Dear Family:

This should be a fun unit for students. I will be teaching them to read and spell **contractions**. Contractions are the shortened forms of words. The omitted letters are replaced by an apostrophe.

First, we will learn how to reduce two words into a contraction:

**can not** = **can’t**

Second, we will identify the words from which a contraction is made:

**can’t** = **can not**

I will explain that we use contractions because sometimes, it sounds better to put two words together so that they are quicker and easier to say. To make the learning of contractions as easy as possible, I will guide students on the use of apostrophes and explain that apostrophes replace the letters that are taken away in a contraction. Please note that we do not mark up contractions.

Finally, I will teach students some special contractions:

**mustn’t**  **won’t**  **don’t**  **can’t**  **let’s**  **I’m**

For you and your child’s reference, I have included a Making Contractions reference page.

Once again, thank you for your help at home.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- Yoyo
- Zambia
- Uruguay
- Joey
- Upton
- Vietnam
- Victor
- Yemen

Forward Slant, most commonly used by right-handed students.
**Cursive Connectives Practice Review Worksheet**

**Practice These Connectives!** This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- Yoyo
- Zambia
- Uruguay
- Zoey
- Upton
- Vietnam
- Yemen

Backward Slant, most commonly used by left-handed students.
Making Contractions

This page can be used as reference when doing the contractions activities.

When Contracting:  Take Away:  is not =
not  o  isn’t

<table>
<thead>
<tr>
<th>not</th>
<th>not</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>nö’t</td>
<td>nö’t</td>
<td>ha’ve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>are</th>
<th>had</th>
<th>could</th>
</tr>
</thead>
<tbody>
<tr>
<td>aren’t</td>
<td>hadn’t</td>
<td>could have</td>
</tr>
<tr>
<td>can</td>
<td>has</td>
<td>should</td>
</tr>
<tr>
<td>can’t</td>
<td>hasn’t</td>
<td>should have</td>
</tr>
<tr>
<td>could</td>
<td>have</td>
<td>would</td>
</tr>
<tr>
<td>couldn’t</td>
<td>haven’t</td>
<td>would have</td>
</tr>
<tr>
<td>did</td>
<td>is</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>didn’t</td>
<td>isn’t</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>does</td>
<td>was</td>
<td>weren’t</td>
</tr>
<tr>
<td>doesn’t</td>
<td>wasn’t</td>
<td>weren’t</td>
</tr>
<tr>
<td>should</td>
<td>were</td>
<td>weren’t</td>
</tr>
<tr>
<td>shouldn’t</td>
<td>weren’t</td>
<td>weren’t</td>
</tr>
<tr>
<td>might</td>
<td>would</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>mightn’t</td>
<td>wouldn’t</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>must</td>
<td>mustn’t</td>
<td>wouldn’t</td>
</tr>
</tbody>
</table>

Special cases:  will not = won’t  let us = let’s
do not = don’t  I am = I’m

UNIT 11
WEEK 1
Making Contractions (continued)

This page can be used as reference when doing the contractions activities.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
<th>will</th>
<th>would</th>
<th>have/has</th>
<th>had</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’s</td>
<td>a’re</td>
<td>wi’ll</td>
<td>woul’d</td>
<td>ha’ve/ha’s</td>
<td>ha’d</td>
</tr>
<tr>
<td>I will</td>
<td>I would</td>
<td>I have</td>
<td>I had</td>
<td>I’d</td>
<td>I’d</td>
</tr>
<tr>
<td>it is</td>
<td>it will</td>
<td>it has</td>
<td>it’s</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>he is</td>
<td>he will</td>
<td>he would</td>
<td>he has</td>
<td>he’s</td>
<td>he’d</td>
</tr>
<tr>
<td>she is</td>
<td>she will</td>
<td>she would</td>
<td>she has</td>
<td>she’s</td>
<td>she’d</td>
</tr>
<tr>
<td>that is</td>
<td>that will</td>
<td>that has</td>
<td>that’s</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>they are</td>
<td>they will</td>
<td>they would</td>
<td>they have</td>
<td>they’ve</td>
<td>they’d</td>
</tr>
<tr>
<td>we are</td>
<td>we will</td>
<td>we would</td>
<td>we have</td>
<td>we’ve</td>
<td>we’d</td>
</tr>
<tr>
<td>what is</td>
<td>what are</td>
<td>what will</td>
<td>what has</td>
<td>what’s</td>
<td>—</td>
</tr>
<tr>
<td>where is</td>
<td>where will</td>
<td>where would</td>
<td>where have</td>
<td>where’ve</td>
<td>where’d</td>
</tr>
<tr>
<td>who is</td>
<td>who will</td>
<td>who would</td>
<td>who has</td>
<td>who’s</td>
<td>who’d</td>
</tr>
<tr>
<td>you are</td>
<td>you will</td>
<td>you would</td>
<td>you have</td>
<td>you’ve</td>
<td>you’d</td>
</tr>
</tbody>
</table>
**Do the “Making Contractions” Activity**

Have your child read the words below. Circle the word that can be contracted, determine which letters the apostrophe replaces and cross them out. Write the contractions on the lines.

```
is (not) = ______ isn’t ______ have not = __________
that is = __________ do not = __________
were not = __________ who is = __________
she is = __________ we would = __________
you are = __________ should not = __________
```

**Do the “Making Words” Activity**

Have your child read the contractions below. Circle the contracted word and determine the letters that the apostrophe replaces. Write the words on the lines.

```
isn’t = ______ is + ______ not ______ haven’t = ______ + ______
there’s = ______ + ______ it’s = ______ + ______
weren’t = ______ + ______ what’s = ______ + ______
couldn’t = ______ + ______ he’s = ______ + ______
I’m = ______ + ______ don’t = ______ + ______
```
Do the “Fill in the Contraction” Activity

Have your child fill in the blank with the contraction that can be made from the words in parentheses. Read the completed sentences.

