

Migrant Literacy NET Instructional Resources

Lesson 81: Forming Contractions Using “Is”

Writing Standard:* 1. Writing Process 2. Stylistic and Rhetorical Aspects
 3. Grammatical and Mechanical Conventions
 4. Gather and Use Information for Research

Skill Area(s): Standard 3.9 Uses conventions of spelling in written compositions

Target Grade Level: K-2 3-5 6-8 9-12

Writing Stage: Emergent Developmental

Outcome(s):

Students will be able to form contractions using the word “is.”

Materials:

Pretest/Posttest
Chart paper/markers
“Is” Contraction Chart Transparency master (included)
Making “Is” Contractions Student Worksheet

Duration of Lesson:

Four 20-30 minute lessons

Procedures and Answer Key(s):

See attached pages.

ELL Recommendations:

Explicit practice of auditory identification of contractions
Frequent monitoring of student work with immediate feedback

Articulate the steps for creating contractions

Awareness of practical purpose

Note: Teachers need to be aware of auditory confusion with the words he’s and his and confusion of meaning with homophones their and there.

Assessment:

The teacher may need to read and clarify directions. Students will identify words that can be used to create a contraction, and will write it. The pre- and posttest assessments are at the end of the lesson.

*from the National Council of Teachers of English

Teacher Procedures

Forming Contractions Using “Is”

Lesson Procedures:

Day 1:

1. Give the pretest for this lesson using the Assessment Procedures given on page 4. The teacher should rate the student’s skill level subjectively using the 4-point rubric indicated.

Day 2:

1. Prior to instruction create the following chart and post it for instruction or use the “Is” Contraction Chart Transparency master that is included on the following page.

Words	Change	Contraction
He is	He ← [,] is	He’s
She is		She’s
It is		It’s
There is		There’s
That is		That’s

2. Establish the purpose of the lesson by explaining to the students that in English people often shorten a phrase by combining two words. Some of the most commonly used contractions are made with the word “is.” Write, “He is in school today.” Read the sentence aloud. Then rewrite the sentence changing “he is” into “he’s.” Emphasize that this is what they will hear most of the time.
3. Using the chart or transparency, demonstrate forming contractions by filling in the middle column.
4. Walk students through the two-step procedure for creating the contraction:
 - a. Replace the letter “i” with an apostrophe.
 - b. Push the word and the apostrophe “s” together to form one word
 - c. Demonstrate the procedure with each word making sure that you explicitly explain and show each step.
5. Involve students as they begin to understand the process by asking, “What should I do next?” “Why do I need to do that?”
6. Give each student a sheet of paper. Orally guide students through the steps for creating the contraction using the same five pairs of words. Ask students to hold up work after each word. Monitor for accuracy. (Use white boards, if available).

Teacher Procedures (cont.)

Forming Contractions Using “Is”

“Is” Contraction Chart Transparency

Words	Change	Contraction
He is	He ← [,] is	He’s
She is		She’s
It is		It’s
There is		There’s
That is		That’s

Teacher Procedures (cont.)**Forming Contractions Using “Is”****Lesson Procedures (cont.):****Day 3:**

1. Prior to instruction, duplicate a Making “Is” Contractions Student Worksheet for each student.
2. Ask students to explain the purpose for using contractions.
3. Ask students to explain the steps for creating a contraction.
4. Hand out the Making “Is” Contractions Student Worksheet.
5. Orally review directions and answer any questions.
6. Post and review the directions for the worksheet.
7. Allow adequate time for students to complete the worksheet.
8. Monitor student work and provide immediate feedback.

Day 4:

1. **Administer the posttest using the Assessment Procedures given below to determine the student’s level of proficiency following the instruction of these skill(s). The teacher should rate the student’s skill level subjectively using the 4-point rubric indicated.**

ELL Recommendations:

Explicit practice of auditory identification of contractions
Frequent monitoring of student work with immediate feedback
Articulate the steps for creating contractions
Awareness of practical purpose

Note: Teachers need to be aware of auditory confusion with the words he’s and his and confusion of meaning with homophones their and there.

Assessment Procedures:

The pre- and posttest assessments are at the end of the lesson.
Read the directions to the student, if necessary.

Answer Key(s)**Forming Contractions Using “Is”****Student Worksheets:**

1. he is he’s
2. she is she’s
3. It is It’s
4. there is there’s
5. That is That’s

Pretest/Posttest Assessments:**Our Family Picnic**

I come from a huge crazy family. Every year we go to Lakeside Park for an all day

picnic. ^{It’s} It is our favorite park in the whole city. Mom is the most important person

because she organizes and prepares all of the food. ^{She’s} She is a maniac for a whole week

planning and cooking! ^{There’s} There is more food than we could ever possibly eat. After we

stuff our faces and can barely move, good old Tio Pancho tries to get us all to join him

in a soccer game. ^{He’s} He is about a hundred years old, but still the world’s biggest soccer fan.

We can never tell him no, so everyone slowly joins in. It never fails, we have a wonderful

time and run off so much food that we are ready for dessert. My favorite! ^{That’s} That is the way

our annual family picnic usually goes.

Student Worksheet

Forming Contractions Using “Is”

Making “Is” Contractions

Name _____ Date: _____

Directions: Read each sentence. Circle the two words that can be combined to form a contraction. Write the contraction above the circled words.

1. I like Raymond because he is my brother’s best friend.
2. Mrs. Carrillo is my favorite because she is the best teacher.
3. It is getting warmer outside so spring must be here.
4. The sky is getting dark because there is a thunder storm coming.
5. That is the worst movie I have ever seen!

Assessment
PRETEST
Forming Contractions Using “Is”

Name _____ Date: _____

Directions: Read the paragraph below. Identify and circle the two words that can be changed to form a contraction. Then, write the contraction above the two words.

Example: He’s
 (He is) my best friend.

Our Family Picnic

I come from a huge crazy family. Every year we go to Lakeside Park for an all day picnic. It is our favorite park in the whole city. Mom is the most important person because she organizes and prepares all of the food. She is a maniac for a whole week planning and cooking! There is more food than we could ever possibly eat. After we stuff our faces and can barely move, good old Tio Pancho tries to get us all to join him in a soccer game. He is about a hundred years old, but still the world’s biggest soccer fan. We can never tell him no, so everyone slowly joins in. It never fails, we have a wonderful time and run off so much food that we are ready for dessert. My favorite! That is the way our annual family picnic usually goes.

<p>Teacher Rating for Student Proficiency in this Skill</p> <p>(4 = advanced; 3 = proficient; 2 = partly proficient; 1 = unsatisfactory)</p> <input type="text"/>
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**Assessment
POSTTEST
Forming Contractions Using “Is”**

Name _____ Date: _____

Directions: Read the paragraph below. Identify and circle the two words that can be changed to form a contraction. Then, write the contraction above the two words.

Example: He’s
 (He is) my best friend.

Our Family Picnic

I come from a huge crazy family. Every year we go to Lakeside Park for an all day picnic. It is our favorite park in the whole city. Mom is the most important person because she organizes and prepares all of the food. She is a maniac for a whole week planning and cooking! There is more food than we could ever possibly eat. After we stuff our faces and can barely move, good old Tio Pancho tries to get us all to join him in a soccer game. He is about a hundred years old, but still the world’s biggest soccer fan. We can never tell him no, so everyone slowly joins in. It never fails, we have a wonderful time and run off so much food that we are ready for dessert. My favorite! That is the way our annual family picnic usually goes.

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