

# Contractions Lesson

Date: 3/20/19

<b>Grade: 1st</b>	<b>Subject: English Language Arts</b>
<b>Materials:</b> Contractions worksheet, pencils, craft sticks, white board, markers, document camera, active board, sticky note	<b>Technology Needed:</b> Document camera, active board
<b>Instructional Strategies:</b> € <u>Direct instruction</u> € Peer teaching/collaboration/ € <u>Guided practice</u> perative learning € Socratic Seminar                      € Visuals/Graphic organizers € Learning Centers                      € PBL € Lecture                                      € Discussion/Debate € Technology integration              € Modeling € Other (list)	<b>Guided Practices and Concrete Application:</b> € <u>Large group activity</u> € Hands-on € <u>Independent activity</u> € Technology integration € Pairing/collaboration                      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:
<b>Standard(s)</b> 1.L.2 Within the context of authentic English writing and speaking... e. Use an apostrophe to form contractions and frequently occurring possessives	<b>Differentiation</b> Low Proficiency: Students will need guidance and reminders on how to use the craft stick to convert two words into a contraction and will make mistakes in placing the apostrophe when working independently.  Above Proficiency: Students will become less dependent on the craft stick to form the contractions  Approaching/Emerging Proficiency: Students will use the craft stick to accurately form contractions with words added to not  Modalities/Learning Preferences: <ul style="list-style-type: none"> <li>• Visual: The craft stick will provide a visual way to remember to remove the o and insert an apostrophe</li> <li>• Auditory:</li> <li>• Kinesthetic:</li> <li>• Tactile : Students must manipulate a craft stick for this activity</li> </ul>
<b>Objective(s)</b> By the end of the lesson, students will be able to replace the “o” in “not” with an apostrophe to form contractions by using a craft stick with an apostrophe to practice the substitution.  <b>Bloom’s Taxonomy Cognitive Level:</b> Application	<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <li>• Students are expected to sit in a place where they can see and hear and learn.</li> <li>• Students are expected to raise their hands when they want to talk.</li> <li>• When demonstrating something at the board, students will walk carefully around their peers to reach the front of the room.</li> </ul>
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> <li>• Students will go to their reading rotations at the end of the activity.</li> <li>• Thumbs up/thumbs down will be used to keep student attention and involvement.</li> <li>• Craft sticks and worksheets will be left at the back table for students to pick up when they do seatwork in their reading rotations.</li> <li>• Students will place their finished worksheets in the reading basket when they are finished.</li> </ul>	<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> <li>• Students are expected to sit in a place where they can see and hear and learn.</li> <li>• Students are expected to raise their hands when they want to talk.</li> <li>• When demonstrating something at the board, students will walk carefully around their peers to reach the front of the room.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> Put apostrophes on mini craft sticks, one for each student. Write an apostrophe on a sticky note to use at the whiteboard. Set up document camera
1	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> <li>• “We can do some pretty cool things with words. We can write words in sentences, we can write them BIG, we can write them small, we can chunk them. What else can we do with words?”</li> <li>• Call on a couple students. Their answers might be about writing words in different colors, singing words, spelling words, etc.</li> <li>• “Today we are going to do another cool thing with words. We are going to add them together. We are going to make contractions. Have you made contractions before?”</li> </ul>

