

GRAMMAR CONCEPT

Identifying, Reading, and Forming Contractions

Contractions,
Possessives, and
Homophones

OBJECTIVE

- To accurately identify, read, and form contractions.

TEACHER MATERIALS

- *Blast Online*
- *Navigate to Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 1.*

STUDENT MATERIALS

- Three *SyllaBoards™*
- Dry-erase marker and eraser

WHAT YOU NEED TO KNOW

Contractions

- In this lesson, students will learn about **contractions**. A contraction is a shortened (or “*contracted*”) form of a word created by combining two words. While the spelling of the first word stays intact, the letter(s) that are dropped from the second word are replaced with an **apostrophe** (as in **does not** / **doesn’t**.)
- In a sense, contractions are a type of *abbreviation* to make words shorter and easier to say when speaking. While more efficient to write, contractions are generally reserved for informal writing and are most frequently found in dialogue within a text.
- Teaching common contractions can help students understand their function and avoid confusion with other word forms that contain apostrophes such as **possessive nouns** (e.g., the **student’s** pencil).

Forming a Contraction

- To form a contraction, follow these steps:
 - Write the two component words
 - Cross out the “extra” letter(s) from the second word (usually a vowel)
 - Replace the missing letter(s) with an apostrophe
 - Write the contracted word

For example:

do not	do no t	don’t
that is	that i s	that’s
we have	we ha ve	we’ve



Types of Contractions

Not *all* words can be used to make a contraction. There are very *specific types* of words that can be combined to form the most common contractions in English.

Pronoun + Verb Contractions

These contractions are formed by combining a **subject pronoun** (e.g., I, he, it, we, they) with a **verb** after replacing one or more letters from that verb (the second word) with an apostrophe. Only certain specific verbs can be used to create these contractions.

- **Pronoun + a form of “to be”**
 - Examples include **I’m** (I am), **you’re** (you are), **she’s** (she is), and **it’s** (it is)
- **Pronoun + “have”**
 - Examples include **I’ve** (I have), **you’ve** (you have), **they’ve** (they have)
- **Pronoun + “will”**
 - Examples include **I’ll** (I will), **you’ll** (you will), **he’ll** (he will), **we’ll** (we will)
- **Pronoun + “would”**
 - Examples include **I’d** (I would), **you’d** (you would), **they’d** (they would)

Verb + “not” Contractions

These contractions are formed by combining a **verb** with the negative form “**not**” after replacing the “**o**” of “**not**” with an apostrophe. As with the Pronoun + Verb contractions, only a limited number of verbs are used to create these contractions. They include:

- **is** (is not / isn’t), **are** (are not / aren’t), **was** (was not / wasn’t), **were** (were not / weren’t)
- **do** (do not / don’t), **does** (does not / doesn’t), **did** (did not / didn’t)
- **has** (has not / hasn’t), **have** (have not / haven’t), **had** (had not / hadn’t)
- **would** (would not / wouldn’t), **could** (could not / couldn’t), **should** (should not / shouldn’t)
- **must** (must not / mustn’t), **need** (need not / needn’t)

Following are two examples that vary from the regular pattern:

- **can’t**: When forming the contraction **can’t**, *two* letters are *removed* from the original form **cannot** (~~can~~~~not~~), which is already a combination of the two words “can” and “not.”
- **won’t**: When forming the contraction **won’t**, *three* letters are changed in the original verb **will** (~~will~~/~~wo~~). This spelling change of “*will*” is likely related to an earlier word form “*wol*” or “*woll*.”



Interrogative Adverb + Verb Contractions

These contractions are formed by combining an **interrogative adverb**, sometimes referred to as “*WH Question*” words, with a verb. Similar to Pronoun + Verb Contractions and Verb + “not” Contractions, these are formed by combining the adverb with certain specific verbs after replacing one or more letters from that verb with an apostrophe.

- **Interrogative Adverb + a form of “to be”**
 - Examples include **who’s** (who is), **how’re** (how are), and **when’s** (when is)
- **Interrogative Adverb + “have”**
 - Examples include **where’ve** (where have), **what’ve** (what have), **why’ve** (why have)
- **Interrogative Adverb + “will”**
 - Examples include **who’ll** (who will), **what’ll** (what will), **where’ll** (where will)
- **Interrogative Adverb + “would”**

START TEACHING

Identifying, Reading, and Forming Contractions

1 STATE OBJECTIVES

Say:

- “In this lesson, we will learn how to read and form words called **contractions**.
- When something *contracts*, it shrinks, or gets smaller. We can “squeeze” two words together to make a smaller single word called a contraction.
- To make this new word shorter, we take away a vowel from the second word. Sometimes a consonant is also removed along with the vowel.
- We use an apostrophe to show where the missing letters were. An **apostrophe** is a punctuation mark that looks like a comma, but we see it *between letters* instead of between words. Also, an apostrophe floats near the *top* of the letters instead of near the bottom of a word.”

Students place materials on desks

Open Blast Online to Blast Extension Units Online Tool: Contractions, Possessives, and Homophones (Unit 5), Lesson 1, Grammar Concept.
(Supply Room>Instructional Resources>Extension Units)



2 VIEW CONTRACTIONS ANIMATION

Say “Let’s watch this animation to learn about contractions.”



Play the animation.

3 REVIEW CONTRACTIONS

Say “Let’s review what we just learned.”

Ask:

- “How many words do we put together to form a contraction?”
A: two
- “Can any two words go together to make a contraction?”
A: no, just certain words
- “Why are contractions shorter than the two words they are made from?”
A: because we take away one or more letters from the second word
- “Do all contractions have an apostrophe?”
A: yes
- “Where do we see the apostrophe in a contraction?”
A: in the place where letters were taken away



Click to display the word **don’t**.

don’t

Say “This word is **don’t**. You might say, “I **don’t** have the ball.”

Ask:

- “Let’s look at the word don’t. Could it be a contraction?”
A: yes
- “How do you know?”
A: it has an apostrophe between some of the letters

Click to highlight the apostrophe.

don’t

Say “That’s right. The apostrophe is between the **n** and the **t**.”

Ask “What does the apostrophe show us?” A: where letters are missing

Click to display the words **don’t** and **do not**.

don’t
do not



Say “Now look at the words **do not**. These are the two words we put together to make the contraction **don’t**.”

Ask “What letter or letters did we take away?”

A: the o from the second word *not*

Click to display the sentences.

I don't have the ball.
I do not have the ball.

Ask “Do these sentences mean the same thing:

- I **don’t** have the ball.
- I **do not** have the ball.”

A: yes

Click to display two *SyllaBoards™* under the words **do not**.

do not	

Say “These are the words **do not**. Let’s squeeze them together to make a contraction.”

Click to add the words **do** and **not** to the *SyllaBoards™*.

do not	
do	not

Ask “What letter or letters can I take away to make this shorter? Should I take from the first word or the second word?”

A: take away o from the second word

Say “That’s right. The first word *almost always* stays the same. There *are* a few exceptions we will learn later. Usually, we only take a vowel from the second word.”

Click to cross out the letter **o**. **Click again to** remove the letter.

do not	
do	not

do not	
do	n t

Ask “What should I do now?”

A: add an apostrophe where the letter o was

Say “That’s right. *I add an apostrophe where the letters used to be.*”

Click to add an apostrophe.



do not

do n't

Say "Now we are ready to combine the words, or put them together."

Click to display the word **don't**.

do not

don't

Explain "We practiced pulling apart a contraction to find the two words that make it up. Then we started with two words and squeezed them into a single word called a contraction. Let's try some more."

Click to display the words **that is**.

That is

Say "These words say **that is**. You might say, "**That is** my book."

Ask "Is there a shorter, faster way to say **that is**? If I ask you, "Is **that** your book?", you might answer by saying, "Yes..." (*gesture student to respond.*)

A: ... *that's* my book."

Say "Great! Let's see how we make the contraction **that's**. First, we start with two words."



