

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
School's First Day of School
By: Adam Rex
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Contractions

Background:
Contractions are a "short cut" way to say two words. The words are squeezed together pushing some of the letters out. An apostrophe takes the place of the missing letters.

Examples:

they're	doesn't
won't	I'll
he's	I'm
aren't	don't
they'd	we're

Materials and Preparation:

- A Copy of *School's First Day of School*
- Markers
- Sentence Strips (duplicate)
- Contraction Cards (duplicate)
- Timer
- Optional - Sticky Notes
- Optional - Word Detective

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Step 1:
Introduce the Focus of Word Work
Sample Anchor Chart
Contractions
I am → I'm
She @ d → She's
He @ s → He's
They @ re → They're
Answers will vary. Sample answers include:
Doesn't → Doesn't
We'll → We'll
They'd → They'd
We're → We're
They're → They're
We're → We're

Introduce Contractions

- Write the words "I" and "am" on the board. Have students read them. Then write "I'm" on the board. Ask students how we get "I'm" from "I" and "am". (Squished the words together, pushed out the "a", and added an apostrophe in its place.)
- Explain that we often use short cuts when we speak and write. They are called contractions. Ask if anyone knows what the word "contract" means. (To shrink or make smaller)
- Ensure that students know that the punctuation mark that is added when making a contraction is called an apostrophe.
- Write "she would", "he is", and "they're". Ask for volunteers to tell which letters the apostrophe takes the place of in each contraction. ("would", "is", and "are") Circle the letters and draw attention to how we contracted (shrank) the words into a contraction.
- Ask for volunteers to name additional contractions. Write them on the board. Ask students to tell what words the contractions were made from. Write them under each word. Ask what letters the apostrophe stands for in each one.

Step 2:
Connect Word Work to Reading
Extend Engagement

- Give each student 3 sticky notes. Tell them they are going on a contraction hunt.
- Throughout the day, have them write examples of contractions they find in their reading on each sticky note. Underneath the contraction, they must write the words the contraction is made from.
- Tell students to put their sticky notes on the board.
- At the end of the day, discuss examples and non-examples.

Contractions in the Text

- Tell students that there are many examples of contractions in the book, *School's First Day of School*.
- Tell student's that you are going to read part of the book to them. Ask them to be listening for contractions as you read. Direct students to them put up a finger each time they hear a contraction.
- Read pages 2-6 aloud. Ask students how many fingers they have up? (4) Ask students which contractions they heard? (They'd, that's, won't, you'll)
- Add these contractions to the anchor chart. Read the rest of the story to the class. Have them listen for additional examples of contractions.

Some Examples of Contractions in the Text:

- they'd
- that's
- won't
- they'll
- Don't
- Didn't
- Doesn't
- I'll
- I'm
- You'll
- It's

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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Step 3:
Guided Word Work Practice

Interactive Exploration

- Give each student (or pairs of students) an envelope containing sentence strips and contractions.
- Direct students to take out the contents of the envelopes. Tell them that they are to read each sentence strip and find the contraction that fits in each one. Tell them they must stop when the timer sounds.
- Set a timer for 3 minutes. Say, "Go!"
- Monitor students as they are completing the task.
- When the timer runs out, say, "Stop!"
- Call on volunteers to each read one sentence strip and tell which contraction goes with it.

Step 4:
Independent Word Work Practice

Practice Page

- Hand out each student a copy of **Contraction Cones Practice Page**.
- Call on a volunteer to read the directions.
- Tell students they may begin to complete the page.
- Monitor students as they work; collect practice pages when finished.

Step 5:
Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about contractions based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6:
Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **contractions** in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the contractions they find using the **Word Detective** worksheet.

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Interactive Activity

Independent Practice Page

Sentence Strips
Interactive Activity

Directions: Duplicate enough sentence strips for each student or pair of students. Cut them apart and place them in envelopes.

Please do not tap your pencil on my desk.

He is always in a cheerful mood.

They are going to build a treehouse.

We will not be going to the park today.

Sarah does not like to eat peas.

I am always happy to visit my cousins.

Noah could not finish his homework.

They would love to go to Hawaii.

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Extension Activity

Word Detective: Contractions
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **contractions** while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: _____ Word Work Extension Activity | @BookPagez.com

Contraction Cones
Word Work Practice Page

Directions: Fill in the blanks on each cone. Then, write a sentence using the contraction. Don't forget the apostrophe!

Name: _____ Independent Word Work Practice | @BookPagez.com