

How often have you looked at a story a student has written with an eye for a good plot, vivid description, interesting characters and setting, or an expository essay about a curriculum topic and been totally discouraged because you couldn't read it? One sentence flows into the next with little in the way of punctuation and capitalization. There are issues with grammar, subject/verb agreement, and fluency. Forget about content - this student needs basics concepts and skills such as:

- Parts of speech
- What is a sentence?
- Identifying sentences, phrases, and fragments
- Basic sentence construction
- Capitalization and punctuation
- Subject/verb agreement
- Comparative/superlative language
- Special usage problems (a/an, they're/ their/ there, to/too/two)

Once these basic grammar/mechanics skills are learned, students can begin to approach more sophisticated skills such as:

Identifying topic sentences, supporting details, extraneous material:

- Chronological order
- Recognizing and revising on and on and run-on sentences
- Recognizing and revising awkward construction, sentence fragments
- Combining choppy or redundant sentences to build fluency
- Eliminating redundant word choice
- Using transition words
- Using specific versus general details

Some students seem to learn these skills naturally as the result of reading and communicating verbally with others. However, most children need specific instruction and practice opportunities in order to recognize, assimilate, internalize, and apply these skills effectively to their own writing. Students must understand the 'why' of grammar and mechanics. They need more than uninformed rote drill and will benefit from the deep understanding that comes from powerful direct instruction. Throughout this manual we provide the necessary background knowledge to enable teachers to successfully teach these skills through the use of the activities in the Student Resource Book. Essentially, this resource provides the specific background information, lesson plans and procedures, practice, and application opportunities for success. Third grade objectives are addressed, and each unit provides alignment with 21st Century Learning Standards.



Introduction

The grammatical skills are divided into units. The units are provided so you can choose the unit of skills to teach that best fits your curriculum and student needs. The units start out teaching the basic skills and advance in difficulty throughout the book. You may start with Unit 1 and progress through the entire book, but you do not have to teach the units in sequence. For example, if your students are very weak in capitalization and punctuation skills, you can skip to Unit 7 and work through the unit along with another unit or in isolation. Some skills are so important with third graders, that they could be revisited throughout the year.

For each skill area you will find:

- **A Detailed Lesson Plan** with “Think and Discuss” pages for skills addressed in the student resource books. These lesson plans provide background information, teaching suggestions, and opportunities to expand on the basic activities found on the student resource pages, as well as student answer sheets. We have also included opportunities to apply these skills to authentic pieces of narrative, expository, and opinion writing. These lessons provide the “how and why” of grammar, mechanics, and punctuation that students need in order to use language effectively. The activities are multi-layered and robust, providing student understanding that typical “skill and drill” worksheets cannot deliver.

- **Assessment Opportunities:** An additional feature of this book is the inclusion of ongoing assessments throughout the year. All assessments are printable from the following link: _____ and may be reproduced for each student in your class. The assessments are designed to test understanding and be used as a tool to adjust instruction around review, reinforcement, and reteaching. Assessments are structured with direct questions to evaluate the knowledge of the skill taught and in paragraph form with each sentence numbered for student reference. Students revise by reading the paragraphs and responding in a multiple-choice format. These assessments not only demonstrate students’ understanding and growth, but also provide valuable test-taking practice and strategizing in preparation for many state testing requirements. The assessments start off simply and become more complex as the skills progress. Many units have several assessments that can be given all at once or spread over several days. This allows you to select the assessments that best address your students’ needs. Exposing students to many examples of multiple choice formats will help them become more comfortable with the test-taking strategies necessary for success. These assessments should be used after the instruction has taken place and students have had the opportunity to understand and practice the skills. The assessments can then be placed in the students’ writing portfolios as documentation of skills taught.

(continued)

- **Student Resource Books:** Each skill is broken down simply for students and many of the activity pages include an optional WRITING CONNECTION which encourages application of the skill within a writing experience or uses the skill or theme as a link to an authentic writing task. In this way, students see that these skills do not exist in isolation, but rather in every type of writing they encounter.