Click to display the words **that is**.

that is

that is

Say "Then we take away a letter or letters."

Click to remove the letter **i** from **is**.

that is

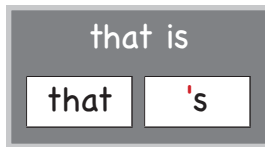
that i's

Ask "What happens now?"

A: We add an apostrophe where the *i* used to be.



Click to add the apostrophe.



Say “Yes. Now when we squeeze these parts together, we get the contraction **that’s**.”

Click to display the word **that’s**.



Say:

- “Let’s review what we’ve learned about contractions.
- Contractions are words created by combining two words.
- Not all words can be made into contractions. Only special pairs of words can. Many contractions use common *Heart Words* such as: **is, are, was, not, will, they, he, and I**.
- Contractions are shorter than the two words they are made from because we remove some letters. A vowel is usually taken away from the second word. The first word stays the same.
- All contractions have an apostrophe, but not all words with apostrophes are contractions.”

4 WORD SORT

Say “Now we are going to sort words into two groups. We will place words that *are* contractions in one column and words that are not contractions into the other column.”

Click for the following headings: CONTRACTION and NOT A CONTRACTION.

Click to display and read the word **they’re**.



Explain that this word is a contraction because “where the letters used to be, now I see an apostrophe.” We can pull away the first word they and then add back the missing letter a to the second word part ‘re. We know that are is a word commonly seen in contractions. The two words they are were contracted to make the shorter word they’re.



Click to move the word they're under the CONTRACTIONS heading.

Click to display and read the word **them**.

them

Explain that this word is not a contraction because it does not have an apostrophe. This is a single word, not a word formed from two other words.

Click to move the word **them** under the NOT A CONTRACTION heading.

Click to display and read the word **wasn't**.

wasn't

Explain that this word *is* a contraction because “where the letters used to be, now I see an apostrophe.” We can pull away the first word **was** and then add back the missing letter **o** to the second word part **n't** to form **not**. We know that **not** is a word commonly seen in contractions. The two words **was not** were *contracted* to make the shorter word **wasn't**.

Click to move the word **wasn't** under the CONTRACTIONS heading.

Click to reveal, read aloud, and then click again to sort each word.

Ask individual students if the word is a contraction or not.

Ask students to explain how they know. Ask students to name the two words that were used to form the contractions. (Answers are below in the table.)

Answer Key

Contraction	Not a Contraction
they're (they are)	them
wasn't (was not)	shell
she's (she is)	want
who'll (who will)	not



5 READ WORDS WITH CONTRACTIONS



I DO Read *he's*

Explain that students will use *SyllaBoards™* to read contractions.

Say “I am going to show you a word that is a contraction. If you know how to read it, don’t say it. We are going to examine the word together before we read it.”

Click to display the word *he’s*.

He's

Ask:

- “Do we see an apostrophe?” A: yes
- “How many vowel spellings do we see before the apostrophe?” A: one

Click to underline the letter **e** and highlight the **apostrophe** in red.

He's

Say “This word might be a contraction. We know contractions are made from two words squeezed together. We also know that we take one or more letters out of the second word. The first word stays whole.”

Click to display two *SyllaBoards™* below the word *he’s*.

he's

--	--

Say “I’ll put all the letters *before* the apostrophe on the first board.”

Click to add the letters **h e** to the first board.

he's

he	
----	--

Say “Now I’ll put the apostrophe and the letters *after* it on the second board.”

Click to add the **‘s** to the second board.

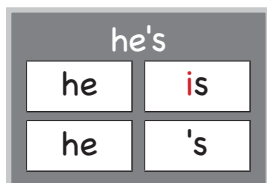
he's

he	's
----	----



Say “Even though we are using *SyllaBoards*™, the second board does *not* show a *true* syllable because we took the vowel **i** away from the word **is**. We are left with just the **apostrophe** and **s**.”

Click to add two boards showing **he** and **is**, highlighting the letter **i** in the first set of boards and adding the apostrophe in the second set.



Say:

- “I know that in an Open Syllable, the vowel makes its long sound most of the time, so the first board must be **hē**. That is a word that I know. I can say ‘**He** is nice.’
- The second board does not have a true syllable because there is no vowel, so I’m going to move everything to just one board.

Click to move the whole word to one *SyllaBoard*™.



Say “I know the letter **s** spells the sound /**s**/ and sometimes /**z**/. This contraction is **he’s**, which is the short way to say **he is**.”



WE DO Read you’ll

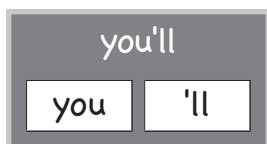
Explain that we will now try a few words together. We will put the letters *before* the apostrophe on the first board and the rest of the word on the second board. Remember, the second board may not be a true syllable. If it’s not, we’ll move the apostrophe and letters to the end of the first board.

Click to display two *SyllaBoards*™ below the word **you’ll**.

Ask:

- “What letters do I put on the first board?”
A: the letters before the apostrophe (y o u)
- “What letters do I put on the second board?”
A: the apostrophe and the rest of the letters (’ll)

Click to display the boards with letters.





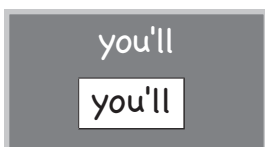
Say “We learned that many contractions use common *Heart Words*.”

Ask “Do you see a *Heart Word* on the first board? What is it?”

A: yes, the *Heart Word* *you*

Say “Some letters were taken away from the second word of this contraction, so this is not a true syllable. We’ll move the apostrophe and two *Is* to the end of the first board.”

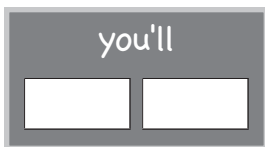
Click to move the apostrophe and *ll* to the first board.



Ask “What sound will the *ll* spell?” A: /l/

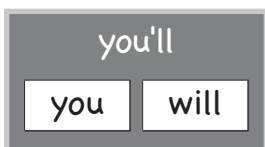
Say “*You* - ‘*ll*’. This word is *you’ll*. I might say, ‘*You’ll* learn a lot in school.’”

Click to display the word *you’ll* with two boards below again.



Ask “What two words make up the word *you’ll*?” A: you will

Click to display the words *you will*.



Ask “We can still see the whole word *you* in the contraction *you’ll*. What letters did we take away from the second word *will*?”

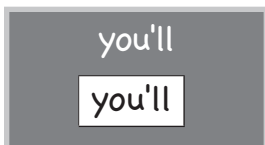
A: *w i*

Click to cross out the letters *wi*.



Say “Yes, we took out the letters *w i* and put an apostrophe in their place.”

Click to display the whole word on one board again.





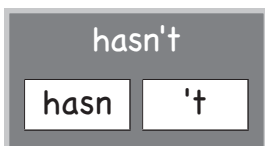
Click to display two *SyllaBoards*™ below the word **hasn't**.



Ask:

- “What letters do I put on the first board?”
A: the letters before the apostrophe (h a s n)
- “What letters do I put on the second board?”
A: the apostrophe and the rest of the letters ('t)

Click to display the boards with letters.



Ask “Can we use Touch & Say to read the first board?” A: yes

Say “Let’s try it together: /h/ /ă/ /s/ /n/, **hasn**.”

Ask:

- “Is this a word we know?”
A: no
- “Do you see a *Heart Word* on the first board? If so, what is it?”
A: yes, I see the *Heart Word* *has* followed by the letter *n*

Explain that if letters were taken away from the *middle* of the second word, the apostrophe may *not* fall right after the first word. Since the apostrophe shows where the letters are missing, the beginning of the second word is pushed together with the first word. When this happens, write the two words that make up the contraction in order to see the first word by itself, and then figure out which letters were taken away from the second word.

Ask “What words make up the contraction **hasn't**?” A: has not

Click to display the words **has not**.



