

# CONTRACTIONS

## LESSON 9

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### OBJECTIVE

- Students will read contractions.
- Students will comprehend contractions.
- Students will form contractions.

### MATERIALS

- Lesson 9 word cards\*
- Contraction flashcard list\*
- Contraction sight word cards\*
- Apostrophe cards\*
- Bingo cards\*
- Bingo tokens
- Sentence fix-ups worksheet and answer key\*
- Sentences containing words that can form contractions
- Kids' magazines or newspapers
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

## TIPS

- Refer to the Appendix for a list of words with contractions.
- Introduce contractions in families, such as **not** contractions (e.g., *don't, isn't, doesn't*), **will** contractions (e.g., *I'll, they'll, you'll*), etc.
- If students struggle with a specific contraction, reteach the meaning of the contraction and the words that form the contraction.
- Make sure students that can read the sight words that are used in contractions. Review the sight words as necessary.
- Explicitly teach **won't** as an exception that means “will not.”
- Give direct feedback to students.

## DAILY REVIEW

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### OPEN SYLLABLES

Write 15 to 20 open-syllable and closed-syllable words on the board (mostly open syllables). Review the vowel sounds and structure of open syllables (an open syllable ends in a vowel; the vowel sound is long). Read the words on the board.

**Teacher:** Today we will review open syllables. Can someone give me an example of an open syllable?

**Students:** *she*

**Teacher:** That's correct; the word *she* is an open syllable. Why is *she* is an open syllable?

**Rigo:** Because it has one vowel and the vowel doesn't have a letter after it. The vowel is open.

**Teacher:** Correct. As Rigo said, the vowel is open. What sound does the vowel make in the open syllable *she*?

**Danielle:** /ē/

**Teacher:** Yes, vowels go for a long walk in an open syllable, so they make their long sound.

We learned that **y** is a vowel in an open syllable. Leticia, can you give me an example of an open syllable in which **y** is the vowel? Also, tell me the sound **y** makes.

**Leticia:** In *sky*, the **y** says /ī/.

**Teacher:** Correct. Let's read the words on the board.

Continue the review by pointing to the words and having students say the words.

### TIPS

Include words with previously taught sounds, so students can discriminate between the vowels in open syllables and closed syllables.

## OPENING

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**Teacher:** Today we will learn about contractions. I bet that everyone here has used the word *don't*. For example, you might say something like, "I don't want to do my chores today." *Don't* is a contraction. It is made up of the words *do not*. If you said, "I do not want to do my chores today," you are saying the same thing as, "I don't want to do my chores today."

*[Write "do not = don't" on the board.]*

**Teacher:** It's shorter and quicker to use a contraction. We will learn about many contractions. You'll see contractions in your reading, and you may want to use them in your writing, too.

## MODEL AND TEACH: ACTIVITY 1

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### FORMING CONTRACTIONS

#### DECODING AND ENCODING

Display words *do* and *not* in a pocket chart. Explain that contractions are formed by combining two words into one word. The apostrophe takes the place of one or more letters, so the contraction is quicker to read. Demonstrate by sliding the cards next to each other and covering the **o** with an apostrophe card.

**Teacher:** In the sentence, *I don't like watermelon*, the word *don't* is a contraction for *do not*. A contraction puts two words together and replaces letters with an apostrophe.

*[Slide the **do** and **not** cards next to each other.]*

**Teacher:** The *o* in *not* is replaced with an apostrophe.

*[Cover **o** with an apostrophe card.]*

**Teacher:** The word is now *don't*. What's the word, everyone?

**Students:** *don't*

**Teacher:** Good. What two words form the contraction *don't*, Danielle?

**Danielle:** *Do* and *not*.

**Teacher:** Let's form another contraction.

*[Put **had** and **not** in the pocket chart.]*

**Teacher:** Michael, read the words please.

**Michael:** *had, not*

*[Slide the **had** and **not** cards next to each other.]*

**Teacher:** The *o* in *not* is replaced with an apostrophe.

*[Demonstrate with an apostrophe card.]*

**Teacher:** *Had, not: hadn't*. Repeat, please.

**Students:** *Had, not: hadn't*.

Continue to demonstrate how to form contractions. Students should read the contraction and say the words that form the contraction.

