

► Read the words in the box. Look at the pictures. Write the word that completes each sentence.

I'll **you'll** **shouldn't**
we'll **that's** **it's**



1. _____ write a letter to you.



2. _____ get the letter soon.



3. We _____ go out in the rain.



4. _____ read our books.



5. _____ a great way to spend the day.



6. _____ fun to go skating.

To the Teacher Write the words *I'll*, *you'll*, *can't*, *we'll*, *that's*, *shouldn't*, *don't*, and *it's* on the board. Next to each word, write the two words that make up the contraction. For the word *I'll*, model how a contraction is formed by crossing out the letters *w* and *i*, then say: "Now I'll replace the letters with an apostrophe." Erase the letters and write an apostrophe in their place. Say the contraction and have children repeat it after you. Continue with the other words. Read aloud the directions for the exercise. Read aloud the words in the box. Ask children to repeat them after you. Model the first sentence. Pair students of varying ability to complete the page.

► Write the word that completes each sentence.

it's shouldn't I'll don't they'll isn't



1. _____ a good day to help someone.



2. My mom _____ work so hard.



3. _____ help with that.



4. I _____ mind washing the dishes.



5. _____ need some food.



6. _____ it fun to help out?

To the Teacher Draw a chart with two columns on the chalkboard. Write the following words in one column: *it is, should not, I will, do not, they will, is not*. Read the words aloud, and have repeat them after you. Ask student volunteers to come up to the board and write the contraction for each word group in the second column. For example, next to "it is" the child writes "it's". Have children read the contraction after they have written it. Then read aloud the directions for the exercise. Read the words in the word box aloud. Have children repeat the words after you. Model the first exercise. Have children work individually or in pairs of varying fluency.

► Draw a line to match the word with the picture that shows its meaning.



addresses

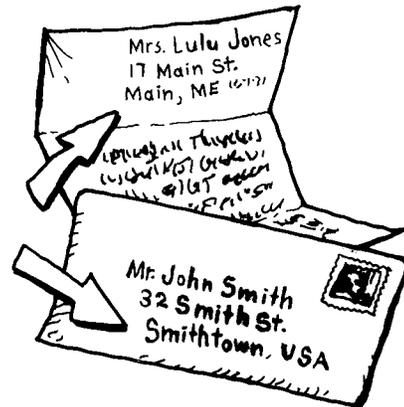


clerk

pour



route



To the Teacher Read aloud the directions at the top of the page and the words in the middle of the page. Have partners complete the page by choosing the word that best describes each picture and drawing a line to it. Point to the pictures and ask questions such as: *Is the clerk behind the counter?* Have children answer in a complete sentence. (*Yes, the clerk is behind the counter.*) *Does the lady pour juice?* *Is this a country route?* *Do the letters have addresses?* Finally, have children complete these sentences with the remaining vocabulary words: *When you get taller, you have (grown).* *When you have a party for a winning team, you (honor) them.*

- Choose the word that is the correct contraction for the underlined words.

Example let us

- letus
- let's
- lts

1 he is _____

- hes
- hee's
- he's

 **Tip**

Say the word aloud. Think about which vowel sound is left out.

2 she will _____

- shell
- she'll
- sheell

 **Tip**

Remember that you are taking out letters, not adding them.

3 do not _____

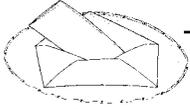
- don't
- dont
- dnt

 **Tip**

Remember that the apostrophe (') is placed where a letter was taken out.

To the Teacher Write a sequence of words on the board (*I am, you are*, and so forth). Demonstrate the contractions by crossing through the omitted letters and placing the apostrophe above. Point out that people often combine words this way when they speak, and that we use the contractions in informal writing. Finally, read aloud the test directions and help children to use the tips to help them complete the test.

► Look at the chart. Then find the word from the chart to answer the questions.



Letters	Both letters and e-mail	e-mail
Letters use envelopes.	Both are written.	e-mail uses electricity.
Letters take days to arrive.	Both are ways to send messages.	e-mail takes seconds to arrive.
Letters require pens, stamps, and paper.		e-mails require a computer.

How are an e-mail message and a letter alike?

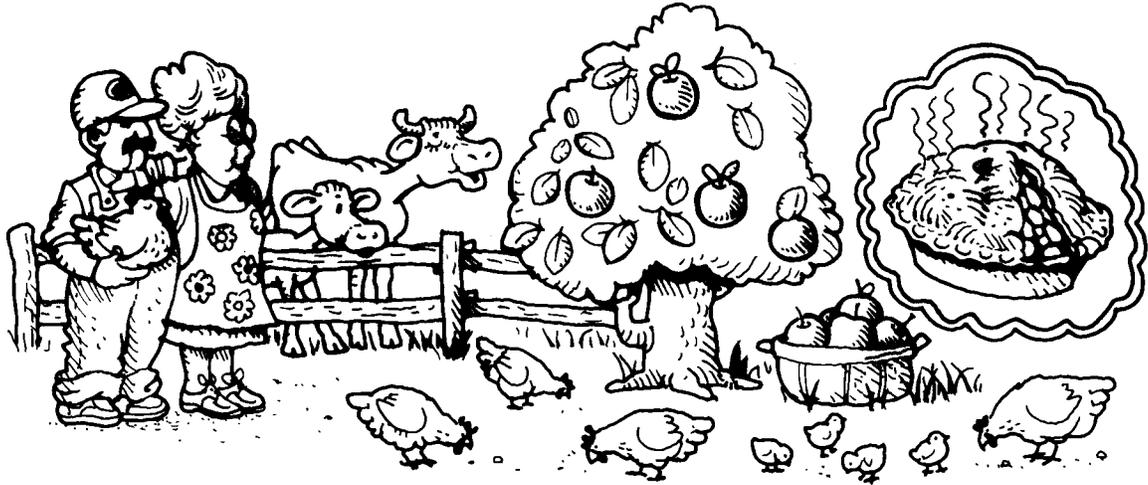
1. Both are _____ messages.
2. Both are ways to send _____.
3. Name four things that are different about e-mail and letters.
 - a. You write mailed letters on _____.

You write e-mail on _____.

- b. You have to buy _____ to send a letter.
_____ uses electricity.

To the Teacher Talk about the children's use of computers, as many use e-mail. Then read through the chart and ask volunteers to reread the contents of each column. Make sure the children understand that they are looking for both similarities and differences as they finish the page.

- Read the story. Look at the underlined words. Make the underlined words mean more than one. Write the new words on the chart.



Mr. Jones and his wife lived on a farm. They had two chickens, a hen, a cow, and a calf. Each spring they looked for the first green leaf to appear on the apple tree. In the fall, they made pies. The pies cooled on a wooden shelf. They gave half a pie to their neighbor. Mr. and Mrs. Jones had a very happy life.

1.
2.
3.
4.
5.
6.