Say “Now we see the whole word **has** in the contraction **hasn't**.”

Click to highlight the word **has**.





Ask “The letter **n** was on the *first* board when we broke down the contraction **hasn’t**. Where did it come from?” A: from the second word *not*

Click to highlight the letter **n**.



Say:

- “That’s right. We’ll move the **n** from **not** to the second board because it is part of the second word.
- We can use both our *Heart Word* knowledge and our sound-letter knowledge to read this contraction: /h/ /ă/ /s/ - /n/ /t/, /has/ /ənt/, **hasn’t**.
- When we are reading and forming contractions, we can always check the whole words that got ‘squeezed together’ to help us figure them out.”



YOU DO Read *where’s, couldn’t, I’m, we’ve*

Say:

- “Now it’s your turn to read some contractions on your own.
- You are going to use *SyllaBoards™* to break apart the contractions.
- When you are reading a contraction, sometimes it can be helpful to think about the two words that were squeezed together to form it.
- Then, if the contraction is only one syllable, we’ll move the word to just one board.”

Click to display each of the following words on the board, one at a time:

where’s

couldn’t

I’m

we’ve

Ask for each word:

- “What letters do I put on the first board?”
- “What letters do I put on the second board?”
- “Can you use *Touch & Say* to read the first board? Or, do you see a *Heart Word*, or other whole word you know?”
- “If you need to, write the two words that make up the contraction. Now, can you recognize the first word?”
- “Can you use *Touch & Say* to read the second board and then blend these sounds with the word on the first board?”
- “Is the contraction one syllable? If so, move the whole word to just one board.”

**All students:**

- Use two *SyllaBoards*™ to read the contractions, one at a time.

- Write all the letters *before* the apostrophe on the first board, then write the apostrophe and all the letters *after* it on the second board.

where		couldn	

- Write the apostrophe and all the letters *after* it on the second board.

where	's	couldn	't
where	is	could	not
where's		could	n't
I	'm	we	've
I	am	we	have
I'm		we've	

Individual students touch each *SyllaBoard*™, read the words or letter sounds, and then sweep their hand under the *SyllaBoards*™ to blend and read the contraction.

Check students' boards and provide Positive Error Correction as needed.

All students repeat the steps, then read each whole word.

Click to reveal the answer after each word. This will help students visually confirm the correct answer.



All students clear boards and wait for the next word to be dictated. (*However, if you choose to do the following activity with your students, have them keep the word **we've** on their boards.*)

EXTENSION ACTIVITY: Forming Contractions with Swap It!

Say:

- “Now we are going to do an activity called *Swap It!*”
- We will start with the last contraction we read, **we've**.

we	've
----	-----

- I will say a new word. Your job is to decide if the word changed on the first *SyllaBoard™* or on the second one. Then you will swap it with a different board to make a new contraction.
- You will do this by writing new letters on another *SyllaBoard™* and then swapping your board for the appropriate one in the original contraction. (After the exchange, erase the board you removed to prepare for the next swap.)
- The first new word is the contraction **we'll**.”

Ask “Which part changes when **we've** becomes **we'll**?”

A: the second part, 've

All students write 'll on a new board, swap the board 'll with the board 've, and erase the 've *SyllaBoard™* they removed from the original word.

we	'll
----	-----

Say “Now change the word **we'll** to the word **I'll**.”

Ask “Which part changes when **we'll** becomes **I'll**?”

A: the first part we changes to I

All students write I on a new board, swap the board **we** with the board **I**, and erase the **we** *SyllaBoard™* they removed from the original word.

I	'll
---	-----

Continue the activity with the following words. For each word, first ask students which word part changes. Then have them erase the appropriate board and write the new word part.

what	'll
------	-----

what	's
------	----

he	's
----	----

he	'd
----	----

they	'd
------	----

they	're
------	-----

you	're
-----	-----

you	'll
-----	-----

STUDENT PRACTICE

Common Contractions

EXTENSION
UNIT

LESSON

Contractions,
Possessives, and
Homophones

2

OBJECTIVE

- **Detective Work** – To identify target contractions in print and produce the proper pronunciation for each component word; to blend the words/word chunks together and produce the resulting conjunction. To read contraction words in isolation.
- **Match It!** – To read word pairs and match them to the contracted form of the words; to identify which letters were removed to form the contraction.
- **Word Creation** – To select two words (one from each of two lists) that can be combined to create a contraction; to remove letters from the appropriate words and accurately spell the new contracted word.
- **Sentence Hunt** – To read and identify contractions in printed sentences; to identify word pairs that could be combined to make contractions; to form and write contractions created from the word pairs.

TEACHER MATERIALS

- *Blast Online*
- *Navigate to Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 2*

STUDENT MATERIALS

- *Blast Extension Unit: Contractions, Possessives, and Homophones Student Packet*
- *pencil*

WHAT YOU NEED TO KNOW:

- This lesson is dedicated to systematically practicing the grammar concept that students have learned in the previous lesson.



START TEACHING
COMMON CONTRACTIONS

1 STATE OBJECTIVES

Say:

- “In this lesson, we are going to practice reading contractions. We will also look for word pairs that we can combine to make these contractions.
- Our goal is to read carefully the first time.”

Students place packets and pencils on desks.

2 DETECTIVE WORK – MARK IT!



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 2, Student Practice: Mark It!

Students open packets to page 1.

Mark It!

- 1 we will - we'll
- 2 do not - don't
- 3 they are - they're
- 4 she would - she'd
- 5 does not - doesn't
- 6 you will - you'll
- 7 I am - I'm
- 8 did not - didn't
- 9 he would - he'd
- 10 could not - couldn't
- 11 you are - you're
- 12 I will - I'll



Say:

- “In today’s *Mark It!*, we will be reading two words *and* the contraction made when we combine these word pairs.
- Sometimes we will see *Heart Words* or other familiar words we know. This will help us quickly read these words. We will also use our phonics knowledge when reading the ending of the contractions.
- After reading each set of words, we will cross out the letters in the word pair that were replaced by an apostrophe in the contraction.
- Watch as I cross out letters in the first word pair. I will model this for each contraction, one at a time, and you will mark your page afterward.”

Point to the first words in the *Mark It!* section.

Say “When I read the contraction **we’ll**, I see that the letters **w** and **i** were replaced with an apostrophe. I will cross out the letters **w** and **i** in the word **will**.”

Say each word in the pair as you point to them: **we will**.

Click to cross out the letters **w** and **i** in the word **will**.

Say the contraction as you point to it: **we’ll**.

Students repeat the process for the word **we’ll**.

Model the process above for the rest of the word sets, one at a time. Have students repeat the words after you and then cross out the appropriate letters on their papers.

3 DETECTIVE WORK – READ IT!

Say:

- “In *Read It!*, I will be calling on one student at a time to read a row of words out loud to the group.
- In this section, we don’t need to mark anything on our papers; we just read the words.
- When it’s not your turn to read, you will be a Checker, listening for the Reader’s accuracy. We will give Readers a thumbs-up if they read all the words correctly. We will give a thumbs-to-the-side if there is a word they need to try again.”

Students each read a row of words aloud.

4 MATCH IT!



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 2, Student Practice: Match It!

Students open packets to page 2.



1

I would	we're
he will	I'd
it is	he'll
we are	it's

Say:

- “In today’s *Match It!*, we will be reading word pairs and matching them to the conjunction we make when we squeeze the two words together.
- After we find the matching contraction, we will go back to the word pairs and cross out the letters that were taken away and replaced with an apostrophe.
- First, we will read all the words in each box. I will say each word in a column, and you will repeat after me.”

I DO**Say:**

- “Look at box 1. Listen and repeat each word or word pair after me:
 - *I would; he will; it is; we are*
 - *we're; I'd; he'll; it's*
- Watch while I make the first match. Our first word pair is **I would**. I know the first word usually stays the same when I make a contraction. I see the first word **I** in the contraction **I'd**, and the contraction ends with the letter **d** like the word **would**. I will draw a line between **I would** and **I'd**. You can draw the line on your papers.”

