

## 103 – PART 2

## Lesson 9 (Pages 19, 20)

LTR75

## Learning Contractions

## Objectives for Lesson 9

1. To define contraction and apostrophe
2. To use an apostrophe in contractions
3. To recognize contractions of the not family
4. To sound and spell words with consonant blends – gr
5. To use proper spacing between letters in words and between words

## Teaching Lesson 9

- Key Words. Discuss the words *contraction* and *apostrophe* in the Key Word box.

1. Today we are going to talk about contractions and apostrophes. Say *contractions* with me. To write contractions we make one word out of two words. We leave out some letters. We put an *apostrophe* in place of the left-out letters.

We want to change some words in the *not* family to contractions. Let's look at some words on the board. Write *can not*. You can easily read these two small words. Sometimes it is faster to write and say a shorter word. We can change *can not* into one word that is shorter.

Usually when we write contractions we write the first word just as it is. So what will we write first? Then for the second word we always leave out letters to make it shorter. But we need to do something to show that we have left out letters. Instead of writing *no* in *not* we will put an apostrophe. Demonstrate on the board. Next we write the letter that is left. Add *t* to the word. What does the word say now?

This is a shorter way of writing *can not*.

Let's do another word on the board. Follow the same procedure with *do not*.

2. What is the new consonant blend?
3. Just for fun let's count syllables in some long words. I will say a word. After I have said it, you say it and clap your hands to count the syllables. The first word is *consonant*. How many syllables does *consonant* have? Count syllables in *contractions*, *blends*, *apostrophes*, and *numbers*.

Some students may try to count consonant blends as one syllable and the rest of the word as another syllable. Tell them that a consonant blend must have a vowel with it to be a syllable.

Lesson 9
Learning Contractions

**PART 2**

**Contractions**

**contraction** - one word made out of two words by leaving out some letters.

**apostrophe** - Put an apostrophe (') in place of letters left out.

1. Match the words in the box.

Write the contractions on the lines.

can not	X	don't
do not		can't

\_\_\_\_\_

can't

\_\_\_\_\_

don't

2. Circle the consonant blends.

Put a macron or breve.

Cross out the silent letters.

g r ā b

g r ā /

f l p

g r ā s s

g d b /

g d ā / n

g r i n

s l i d

g r /

c d /

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4. What do we call the main part of a word? Look at the first word. What is it? What is the root word? What is the suffix?

5. Penmanship. What is the number word? What are some things we need to remember when we write?

6. Look at the first picture. It is a picture of *grass*. What do we call the first two letters? How will we spell the /s/ sound at the end? Why?

Next is something we use when there is snow on the ground. What is it? (*sled*) With what consonant blend does it start?

Last is something used to make bread. What is it called? (*grain*) With what kind of letters does this word start? Which vowel set will we use?

Which word will need a vowel set? Put a little check mark beside that picture to help you remember to use a vowel set. Repeat the words: *grass*, *sled*, and *grain*.

7. Let's name some color words that start with consonant blends. Write words on the board as students suggest them. Which two words start with the /gr/ sound? Both of these words need a vowel set. You should not have any trouble spelling the /ā/ sound in *gray*. What vowel set will we use in *green*?

**Lesson 9**

3. Match the words to the number of syllables.

glad	_____ 1	find	_____ 1	were	_____ 1
Bible	_____ 2	picture	_____ 2	book	_____ 2

4. Circle the suffixes.

beet(ē) sheet(ē) chain rat(ē) bite(ē) nail(ē)

5. Penmanship

six six six 6

six six six 6

6. Write the words.

grass sled grain

7. Write 2 color words with gr.

gray green

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**Lesson 10** (Pages 21, 22)

LTR76

**Question Marks**

**Objectives for Lesson 10**

- To recognize question marks
- To sound and spell words with consonant blends – dr
- To write words with proper spacing between letters and words

**Teaching Lesson 10**

We have learned about periods and where they belong in a sentence. Sometimes we need another mark at the end of a sentence. When we ask questions we need a question mark.

- Key Words. Can someone read the first two

**Lesson 10** **Question Marks**

???

Were you at the shop?  
What color is the book?

 **question mark** - (?) Use a question mark at the end of a sentence that asks.  
**underline** - draw a line under

1. Circle the question marks.   
Underline the period.

Do you love Jesus?  Many children love Jesus.   
Are you happy when you obey?  Is the girl here?   
Is the shoe under the bed?

