrophe. When we form the contraction *that's* from *that* and *has*, we remove the *h* and the *a*. *That's* the bus that I take.
10. Spell the word **what**. Spell the word **is**. Combine them, and form the contraction **what's**. Which letter do we need to remove? (the letter *i*) Correct. Replace the letter *s* with an apostrophe. When we form the contraction *what's* from *what* and *has*, we remove the *h* and the *a*. *What's* the best way to the store?

## Beat the Clock

Ask students to use the Sounds 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).

## Bonus Activity

Have students write, in one column, as many contractions as they can with the words *am* and *are*. In a second column, have them write as many contractions as they can with the words *is* and *has*.

## Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 5

Building Words  
Review Activity for Spelling Lesson Week 5  
Part 2 of 2, Contractions with *am/are* and *is/has*



A	E	O	U	I	Y	H
H	M	S	S	T	T	W

**h y i u o e e a**

**w t t s s r m h**

**Reading Horizons Discovery® Spelling Lesson Week 5**  
**Cloze Passage**

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

“\_\_\_\_\_ glasses are these? Are they \_\_\_\_\_ glasses, Ling?” said Kim.

“No, \_\_\_\_\_ Dan’s glasses,” said Ling.

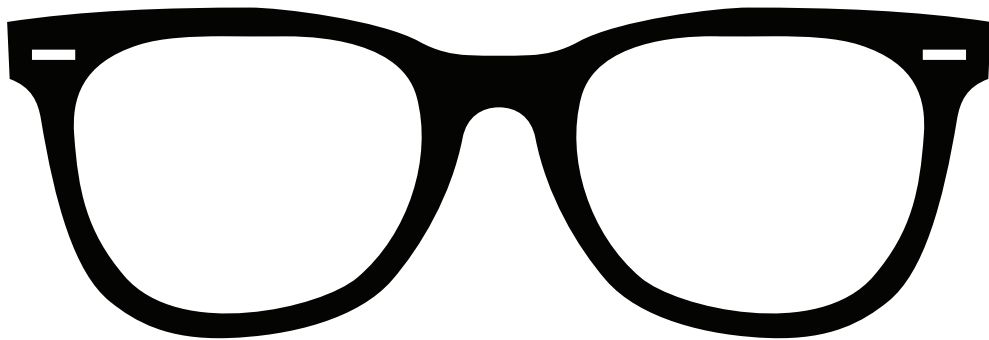
“\_\_\_\_\_ Dan?” asked Kim.

“Greg and Max said that he is in \_\_\_\_\_ math class,” said Ling.

“What about this bag? \_\_\_\_\_ tag is blank,” said Kim.

“I think \_\_\_\_\_ his bag too,” said Ling.

“You can ask him when \_\_\_\_\_ with him,” said Kim.



**Reading Horizons Discovery® Spelling Lesson Week 5**  
**Cloze Passage**  
**Contractions and Possessives**

it's

Its

their

they're

Who's

Whose

your

you're



# Spelling Lesson Week 5

## Building Words Transfer Card 1 of 2

Words:

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

Sentence:

I'll get the dogs that didn't get fed.

# Spelling Lesson Week 5

## Building Words Transfer Card 2 of 2

Words:

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

Sentence:

That's the class that they're with.

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. \_\_\_\_\_  
-----  
\_\_\_\_\_

Word Bank

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

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Reading Horizons Discovery® Spelling Lesson Week 5  
Sort and Spell 2  
Contractions

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

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

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

1. \_\_\_\_\_ on the path to the camp.

2. Six kids will get on the bus, and \_\_\_\_\_ all here.

3. \_\_\_\_\_ been a hot day in the sun.

4. \_\_\_\_\_ in your math class? \_\_\_\_\_ roll to call.

5. I can't get the plum \_\_\_\_\_ up there. \_\_\_\_\_ not that tall.

6. That is Jan. \_\_\_\_\_ got a red van, and \_\_\_\_\_ fast.

7. I'll bet \_\_\_\_\_ glad that your dad is here. \_\_\_\_\_ glad to see you too.

8. I don't know \_\_\_\_\_ made you sad. \_\_\_\_\_ wrong?

9. \_\_\_\_\_ a mug from Ron. \_\_\_\_\_ made it just for you.

10. This is the dog \_\_\_\_\_ been lost by the mall. \_\_\_\_\_ big!

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

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

1. Which word in the sort is used most often in the contractions? \_\_\_\_\_

2. How many contractions are in two different columns?  
\_\_\_\_\_

3. Which column only has one contraction? \_\_\_\_\_

4. Which two sets of words make up the contraction that's? \_\_\_\_\_, \_\_\_\_\_

5. How many of the contractions from the sort contain personal pronouns, or refer to people? \_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 5  
Sort and Spell 4  
Contractions and Possessives

Sort Contractions and Possessives	
Contractions	Possessives



Word Bank

he's	their
it's	your
she'd	whose
they're	its
we're	who's
you're	they'd
we've	I'm

Page intentionally left blank.

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

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

1. \_\_\_\_\_ my dad.

2. This is my pal Tim. \_\_\_\_\_ been at the mall.

3. The cat will nap in \_\_\_\_\_ bed. \_\_\_\_\_ a soft bed.

4. They said \_\_\_\_\_ be there by one, but they are still not there.

5. \_\_\_\_\_ dad said that \_\_\_\_\_ ill. We miss you in class.

6. Min is ten, and \_\_\_\_\_ six.

7. Jill said \_\_\_\_\_ call me at two.

8. Mom and Dad will get in \_\_\_\_\_ van. \_\_\_\_\_ about to go to the shop.

9. \_\_\_\_\_ ball is this? Will you find out \_\_\_\_\_ got the bat and mitt?

10. Tan and Chad are in my class, and \_\_\_\_\_ all pals.

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

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

1. Which column in this sort contains the most words?

\_\_\_\_\_

2. How many words in the sort are possessives?

\_\_\_\_\_

3. Some of the words in the sort sound the same. What are two ways that they are different? \_\_\_\_\_

\_\_\_\_\_

4. Not all possessives are included in this sort. Think of two additional possessives, and write them here.

\_\_\_\_\_