Point to the line connecting the words.

Say “Now I will go back to the word pair **I would** and cross out the letters **w-o-u-l** that were taken away and replaced with an apostrophe.”

Point to the letters **w-o-u-l**.

Say “The contraction **I'd** is a shorter way to say **I would**. **I'd** like to try another word match with you.”



WE DO

Say “Repeat after me: **he will**.”

Ask:

- “What is the first word in the pair?” A: he
- “Is the word **he** at the beginning of a contraction in this box? What is it?”
A: he’ll

Click to display a line connecting the words.

Say “Correct. Now you can draw the line on your papers.”

Ask “What letters are taken away from the words **he will** when we make the contraction **he’ll**?” A: the letters w-i are taken away from the word will

Click to cross out the letters **w-i**.

Say:

- “That’s right. Now you can cross out the letters **w-i** on your papers.”
- “The contraction **he’ll** is a shorter way to say...” (*gesture to students to respond*) A: he will

YOU DO

Students match the remaining word pairs with their corresponding contractions in the first box.

Call on individual students to share their work.

Click to display the answer key for each section to help students check their work.

Read the words aloud for box 2, and for each new box, asking students to repeat them after you. Then ask students to continue matching words and crossing out letters as demonstrated.

Call on individual students to share their answers after each box is completed. Other students check their work and correct any errors.

5 WORD CREATION



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 2, Student Practice: Word Creation.

Students open packets to page 3.

First Words		Second Words	
could	we have	will	is are
you	do I	am	not would

First Word	+	Second Word	=	Contraction
I		am		I'm
_____		_____		_____
_____		_____		_____



Say:

- “Look at the two groups of words at the top of your page. In *Word Creation*, we will create new contractions by choosing one word from the *First Words* column and combining it with one of the *Second Words*.
- Here’s a hint: the words in bold print (**we**, **you**, **I**) can be combined with three of the *Second Words* to make three new contractions.
- We will do the first one together.”

Click to display the words “**I** + **am** = **I’m**”.

Say “On the first line, I wrote the pronoun **I**. I chose the word **am** for my second word. When I squeeze these words together, I make the contraction **I’m**.”

Ask “What letters are taken away from the words **I am** when we make the contraction **I’m**?” **A:** the letter *a* from *am*

Say:

- “Correct. The word **I** is in bold print. That means I can make two more contractions with it.
- Try the rest of these on your own. Remember, after you write the first and second words on the lines, you can cross out the letters that you will replace with an apostrophe in your new contraction.”

6 EXTENSION ACTIVITY – SENTENCE HUNT (OPTIONAL)

Students open packets to page 4.

Students read through six sentences that include the unit’s target concepts.

They then hunt for and mark up words according to the directions at the top of the page. Students also write target words on the lines provided below each sentence.

GRAMMAR CONCEPT

Contractions vs. Possessives

EXTENSION
UNIT

LESSON

Contractions,
Possessives, and
Homophones

3

OBJECTIVE

- To accurately identify contractions and to differentiate contractions from possessive noun forms.

TEACHER MATERIALS

- *Blast Online*
- *Navigate to Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 3*

STUDENT MATERIALS

- *None*

WHAT YOU NEED TO KNOW

In this lesson, students will learn to identify contractions and to differentiate them from possessive noun forms.

Apostrophes

An **apostrophe** (') is a punctuation mark that is used as *part of a word*, as opposed to other punctuation marks that are used to *separate words* (such as commas). Apostrophes have three functions:

- To indicate **possession**
- To form a **contraction**
- To show **plurals** of letters ("*I got all A's on my report card.*"), numbers ("*Add this number to the 100's column.*"), or "words named as words" ("*I don't want to hear any if's, and's, or but's!*"). This concept will not be directly addressed in this lesson.

- Contractions can sometimes be confused with other word forms that contain apostrophes, such as **possessives**. Using the context of a sentence can help to clarify a word's function. For example:

- "**Sam's** my brother." When pulling apart the contracted word, this statement still makes sense: "**Sam is** my brother." The word **Sam's** is used as a contraction.
- "**Jim's** brother is my friend." When pulling apart the "contracted" word, this statement does *not* make sense: "**Jim is** brother is my friend." The word **Jim's** is used as a possessive noun.



START TEACHING

Apostrophes in Contractions vs. Possessives

1 STATE OBJECTIVES

Say:

- “In this lesson, we will learn more about **apostrophes**.
- We have already learned that we use an apostrophe to show where a letter or letters were removed from a word while making a **contraction**.
- Apostrophes are also used in other word forms called **possessives**. To *possess* something means to *have* or to *own* it. We add an apostrophe and the letter **s** after a noun to show that a person, place, or thing possesses something.
- Possessive nouns can look like contractions. We will learn how to identify whether a word with an apostrophe is a *contraction* or a *possessive*.”



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 3.

2 VIEW CONTRACTIONS VS. POSSESSIVES ANIMATION

Say “Let’s watch this animation to learn about apostrophes in contractions and possessives.



Play the animation.

3 REVIEW CONTRACTIONS VS. POSSESSIVES

Say “Let’s review what we just learned”.

Ask “Can a contraction end with an apostrophe and the letter **s**?” A: yes

Say “Right. This happens when we take away the letter **i** from the word **is** or the letters **ha** from the word **has**, add an apostrophe, and squeeze the parts together.”

Click to display the words **that is** and **that’s**.

that **i**s
that’s

Say “We learned about contractions that start with a *pronoun*, a *Heart Word*, or another familiar word, and end with an **apostrophe -s**, such as *he’s* and *what’s*.”



Click to display the words **he's** and **what's**.

he **has**
he's

what **is**
what's

Say "We can *also* make contractions by adding an **apostrophe -s** to a *noun*.
The **apostrophe -s** is a short way to show the word **is**."

Click to display the words and read aloud.

Tim **is** my friend.
Tim's my friend.

The game **is** fun.
The game's fun.

Ask "We learned that some *other* words can end with an **apostrophe -s**, but these words are *not* contractions. What are these other words called?" **A:** possessives (or possessive nouns)

Say "Yes. In these words, we use the **apostrophe -s** to show that a person, place, or thing *has*, *possesses*, or *owns* something."

Click to display the phrase and read it aloud.

the dog's toy

Ask "Do you see a word with an apostrophe? What is it?" **A:** yes, *dog's*

Click to highlight the **apostrophe -s** and read it aloud.

the dog's toy

Ask "In the word **dog's**, the **apostrophe -s** means that the dog has or possesses something. What does the dog have?"

A: a toy

Click to display the phrases and read them aloud.

The dog's toy
The dog **has** a toy.

Ask "Do these two phrases mean the same thing?" **A:** yes

Say "Right. We can add an **apostrophe -s** after any noun to show possession."



Click to display the phrases and read them aloud.

the man's hat
the school's door
the car's wheel

Say "Now we have learned that two kinds of words can end with an **apostrophe -s**. Let's see if we can figure out if a word ending with an **apostrophe -s** is a *contraction* or a *possessive*."

Click to display the sentence and read it aloud.

Sam's my brother.

Ask:

- "Do you see an apostrophe in this sentence? Which word is it in?"
A: yes, *Sam's*
- "Do you think this word is a contraction or a possessive?" A: contraction
- "How do you know it is a contraction?" A: it has an apostrophe between some of the letters
- "Let's check that. What are the two words used to make the contraction **Sam's**?" A: *Sam is*

Click to display the sentences and read them aloud.

Sam's my brother.
Sam is my brother.

Ask "Do these two sentences mean the same thing?" A: yes

Explain that we can pull a contraction apart and put the two words that formed it back into the sentence. We know that it is a contraction if it makes sense and means the same thing as the first sentence.

Say "Let's try another one."

Click to display the phrase and read it aloud.

