

Lesson 3

Materials:

- ◆ Sight word flashcards
- ◆ Spelling squares
- ◆ *The Snowy Day*, by Ezra Jack Keats
- ◆ Worksheet 3

Skills:

❖ Recognize sight words.

- ◆ Using flashcards, review the sight words.
- ◆ Have the child use each word in a sentence.

❖ Properly use contractions.

- ◆ Review contractions: a word made by combining two words and leaving out some of the letters. Ask the child, "What takes the places of letters that are removed to make a contraction? (*apostrophe*)"
 - Have the child spell *he is* with spelling squares. Put the two words together, and remove the *i*. Ask the child to put the apostrophe in its place. (*he's*) Have the child read the contraction *he's*.
 - Have the child make other contractions with the word *is*. Use worksheet 2, part A. Spell the two given words with the spelling squares. Then remove the correct letter, and insert an apostrophe to make a contraction. Write the contraction on the line.
 - 1. *he is: he's* 2. *here is: here's* 3. *it is: it's* 4. *she is: she's* 5. *that is: that's*
 - 6. *there is: there's* 7. *what is: what's* 8. *where is: where's* 9. *who is: who's*
 - Now have your child make contractions with the word *has*. Have the child spell *he has* with spelling squares. Put the two words together, and remove the *ha*. Ask the child to put the apostrophe in its place. (*he's*) Have the child read the contraction *he's*.
 - Note the contraction is the same as one with *is*. The contractions are read the same, but represent present tense or past tense when used in a sentence.
 - 10. *he has: he's* 11. *it has: it's* 12. *she has: she's*
 - Review the contractions from lesson 2.
 - 13. *had not: hadn't* 14. *they will: they'll* 15. *is not: isn't* 16. *you will: you'll*
 - 17. *should not: shouldn't* 18. *I will: I'll* 19. *does not: doesn't*

❖ Use word recognition skills and strategies to read and comprehend text.

- ◆ Read *The Snowy Day* with your child. Alternate pages and encourage him to use context clues in reading unfamiliar words. Demonstrate proper inflection and expression when reading your pages.
 - After reading *The Snowy Day*, have your child retell the story.
 - Have your child identify a contraction from the story. (*wasn't*)
 - Ask your child, "What happened to Peter's snowball?" (*It melted.*)
 - Have him tell a winter adventure story.

Independent practice:

- ◆ Worksheet 3, part A: Read the contractions aloud.
- ◆ Worksheet 3, part B: Fill in the blanks.
 - Answers: 20. *measure* 21. *he'll* 22. *my*
- ◆ Worksheet 3, part C: Have the child write a question about muscles.
- ◆ Worksheet 3, part D: Have the child write a statement about his skeleton.

