

SOLAR LESSON CONTRACTIONS

Age Level: Grade 3

Subject(s) Area: English

Materials Needed:

- White board
- White board markers
- Blank, lined paper (one per student)
- Pencils
- Dice Contraction Game

Standards:

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.6.3: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.1.m.3: Use possessive nouns.

L.2.b.3: Form and use possessives.

L.2.1.3: Use an apostrophe to form contractions and frequently occurring possessives.

Objectives:

The students will distinguish among dice, which words flow together to make a contraction with 70% accuracy.

The students will experiment with using contractions in a game setting while writing them down with 70% accuracy.

Learning Activities:

Technology: No use of technology will be used during this lesson

Required Vocabulary:

- Combine-to put two or more words together to create a new one.
- Dice-six sided object that we will use to play a game.

Opening Element: I will begin by explaining we are scientists today who get to “create” something (contractions). I’ll also explain that we are doing a fun activity that will require our best level of respect.

Reflective Questions:

- What does the word “can’t” mean? What’s that strange marking (’)?
- What was helpful with the activity today? Did you feel properly engaged?

Instructional Methods:

- Using the white board, I’ll write out some common words that are contractions (I’ll, can’t, don’t, etc.)
- I’ll ask the students what these words mean. Based on their answers, I’ll use guided help and also have them turn to each other to ask the questions/answers.
- I’ll then go on to explain that contractions are a combination of words to make another word. The meaning doesn’t change, it just is simplified. If a student asks about a possessive (because it has an apostrophe, I’ll explain that it isn’t combining two words together).
- I will write these examples on the board having two columns. I’ll start out by giving the word, then making the students say the two words forming it. Then, I’ll start out by having the two words, and having the students tell me the new word: (10 minutes)
 - Would’ve –C1: Would C2: Have
 - He’s- C1: He C2: Is
 - Can’t- C1: Can C2: Not
 - I’m- C1: I C2: Am
 - It’s – C1: It C2: Is
 - ETC.
- I’ll then explain that we’re going to play a game using dice.
 - Students are to partner up in groups of 2-3 based on proximity when sitting near the front of the room. (If there is a problem with the groups, the instructor will change it.)
 - Each group will be given a bag of dice along with a piece of paper (students should have a pencil at their location).
 - Students will take turns in their groups rolling both dice at the same time. Depending on their role, the students are then to write down the contraction that is formed, or that they think has been formed. KEEP IN MIND, THERE WON’T ALWAYS BE A CONTRACTION FORMED FROM THE TWO WORDS ON THE DICE. (8 minutes)
- Toward the end of the lesson, before cleaning up, the instructor will go around and ask the groups (separately) “what are some of the contractions they have come up with so far?” Meanwhile, the other groups will continue to play the game. (2 min)
- Lastly, instructor will have them quietly clean up and put the dice back in the bag and hand both the bag and the paper of their contractions to me. (1 min)
- **Classroom management/movement:** Students will be called to the front of the room at the beginning of the lesson doing a countdown. Towards the end of the lesson, before cleanup, instructor will do a clap-a-pattern and have the students repeat it (this will serve as both a classroom management technique, and a movement technique). Movement during the first part of the “instructional lesson” will be having the students turn to someone near them and discuss the answers. Students will also be moving when going to a new location in the classroom for the game and also during the game.
- **Differentiation:** Instructor can work with the struggling students to see what they roll on the dice. If there is any more struggles, the instructor can make a list similar to what

was on the board in the two columns and have the student work on making different words.

Wrap-Up: To wrap up the lesson, I want the students (for the rest of the week) to pay attention to anytime they (or someone they are speaking with) uses a contraction to see just how useful they are in our real lives. I would challenge them to try speaking for a day, hour, etc. WITHOUT using contractions to see how beneficial they are.

Assessment:

Formative: The instructor will be walking around throughout the group activity in order to see if every student is actively participating and if they understand the concept or need further help.

Summative: I will have the students hand in the paper they are working on with the different contractions they created.

Reflection:

The students absolutely loved the game with the dice for this activity! It definitely helped that the students had previous knowledge about contractions. During the game, the students were enjoying it and also learning from it. I definitely thought it helped when I explained to the class that not every roll of the dice would come up with a “real contraction”. One student, with the help of luck, was only rolling words that didn’t form a “real contraction”. However, she understood the concept well, plus her partner was only rolling words that made contractions. Overall, I wouldn’t change much about this lesson. If anything, I would make some more difficult words on the dice so the students could have different contractions to form. Or even maybe swap out a set of dice from group-to-group so the students could have a completely different set of words to work with.