Jim's brother

Ask:

- "Could there be a contraction in this phrase too? Which word is it?"
A: yes, *Jim's*
- "How do you know?" A: it has an apostrophe between some of the letters



- “Let’s check that. What are the two words used to make the contraction **Jim’s**?” A: Jim is

Click to display the phrases and read them aloud.

Jim’s brother
Jim is brother

Ask “Do these two phrases mean the same thing? Does the second phrase make sense?” A: no

Say “That’s right. When we see ‘**Jim’s** brother’, that **apostrophe -s** means that Jim *has* a brother. The brother *belongs* to **Jim**. Just like when we say, ‘**Jim’s** hat’, that doesn’t mean that Jim *is* a hat, it means that Jim *owns* a hat!”

Click to display the phrases and read them aloud.

Jim’s brother
Jim *has a* brother

Say “To discover if a word with an **apostrophe -s** is a *contraction* or a *possessive*, we have to pull it apart and see if it still makes sense in the new sentence. If you think a word is a contraction but it doesn’t make sense when you change the **apostrophe -s** to the word **is**, it is most likely a possessive noun showing ownership.”

4 WORD SORT

Say “Now we are going to sort sentences into two groups. We will place sentences that have words used as *contractions* in one column and sentences that have words used as *possessives* into the other column.”

Click for the following headings: CONTRACTION and POSSESSIVE.

Click to display and read the sentence with the contraction **tree’s**.



The tree’s growing tall.

Say “The word *tree’s* is a *contraction* in this sentence.”

Click to display and read the sentences with and without a contraction.

The tree’s growing tall.
The tree is growing tall.



Explain We can pull away the first word **tree** and then add back the missing letter *i* to the second word part **'s** to make the word **is**. The two words **tree is** were *contracted* to make the shorter word **tree's**.

Click to move the sentences under the CONTRACTION heading.

Click to display and read the sentence with the possessive noun **tree's**.

I broke the tree's branch.

Say "The word **tree's** is a *possessive noun* in this sentence. The **apostrophe -s** shows that the broken branch *belongs* to the tree. We can check to see if the word **tree's** is a *contraction* in this sentence by changing the **apostrophe -s** to the word **is**, but this new sentence does *not* make sense."

Click to display and read the sentences.

I broke the tree's branch.
I broke the tree is branch.

Click to move the sentence under the POSSESSIVE heading.

Click to display and read the sentence with the possessive noun **Pam's**.

We play at Pam's house.

Ask:

- "Does the **apostrophe -s** in *Pam's* mean that Pam *has* a house, or that Pam *is* a house?" A: Pam *has* a house
- "Is the word *Pam's* a contraction or a possessive?" A: a possessive

Click to move the sentence under the POSSESSIVE heading.

Click to reveal, read aloud, and then click again to sort each sentence.

Ask individual students if the word with **apostrophe -s** is a *contraction* or *possessive*.

Ask students to explain how they know. Ask students to change the **apostrophe -s** to the word *is* and decide if the new sentence makes sense. (Answers are below in the table.)

Answer Key

Contraction	Possessive
The tree's growing tall.	I broke the tree's branch.
Pam's very fun.	We play at Pam's house.
This town's big.	I am in the town's park.
The bird's flying.	I see the bird's tail.

GRAMMAR CONCEPT

Tricky Contractions

EXTENSION
UNIT

LESSON

Contractions,
Possessives, and
Homophones

4

OBJECTIVE

- To accurately identify contractions that do not follow the typical formation pattern.

TEACHER MATERIALS

- *Blast Online*

Navigate to *Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 4*.

STUDENT MATERIALS

- *None*

WHAT YOU NEED TO KNOW:

In this lesson, students will learn to identify contractions that do not follow the typical formation pattern.

Tricky Contractions

When forming a contraction from two words, typically the first word remains unchanged. The vowel, and sometimes other letters, are removed from the second word and replaced with an apostrophe.

For example:

do not do ~~not~~ don't

Following are two examples that vary from the regular pattern:

- **can't**: Contractions are typically formed from *two* words. When forming the contraction **can't**, two letters are removed from the original form **cannot** (cannot). This is a *single* word that already combines the two words "can" and "not."
- **won't**: Contractions are typically formed by leaving the first word unchanged. When forming the contraction **won't**, *three* letters are changed in the first word **will** (will/wo). This spelling change of "*will*" is likely related to an earlier word form "*wo*" or "*woll*".



START TEACHING
Tricky Contractions

1 STATE OBJECTIVES

Say:

- “We have learned that when we squeeze *two* words together to make a contraction, the first word *almost always* stays the same. Usually, we *only* take away letters from the second word, generally the vowel, and then replace them with an apostrophe.
- Today, we will learn two common contractions that are exceptions to this pattern.”



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 4.

4 TEACH “TRICKY CONTRACTIONS” CAN’T AND WON’T

Click to display the word **cannot**.

cannot

Say “This is the word **cannot**. It sounds like two words we know, **can** and **not**, but they are blended into one word. You might say, ‘I **cannot** find my book.’”

Ask “Is there a shorter, faster way to say **cannot**? If I ask you, ‘Did you find your book?’, you might answer by saying, ‘No, I...’” (*Gesture for students to respond.*) A: ... *can’t* find it.

Say “Great! Let’s compare the word **cannot** and the contraction **can’t**.”



Click to display the words **cannot** and **can’t**.

cannot
can't

Ask “What letters were removed from the word **cannot** to make **can’t**?”

A: *n* and *o*

Explain that this is *different* from the other contractions we learned. Those contractions were always made from two words.

Click to highlight the letters **n** and **o**.

can~~no~~t
can't

**Say:**

- “We can see that the letters **n** and **o** were taken away and that we put an apostrophe where the letters used to be.
- Even though we started with *one* larger word instead of *two* smaller ones, we still *contracted* this word, or made it shorter, by replacing some letters with an apostrophe.”

Click to display the words **will not**.

will not

Say “These are the words **will not**. I might say, “She **will not** go to bed.”

Ask “Is there a shorter, faster way to say **will not**? If I ask you, ‘Will she go to bed?’, you might answer by saying, ‘No, she...’” (*Gesture for students to respond.*) A: ... *won’t*

Say “That’s right! Let’s look at the words **will not** and the contraction **won’t**.”

Click to display the words **will not** and **won’t**.

will not
won’t

Say:

- “It’s not so easy to find the letters that were taken from the words **will not** to make **won’t**. In fact, I see some *new* letters in the contraction that were *not* in the original words!
- We know that we can usually pull a contraction apart and figure out how it changed. Let’s try our usual routine with **won’t**.”

Click to display two *SyllaBoards*™ below the word **won’t**.

won’t

Ask:

- “What letters do I put on the first board?” A: the letters before the apostrophe (w o n)
- “What letters do I put on the second board?” A: the apostrophe and the rest of the letters (’t)

Click to display the letters on the *SyllaBoards*™.

won’t

won ’t



Ask “Do you see a word you know on the first board?” A: yes, *won* (Students may not recognize this as the word **won** as they have not learned this spelling of the sound /ŭ/.)

Say “Yes, the word **won** means that you are the winner, as in “*I won the race.*” I know when I see **apostrophe -t** on the second board, it is usually part of the word **not**. Let’s see what happens if we put this in a sentence.”

Click to display two sentences.

She won’t go to bed.
She won not go to bed.

Ask “Does the second sentence make sense: ‘She **won not** go to bed?’”

A: no!

Say “The patterns we used with other contractions don’t work with this one. Let’s find out what is different.”

Click to compare the contraction **won’t** to the words **will not**.



Say “The word **won’t** means the same thing as **will not**. Let’s start with the second board. We can see the apostrophe where the **o** used to be. This looks right. Now let’s check the first board.”

Click to highlight the word **will**.



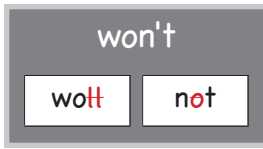
Say “We can see three letters from the first board, **i l l**, were removed, and that the letter **o** took their place.”