## TIPS

Introduce contractions in families (e.g., introduce *not* contractions together). Depending on your students, introduce one to two contraction families per a lesson.

**MODEL AND TEACH: ACTIVITY 2** 

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**READING CONTRACTIONS****DECODING**

Follow these steps:

1. Read a sentence that does not contain a contraction (e.g., *I did not understand.*).
2. Write the two words from the sentence that can be made into a contraction (*did, not*).
3. Have students read the words.
4. Repeat the sentence, this time with the contraction (*I didn't understand.*).
5. Have students identify the contraction in the sentence (*didn't*).
6. Write and read the contraction.
7. Have students read the contraction and identify the letter(s) the apostrophe replaced.

**Teacher:** Listen to this sentence: *We have not had rain in a long time.*

*[Write **have not** on the board.]*

**Teacher:** Read these words please.

**Students:** *have not*

**Teacher:** *We haven't had rain in a long time.* Michael, what is the contraction in that sentence?

**Michael:** *haven't*

*[Write **haven't** on the board and point to it.]*

**Teacher:** *Haven't.* What word?

**Students:** *haven't*

**Teacher:** What letter did the apostrophe replace, Leticia?

**Leticia:** *o*

Continue with more sentences.

## TIPS

- Prepare the sentences before the lesson.
- Scaffold instruction by limiting the number of contraction families introduced in a lesson.

## ERROR CORRECTION

If a student makes an error, explain the contraction and demonstrate. Have the student repeat the contraction and the two words that make up the contraction.

## MODEL AND TEACH: ACTIVITY 3

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### SPELLING CONTRACTIONS

#### ENCODING

Think aloud to model how to spell *wouldn't* and *isn't*.

**Teacher:** You have learned that contractions are formed from two words. You have learned to read a contraction. The next step is learning to spell contractions. I'll use the word *wouldn't* to demonstrate how to spell contractions. Here is the word in a sentence: *She wouldn't get out of bed.* What words form *wouldn't*?

**Students:** *Would* and *not*.

**Teacher:** That's right! As I spell *wouldn't* on the board, I will model what I'm thinking as I spell. Because I know *wouldn't* is made up of *would* and *not*, first I write *would*.

*[Write **would** on the board.]*

**Teacher:** Contractions form one word from two words, so there is not a space between *would* and the next letter, which is the *n* in *not*.

*[Write **n** next.]*

**Teacher:** An apostrophe replaces the *o* in *not*, so I write an apostrophe and *t*.

*[Write an apostrophe and **t** to form the contraction **wouldn't**.]*

**Teacher:** *Would not, wouldn't:* Repeat, please.

**Students:** *would not, wouldn't*

**Teacher:** Let's spell *isn't*. Here's the contraction in a sentence: *She isn't going to school*. What words form *isn't*?

**Students:** *is* and *not*

**Teacher:** First, I write *is*.

*[Write **is** on the board.]*

**Teacher:** What do I put after *is*?

**Leticia:** The next part is *not*, but instead of *o*, put an apostrophe.

**Teacher:** Exactly! Instead of writing *not*, I write *n*, an apostrophe, and *t*.

*[Write **n**, **apostrophe**, **t** to form **isn't**.]*

**Teacher:** What's the contraction?

**Students:** *isn't*

Continue spelling more contractions, providing less modeling each time.

## ADAPTATION

Scaffold by having students write both words, cross out the replaced letters, and add the apostrophe.

