

Lesson 27 Contractions

Objective

This lesson teaches common contractions.

You Will Need

- Leap into Reading* pages 193-199
- apostrophe tile
- rubber band
- Word Cards 130-139

Before You Begin

Preview Contractions

In this lesson, your student will learn about contractions. A contraction is a shorter way of saying something. Contractions are formed by combining two words and using an apostrophe to replace the letters that have been removed.

Common contractions include:

aren't can't didn't hasn't you'll I'll
she'll let's wasn't you've it's isn't

The first word in a contraction doesn't change. Letters are always deleted from the second word and an apostrophe takes their place. There is one exception in which the first word of a contraction is changed: *won't*, which is a contraction for *will not*.

Won't and *don't* will be taught in Lesson 29 when we teach the Find Gold rule: o is long when followed by two consonants.



- This lesson also introduces the apostrophe tile. This tile is stored under the Other Tiles category.

Review



It's time to review the flashcards behind the **Mastered** dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both dividers and choose a selection for review. See Appendix L and Appendix M for engaging ways to review Phonogram Cards and Word Cards.

Review

(continued)

Previous
Concepts

Build the following words with letter tiles. Have your student divide the words where necessary, label with syllable tags, and read. *Grapevine* is divided using the Compound Words syllable division rule.



New Teaching

Teach Contractions

In this exercise, you will use a rubber band to demonstrate the meaning of the words *contract* and *expand*. When you say the word *expand*, stretch out the rubber band.

“A rubber band can **expand** and **contract**. Watch: **Expand. Contract.**”

Demonstrate the concept with the rubber band. “Is the rubber band smaller when it **expands** or when it **contracts**?” *When it contracts.*

“Today you are going to learn some contractions. A *contraction* is **two** words that have been made into **one** word. Say the word *contraction*.” *Contraction.*

“We call it a contraction because the words **contract** and become smaller.”

Build the words *we* and *will*. w e w i l l

“Here is an example. Here are the words *we* and *will*.”

Remove the w-i and replace them with the apostrophe tile. “Now instead of two words, we have one word, *we’ll*.”



Point to the apostrophe tile. “I put an *apostrophe* in place of the letters that I took out. Say the word *apostrophe*.” *Apostrophe.*

“We often use contractions when we speak because they are a shorter way of saying something, and people like to take shortcuts when they speak.”

New Teaching

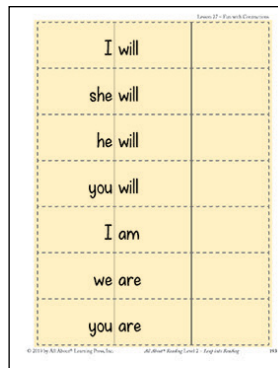
(continued)

Build the following phrases. Have your student read each phrase and then form the contraction using the apostrophe tile.

he will → **he'll**
she will → **she'll**
she is → **she's**
she had → **she'd**

Complete Activity Sheet

“Now let’s practice forming contractions.”



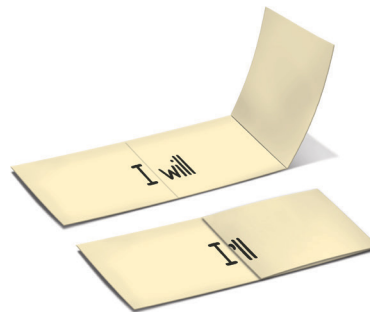
Fun with Contractions

Remove pages 193-196 from the *Leap into Reading* activity book.

Cut out the word strips along the dotted lines and place them in a pile. Do not cut on the solid lines.

Begin by having your student read the pair of words on the word strip (for example, *I will*).

Then have your student fold the word strip on the solid line to reveal the contraction (*'ll*) on the back of the word strip. Your student may then read the newly created contraction (*I'll*).

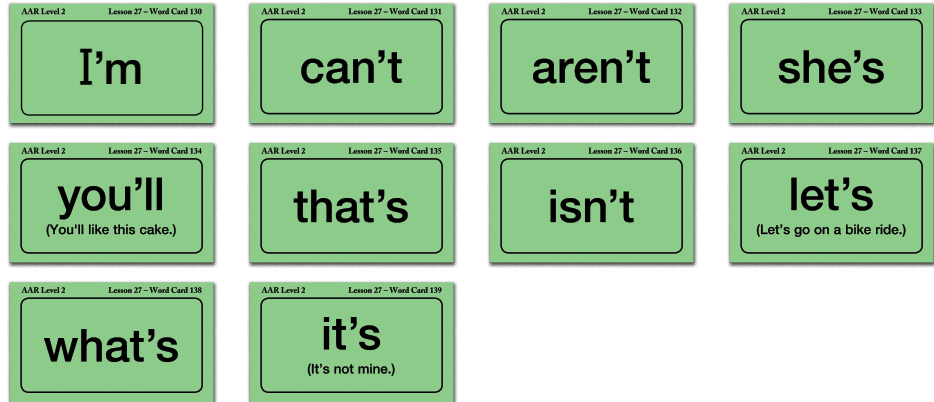


Continue until all the word strips and the new contractions have been read.

New Teaching
(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 130-139.



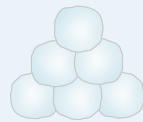
File the Word Cards behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 197-199 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try playing the game “Fluency Snowball Fight.” For instructions, look for this icon in Appendix K.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.



Read-Aloud Tip!

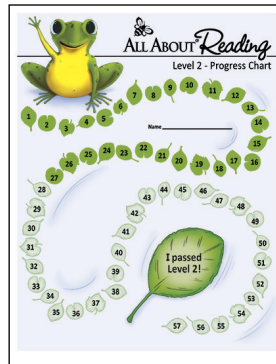
Choose a Wide Range of Books

If you've ever picked up a book outside of your expertise (such as a book on musical theory if you aren't a musician), then you've encountered unfamiliar vocabulary words that you don't understand. It would be difficult for you to read these books fluently because you wouldn't know what many of the words mean or how to pronounce them.

In the same way, it is difficult for your student to read fluently if he doesn't understand what the words mean. You can help your student develop a large listening vocabulary by reading aloud from a wide selection of books and discussing unfamiliar words.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 27 on the Progress Chart.