

# Lesson 29 Contractions and Seventh Job of Silent E

## Objective

This lesson teaches how to form common contractions. It also teaches the seventh job of Silent E.

## You Will Need

- ☐ *Roar into Spelling* pages 207-215
- ☐ Silent E Book
- ☐ apostrophe tile
- ☐ Homophones Book
- ☐ rubber band
- ☐ Word Cards 201-210

## Before You Begin

### Preview Contractions


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

Here are some common contractions.

<b>aren't</b>	<b>I'm</b>	<b>can't</b>	<b>didn't</b>	<b>let's</b>	<b>isn't</b>
<b>wasn't</b>	<b>I'll</b>	<b>hasn't</b>	<b>it's</b>	<b>you've</b>	<b>she'll</b>

In most cases, the contraction retains the pronunciation of the first word. For example, in the contraction *he's*, the word *he* is still clearly identifiable. There are several instances where the pronunciation changes slightly—most notably, the vowel sounds in the pairs *do/don't* and *you/you're*—but this rarely causes students any problems.

The contraction for *will not* is *won't* (instead of *willn't*, as might be expected). *Won't* is treated as a Rule Breaker.

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

### Preview the Seventh Job of Silent E



Take out the Jobs of Silent E poster.

This lesson teaches the seventh and final job of Silent E: to clarify the meaning of similar words.

Take a look at the following examples:

<b>bye</b>	<b>owe</b>	<b>awe</b>	<b>ore</b>
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Without Silent E, the meanings of these words would change.



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Read through a selection of Word Banks.



Build the word **l** **a** **z** **i** **ness**.

"What is the suffix?" *Ness.*

"Read this word." *Laziness.*

"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 i.*

"How many syllables are in this word?" *Three.*

"Divide the word into syllables." *Student divides the word before the z and before the ness.*

"Label the syllables." *Student uses the Open, Open, and Closed tags.*

### Introduce Contractions

“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.*

“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 **h** **e** and **i** **s**.

Remove the **i** and replace it with the apostrophe. **h** **e** **'** **s**

“Instead of two words, *he is*, we now have one word, *he'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 **sh** **e** and **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 **sh** **e** **'** **l** **l**.

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

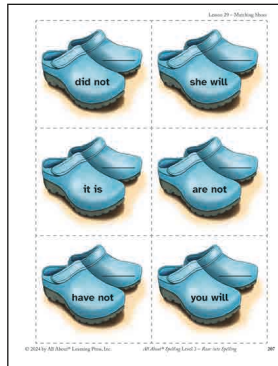
Remove the apostrophe. **sh** **e** **l** **l**

“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.

## Complete Activity Sheet

“Let’s practice writing some contractions.”



### Matching Shoes

Remove pages 207-210 from the *Roar into Spelling* activity book.

Cut out the shoe cards.

Have your student pick a card and read the two words aloud. Help your student determine the contraction and write it on the top shoe. Then turn over the card to see if they are correct.

Continue until your student has written all the contractions.

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



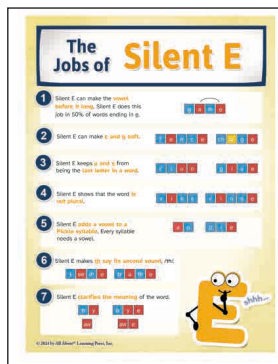
## Teach the Seventh Job of Silent E

Build the word **b** **y** **e**.

“This word is *bye*, as in *Bye, see you later!* We add Silent E to this word so it doesn’t look like the word *by*.”

Remove the **e**. **b** **y**

“This word is *by*, as in *We live by the lake*. Silent E helps us tell the difference between these two words.”



Take out the Jobs of Silent E poster and read Job #7 with your student. “This is the seventh job of Silent E.”

Turn to Job #7 in the Silent E Book and have your student read the word *bye* on line 1.

## New Teaching

(continued)

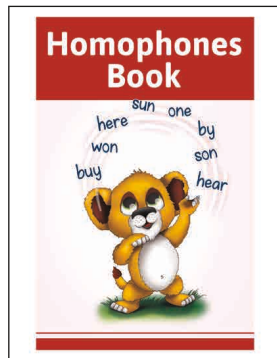
Silent E does its seventh job in these words as well:

aw/awe ew/ewe ow/owe or/ore

This job is not as common as the first five jobs of Silent E.



## Homophones Book: Add *by* and *bye*



Take out the Homophones Book. “*By* and *bye* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

“Bye, Mom!” I said. “I’m meeting Carrie for a picnic.”

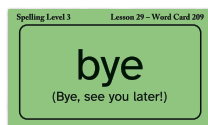
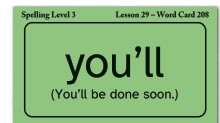
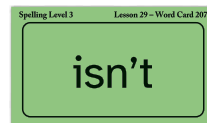
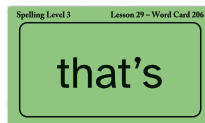
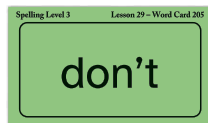
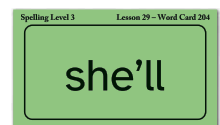
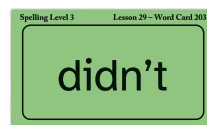
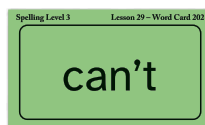
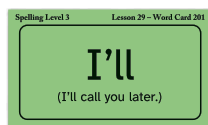
“We are going down by the lake.”