## GUIDED PRACTICE: ACTIVITY 1

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### SORTING CONTRACTIONS

#### DECODING

Divide the board into two sections. Label one section " \_\_\_ not" and write the example word *don't* beneath it. Label the other section " \_\_\_ will" and write the example word *I'll* beneath it. Display contraction word cards and have students read the contraction. Write each contraction under the appropriate section. As you write the contraction, explain what two words are put together and what letters are replaced.

**Teacher:** I will show you cards containing contractions. We will read each contraction, decide which contraction family it belongs to, and write it on the board.

*[Display **it'll**.]*

**Teacher:** What word, everyone?

**Students:** *it'll*

**Teacher:** Correct. The word *it'll* belongs in the **will** family because it is formed from the words *it* and **will**. The apostrophe replaced the **w** and *i* in **will**.

*[Write **it'll** on the board. Display the next word, **can't**.]*

**Teacher:** Michael, what word?

**Michael:** *can't*

**Teacher:** Everyone say *can't*.

**Students:** *can't*

**Teacher:** Great. This word belongs in the **not** family because it is *can* and **not**. For words in the **not** contraction family, the apostrophe usually replaces the **o** in **not**. *Can't*, however, is a little different. The apostrophe replaces the **n** and **o**.

*[Write **can't** on the board. Display the next word, **they'll**.]*

**Teacher:** What word?

**Students:** *they'll*

**Teacher:** Yes. Who can tell me what family *they'll* belongs to and why?

**Leticia:** It's *they will*, so it belongs under **will**.

**Teacher:** Very nicely done. What does the apostrophe replace?

**Rigo:** It replaces the **w** and *i* in **will**.

**Teacher:** Perfect.

Repeat the sequence with other contractions.

## TIP

Leave the contraction families displayed and add sections as more contractions are introduced.

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Adapted from Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *CORE teaching reading sourcebook: For kindergarten through eighth grade*. Ann Arbor, MI: Academic Therapy.

## GUIDED PRACTICE: ACTIVITY 2

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### CONTRACTION RACING

#### DECODING

Make flashcards with a contraction on one side and the two words forming the contraction on the other side. Have two students stand at the front of the room. Show these students the side of a flashcard with the two words. Have the students say the corresponding contraction as quickly as they can. Then, flip over the flashcard to show the contraction. The student who answers correctly first remains at the front of the room while another student joins him or her to race. Question students, so they can demonstrate their knowledge.

**Teacher:** We're going to race to form contractions. Two of you will come to the front of the room. I'll show you a card with two words that form a contraction. Whoever says the correct contraction first remains up front, and another classmate comes up to race. If neither gets the answer, I will put the card at the bottom of the pile and show another card. I'll ask you questions, even if you aren't at the front of the room, so pay close attention.

Rigo and Danielle, please come up front.

*[Display would not.]*

**Danielle:** *wouldn't*

*[Display the contraction side of the card.]*

**Teacher:** That is correct, Danielle. Michael, what letter does the apostrophe replace?

**Michael:** The *o* in *not*.

**Teacher:** Leticia, it is your turn up front with Danielle.

*[Display **who will.**]*

**Leticia:** *who'll*

*[Display the answer.]*

**Teacher:** That's right. Who can use *who'll* in a sentence?

**Rigo:** *Who will be at the game?*

**Teacher:** It's a good sentence, but you used the two words instead of the contraction. Try it with the contraction.

**Rigo:** *Who'll be at the game?*

Continue reading words with more two-sided cards.

#### ADAPTATION

The activity can be done in reverse by showing the contraction side of the card. Have students say the two words that form the contraction. At the end of the activity, have students read the contraction side of all the cards.

## GUIDED PRACTICE: ACTIVITY 3

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### CONTRACTION MATCHING

#### DECODING

Place the contraction cards *wouldn't, hasn't, they'll, it'll, isn't, you'll, that'll*, and *can't* in a vertical column in a pocket chart. Randomly arrange the word cards that form the contractions in a different pocket chart. Keep an apostrophe card close by. Have one student at a time select a contraction from the chart, say the contraction, and match it with the words that form it. While one student takes a turn, have the other students write the words that form the contraction on their whiteboards. Have students then read the contractions and their matching words aloud.