NOTE TO TEACHER: Many of the optional WRITING CONNECTION activities require prior knowledge of both the narrative and expository writing skills presented in Empowering Writers *Comprehensive Narrative Writing Guide*, the *Expository and Opinion Writing Guide for Grade 3*, and the *Essential Guide to Writing for Grade 3*. Using the lessons from the *Editing, Revising, and More Teacher's Manual* at least three times a week in conjunction with the activities in the Comprehensive and Essential Guides provides a solid foundation and integration of skills, mechanics, craft and creativity in written communication. By studying the lesson plans in depth and consistently teaching writing, all students will improve. We feel that there is real value in empowering your students as editors. As their confidence grows, they develop a positive attitude toward revision. Applying the skills in authentic ways also encourages editing and revising to become a natural part of the writing process. We strongly recommend that you incorporate writing across the curriculum daily.

For information on Empowering Writers and their complete line of resources and professional development opportunities, please visit us at our website:

www.empoweringwriters.com

or you can contact us at:

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Think & Discuss

Skill

The Two Parts of a Sentence: Subject and Predicate

Student pages:

- p. 3, "The Two Parts of a Sentence"
- p. 4, "Who/What and Doing/Describing"
- p. 5, "Be a Sentence Detective!"
- p. 6, "A Sentence or Not a Sentence?"

Objective

Students will recognize the simple subject and predicate in a variety of sentences.

Necessary Background

Explain to the class that sentences are made up of a **complete subject** and a **complete predicate**. The subject of a sentence tells the reader who or what the sentence is about. The predicate tells something about the subject. In order to make sense, a sentence needs both a subject and a predicate. For teaching purposes we introduce **complete subject** and **complete predicate** to students as follows:

COMPLETE SUBJECT: the WHO/WHAT part of the sentence

COMPLETE PREDICATE: the DOING/DESCRIBING part of the sentence

Procedure for Whole Group Instruction

Analyze the two parts of a sentence.

1. Write these on the board or project and analyze them with the class:

Annie / rode the big bay horse.	She / loved to gallop and trot.
The horse / was named Sport.	Sport / enjoys eating carrots.
Annie / wore her cowgirl hat.	It / was red with white trim.

2. Go through the sentences together, pointing out the WHO/WHAT and the DOING/DESCRIBING part of each sentence. The complete subject and complete predicate are delineated by the use of a slash.
3. Proceed similarly through student pages 3-6. Model what students are to do with each activity.
4. During Guided Practice, circulate and check for understanding as students work independently.

THE TWO PARTS OF A SENTENCE

REMEMBER: Sentences have two parts. Here's an easy way to think of the two parts of a sentence:

Part 1: Part 2:
WHO/WHAT + DOING/DESCRIBING

Together, the WHO/WHAT part and the DOING/DESCRIBING part make a sentence!

DIRECTIONS: Look at each sentence.

The *complete subject* (WHO or WHAT) of each sentence is underlined.

The *complete predicate* (DOING or DESCRIBING) is **boldfaced**.

1.) Dr. Jones **walked into his office.**

Who is this all about? Dr. Jones

What did Dr. Jones DO? walked into his office

2.) He **opened his office door.**

Who is this all about? he

What did he DO? opened his office door

3.) The patients **came inside.**

Who is this all about? the patients

What did the patients DO? came inside

4.) The nurse **put the chart on the counter.**

Who is this all about? the nurse

What did the nurse DO? put the charts on the computer

5.) The room **was painted light blue.**

What is this all about? the room

What was the room like? was painted light blue

Refer to Student Page 3

WHO/WHAT AND DOING/DESCRIBING

DIRECTIONS: Draw a circle around the **WHO** or **WHAT** part and underline the **DOING** or **DESCRIBING** part. The first one is done for you.

REMEMBER: Sentences have two parts—A **COMPLETE SUBJECT** (the WHO/WHAT part) and a **COMPLETE PREDICATE** (the DOING/DESCRIBING part).

- 1.) The Olympic skier entered the gate.
- 2.) The timekeeper counted down.
- 3.) The skilled athlete exploded from the start and raced down the hill.
- 4.) The downhill racer crouched down low and tucked his head.
- 5.) His skis scraped the icy slope.
- 6.) The human speed machine raced toward the finish line.
- 7.) The crowds cheered when the agile athlete sped by them.

Who or what is this group of sentences about?

The sentences are about the skier.

The author used different ways to refer to this character. List the word referents.

Olympic skier, skilled athlete, downhill racer, speed machine

WRITING CONNECTION: Think about how it would feel to be in a race. Write a description about that feeling. For example, if you were excited, what does that look like on the outside and how does that feel on the inside?

Answers will vary.

