**1. Focus**

**Explain Simple Contractions**

**Say:** A contraction is a pair of words combined with an apostrophe. Contractions give us a shorter way of saying or writing two words.

Display the following sentences on chart paper or using the interactive whiteboard resources.

- **I do not** have a pencil.
- **I don’t** have a pencil.

**Example Text**

**Say:** In the sentence “I do not have a pencil,” the words do and not are written as two separate words. But we can shorten do and not to the single word, don’t. We put the words together and remove one letter, the o in not. An apostrophe takes the place of the missing letter. Using the contraction makes the sentence sound more natural—like the way we usually talk.

**Model Using Contractions**

Display the modeling text on chart paper or using the interactive whiteboard resources. Read aloud the first modeling text.

- “I cannot hear you,” I said.
- I am supposed to brush at bedtime.
- The filling did not hurt.
- Hey, maybe this will not be so bad.

**Modeling Text**

**Say:** These sentences sound stiff. In a personal narrative, when I’m describing events in my own life, I often want to use less formal writing. I want to sound like I’m having a conversation with my readers. Now I’ll read the second group of sentences. Listen to the difference when I use contractions.

Read aloud the second modeling text. Then discuss the use of contractions, underlining each contraction in the modeling text.

**Say:** The writer replaced cannot with can’t. Notice that cannot is already one word, so we don’t have to put two words together. The apostrophe replaces the second n and the o. The words I am become I’m. The writer combined the
two words and replaced the a with an apostrophe. The words did not become the contraction didn't. Next is a contraction that is a little bit different. The word will in will not changes spelling in the contraction. An o replaces the ill. The contraction of will not is won’t. I like the way these sentences sound. The contractions help the sentences flow smoothly.

2. Rehearse

Practice Using Contractions

Display the practice text on chart paper or using the interactive whiteboard resources.

I tried to make it seem like I could not hear her.
Trips to the dentist did not bother me.
That is when the orthodontist himself came in.
This will not hurt a bit.

Practice Text

Ask students to work with a partner and read each sentence. Ask them to write a contraction for each sentence. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Practice Sentences

Invite pairs to share their responses. Ask the following questions:
• What two small words in the sentence make a contraction? What is that contraction?
• What letter or letters does the apostrophe replace?

3. Independent Writing and Conferring

Say: You can use contractions in your writing to make it sound more natural. This is often helpful in personal narratives, where we’re telling the reader about our personal experiences. Remember that a contraction always has an apostrophe that replaces the missing letter or letters.

If you would like to give students additional practice recognizing and using contractions, have them complete BLM 9.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 9. Ask students to share what they learned about using contractions.

Strategies to Support ELs

Beginning

Beginning ELs will need additional support and practice to understand contractions. Use letter cards to spell the component words of simple contractions such as I am, do not, and is not. Draw an apostrophe on a piece of paper. Move the letters on the table to show how you combine the two words in each contraction and replace the letters with the apostrophe. Then use the component words and the contractions in simple sentences (for example, “I am the teacher,” “I’m the teacher.”) Help students form simple statements about themselves using contractions.

Intermediate and Advanced

Provide simple sentences to help ELs use contractions. For example:

I’m at school.
Don’t slam the door.
That isn’t my book.