**Teacher:** Let's match contractions with the words that make up the contractions. In pocket chart 1 is a column of contractions. As I point to each contraction, read it aloud.

**Students:** *wouldn't, hasn't, they'll, it'll, isn't, you'll, that'll, can't*

**Teacher:** In pocket chart 2 are words that form the contractions. Notice that the words in the second chart aren't in order. Your task is to match the words from chart 2 to the contractions in chart 1. Each of you will have a turn. When it's not your turn, write the words that make up the contraction on your whiteboard.

Michael, you're first, so come up and tell us which contraction you will match.

**Michael:** I choose *isn't*.

**Teacher:** Find the words that form *isn't* and put them next to the *isn't* card.

Everyone else, write the words that form *isn't* on your whiteboards. Hold up the boards when you are finished.

*[Michael finds is and not and puts them next to isn't.]*

**Michael:** *Isn't: is not.*

**Teacher:** Great. By looking at the whiteboards, I see that everyone was correct.

Michael, using this apostrophe card, cover up the letter that it replaces.

*[Michael covers up the o.]*

**Teacher:** That's correct. Everyone, erase your boards. Michael, please sit down. Leticia come up and pick a contraction to match.

Continue the activity until all of the contractions are matched with their words. Correct any students who write an incorrect answer on their whiteboard.

### ADAPTATIONS

- Increase or decrease the number of cards, depending on the level of your students.
- Include some distractor words on chart 2 that do not match any of the contractions.
- Do the activity on a table, instead of in pocket charts.
- Select the contractions to be matched.
- Have students select grouped word pairs and find the matching contractions.

## GUIDED PRACTICE: ACTIVITY 4

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### CONTRACTION BINGO

#### DECODING

Distribute bingo cards with two words that make a contraction in each box. Show a contraction card. Have students read the contraction silently, find the two words that make the contraction on their card, and mark the box with a token. For example, if the contraction shown is *don't*, students should cover the box containing *do not*. Then, have students say the contraction and the two words that form the contraction. Repeat with the next contraction card. The first student to form a line on their board, using the tokens, wins the game.

#### TIPS

Be sure to have students say each contraction and its two words. This procedure ensures that students read the words, rather than just guessing or matching initial letters.

#### ADAPTATIONS

- Do the activity in reverse by showing two words that form a contraction and having students find the matching contraction on the bingo card.
- Assign different students to read each contraction card to the group, instead of showing it.

## GUIDED PRACTICE: ACTIVITY 5

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### CONTRACTION WRITING

#### ENCODING

Say two words and have students work with a partner to write the corresponding contraction. Have one pair of students share the contraction they wrote. Then, write the two words and the contraction on the board. Have all students chorally say the two words and the contraction.

**Teacher:** I will say two words that form a contraction. Work with your partner to write the contraction. One of the teams will then tell me their contraction, and I will write it on the board. Then, everyone will read the two words and the contraction.

Ready? The first words are *have not*. Here are the words in a sentence: *Lisa and her brothers have not played video games all week.*

*[Write **have not** on the board.]*

Rigo and Danielle, what is your contraction?

**Danielle:** *haven't*

**Teacher:** Correct. How did you spell *haven't*?

**Rigo:** First we wrote *have: h-a-v-e*.

*[Write **have** on the board.]*

**Danielle:** Then, we wrote *n*, apostrophe, *t* next to *have*.

*[Write **n**, an apostrophe, and **t** to complete **haven't**.]*

**Teacher:** Nicely done! Michael, what letter did the apostrophe replace?

**Michael:** The *o*.

**Teacher:** Let's all read the two words and the contraction together.

**Students:** *have not, haven't*

Continue the activity, gradually reducing your modeling.