1. ________________ in the pot on the stove? (what is)

2. Jake ________________ go to the game if ________________ sick. (should not) (he is)

3. I ________________ do the hardest problem. (did not)

4. Mom ________________ go to the play with me. (cannot)

5. ________________ the strongest player on the team? (who is)

6. ________________ be happier when it stops raining. (I will)

7. ________________ winning the game right now. (They are)

8. ________________ had very bad luck today! (I have)

9. Maria ________________ want to go to that party. (does not)

10. They ________________ let us swim in the pool. (will not)
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

<table>
<thead>
<tr>
<th>it’s</th>
<th>its</th>
</tr>
</thead>
</table>

1. The cute puppy wiggled out of _____________________ collar.
2. The bird can’t fly with _____________________ broken wing.
3. Stand back from the stove. _____________________ hot!
4. _____________________ a long drive to the beach.
5. That panther is licking _____________________ fur to clean it.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly *and* demonstrate the meaning of the word.

1. _____________________

2. _____________________
**Do the “Making Contractions” Activity**

Have your child read the words below. Circle the word that can be contracted, determine which letters the apostrophe replaces and cross them out. Write the contractions on the lines.

- I would = I’d
- they have = 
- we are = 
- let us = 
- you would = 
- should have = 
- he will = 
- I am = 
- that is = 
- I will = 

**Do the “Making Words” Activity**

Have your child read the contractions below. Circle the contracted word and determine the letters that the apostrophe replaces. Write the words on the lines.

- I’d = I + would
- she’ll = 
- we’ve = 
- let’s = 
- I’m = 
- you’re = 
- who’d = 
- we’d = 
- doesn’t = 
- mustn’t = 
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| there | their | they’re |

1. ____________ going to entertain us with ____________ rock band.
2. ____________ instructor is the best in the school.
3. I think the worker put the thinnest metal rod ____________ by the pile of bricks.
4. Did you know that ____________ my best friends?
5. The smallest group is studying way over ____________ at the back of the class.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________
   __________________________
   __________________________
   __________________________

2. __________________________
   __________________________
   __________________________
   __________________________

3. __________________________
   __________________________
   __________________________
   __________________________
**Sound Alikes Review Units 6-10**

**Word Box**

- hi
- oh
- thrown
- where
- weak
- heard
- worn
- lead
- pail
- high
- owe
- throne
- wear
- week
- herd
- warn
- led
- pale
- bye
- flour
- principal
- wait
- meat
- bury
- sail
- break
- buy
- flower
- principle
- weight
- meet
- berry
- sale
- brake
- by
Sound Alikes Review Units 6-10 (continued)

Across
1. There is a rooster standing ____________ the barn.
4. The Wilson family goes to the beach for one ____________ in June.
5. Those tickets will go on ____________ next Saturday.
6. Will you ____________ some brownie mix for me when you go to the shop?
7. Pete, you look a bit ____________! Are you sick?
9. That small dog is too ____________ to run any farther.
11. I waved and said ____________ to my neighbor.
13. Grammy filled the ____________ with shells when she went to the beach.
15. The team had to stop playing when the ball was ____________ under the deck.
19. That red ____________ is not safe to eat!
20. The ____________ of the school is only strict if you break the rules.
21. ____________ no! I forgot my lunch!
22. If you drop that glass it will ____________!
23. The older boys ____________ the little boys to the best spot to sled.
24. The ____________ of the cat is so great she cannot move.
26. We had to ____________ in line for a long time to get the tickets.
27. Do you know ____________ I can find a good meal?
30. I think that this kind of metal is ____________.
31. If you could ____________ any athlete, who would you choose?

Down
1. Frank did yell ____________ to his mom as she left on the train.
2. Do I ____________ him some cash from the bill?
3. The boat has a tall white ____________ so it can move in the wind.
4. That sweater is a bit ____________ and old.
7. It is my ____________ to treat animals with respect.
8. Did Dad ____________ the kids not to play in the street?
10. I use white ____________ when I bake a cake.
12. The king of Spain sits on a golden ____________.
14. The boy will ____________ the secret map in the woods for his friends.
16. Jenny is planning to ____________ her best dress to the wedding.
17. I was up so ____________ in the castle that I did not want to look down.
18. A rose is a popular ____________ to send as a gift.
19. I hope the ____________ is working well on this bumper car!
25. Beth ____________ the bell ring and left the school.
28. There is a big ____________ of cattle at the ranch.
29. Chicken is the only ____________ I like to eat.