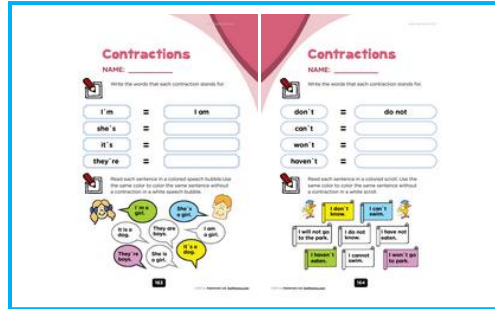


Contractions (pages 49-50)



Materials:

- letter flashcards Aa-Zz
- word cards (I'm, I, am, she's, she, is, it's, it, is, they're, they, are, don't, do, not, can't, can, not, won't, will, not, haven't, have, not)
- pages 49-50

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 5-7 minutes

- Write the words I and am on the board.
 - Have the students read the two words.
 - Explain that there is a way to change these two words into one word, this is called a **contraction**.
 - Erase the letter a and put in an apostrophe in its place.
 - Now read the word again as I'm. Tell the students that it still means the same as the two words I am, but it is now the word I'm.
- Repeat the steps with the rest of the words and **contractions** on pages 49 and 50.

Modeling: 5-7 minutes

- Spread out the individual word cards on the floor.
- Show the students the **contraction** card I'm.
- Now look at the individual words on the floor. Ask which two words go together to make the **contraction**.
 - Take the word I and the word am and put them together on the whiteboard ledge.
 - Read the two words and point out the a was removed and replaced with an apostrophe to make the **contraction** I'm.
- Continue with the rest of the **contraction** word cards.

Guided Practice: 5-7 minutes

- Give each student a word card that has the two separate words or the **contraction**.
 - You may need to pull other **contraction** word cards. You can also make duplicate copies of the **contraction** word cards from pages 49 and 50. Each child just needs to have a card.
 - Make sure the students do not show their card to others.
- Play Musical Match.
 - Have the student stand up, hiding their card so that others cannot see what they have.
 - As the music plays, the students walk around the classroom.
 - Stop the music when you see fit.
 - When the music stops, the students partner up with someone that is near them and show that person their card.
 - The students should say the word or words on their card.
 - If the students find the two words and matching **contraction**, they sit down next to their partner in a designated area of the room. If they do not match, they will continue playing.
 - Play the music again and continue playing until all students are sitting with their match.

Independent Practice: 5-7 minutes

- Explain how to do pages 49 and 50.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out pages 49 and 50 to each student.
 - You may want to pass out one page at a time and check before giving the students the second page.

Assessment: (during Independent Practice)

- As the students are completing pages 49 and 50, monitor and give guidance/support/correction/praise, as needed.
- Use pages 49 and 50 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review **contractions** by putting the two words together to make one word.
 - Teacher and students: “I, am..... I’m”
 - Teacher and students: “she, is..... she’s”
 - Teacher and students: “it, is..... it’s”
 - Teacher and students: “they, are..... they’re”
 - Teacher and students: “do, not..... don’t”
 - Teacher and students: “can, not..... can’t”
 - Teacher and students: “will, not..... won’t”
 - Teacher and students: “have, not..... haven’t”