## ADAPTATIONS

- Give the two words orally only, without writing them on the board.
- Have students take turns writing the words and contractions on the board.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### FINDING CONTRACTIONS

#### DECODING

Pass out sections of a kids' magazine or school newspaper. Have students circle any areas where a contraction could have been used and underline contractions. Have students share their findings, what contractions could have been formed from the circled words, and what two words form each of the underlined contractions.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### WRITING SENTENCES THAT USE CONTRACTIONS ENCODING

Dictate a contraction and have students write two sentences, one that uses the contraction correctly and another that uses the two words that make up the contraction.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### SENTENCE FIX-UPS ENCODING

Give students 10 to 15 decodable sentences containing words that form contractions. Have students write each set of two words and the contraction they form. Call on students to read the sentences. Ask questions throughout to assess understanding (e.g., “Why did you select those 2 words?” or “What contraction do those words make?”).

## MONITOR LEARNING

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During the guided practice activities, listen to determine whether students put words together correctly. Also, check whether students use the correct contractions when writing sentences and participating in the activities. During independent practice, review any contractions with which students struggle, writing the contraction and the two words that make up the contraction.

Some contractions have homophones. Write the word *whose* on the board and contrast it with *who’s*. Explain the difference between the homophones and ask the students for sentences that contain the correct homophone. Do the same with the words *its* and *it’s*.

## GENERALIZATION

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Have students reread one of their past papers to find areas where they could have used a contraction. However, explain that formal writing should avoid contractions. Compare different types of texts and notice where more contractions are used (e.g., compare dialogue in a literature text with expository science text). Read some of the passages, substituting the words that form contractions or vice versa. Ask students what differences they notice in the tone of the passages.

### LESSON 9 WORD CARDS

can't	didn't	don't
aren't	could've	doesn't

First of 6 pages

### CONTRACTION FLASHCARD LIST

Prepare 3 x 5 index cards with a contraction on one side and the contracted words on the other:

SIDE 1	SIDE 2
I'm	I am
you're	you are
we're	we are
he's	he is
she's	she is
it's	it is
what's	what is
that's	that is
who's	who is
here's	here is
I'd	I had
I'd	I would
you'd	you had
you'd	you would
he'd	he would
he'd	he had
she'd	she would
she'd	she had
won't	will not
I've	I have
you've	you have

SIDE 1	SIDE 2
we've	we have
they've	they have
I'll	I will
you'll	you will
she'll	she will
they'll	they will
he'll	he will
it'll	it will
can't	can not
don't	do not
isn't	is not
shouldn't	should not
couldn't	could not
wouldn't	would not
aren't	are not
doesn't	does not
wasn't	was not
weren't	were not
didn't	did not
let's	let us

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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### CONTRACTION SIGHT WORD CARDS

not	she	should
I	am	are

First of 5 pages:  
Sight word and apostrophe cards included

### BINGO

	FREE	

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First of 2 pages: 5x5 grid included

## SENTENCE FIX-UPS

In each sentence, circle the words that could form a contraction.

1. Trent did not like the paint his dad chose for his room.
2. We are a strong team, but I do not think we will win the game.
3. After class, we are going to the mall to get Matt a new shirt.
4. He will be at camp for at least 6 weeks.
5. She would like to read the book about life forms on Mars.
6. Mark will not play catch if it is too hot in the yard.
7. Gran could not reach the jar on the top shelf.
8. Fred does not have the cash for a new game.
9. That is the last time you can watch the fifth-grade play.
10. Ralph can not see the launch of the new ship.
11. We have seen the owl hunt for its food in the dark.
12. I would like to go to the East Coast this fall to see the trees.
13. What is the best way to learn math facts?
14. Coach Welsh said he would pick me for a spot on the team.
15. I am glad to see that the dog found a safe way to get back home.

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First of 2 pages:  
Worksheet plus answer key