

## Language Objectives

- Decode common contractions.
- Spell contractions.

## Building Literacy

Contractions are frequently used in speech and informal writing, so it is important students learn to decode and spell them. In this lesson:

- Students learn that a contraction is a shortened way to write two words. An apostrophe replaces one or more letters in the words.
- Students learn to decode contractions. They learn to identify the two words a contraction stands for.

## Focus on Language

These English words are used in this lesson. Consider using pictures, pantomime, or simple context sentences with the words to make sure the English learners have these words in their vocabulary.

I'm	you'll
he's	they'll
she's	I've
it's	we've
we're	you've
you're	they've
they're	isn't
I'll	aren't
he'll	don't
she'll	doesn't
it'll	can't
we'll	won't



### ENGLISH LANGUAGE LEARNERS

In order to become fluent English speakers, English language learners will need to be able to understand contractions when they hear and read them. They will also need to learn to say and spell them correctly. The apostrophe can be confusing to English language learners. Explain its usage. Reinforce the pronunciation and have students repeat the contractions. Compare the sound of a contraction to the sound of the two individual words.



## show me

Have children look at their Targeted Lessons Student Book, p. 121. Today you will learn how to read and spell contractions. A contraction is a shortened way to write two words. In a contraction, an apostrophe takes the place of one or more letters. Point out the apostrophe in several contractions in the chart. Then ask children to identify the apostrophe in other words in the chart.

Have children read the word *is* in the chart. Some contractions are made with the word *is*. Have children point to and read the word *he's* in the box under the heading *am, is, are*. Ask them to identify the two words in the contraction (*he, is*) and the letter the apostrophe replaces (*i*). Repeat for the remaining words in the box.

Continue by quickly reading the remaining contractions with children.

Read the first set of directions with children. What are the two words? (*she, is*) What is the contraction for *she is*? (*she's*) What letter does the apostrophe replace? (*i* in *is*) Have children write *i* to indicate the letter the apostrophe replaces.

Continue the activity with *I am* and *can not*, having students read the contractions and identifying the letter(s) the apostrophe replaces.

Read the second set of directions with children. What is the contraction? (*he'll*) What two words does the contraction *he'll* stand for? (*he will*) What two letters does the apostrophe replace? (*w, i* in *will*) Have children draw a circle around *wi* to indicate the letters the apostrophe replaces.

Continue the activity with *I've* and *it's*, having students identify the two words the contraction stands for and the letter(s) the apostrophe replaces.

### SPELLING PATTERNS

**is** Apostrophes in contractions with *is* replace the *i* in *is*.

**will** Apostrophes in contractions with *will* replace the *wi* in *will*.

**are** Apostrophes in contractions with *are* replace the *a* in *are*.

**have** Apostrophes in contractions with *have* replace the *ha* in *have*.

**not** Apostrophes in contractions with *not* generally replace the *o* in *not*. Point out that the word *won't* stands for *will not*, even though the word *will* does not appear.

41

## Contractions

➔ show me

Read the contractions.

am, is, are		will		has, have		not	
I am	I'm	I will	I'll	I have	I've	is not	isn't
he is	he's	he will	he'll	he has	he's	are not	aren't
she is	she's	she will	she'll	she has	she's	do not	don't
it is	it's	it will	it'll	it has	it's	does not	doesn't
we are	we're	we will	we'll	we have	we've	cannot	can't
you are	you're	you will	you'll	you have	you've	will not	won't
they are	they're	they will	they'll	they have	they've		

Read the words. Read the contractions. Write the letter or letters the apostrophe (') replaces.

she is	I am	can not
she's	I'm	can't
<u>i</u>	<u>a</u>	<u>n, o</u>

Read the contractions. Read the two words in the contractions. Circle the letters the apostrophe (') replaces.

he'll	I've	it's
he <u>wi</u> ll	I <u>h</u> ave	it <u>is</u>

PHONICS AND SPELLING 121

## ➤ guide me

Have children look at their Targeted Lessons Student Book, p. 122. Read the directions for the first activity together. Ask children to tell you in their own words what they are to do. (They will read contractions and write the two words each contraction stands for.)

The first word is *you'll*. What two words does the contraction *you'll* stand for? I know the first word is *you*. What is the second word? (*will*) Have children write the two words in the contraction. Continue the activity, guiding students to read the contraction, identify the two words, and write them. Encourage children to notice the placement of the apostrophe and what letter(s) it replaces.

Read the directions for the second activity together. Ask children to tell you in their own words what they are to do. (They will read two words and write the contraction.)

The first two words are *is not*. What is the contraction for *is not*? (*isn't*) Let's spell the first three letters of *isn't* together: *i, s, n*. What comes next? (apostrophe, *t*) The apostrophe replaces the letter *o* in *not*. Continue the activity, guiding children to write the contractions. Encourage children to notice the placement of the apostrophe and what letter(s) it replaces.

