

Contractions with Pronouns
Lesson Plan
Becky Geiger
Date Feb 12, 2018

Grade: 5		Subject: English	
Materials: English book, individual white boards, dry erase markers, and half a piece of paper, pencil		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 3.L.2 Within the context of authentic English writing²⁴ and speaking... Practice: a. Use commas and quotation marks in dialogue. b. Form and use possessives. c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). d. Use commas and quotation marks to mark direct speech and quotations from a text. e. Use a comma before a coordinating conjunction in a compound sentence. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of a sentence. h. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). i. Use underlining, quotation marks, or italics to indicate titles of works. j. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Display proficiency in: k. Use commas in greetings and closings of letters. <input type="checkbox"/> Use an apostrophe to form contractions and frequently occurring possessives. m. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). n. Use commas in addresses. o. Use conventional spelling for high-frequency and other studied words.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) By the end of the lesson, the students will be able to combine pronouns and verbs to create contractions, identify incorrect contractions while proofreading and correctly spell all words being spelt.			
Bloom's Taxonomy Cognitive Level: Knowledge, Apply, Create			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		

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<p>1-2</p>	<ul style="list-style-type: none"> • <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “Today we are going to be working with contractions.” • “Remember that a contraction is a shortened form of 2 words and an apostrophe (') replaces the letter or letters that are dropped when the words are combined.” • “Please look in your books and read the statement by Sid Fleischman at the top of the page to yourselves. When you are done reading write down the words that you know are contractions on your whiteboards” • Allow time for the students to write them down (I’m, I’ll) • “Ok please show me your work.” “Great! Now I want you to write the words that make up the contractions you found.” • “Please show me your work.” (I’m= I am I’ll= I will or I shall) •
<p>9-10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “You already know that a contraction is a shortened form of two words and an apostrophe (') replaces any letters dropped when the words are combined.” • “You can also make contractions by combining pronouns and the verbs <u>am, are, is, will, would, have, has, and had.</u> Remember that a pronoun is a word that replaces a noun and what is a noun?” • Have the students answer what a noun is. (-noun is a person, place or thing) • “Take a look at the charts below (in the book) of contractions” • Give the students a few moments to examine the charts • “Please notice that some contractions look the same but are formed using different words. For example, <u>he is, he has</u> BOTH = <u>he’s</u> and <u>we had, we would</u> BOTH= <u>we’d.</u>” • “Ok let’s do some examples of contractions together. Please use your whiteboards and write down the pronoun and verb or verbs that make up <u>he’s.</u> “ • “Please hold up your boards and show your work.” (He is, he has) • “Ok let’s try number 2, <u>you’ll!</u>” (You will) • “Please show me your work.” • Continue this process for numbers 3-6 • Remind the students that some contractions are made up of more than one verb and they should reference back to the chart if needed. • “Please show me with a thumbs up if you understand how contractions work.” • Address any confusion if there is any. • “Great. Ok now please put your white boards aside and take out your piece of loose leaf paper.” • “Remember that we use pronouns and verbs to create contractions and you use an apostrophe to replace the dropped letter or letters.” • “Now please work on questions 7-18 on your own. These are just like what we worked on together. After you are done with that please read the diary entry and locate 12 incorrectly spelled contractions. You will number the 12 incorrect contractions 19-30.” •
	<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"> • The students will independently work on problems 7-18. These questions consist of combining words to create a contraction. • The students will independently work on proofreading the diary entry and locate and record the 12 incorrect contractions.

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	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • After the students are done with the assignment we will transition to the next subject. If the students are still working on the assignment and the allowed time is up they will be given time later in the day to work on any assignments not completed before the day is over. If more time is needed to complete the work the students will be able to take the work home and bring the assignment back the next day for grading. 	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Using the thumbs up technique will help assess how the students are understanding the content of the lesson. • Using the whiteboards also helps me see who is struggling with the content of the lesson and I am able to redirect any instruction based on the answers being presented. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • I will be grading the assignment given to the students. The grading will be looking at the students ability to create contractions using pronouns and verbs, identify incorrectly spelt contractions in a passage while using correct spelling. 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</p> <p>The overall lesson went well. The next time I use this lesson plan I will make sure to give the directions of the lesson in a more specific manner. Stating each step as individual steps instead of trying to save time by grouping directions together. Even though this is a lesson for 5th graders and the material should be a review of sorts for them, I must remember to be very specific with the directions of the assignment. I think the use of the whiteboards not only gave me an understanding of what they knew it also gave them another way of learning what a contraction was. Being able to see something and talk about something is great but to be able to write it helps understand it better as well. The students learned that to make contractions you need one pronoun and one or two different verbs. After completing this lesson for the first time the only changes I would make is the way I gave the students directions for the individual assignments stated above.</p> <p>REFLECTION EDIT: hands on activity for students -https://www.123homeschool4me.com/contraction-dominos_32/ -learning contractions using dominos.</p> <p>I have learned that getting the students up and out of their desks, even if they are just forming groups in other areas of the room is so beneficial and fun for the learner. When I first taught this lesson, I was using the technique that the head teacher was doing. I was not sure how I was supposed to teach so I just followed suit. Now that I have more experience in creating lesson plans and being in the classroom setting I am able to think of more creative ways to introduce lesson/subject content. I want the students to learn but also enjoy the lesson. Being bored and doing things the same way is not how I want my students to learn new and old concepts.</p> <p>With this lesson being about contractions and the students being in 5th grade this lesson was more on the review side of learning. I would start this lesson being a review of contractions and then after transition to the activity of contractions with dominos. The students can be grouped into groups of 2-3 or this activity can be done individually.</p> <p>For the wrap of this lesson I would have the students either fill out an exit slip that consisted of them creating a sentence that used contractions with pronouns (she'll, he'll, he'd)and contractions without pronouns (wouldn't, hasn't, didn't,) in order for me to see their understanding between the different kinds of contractions.</p>		