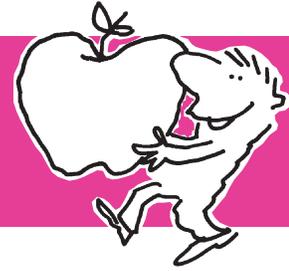


Here's an Instant Activity for January 5, 2009



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling and word-skill curriculum that:

1. provides a menu of skill-building activities that range in sophistication to teach critical concepts at a student's own level,
2. uses assessment to gather information to target word study to the specific words each student has not learned from among all previously introduced words in the program, as well as to identify skills not yet mastered,
3. equips teachers with guidelines for spelling expectations in everyday writing that increase as students develop as writers, making the classroom a rehearsal for real-world writing, *and*
4. proposes multiple opportunities to engage parents in their child's acquisition of spelling skills.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.

Meeting state standards is a priority of Sitton Spelling and Word Skills™. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 3



PURPOSE

To provide practice with contractions.

Skills: apostrophe, contractions, possessives, spelling, writing



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 17, Activity 1A, page 162.



TEACHING DIRECTIONS

Ask students what a contraction is (a combination of two or more words with an apostrophe replacing a letter or letters). Then ask students for another use of the apostrophe (to show possession). In small groups, have students write two sentences that contain apostrophes: one using a contraction, the other showing possession. Have students share their sentences with the class.

Next, dictate these sentences for students to write: *This is the dog's house. The dog is in its house. It's a new house for the dog.* Write the sentences on the board for students to self-check. Underline *dog's*, *its*, and *It's*. Ask students why *dog's* has an apostrophe (shows possession). Ask students why *It's* has an apostrophe (contraction for *It is*). Then point out *its* in the second sentence. Remind students that possessive pronouns do not have an apostrophe.

Provide students with this strategy for knowing when to use *it's* and when to use *its*: If it makes sense to say "it is," use *it's*; otherwise, use *its*. Tell students they can apply the same strategy for deciding when to use *let's*

and *lets*. See if students can come up with example sentences to demonstrate the strategy for *let's* and *lets*. Provide assistance as needed.

Print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



FOLLOW-UP

Have students review the answers to the Instant Activity.

Answers: we're, there's, wasn't, she'd, doesn't, that's, I'm, he'll, mustn't, we've; will not, let us, you will/shall, where is, I have, they would/had, he would/had, cannot, we will/shall, you are; 1. Let's, 2. its, 3. it's, 4. lets, 5. it's, let's.

Make a cumulative list of contractions on the board (sorted by the second word in each contraction) so students can check their lists.

Extend the activity by having students write sentences with words that need apostrophes, but with the apostrophes left out. Challenge students to use both contractions and possessives in their sentences. Then they exchange sentences with a partner and fill in the missing apostrophes. Alternatively, have students write their sentences on the board for the class to identify the missing apostrophes.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Contractions!

Put these words together. Make contractions.

we are _____	that is _____
there is _____	I am _____
was not _____	he will _____
she would _____	must not _____
does not _____	we have _____

Take these contractions apart. Write the longer form for each contraction.

won't _____	they'd _____
let's _____	he'd _____
you'll _____	can't _____
where's _____	we'll _____
I've _____	you're _____

Complete the following sentences using *its*, *it's*, *lets*, or *let's*.

- _____ ask Mom if we can go ice skating this afternoon.
- The puppy chewed _____ toy.
- Our teacher says _____ important to do our homework.
- Who _____ the dog out at night?
- Since _____ so nice out, _____ go to the park.



Write all of the contractions above on another sheet of paper, sorted by the second word in each contraction. Then add as many more contractions as you can to your lists.