

## Unit 23, page 150: Contractions

Some students may be unfamiliar with the relationship between long forms of words and their commonly contracted forms.

### Listen

Say: *Remember that a contraction is a short way of saying and writing two or more words. Let's listen to some Basic Words that are contractions. Model the relationship between the long form of the following words and their contractions from the Basic Words list. Say: The long form of the following two words, I would, can be made into the contraction I'd: I would, I'd; I would go, I'd go. Repeat with she is/she's; has not/hasn't, following the procedure above.*

### Speak and Read

Say: *Let's practice making contractions. Write the following long forms and their contractions as equations: I + would = I'd; she + is = she's; he + has = he's. Erase the plus sign and the woul in would and replace them with an apostrophe. Say: The apostrophe takes the place of the letters that we erase. Repeat with she's and he's.*

Say: *Now let's practice using contractions: I would go if I had time. I'd go if I had time. She is eating now. She's eating now. He has not finished. He hasn't finished. Have a student repeat after you as you model each pair of sentences.*

### Spell

**Beginning/Preproduction** Distribute letter and apostrophe cards and have students spell out the long forms *she is*, *he is*, *has not*, and *what is*. Then have students remove letters and replace them with apostrophes in order to make the contractions *she's*, *he's*, *hasn't*, and *what's*.

**Early Production/Speech Emergent** Have students choose four contractions from the Basic Words list and write them in their word-study notebooks. Have them list the long form of each Basic Word to the right of its contraction.

**Intermediate/Advanced** Tell students to choose three contractions from the Basic Words list and write them in their word-study notebooks. Have them write sentences, using the long and contracted forms of the words they have chosen. Have students underline the contraction in each sentence. Ask: *What is the contraction in this sentence? What is the long form of the contraction? Which letters do we drop to make this contraction?*

### Sort

For additional practice, have pairs of students come to the board to complete the chart below. Have all students copy the completed chart into their word-study notebooks.

Contractions	
Long Form	Contraction
there is	
does not	
could not	
have not	