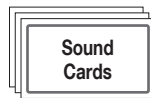
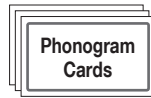


## Step 27 – Contractions

In this lesson, your student will learn common contractions.

You will need: rubber band, apostrophe tile, Word Cards 181-190

### Review



### Word Analysis

l a z i er

“What is the suffix?” *Er.*

“Read this word.” *Lazier.*

“What is the base word?” *Lazy.*

“The word *lazy* ends in a y. What happened to the y?” *Before adding a suffix, you change the y to an i.*

“How many syllables are in this word?” *Three.*

“Divide the word into syllables.” *Student divides the word before the z and before the er.*

“Label the syllables.” *Student uses the **Open, Open,** and **R-controlled** tags.*

### New Teaching

### Introduce 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.

“When is the rubber band smaller, when it **expands** or when it **contracts**?” *When it contracts.*

## New Teaching

(continued)

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

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

“Here is an example.” Build the words *he* and *is*.

h e i s

Remove the *i* and replace it with the apostrophe. “Instead of two words, **he is**, we now have one word, **he’s**.”

h e ’ s

“This is called a **contraction**.”

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

Build the words *she* and *will*. sh e w i l l

“I can say *She will come over*, or I can use a shortcut and say *She’ll come over*.”

Change *she will* into *she’ll*. sh e ’ l l

“**She’ll** is a contraction, a shorter way of saying **she will**.”

Remove the apostrophe. sh e l l

“What happens if I forget to put in the apostrophe? What word do we have?” *Shell*.

“That’s not the word we want. So you can see that it is important to put in the apostrophe.” Replace the apostrophe.

## New Teaching

(continued)

## Teach Common Contractions

Using the letter tiles, build the two words in the first column and then show your student how to create the contraction using the apostrophe tile. Do the first few together, then let your student try it alone. Reading the sentences with your student will help illustrate how contractions look and sound in a sentence.

<u>Two words</u>	<u>Contraction</u>	<u>Sentence</u>
<b>she is</b>	<b>she's</b>	<b>She's my sister.</b>
<b>he is</b>	<b>he's</b>	<b>He's fifteen years old.</b>
<b>that is</b>	<b>that's</b>	<b>That's an extra slice of pizza.</b>
<b>is not</b>	<b>isn't</b>	<b>Isn't this a friendly dog?</b>
<b>do not</b>	<b>don't</b>	<b>Don't knock the glass over!</b>
<b>cannot</b>	<b>can't</b>	<b>Jenny can't drive yet.</b>
<b>did not</b>	<b>didn't</b>	<b>It didn't rain last night.</b>
<b>I will</b>	<b>I'll</b>	<b>I'll go with you to the park.</b>
<b>he will</b>	<b>he'll</b>	<b>He'll like this present.</b>
<b>she will</b>	<b>she'll</b>	<b>She'll need a winter coat.</b>
<b>we will</b>	<b>we'll</b>	<b>We'll keep you company.</b>
<b>you will</b>	<b>you'll</b>	<b>You'll enjoy the book.</b>
<b>I am</b>	<b>I'm</b>	<b>I'm very thirsty.</b>

You may want to point out to your student that the word *cannot* is a compound word. *Can't* is the only contraction on the list that is made from a compound word.



Store the apostrophe tile under the following label:

Other Tiles

'



## New Teaching

(continued)

## Word Cards 181-190: Spell on Paper

Dictate the words and have your student spell them on paper.



**181. I'll** I'll call you later.

**182. can't**

**183. didn't**

**184. he's**

**185. don't**

**186. that's**

**187. isn't**

**188. she'll**

**189. you'll** You'll be done soon.

**190. she's**

File the Word Cards behind the Review divider.

## Reinforcement

### More Words

**he'll** (he'll win) **I'm**

**we'll** (we'll go later)

**it's**

**let's**

### Dictate Sentences

Dictate several sentences each day.

**I'll see you at my house.**

**Pam can't come over today.**

**We'll go sledding soon.**

**She didn't clean her room.**

**I don't have any more candy.**

**You'll find the toy over there.**

**Isn't that a priceless doll?**

**That's a very good book!**

**She's a fun girl!**

**I'm doing a math problem.**

**He's got a song she'll like.**

**He'll sing all day and night!**

## Reinforcement

(continued)

## Writing Station

Dictate each word. Have your student say and write the base word, add the suffix, and write original sentences using the new words.

**eventful**

**windier**

**tipping**

**crashes**

**stormy**