

# Lesson 35

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## Materials:

- ◆ Spelling squares
- ◆ Color Memory Game
- ◆ *Clifford's Good Deeds*, by Norman Bridwell
- ◆ Worksheet 35

## Skills:

### ❖ Review the color words.

- ◆ Play Color Memory.
  - Lay the cards face down in even rows.
  - Player one turns over two cards.
  - If one card is a color word and the other is the matching color card, set them aside.
  - If the cards do not match, put them back face down.
  - Player two does the same.
  - When all of the cards have been matched, count to see which player has more matches.

### ❖ Learn how to properly use contractions.

- ◆ Review contractions: a word made by combining two words and leaving out some of the letters. Ask, "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 35, part A. Spell the two given words with the spelling squares. Then remove the correct letters, and insert an apostrophe to make a contraction.
    - 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 contractions from lesson 34.
    - 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*

### ❖ Develop listening comprehension and the ability to retell a story.

- ◆ Read *Clifford's Good Deeds* 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 *Clifford's Good Deeds*, have your child retell the story.
  - Have the child identify contractions in the story: *I'm, didn't, shouldn't*
  - Have the child list the good deeds Clifford did. (*He put leaves in a truck, painted a fence, rescued a kitten from a tree, blew up a tire, threw a newspaper for the paperboy, tried to take a man to the doctor, and put out a fire.*)

- Why did the good deeds seem to go wrong? (*Answers may vary, but Clifford is so big and strong that it was too much help.*)
- Which good deed was successful? (*Clifford put out a house fire and saved two children.*)
- How did the mayor reward the children for their good deeds? (*He gave them each a medal.*)
- Challenge: The story says, “With Clifford’s help we got them out safely.” Is “Clifford’s” a contraction or possessive noun? (*It is a possessive noun; the help belongs to Clifford.*)
- Have him tell his own “Clifford” story.

## Independent practice:

- ◆ Worksheet 35, part A: Write the contractions.

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*
10. *he has: he’s*
11. *it has: it’s*
12. *she has: she’s*
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*

- ◆ Worksheet 35, part B: Fill in the blanks.

20. *measure*
21. *he’ll*
22. *my*

- ◆ Worksheet 35, part C: Write a question about your mouth.

- ◆ Worksheet 35, part D: Write a statement about your arms.