2. Circle the consonant blends.

The dress is green.  Glen had a good dream.

3. Match the words in the box.

can not	_____	can't
don't	_____	do not

4. Write the words to make a sentence.

loves me Jesus

Jesus loves me.

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words in the key word box? They say *question mark*. Explain that a question mark comes at the end of a sentence that asks something. Introduce *underline*.

Let's point to the question marks at the top of page 21 and say *question mark*. Now look at No. 1. Point to the directions as we read them together.

Let's think about some questions. Look at the questions at the top of the page. You may ask, "Were you at the shop?" This is asking something, so we put a question mark at the end.

Someone may say, "Yes, I was at the shop." This is the answer you receive so you put a period at the end. Who can read the second question? Who can answer this question?

Now let's go around the room and each of you ask me a question. Write some of their questions on the board. After each question is asked, have the student tell you what punctuation mark to put at the end. Then have students give answers to each question, putting a period at the end. Use the term *question mark* often so students become familiar with it.

1. What will you do in No. 1?
2. Work carefully. If you forget what the consonant blends are, look back on other pages to find them.
3. What do we call words that have been shortened by leaving out some letters? If you need help to do this part you may look back on page 19.
4. If words in sentences are mixed up, they do not make sense and we cannot understand the sentence. I will write some words on the board. Write *pup to ran the pen the*. Read these words. Do they make sense? They are not in the right order. Let's try to arrange these words in good order. What would the first word be? What kind of letter will it begin with? Continue through the sentence until you have completed the sentence, and put a period at the end.

Put the words in good sentence order. Start your sentence with the underlined word. Use a capital letter. Read the sentence to make sure it makes sense. Remember to use a period.

5. Penmanship. When God created the world, He worked six days and rested one day. He wants us to follow His example.

Trace the word *Six* on the first line and write it two more times. Write the number 6 at the end of the line.

Then trace the sentence on the second line and write it on the third line. Work neatly and carefully.

6. What is a root word? What suffix have we learned? There are many more suffixes, but for now we will study the suffix *-s*.
7. Today's words have consonant blends again. What will the first word be? (*grass*) How will we spell the ending sound?

What is the next picture? (*clock*) How will we spell the ending sound?

What is the man in the last picture doing? (*drive*) This word does not need a vowel set. How will we end this word?

Look back over the pictures. What do we call the first two letters of each word? Repeat the words: *grass*, *clock*, and *drive*.

8. Do a few words if students still need class practice.

Lesson 10

○ 5. Penmanship

Six Six Six 6

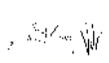
Work six days.

Work six days.

6. Box the root words.

cuts flags plugs drains globe

7. Write the words.





grass clock drive

8. Match the words to the number of syllables.

under	1	grain	1	because	1
plum	2	picture	2	teaches	2

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## Lesson 11 (Pages 23, 24)

LTR77

### Consonant Blend: *tr*

#### Objectives for Lesson 11

1. To sound and spell words with consonant blends – tr
2. To use *am* correctly in sentences
3. To use proper spacing between words and letters in words

#### Teaching Lesson 11

Our list of consonant blends is still growing. What is the new consonant blend for today? Can you think of some words that start with the /tr/ sound?

1. Read the directions together.
2. Put a period and a question mark on the board. Look at these marks. Name the one I point to. Point to each several times.
3. What is the main part of a word called? Look at the first word and find the root word. What is the suffix? Read and follow the directions carefully.

4. We have learned to use *is*, *are*, *was*, and *were* correctly in sentences. Today we will learn to use *am*. We use *am* when we talk about ourselves and say *I*. We do not use *am* when talking about another person. Who wants to use *am* in a sentence? Accept several responses. Later you may read the directions and choose the correct words for the sentences.

5. Penmanship. Here is a number word that we have not learned to sound out. What is the number? Good!
6. What is the first picture? (*trap*) What do we call the first two letters?

Next is a tall plant. What is it? (*tree*)

Next is something most boys like. What is it? (*truck*) How will we spell the /k/ sound at the end of the word?

The first picture in the second row shows something girls wear. What is it? (*dress*) How will we spell the /s/ sound at the end of the word?

What is next? (*grape*) How will we spell the /a/ sound?

The last picture shows something we need to do after we mess up things. What is it? (*clean*)

Repeat the words: *trap*, *tree*, *truck*, *dress*, *grape*, and *clean*. Which two words need vowel sets? Which vowels will we use for *tree*? Which vowels will we use for *clean*?