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10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>● Some words go together with the word not. One word that goes together with the word not is the word is.</li> <li>● Write is and not on the board</li> <li>● “We are going to add these two words together to form a contraction. Something special happens when we add a word to not. The o in not hides! It puts on a disguise! Look, this sticky note is my o disguise. I will put it over the o in not. My disguise is called an apostrophe.”</li> <li>● Put sticky note with apostrophe over o in is not.</li> <li>● “Now that my o is in its disguise, I will rewrite the word like this.”</li> <li>● Write isn’t on the board.</li> <li>● “where was my o hiding?”</li> <li>● Call on a student.</li> <li>● “Good! It is hiding under the apostrophe! When the o is disguised it doesn’t make a sound. Now it says n’t at the end of the word instead of not. Did I change the 1st word, is?”</li> <li>● Call on student. No.</li> <li>● Let’s think of another word that we can add to not.”</li> <li>● Call on a student. Their answer might be was.</li> <li>● “Yes, let’s take a look at how we can form a contraction with was and not.”</li> <li>● Write was and not on the board.</li> <li>● “First I will disguise the o in not. Can someone put my sticky on the board so that it disguises my o?”</li> <li>● Call on a student.</li> <li>● “Put your thumb up if you agree with where the sticky note is”</li> <li>● “Good! Now the o doesn’t make a sound. What does that part of the word say now?”</li> <li>● Call on a student. N’t.</li> <li>● “Yes! Now it says n’t. Now we add the two parts together. I keep the first word the same. I need someone to rewrite my words as one word, as a contraction. Don’t forget to keep my o hidden in his disguise.”</li> <li>● Call on a student.</li> <li>● “Great job! Who can tell my where the o was?”</li> <li>● Call on a student.</li> <li>● Repeat process with another example, could.</li> <li>● “Now, you will get to add words together on your own. I will give you each one of these sticks to disguise your o’s. I’ll show you what I mean.”</li> <li>● Put worksheet under document camera.</li> <li>● “I will disguise my o like this and then rewrite my word here.”</li> <li>● Demonstrate first contraction on worksheet.</li> <li>● “What questions do you have about making contractions and disguising o’s?”</li> <li>● Answer any clarifying questions.</li> <li>● “It is now time for you to go to your first reading rotation. I will leave the craft sticks and worksheets at the back table for when you do seatwork. If you have any questions while you are working, you can ask me”</li> </ul>
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>● When students go to their seatwork rotations, walk around as they work to monitor understanding and answer any questions.</li> </ul>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>● Students will hand in their work at the end of their reading rotation.</li> <li>● Review student work at the end of rotations.</li> </ul>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>● Progress monitoring throughout lesson (how can you document your student’s learning?)             <ul style="list-style-type: none"> <li>○ Listen for understanding as questions are asked during the explain section. Do they know where the apostrophe goes? Do they know what sound n’t makes? Do they agree with the placement of the sticky note?</li> </ul> </li> </ul>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>● Review student worksheets after students are finished.</li> </ul>

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- Walk around during explore section to see if students are able to apply their knowledge and form the contractions correctly.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This was one of my better lessons. I really liked the way I was able to incorporate some tactile learning into a lesson on contractions. I also was able to make it kind of playful, talking about the o having a disguise and being quiet. I think it was easier for them to be engaged because I was excited about the lesson as their teacher. I am starting to get a lot more confident and comfortable, although I still need to keep my voice a little louder at the beginning of the lesson.

Something that Mrs. Erling suggested and said was really good for the students was emphasizing the blended sound of "n't" She said it is a hard sound for students to recognize, so it was good that I had them say it multiple times with me throughout the lesson even though it was not in the lesson plan.

During the lesson there was one student who kept blurting out answers. I did not address it very much partly because I was not very aware of it. That is something that I will continue to work on in my teaching: being aware of each student and how they are engaging in the lesson.

Because I was observing reading groups so that I could teach them next time I was in, I did not walk around the room to see how each student was doing on the seat work. Because of this, I did not catch the fact that one of the students was consistently putting her apostrophe in the wrong spot. Other than this student, they all showed understanding in their seatwork.

One thing that I should have made a plan to address was number 4 on the worksheet. It was the contraction for "will not", which is the irregular "won't" I made no plan to address it, but with Mrs. Erlings prompting I did end up saying something to the students. I showed them how willn't is not a word we use, and encouraged them to think of what we say instead.

Something Mrs. Erling suggested to add to the lesson if I teach it again is to have the students make a list of all the n't words they can think of. This will show them how often they encounter these words and make the lesson more relevant to them. Mrs. Erling actually had them do this later on in the Daily 5 rotations.