

Sort 50

Contractions

NOTES FOR THE TEACHER

Contractions persist as a problem for spellers across a number of stages and you cannot expect mastery of them for some time. Some of the most frequent contractions are introduced in this sort in a simple manner and students can begin to understand how contractions are formed. We suggest teaching them at this point since students will be seeing them in their reading and using them in their writing. The words that make up these contractions have all been used in the sorts for late letter name-alphabetic spellers in this book. The placement of the apostrophe is not easy for young spellers to understand, but reading them seems to pose little trouble.

SORT 50 CONTRACTIONS

Demonstrate, Sort, Check, and Reflect

Prepare a set of word cards to use for teacher-directed modeling.

1. Begin by holding up a contraction such as *I'm*. Select the card that contains the matching two words from which it was made: *I am*. Model a sentence for the students using both *I'm* and *I am* (*I'm your teacher* and *I am your teacher*). Repeat this with another pair such as *can't* and *can not* (*I can't go home yet*; *I can not go home yet*). Ask the students if both sentences mean the same thing. Ask them why they think we have two ways to say the same thing. Someone may suggest that *I'm* and *can't* are a shorter way of saying *I am* and *can not*. Continue to match each pair and ask students to provide sentences that use both. Ask the students if they see any way that the word pairs can be sorted. A final sort might look like this when sorted by the words that make up the contracted form:

	I
I'm	I am
I'll	I will

	is
it's	it is
that's	that is
he's	he is