7. Put the groups of letters in alphabetical order.

**Lesson 11 Consonant Blend: tr**

**Consonant Blends**

bl   fl   gl   sl   tr   cl   gr   dr   pl

1. Underline 2 words that say *a*.   
 Circle 8 consonant blends.   
 Put a macron or breve.   
 Cross out the silent letters.   
 (b)ā d ~~ϕ~~   c o m ~~ϕ~~   (p)ā n   d o ~~ϕ~~ s   (s)ē ~~ϕ~~ p  
 (f)ā k ~~ϕ~~   (t)ā ~~ϕ~~ n   (c)ē ~~ϕ~~ n   (g)ā d   (d)ē ~~ϕ~~ m
2. Circle the question marks.  
 Are you at the shop?    Is the baby quiet?   
 Did Tom play with the pup?    I will obey the Bible.
3. Underline the root words.   
 Circle the suffixes.   
 cup(s)   rag(s)   flock   drain(s)   flag(s)   tree(s)
4. Underline the word.  
 Sue am, is on the bed.   I am, are at the shop.

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**Lesson 12** (Pages 25 – 27)

LTR78

**Suffix: -ed**

**Objectives for Lesson 12**

1. To recognize -ed as a suffix
2. To sound and spell words with consonant blends – pr
3. To write words with proper spacing between letters and words

**Teaching Lesson 12**

Look at the tree. There you see another suffix. What is the new suffix?

1. Today you will be underlining root words and circling suffixes. What must all words have? Do all words need to have a suffix?

For the word *sled*, explain that *sl* is not a word; therefore, *ed* is part of the root word and not a suffix.

2. What is the difference between consonant blends and consonant digraphs? Let's name the consonant digraphs. (*sh, th, th, wh, ch*)
3. When do we use *am*? Review *is/are, was/were* if your students need it.

Lesson 11

5. Penmanship

eight eight 8

eight eight 8

6. Write the words.



trap tree truck



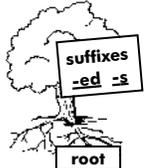
dress grape clean

7. Write the letters on the lines.

a	p	o	t	r	s	w	u	v
o	p	q	r	s	t	u	v	w

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Lesson 12 Suffix: -ed



1. Underline the root words.

Circle the suffixes.

rained sled trains blocked  
rains bones played colored

2. Circle the consonant blends.

Underline the consonant digraphs.

pr

preach them wheat flip drain  
black green truck glide slash

3. Underline the word.

I am, were kind to others. The children was, are happy.  
Pam is, were quiet.

4. Circle the question marks.

Was Tim in bed? Do you have a yellow dress?  
Are you kind to others?

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4. Put a period and a question mark on the board. Let students practice naming them.
5. Who can read the first contraction? What two little words does *can't* stand for?
6. Who can read the words in No. 6? Do they make sense? How will we make a sentence with them? Remember to use a capital letter and a period.
7. Penmanship. What is the number word? Does it start with a small letter or a capital letter?  
What do the words on the second line say? The Bible tells about a man that had eight sons. God chose one of them to be a king. Do you know what his name was?
8. Look at the first picture. What is the girl doing? Later you will write *pray*. What does *pray* begin with? How do we spell the /ā/ sound at the end of a word? What do we call the letters *ay*?

Look at the second picture. This is something to eat. What is it? What letters does *prune* begin with?

Have you ever had a ride in what the third picture shows? What is it? (*train*) Which vowel set will we use to spell this word?

Now look at the second row. What is the first picture? (*dress*) How will we spell the final /s/ sound?

What does the next picture show? (*grass*)

What is the last picture? (*pie*) How will we spell the /ī/ sound in this word?

Let's go over the words one more time. Repeat the words: *pray*, *prune*, *train*, *dress*, *grass*, and *pie*.

9. Match the words to the way we say them.

Lesson 12

5. Write the 2 little words for each contraction.

can't                      don't

\_\_\_\_\_

can not    do not

△ 6. Write the words to make a sentence.

the will Bible I obey

I will obey the Bible.

○ 7. Penmanship

Eight    Eight    8

eight boys

eight boys

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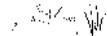
Lesson 12

8. Write the words.





pray    prune    train


dress    grass    pie

9. Match the words to how we say them.

bone	thin	prune	liv	claim	trē
thine	bōn	preach	prūn	tree	klām
thin	thīn	live	prēch	pray	prā

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