Explain that this is *different* from the other contractions we learned. Most contractions only remove letters from the second word. In the contraction **won’t**, letters were taken away *and* changed in the first word, too.

Say “You might be wondering where the letter **o** came from. Why did it replace the letter **i**? I was wondering the same thing, so I did some exploring. I learned that a long time ago in England, words related to **will** used to be written with the letters **w-o-l** or **w-o-l-l**, and it was pronounced like this: /wōl/. If I replace *will* with *woll*, now we can understand where the **o** came from.”



Click to compare the contraction **won't** to the Old English **woll not**.



Say “When we learned about *Heart Words*, we discovered that some word spellings don’t follow expected sound patterns. We need to remember these “tricky parts” by heart. The contraction **won’t** is kind of like that. Even though it has an unexpected part (changing the letters **-ill** to **-o**) we can still use our letter-sound knowledge to read the word **won’t**. When we pull this contraction apart, however, we may need to remember by heart that it is made from the words *will not*.”

GRAMMAR CONCEPT

Contractions and Homophones

EXTENSION
UNIT

LESSON

Contractions,
Possessives, and
Homophones

5

OBJECTIVE

- To accurately differentiate between contractions and non-contractions in words that sound alike (homophones).

TEACHER MATERIALS

- *Blast Online*

Navigate to *Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 5*.

STUDENT MATERIALS

- *None*

WHAT YOU NEED TO KNOW:

Homophones of Contractions

Some words that do *not* contain an apostrophe can be confused with **contractions** because they are **homophones** (words having the same sounds, but different spellings and meanings). The following words should be brought to the attention of students to avoid potential misuse or misspelling of these words.

- **it's** (it is) vs. **its** (possessive form of "it")
"The dog wagged **its** tail because **it's** happy to see you."
- **you're** (you are) vs. **your** (possessive form of "you")
"**You're** late because you missed **your** bus."
- **they're** (they are) vs. **their** (possessive form of "they") or **there** (location)
"**They're** putting **their** shoes on over **there**."
- **who's** (who is) vs. **whose** (possessive form of who)
"The man **who's** in the front office can tell you **whose** jacket you found."
- **let's** (let us) vs. **lets** (allows or permits)
"**Let's** ask Mom. She always **lets** us pick the toys."



START TEACHING

Differentiating Between Contractions and Homophones**1 STATE OBJECTIVES****Say:**

- “Today, we are going to learn about words that *sound* alike, but these words have *different* spellings and *different* meanings from one another. These special pairs, or groups, of words are called **homophones**.
- The word-part **homo** means *same*, and the word-part **phone** means *sound*, so the word *homophone* means **same sound**.
- I remember the meaning of this word because we listen to **sounds** over the **phone**.”



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 5.

2 HOMOPHONES**Say:**

- “We just learned that **homophones** are words that *sound* alike but have *different* spellings and *different* meanings from one another.
- Here is an example of a homophone: /āt/. You might say, ‘She **ate** birthday cake when she turned **eight** years old.’”

She **ate** birthday cake when she turned **eight** years old.



Click to display the sentence and read it aloud while pointing to each homophone.

Say:

- “The first word **ate** means you have already eaten food. The second word **eight** means the number after seven. These two words sound alike, but they mean different *very* things.
- Some of the contractions we have learned also have **homophones**. We will learn how to use sentence meaning to choose the correct spelling of these ‘sound-alike’ words.”

3 CONTRACTIONS VS. HOMOPHONE

Say “Let’s review what we just learned.”

**Ask:**

- “Are **homophones** words that *sound* the same?” A: yes
- “Do **homophones** *mean* the same thing?” A: no

Click to display the sentence and read it aloud.

I write with my right hand.

Ask “Do you see homophones in this sentence?” A: yes, *write* and *right*

Click to highlight the words **write** and **right**.

I **write** with my **right** hand.

Say “Yes, **write** and **right** (*point to the words*) have the same sounds, /r/ /ī/ /t/, but I can see they are spelled differently. Also, I know they have different meanings.”

Ask “Do some *contractions* have **homophones** that sound alike but mean something different?” A: yes

Say “Let’s explore some contractions that *sound* just like other words that are *not* contractions.”

Click to display the sentence and read it aloud.

The bird broke **its** wing.

Ask:

- “Is the word **its** used as a contraction in this sentence?” A: no
- “What makes you think this word is *not* a contraction?” A: it does *not* have an apostrophe
- “We have learned about a contraction that *sounds* the same as this word **its**. What two words are put together to make the *contraction* **it’s**?”
A: *it* and *is*

Click to display the words **it’s** and **it is**.

it’s
it is

Say “Yes, I see that we put the words **it** and **is** together to make the contraction **it’s**. We can try to put these two words in our sentence to see if we *should have* used the contraction **it’s**.”

Click to display the sentence and read it aloud.

The bird broke it’s wing.
The bird broke it **is** wing.

Ask “Does the second sentence make sense?” A: no



Say “Right! This sentence does *not* need a contraction. The word **its** was correct in the first sentence.”

Click to display the sentence and read it aloud.

The bird broke **its** wing.

Say:

“In this sentence, the word **its** means that something *belongs to it*. The wing *belongs to* the bird. The bird broke **its** own wing.

- You may notice that the word **its** does *not* have an apostrophe like some other possessives we learned about. This is just something we have to remember.
- Here is a new sentence.”

Click to display the sentence and read it aloud.

It's time for lunch.

Ask:

- “Do you see a contraction in this sentence?” A: yes, *it's*
- “What makes you think this word is a contraction?” A: it has an apostrophe between some of the letters
- “What two words are put together to make the contraction **it's**?”
A: *it* and *is*

Click to display the sentences and read them aloud.

It's time for lunch.
It is time for lunch.

Ask “Do these two sentences mean the same thing?” A: yes

Say “Using the contraction **it's** is correct for this sentence. The sentence still makes sense if we pull it apart and use the two words **it is**.”

4 WORD SORT

Say “Now we are going to sort sentences into two groups. We will place sentences that have words used as *contractions* in one column and sentences that have *homophones* of contractions into the other column.”

Click for the following headings: CONTRACTION and HOMOPHONE.



Click to display and read the sentence with the contraction **you're**.

You're late for school.



Say “The word **you’re** is a *contraction* in this sentence.”

Explain that this word *is* a contraction because there is an apostrophe where letters were taken away.

Click to display and read the sentences with and without a contraction.

You’re late for school.
You are late for school.

Ask “Do these sentences mean the same thing? Do they both make sense?”

A: yes

Say “Right. If we can put the *two* words that make up a contraction into the sentence and it still makes sense, then we know it is correct to use the contraction.”

Click to display and read the sentence.

You’re late for school.

Click to move the sentence under the CONTRACTIONS heading.

Click to display and read the sentence with the homophone **your**.

You missed **your** bus.

Say “The word **your** is a homophone of the contraction **you’re**. **Your** is *not* a contraction in this sentence. We can check to see if we *should* have used a contraction by putting the two words that make up the contraction into the sentence.”

Click to display and read the sentences.

You missed **you’re** bus.
You missed **you are** bus.

Ask “Does the second sentence make sense?” A: no

Explain that if we put the *two* words that make up a contraction into the sentence and it does *not* make sense, we know it is correct to use the homophone.”

Click to display and read the sentence.

You missed **your** bus.

Click to move the sentence under the HOMOPHONE heading.

Click to reveal, read aloud, and then click again to sort each sentence.

Ask individual students if the sentence has a contraction or a homophone of a contraction.

Ask students to explain how they know if it is correct to use the *contraction* or the *homophone*. (Answers are below in the table.)



Answer Key

Contraction	Homophone
You're late for school.	You missed your bus.
They're getting dressed.	Their socks are missing.
Let's ask Mom.	Mom lets us pick the toys.
There's room in the blue car.	The blue car is theirs.
Do you know who's home?	Whose house is this?

