## Literacy Activities

### Ages 7 - 9

Contractions, Possessives, and Text Features

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Contractions</td>
<td>2–3</td>
</tr>
<tr>
<td>Day 2</td>
<td>Contractions</td>
<td>4–5</td>
</tr>
<tr>
<td>Day 3</td>
<td>Possessives</td>
<td>6–7</td>
</tr>
<tr>
<td>Day 4</td>
<td>Text Features</td>
<td>8–9</td>
</tr>
<tr>
<td>Day 5</td>
<td>Text Features</td>
<td>10–12</td>
</tr>
</tbody>
</table>
**Day 1**

**Contractions** are 2 words put together with an apostrophe to form a new, shorter word. For example, *should + not = shouldn’t.*

Draw a line to match each contraction with the 2 words that make it up.

- **we’ll** ●
- **don’t** ●
- **doesn’t** ●
- **we're** ●
- **they'll** ●
- **you're** ●
- **can't** ●
- **you've** ●
- **I've** ●
- **she'll** ●

- **does not** ●
- **they will** ●
- **we will** ●
- **we are** ●
- **cannot** ●
- **do not** ●
- **I have** ●
- **you are** ●
- **she will** ●
- **you have** ●
Say each pair of words. What contraction do the 2 words make? Write the contraction on the blank line.

Example: is + not = isn’t

1. are + not = _______________
2. do + not = _______________
3. does + not = _______________
4. I + am = _______________
5. they + are = _______________
6. we + are = _______________
7. you + are = _______________
8. I + will = _______________
9. you + will = _______________
10. we + will = _______________
11. they + will = _______________
12. she + will = _______________
Day 2

Use the contraction parts in the Contraction Bank below to make contractions. Write as many contractions as you can. You may use contraction parts more than once.

<table>
<thead>
<tr>
<th>Contraction Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
</tr>
<tr>
<td>'s</td>
</tr>
</tbody>
</table>

1. ____________________  11. ____________________
2. ____________________  12. ____________________
3. ____________________  13. ____________________
4. ____________________  14. ____________________
5. ____________________  15. ____________________
6. ____________________  16. ____________________
7. ____________________  17. ____________________
8. ____________________  18. ____________________
9. ____________________  19. ____________________
10. ____________________  20. ____________________
Day 2 (continued)

Write the 2 words that make up each contraction in the blanks below. Use the Word Bank to help you. Some words may be used more than once.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
</tr>
<tr>
<td>not</td>
</tr>
</tbody>
</table>

1. I didn’t want to go to the park.  
   _______   _______

2. You’re going to love the movie.  
   _______   _______

3. That shirt doesn’t fit.  
   _______   _______

4. I’ll go to the stop later.  
   _______   _______

5. Ralph won’t come to the party.  
   _______   _______

6. I think you’ve had enough cake.  
   _______   _______

7. She’s going to the beach today.  
   _______   _______

8. I won’t stay too late.  
   _______   _______
**Possessives** use an **apostrophe** and an 
-s to show ownership.  
For example: a bike that belongs to Mary  
would be written as Mary’s bike.

Rewrite each phrase using a possessive.

1. the bike that belongs to Mary  
   Mary’s bike
2. the house that belongs to the dog
3. the wool that belongs to the cat
4. the shirt of the girl
5. the cake of the chef
6. the corn of the farmer
7. the bell that belongs to Tom
8. the toy that belongs to Jack
9. the house of Ben and Stephen
10. the boat of Brittany and Greg
11. the socks that belong to Jessica
12. the gloves belong to Sarah
Circle the contractions. Underline the possessives.

1. Who’ll be the first to sign up?

2. I think that is Kris’s backpack.

3. There isn’t time to go to both shows.

4. How’s your project coming along?

5. The nurse’s uniform had purple kittens on it.

6. I wonder if Milly’s dog can do tricks.

7. They weren’t at the bus stop when it stopped.

8. The fox’s red tail swished as it ran through the snow.

9. Mia can’t believe there is another pop quiz today!

10. Mary’s dress is covered in yellow and purple polka dots.
Text Features can help you understand what you read. Draw a line to match each text feature to what it shows. Then, answer the questions.

August

<table>
<thead>
<tr>
<th>City</th>
<th>Average High</th>
<th>Average Rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>23°</td>
<td>1.5 inches</td>
</tr>
<tr>
<td>Paris</td>
<td>25°</td>
<td>1.4 inches</td>
</tr>
</tbody>
</table>

1. Which text feature could you use if you wanted to learn more about comets? Circle it.
2. Which text feature could you use if you were telling someone about your road trip across the U.S.? Put a box around it.
3. Which text feature could you use if you were writing a report about apple trees? Put a star next to it.
Day 4 (continued)

A diagram is a type of text feature. A diagram helps a reader see information.

Read the diagram. Then, choose a word from the Word Bank to complete each sentence.

The _______ of a plant are underground.

The _______ is attached to the root.

_______ are attached to the stem.

A flower will grow into a _______.

Roots need water and _______.

The roots are in the _______.

Leaves take _______ into the plant.

In the picture, the stem and leaves are _______.

In the picture, the fruit is _______.

Plants take in _______ and nutrients through their roots.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>purple</td>
</tr>
<tr>
<td>soil</td>
</tr>
</tbody>
</table>
Authors use **text features** to draw attention to certain information. Some text features include photos and captions. Draw a line to match each caption to the photo it describes.

- Zebras typically travel in packs.
- Doug’s parents help him learn to ride his bike.
- Marsha scuba dives in Australia.
- Damage from the storm.
Day 5 (continued)

Look at the icons and Table of Contents for this book about landforms. Then, complete the activity on the next page.

Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Mountain or Hill?</td>
<td>3</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>How Mountains Are Formed</td>
<td>6</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Everest: Top of the World</td>
<td>9</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Wildlife in High Places</td>
<td>14</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Volcanoes: Mountains on Fire</td>
<td>19</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Low Places: Canyons and Valleys</td>
<td>25</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Wildlife in Low Places</td>
<td>30</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Farming the World: Plains</td>
<td>36</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>Dry Places: Deserts, Hot and Cold</td>
<td>41</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Wildlife in Dry Places</td>
<td>44</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Marshes and Other Wetlands</td>
<td>48</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>Islands and How They Form</td>
<td>55</td>
</tr>
<tr>
<td>Chapter 13</td>
<td>Jungles: Home to Unusual Wildlife</td>
<td>62</td>
</tr>
</tbody>
</table>

© hand2mind, Inc.
Fill in the blank that completes each sentence. Use the Answer Bank and the information from the prior page to help.

1. In__________________________, you might find a picture of a Hawaiian volcano.

2. The title of Chapter 3 hints that Mt. Everest______________________________

3. The title of the chapter that begins on page 6 is __________________________.


5. ____________________________ probably compares mountains and hills.

6. The title of Chapter 8 tells you that the plains are home to lots of______________________________.

<table>
<thead>
<tr>
<th>Answer Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
</tr>
<tr>
<td>Chapter 5</td>
</tr>
</tbody>
</table>