“Oh, no! But I have to stop by the library first,” said Carrie.

“All right, bye for now, Carrie! We can go later instead.”

## Spell Word Cards 201-209

Dictate the words and have your student spell them in her dictation notebook.



## New Teaching

(continued)

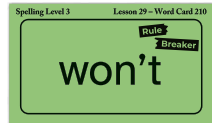
## Teach a Rule Breaker: *won't*

“There is one contraction that doesn’t follow the rules.”

Build the word **w** **o** **n** **'** **t**.

“This word is *won't*. It is the contraction of *will not*. But instead of changing to *willn't*, like you might expect it to, it changes to *won't*.”

Show Word Card 210 to your student.



“The word *won't* is a Rule Breaker.”

Review this Rule Breaker several times today.

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

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

<b>he'll</b> (he'll win)	<b>I'm</b>	<b>here's</b> (here's Dan)	<b>we'll</b> (we'll go later)
<b>let's</b> (let's play)	<b>hasn't</b>	<b>what's</b>	<b>it's</b> (it's cold out)
<b>wasn't</b>	<b>aren't</b>	<b>haven't</b>	<b>we've</b> (we've lost)
<b>I've</b>	<b>you've</b>	<b>she's</b>	<b>he's</b>

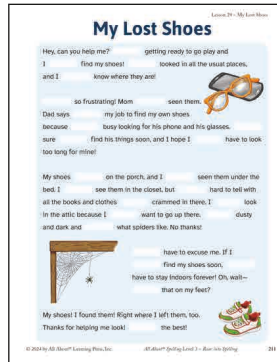
**awe** (in awe of)   **ore** (iron ore)   **owe** (owe money)

If you wish, your student may add the homophone pairs *he'll/heel/heal*, *here's/hears*, *we'll/wheel*, *let's/lets*, *it's/its*, *we've/weave*, *awe/aw*, and *ore/or/oar* to the Homophones Book since she knows how to spell words with all of these spelling patterns.



## Complete Activity Sheet (Optional)

“Have you ever lost something? One of our friends lost his shoes! Let’s find out what happens.”



### My Lost Shoes

Remove page 211 from the activity book.

Give the page to your student to write on. Turn to page 213 for the teacher's copy of the activity.

Read one sentence at a time and have your student fill in the missing contractions. If your student needs more space, she can write the missing contractions in her dictation notebook.

Continue until all the blanks have been filled in and our friend has found his shoes.

## Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in her dictation notebook.

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

**Pam can't stand soft pillows.**

**He didn't want to leave the party.**

**She'll bring beans to the beach.**

**I don't have wavy hair.**

**That's the tiniest throne I've ever seen!**

**You'll need to find some hobbies.**

**Isn't that the girl who won't eat toast?**

**Let's go sledding in the morning.**

**Why aren't you waiting for us?**

**He's in awe of the priceless bauble.**

**Bye for now!**



she'll

didn't

aren't

it's

you'll

haven't



I'm

I'll

won't

can't

I've

what's

# My Lost Shoes

Hey, can you help me? \_\_\_\_\_ getting ready to go play and  
I \_\_\_\_\_ find my shoes! \_\_\_\_\_ looked in all the usual places,  
and I \_\_\_\_\_ know where they are!



\_\_\_\_\_ so frustrating! Mom \_\_\_\_\_ seen them.  
Dad says \_\_\_\_\_ my job to find my own shoes  
because \_\_\_\_\_ busy looking for his phone and his glasses. \_\_\_\_\_  
sure \_\_\_\_\_ find his things soon, and I hope I \_\_\_\_\_ have to look  
too long for mine!

My shoes \_\_\_\_\_ on the porch, and I \_\_\_\_\_ seen them under the  
bed. I \_\_\_\_\_ see them in the closet, but \_\_\_\_\_ hard to tell with  
all the books and clothes \_\_\_\_\_ crammed in there. I \_\_\_\_\_ look  
in the attic because I \_\_\_\_\_ want to go up there. \_\_\_\_\_ dusty  
and dark and \_\_\_\_\_ what spiders like. No thanks!



\_\_\_\_\_ have to excuse me. If I  
\_\_\_\_\_ find my shoes soon, \_\_\_\_\_  
have to stay indoors forever! Oh, wait—  
\_\_\_\_\_ that on my feet?

My shoes! I found them! Right where I left them, too.  
Thanks for helping me look! \_\_\_\_\_ the best!



# My Lost Shoes

Hey, can you help me? I'm getting ready to go play and I can't find my shoes! I've looked in all the usual places, and I don't know where they are!

It's so frustrating! Mom hasn't seen them.

Dad says it's my job to find my own shoes

because he's busy looking for his phone and his glasses. I'm

sure he'll find his things soon, and I hope I don't have to look too long for mine!



My shoes aren't on the porch, and I haven't seen them under the bed. I didn't see them in the closet, but it's hard to tell with all the books and clothes I've crammed in there. I didn't look in the attic because I don't want to go up there. It's dusty and dark and that's what spiders like. No thanks!



You'll have to excuse me. If I

don't find my shoes soon, I'll

have to stay indoors forever! Oh, wait—

what's that on my feet?

My shoes! I found them! Right where I left them, too.

Thanks for helping me look! You're the best!