## ➤ work time

Read the directions together. Make sure children understand that for numbers 1 to 5, they will read the contraction and write the two words it stands for. For numbers 6 to 10, they will read two words and write the corresponding contraction. Remind children to think about where to place the apostrophe and which letters the apostrophe replaces.

## 41 Contractions

### ➤ guide me

Read each contraction. Write the two words in the contraction.

you'll	he's	we're
<i>you will</i>	<i>he is</i>	<i>we are</i>

Read the words. Write the contraction.

is not	we will	we have
<i>isn't</i>	<i>we'll</i>	<i>we've</i>

### ➤ work time

Write the two words each contraction stands for. Write a contraction for each pair of words.

- she's *she is*
- I'll *I will*
- you're *you are*
- I'm *I am*
- won't *will not*
- they will *they'll*
- does not *doesn't*
- I have *I've*
- it is *it's*
- he will *he'll*

## ➔ guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 123. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *new*. This word is *new*. It starts with the sound /n/ spelled *n* and ends with the sound /ōō/ spelled *ew*. What does it mean if something is *new*? (not old, not used yet, or never thought of before) The next word is *fly*. The *y* stands for the sound /ī/. The last word is *very*. The *er* stands for the sound /er/ as in the word *air* and the *y* stands for the sound /ē/. Tell children that they will read the words *new*, *fly*, and *very* as they read the story *Fly a Kite*.

## ➔ work time

**Decodable Text** Have children look at *Fly a Kite*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the contractions. (*It's*, *wasn't*, *it's*, *There's*, *I'll*, *It'll*, *Let's*) Ask children to identify the two words each contraction stands for. You may need to explain *let's* stands for *let us*.

## ➔ check for understanding

**What is a contraction?** (a short way to write two words) **What does an apostrophe show in a contraction?** (a letter or letters that are left out of the two original words)

Write the contraction *he's* on the board. **What is this word?** (*he's*) Make sure children pronounce the word correctly. **What two words make up the contraction *he's*?** (*he is*) **What letter does the apostrophe replace?** (*i* in *is*) Continue with *she'll*, *I'm*, *we're*, *I've*, and *can't*.

Now let's spell the contractions we learned. The first contraction we will spell is *she'll*. **What two words are in *she'll*?** (*she, will*) **What letters does the apostrophe replace in contractions with *will*?** (*w, i*) **How do you spell *she'll*?** (*s, h, e, apostrophe, l, l*) Continue with *I'm*, *you're*, *we've*, and *didn't*.

## ➔ reflect

Have children think about what they have learned. **What new words can you read and spell?** How does being able to read and spell these words help you?

Contractions 41

➔ guide me



new
fly
very

➔ work time

Read the story.

**Fly a Kite**

I have a new kite. It's red and green.  
 It has a long tail. I got it at the store.  
 I wanted to fly my kite. But there wasn't  
 any wind that day.  
 Now it's a good day to fly my new kite.  
There's a lot of wind. I'll run fast with the wind.  
It'll lift the kite up very high.  
Let's go fly the kite!

PHONICS AND SPELLING 123

# Contractions

➤ show me

Read the contractions.

am, is, are	will	has, have	not
I am    I'm	I will    I'll	I have    I've	is not    isn't
he is    he's	he will    he'll	he has    he's	are not    aren't
she is    she's	she will    she'll	she has    she's	do not    don't
it is    it's	it will    it'll	it has    it's	does not    doesn't
we are    we're	we will    we'll	we have    we've	cannot    can't
you are    you're	you will    you'll	you have    you've	will not    won't
they are    they're	they will    they'll	they have    they've	

Read the words. Read the contractions. Write the letter or letters the apostrophe (') replaces.

she is	I am	can not
she's	I'm	can't
_____	_____	_____

Read the contractions. Read the two words in the contractions. Circle the letters the apostrophe (') replaces.

he'll	I've	it's
he will	I have	it is

## ➤ guide me

Read each contraction. Write the two words in the contraction.

you'll	he's	we're
_____	_____	_____

Read the words. Write the contraction.

is not	we will	we have
_____	_____	_____

## ➤ work time

Write the two words each contraction stands for.  
Write a contraction for each pair of words.

- |                 |                    |
|-----------------|--------------------|
| 1. she's _____  | 6. they will _____ |
| 2. I'll _____   | 7. does not _____  |
| 3. you're _____ | 8. I have _____    |
| 4. I'm _____    | 9. it is _____     |
| 5. won't _____  | 10. he will _____  |

**➤ guide me**  
.....

new

fly

very

**➤ work time**  
.....

Read the story.

### Fly a Kite

I have a new kite. It's red and green.

It has a long tail. I got it at the store.

I wanted to fly my kite. But there wasn't any wind that day.

Now it's a good day to fly my new kite.

There's a lot of wind. I'll run fast with the wind.

It'll lift the kite up very high.

Let's go fly the kite!