STUDENT PRACTICE

Contractions, Possessives, and Homophones

EXTENSION
UNIT

LESSON

Contractions,
Possessives, and
Homophones

6

OBJECTIVE

- **Detective Work** – To identify target contractions in print and produce the proper pronunciation for each component word; to blend the words/word chunks together and produce the resulting conjunction. To read contraction words in isolation.
- **Word Sort** – To analyze word features and sort them into categories.
- **Match It!** – To match contractions and homophones to their correct meanings; to identify contractions in print and use sentence context to select a contraction or its homophone to accurately complete a sentence.
- **Sentence Hunt** – To read and identify contractions, possessive nouns/pronouns, and homophones in printed sentences; to select a contraction or its homophone using meaningful context to complete a sentence.

TEACHER MATERIALS

- *Blast Online*

Navigate to Supply Room > Instructional Resources > Extension Units > Blast Extension Units Online Tool > Unit 5, Lesson 6.

STUDENT MATERIALS

- *Blast Extension Unit: Contractions, Possessives, and Homophones Student Packet*
- *pencil*

WHAT YOU NEED TO KNOW:

This lesson is dedicated to systematically practicing the grammar concepts that students have learned in the previous lessons.



START TEACHING

Contractions, Possessives, and Homophones**1** STATE OBJECTIVES**Say:**

- “In this lesson, we are going to practice reading contractions. We will also look for word pairs that we can combine to make these contractions.
- Our goal is to read carefully the first time.”

Students place packets and pencils on desks.

2 DETECTIVE WORK – MARK IT!

Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 6, Student Practice: Mark It!

Students open packets to page 5.

Mark It!

- | | | |
|----|----------|-----------|
| 1 | I have | - I've |
| 2 | what is | - what's |
| 3 | they are | - they're |
| 4 | we would | - we'd |
| 5 | cannot | - can't |
| 6 | she has | - she's |
| 7 | it is | - it's |
| 8 | that is | - that's |
| 9 | you have | - you've |
| 10 | he had | - he'd |
| 11 | there is | - there's |
| 12 | will not | - won't |

Say:

- “In today’s *Mark It!*, we will be reading two words *and* the contraction made when combining these word pairs.



- Sometimes we will see *Heart Words* or other familiar words we know. This will help us quickly read these words. We will also use our phonics knowledge when reading the ending of the contractions.
- After reading each set of words, we will cross out the letters in the word pair that were replaced by an apostrophe in the contraction.
- Watch as I cross out letters in the first word pair. I will model this for each contraction, one at a time, and you will mark your page afterward.”

Point to the first words in the *Mark It!* section.

Say “When I read the contraction *I’ve*, I see that the letters **h** and **a** were replaced with an apostrophe. I will cross out the letters **h** and **a** in the word **have**.”

Say each word in the pair as you point to them: **I have**.

Click to cross out the letters **h** and **a** in the word **have**.

Say the contraction as you point to it: *I’ve*.

Students repeat the process for the word **what’s**.

Model the process above for the rest of the word sets, one at a time. Have students repeat the words after you and then cross out the appropriate letters on their papers.

3 DETECTIVE WORK – READ IT!

Say:

- “In *Read It!*, I will be calling on one student at a time to read a row of words out loud to the group.
- In this section, we don’t need to mark anything on our papers; we just read the words.
- When it’s not your turn to read, you will be a Checker, listening for the Reader’s accuracy. We will give Readers a thumbs-up if they read all of the words correctly. We will give a thumbs-to-the-side if there is a word they need to try again.”

Students each read a row of words aloud.

4 WORD SORT – CONTRACTION OR NOT A CONTRACTION?

Open *Blast Online* to *Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 6, Student Practice: Word Sort*.



Students open packets to page 6.



Challenging ★

	Contraction or Not a Contraction?			
	Has Apostrophe	Contraction	Possessive	Neither
1 don't	✓	✓		
2 Ben's				
3 wear				
4 I'd				

Say:

- “In the *Word Sort* activity, we will look at words and analyze their features. We will put checkmarks in our workbooks to sort them into categories.
- We will do the first few together.”

WE DO

Click to display the word **don't**.

Say “First, let’s look to see if the word has an apostrophe. Yes, the word **don't** has an apostrophe, so we will check the first box.”

Ask “Could the word **don't** be a conjunction? If so, what are the two words we squeezed together to make it?” A: do not

Say “That’s right. Let’s check the box that says *Contraction: Combines Two Words*.”

Click to display the word **Ben's**.

Ask:

- “This word is **Ben's**. Does it have an apostrophe?” A: yes
- “Correct. Let’s put a checkmark in the first box. Do you think the word **Ben's** combines two words, or does it show ownership?” A: both

Say “Correct. We can say, ‘Ben's going to the mall.’ Ben is going there. Let's put a checkmark in the second box for *Contraction*. We can also say, ‘This is **Ben's** hat.’ The hat *belongs* to Ben. Let’s put a checkmark in the third box for *Possessive*.”

Click to display the word **wear**.

Ask:

- “This is the word is **wear**. Does it have an apostrophe?” A: no
- “That’s right. How do we know this word *cannot* be a contraction?” A: almost all contractions have apostrophes; it does not combine two words



- “I might say, ‘I want to **wear** a T-shirt.’ Does the word **wear** sound like it shows ownership?” A: no

Say:

- “Correct. **Wear** is an action word. It means to put clothing on your body. Let’s check the last box, *Not a Contraction or a Possessive*.
- Now try the rest of the words on your own.”

Students sort the remaining words independently.

Call on individual students to share their answers. Ask them to explain how they determined if each word was a contraction, a possessive, or neither.

Students check answers and correct any errors.

5 MATCH IT!



Open Blast Online to Blast Extension Unit: Contractions, Possessives, and Homophones (Unit 5), Lesson 6, Student Practice: Match It!

Students open packets to page 7.

1

belongs to you

they're

they are

your

you are

you're

belongs to them

their

Say:

- “In today’s *Match It!*, we will be reading a group of words and matching them to the single word that means the same thing.
- First, we will read all the words in each box. I will say the words in a column, and you will repeat after me.
- Listen carefully to the words in the right column. Some of them *sound* the same as each other, but they are spelled differently, and they don’t mean the same thing. We call these word pairs **homophones**.”

I DO

Say:

- “Look at the first box on the left. Listen and repeat the words after me:



- *belongs to you; they are; you are; belongs to them*
- *they're; your; you're; their*
- I hear two pairs of *homophones* in this group. (*Point to each word as you say it.*) Listen closely and look at the spelling of these words:
 - *they're – their*
 - *you're - your*
- Watch while I make the first match. Our first words are **belongs to you**. I can say, 'I wonder if this paper **belongs to you?**' A shorter way might be to ask, "Is this **your** paper?"

Ask "Do the words **belongs to you** and the word **your** mean the same thing?"

A: yes

Say:

- "**Your** is a *pronoun* that shows ownership. A *pronoun* is a word we use as a substitute for a *noun*. It does not have an apostrophe like possessive nouns, but this word is still a possessive.
- I will draw a line between **belongs to you** and **your**. You can draw the line on your papers."

Click to display a line connecting the words.

WE DO

Say "Let's look at the next words. Repeat after me: **they are**. I can say, "**They are** home." A shorter to say that is, "**They're** home."

Ask "Do the words **they are** and the word **they're** mean the same thing?"

A: yes

Say "That's right. The contraction **they're** is a shorter way to say the two words **they are**. Let's draw a line between **they are** and **they're**."

Click to display a line connecting the words.

Say "Let's look at the next words. Repeat after me: **belongs to them**. I can say, 'The cat **belongs to them**.' A shorter way to say that is, '**Their** cat.'"

Ask "Do the words **belongs to them** and the word **their** mean the same thing?" A: yes

Say "That's right. The possessive pronoun **their** is a shorter way to say the words **belongs to them**. Let's draw a line between **belongs to them** and **their**."

Click to display a line connecting the words.

YOU DO

Read the words aloud from the second box, asking students to repeat them after you.

Students match the remaining words with their corresponding meanings.



Call on individual students to share their answers. Other students check their work and correct any errors.

6 EXTENSION ACTIVITY – SENTENCE HUNT (OPTIONAL)

Students open packets to page 8.

Students read and hunt through six sentences that include the unit's target concepts and mark up words according to the directions at the top of the page. Students also write target words on the lines provided below each sentence.



BLAST

FOUNDATIONS

Extension Unit 5: Contractions

Name:



Unit 5 Lesson 2: Detective Work

Mark It!

- ① we ~~wi~~ll - we'll
- ② do not - don't
- ③ they are - they're
- ④ she would - she'd
- ⑤ does not - doesn't
- ⑥ you will - you'll
- ⑦ I am - I'm
- ⑧ did not - didn't
- ⑨ he would - he'd
- ⑩ could not - couldn't
- ⑪ you are - you're
- ⑫ I will - I'll

Read It!

- | | | |
|------------|---------|---------|
| ① they're | we'll | we're |
| ② I'll | didn't | don't |
| ③ we're | he'll | I'm |
| ④ couldn't | don't | we'll |
| ⑤ doesn't | she'd | they're |
| ⑥ he'll | you'd | didn't |
| ⑦ I'm | doesn't | I'll |



Unit 5 Lesson 2: Match It!

Draw a line to connect a set of two words on the left to the contraction they form when you combine them on the right. Then, cross out the letters in the word pair that got replaced with an apostrophe.

1	I would	we're	2	they will	we'd
	he will	I'd		I have	she'll
	it is	he'll		she will	I've
	we are	it's		we would	they'll
3	does not	isn't	4	who have	what'd
	is not	doesn't		when is	where'd
	have not	didn't		what did	when's
	did not	haven't		where did/would	who've
5	that will	that'll	6	you have	why'd
	there would	that'd		are not	how'll
	there is	there's		why did/would	aren't
	that would	there'd		how will	you've



Unit 5 Lesson 2: Word Creation

Write one first word and one second word on the lines below. Then, write the contraction you can make by squeezing these words together. **Hint:** The first words in *italics* can only be combined with *one* of the second words. The first words in **bold** can be combined with three of the second words!

First Words

could **we** *have*
you *do* **I**

Second Words

will is are
am not would

	<u>First Word</u>	+	<u>Second Word</u>	=	<u>Contraction</u>
1	<u>I</u>		<u>am</u>		<u>I'm</u>
2	<u> </u>		<u> </u>		<u> </u>
3	<u> </u>		<u> </u>		<u> </u>
4	<u> </u>		<u> </u>		<u> </u>
5	<u> </u>		<u> </u>		<u> </u>
6	<u> </u>		<u> </u>		<u> </u>
7	<u> </u>		<u> </u>		<u> </u>
8	<u> </u>		<u> </u>		<u> </u>
9	<u> </u>		<u> </u>		<u> </u>
10	<u> </u>		<u> </u>		<u> </u>
11	<u> </u>		<u> </u>		<u> </u>
12	<u> </u>		<u> </u>		<u> </u>

Challenge Yourself

Choose two contractions from above and write one sentence that includes both of those words on the lines below.



Unit 5 Lesson 2: Sentence Hunt

1. Read each sentence.
2. Circle all the contractions.
3. Underline all the pairs of words that could be made into contractions.
4. Write the underlined words and their contraction on the lines below each sentence.

1 I'm not going to eat much pizza, but I know he will eat a lot of it.

he + will = he'll

2 We think they are going swimming because she's wearing a bathing suit.

_____ + _____ = _____

3 Our teacher was not happy that we couldn't play outside after lunch.

_____ + _____ = _____

4 Who's going to the basketball game tonight? Our team is great, and we are going to win!

_____ + _____ = _____

5 I think you would love playing at the new park. I've been there every weekend this month.

_____ + _____ = _____

6 Where's my homework? I need to hand it in today, and I do not want to forget it!

_____ + _____ = _____

Challenge Yourself

Look at the word endings below. Think of words to combine with these endings to make new contractions and write them on the lines below.

1. 's there's _____

2. n't wouldn't _____

3. 've they've _____

4. 'll I'll _____



Unit 5 Lesson 6: Detective Work

Mark It!

- ① I ~~h~~ave - I've
- ② what is - what's
- ③ they are - they're
- ④ we would - we'd
- ⑤ can not - can't
- ⑥ she has - she's
- ⑦ it is - it's
- ⑧ that is - that's
- ⑨ you have - you've
- ⑩ he had - he'd
- ⑪ there is - there's
- ⑫ will not - won't

Read It!

- | | | |
|-----------|---------|--------|
| ① she's | we'd | can't |
| ② I've | there's | won't |
| ③ they're | what's | he'd |
| ④ can't | won't | what's |
| ⑤ it's | they're | that's |
| ⑥ that's | you've | we'd |
| ⑦ he'd | there's | I've |



Unit 5 Lesson 6: Word Sort: Contraction or Not a Contraction?

Challenging



- 1 don't
- 2 Ben's
- 3 wear
- 4 I'd

Has an Apostrophe	Contraction: Combines Two Words	Possessive: Shows Ownership	Not a Contraction or a Possessive
✓	✓		

More Challenging



- 1 lets
- 2 they'll
- 3 house's
- 4 you'd

Has an Apostrophe	Contraction: Combines Two Words	Possessive: Shows Ownership	Not a Contraction or a Possessive

Most Challenging



- 1 there
- 2 their
- 3 they're
- 4 its

Has an Apostrophe	Contraction: Combines Two Words	Possessive: Shows Ownership	Not a Contraction or a Possessive



Unit 5 Lesson 6: Match It!

Some contractions sound just like other words that are not contractions. These homophones can get confused with each other. Draw a line to connect each word to its meaning. Remember, there will be an apostrophe where letters were taken away when joining two words into a conjunction.

1	2
belongs to you	belongs to whom
they are	lets
you are	whose
belongs to them	let's
they're	allows or permits
your	who is
you're	who's
their	

Challenge Yourself

Read the words below. Underline the words that are contractions. Then write the correct word on the line to complete each sentence.

it's let's their lets its
they're whose you're who's your

- 1 The dog wagged _____ tail because _____ happy to see you.
- 2 _____ late because you missed _____ bus.
- 3 _____ putting on _____ shoes.
- 4 The man _____ in the front office can tell you _____ jacket you found.
- 5 _____ ask Mom. She always _____ us pick the toys.



Unit 5 Lesson 6: Sentence Hunt

1. Read each sentence.
2. Circle all the contractions.
3. Draw a box around all the possessive nouns.
4. Underline all possessive pronouns. These words will NOT have an apostrophe.
(Example: hers)

- 1 Jill's a good friend, but it's more fun to play at Megan's house because hers has a big yard.
- 2 Have you seen Bob's new truck? Now Pat's looking for a truck and he wants to sell his old car.
- 3 My dog's going to the vet because he's sick, but my cat's health is good.
- 4 I like Kate's baseball hat; hers is the blue and white one.
- 5 I know Laura's watching a movie. I can hear it from my mother's office upstairs.
- 6 Your school's library doesn't have the books we need. My school's not far away, so I look there.
- 7 There's no room in this closet for your sister's coat, but the hall closet isn't too full.

Challenge Yourself

Read the word pairs below. Each pair has a contraction and a homophone for that contraction. Choose the correct spelling to complete each sentence.

- 1 **you're – your** Please put this folder in _____ backpack.
- 2 **let's – lets** _____ go to the park and hike in the woods.
- 3 **who's – whose** I don't know _____ mitten was left behind in the cubbies.
- 4 **they're – their** They don't have any food, so _____ going shopping.
- 5 **it's – its** _____ getting cold outside, so you need to wear a jacket.