Assessment 1:

Skill

Recognizing the Two Parts of a Sentence, Revising Incomplete Sentences

1. Read the sentence and identify the words that make up the complete subject.

The apple pie tastes delicious.

- ☐ a.) tastes
- ☐ b.) tastes delicious
- ☐ c.) apple
- ☒ d.) The apple pie

2. Read the sentence and identify the words that make up the complete predicate.

The bear ate the honey.

- ☒ a.) ate the honey
- ☐ b.) The bear
- ☐ c.) honey
- ☐ d.) ate

3. Select the complete sentence.

- ☐ a.) My family.
- ☒ b.) The teacher passed out all the papers.
- ☐ c.) Into the classroom.
- ☐ d.) I went to the.

4. Read the sentence. What is the sentence all about?

Freedom is important to all Americans.

- ☐ a.) flags
- ☐ b.) Americans
- ☒ c.) Freedom
- ☐ d.) Children

5. Read the sentence and select the complete predicate.

The beautiful horse galloped past the gate.

- ☐ a.) the gate
- ☐ b.) beautiful horse
- ☒ c.) galloped past the gate
- ☐ d.) The beautiful horse

6. Read the sentence and select the complete subject.

The talented Olympic skier raced down the steep hill.

- ☐ a.) The Olympic skier
- ☐ b.) raced down the steep hill
- ☐ c.) skier raced down the steep hill
- ☒ d.) The talented Olympic skier

Read this:

CHRISTOPHER COLUMBUS

Christopher Columbus was born more than 500 years ago. Was a famous explorer. He sailed to America with three ships. Nina, Pinta, and the Santa Maria. Columbus knew that the world was round. Others thought it was flat!

What is this all about? Christopher Columbus

Now, read it one line at a time. Look for the two lines that are NOT complete sentences.

(1) Christopher Columbus was born more than 500 years ago. (2) Was a famous explorer. (3) He sailed to America with three ships. (4) Nina, Pinta, and the Santa Maria. (5) Columbus knew that the world was round. (6) Others thought it was flat!

Answer the questions below. Look back at each line to help answer the questions.

7. Sentence 2 is poorly written. Which one of these is the correct way to rewrite it?

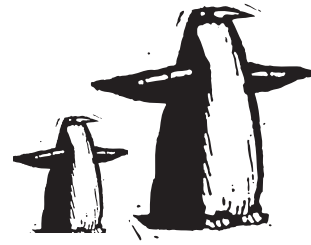
- ☐ a.) Was a famous explorer, Columbus.
- ☒ b.) He was a famous explorer.
- ☐ c.) Was he a famous explorer?
- ☐ d.) Was Columbus a famous explorer?

8. Line 4 is not a complete sentence. Which one of these is the correct way to rewrite it?

- ☐ a.) Nina, Pinta, and the Santa Maria were them.
- ☐ b.) Ships were Nina, Pinta, and the Santa Maria.
- ☒ c.) The ships were named the Nina, Pinta, and the Santa Maria.
- ☐ d.) Nina, Pinta, and the Santa Maria were named ships.

Read this:

PENGUINS



Penguins are interesting creatures. These flightless birds spend most of their lives in the ocean. Have swim speeds of 15 miles per hour. Sharp beaks located on their tongues help them hold slippery fish. In the cold, penguins. They are able to drain the salt out of the salt water as they drink.

What is this paragraph all about? penguins

Now, read it one line at a time. Look for the two lines that are not complete sentences.

(1) Penguins are interesting creatures. (2) These flightless birds spend most of their lives in the ocean. (3) Have swim speeds of 15 miles per hour. (4) Sharp beaks located on their tongues help them hold slippery fish. (5) In the cold, penguins. (6) They are able to drain the salt out of the salt water as they drink.

Answer the questions below. Look back at each line to help you answer the questions.

9. Sentence 3 is poorly written. Which one of these is the correct way to rewrite it?

- ☐ a.) Swim speeds at 15 miles per hour.
- ☐ b.) Of 15 miles per hour.
- ☐ c.) 15 miles per hour are swim speeds.
- ☒ d.) They have swim speeds of 15 miles per hour.

10. Line 5 is not a complete sentence. Which one of these is the correct way to rewrite it?

- ☐ a.) Penguins in the cold.
- ☐ b.) Together for heat, penguins.
- ☒ c.) In the cold, penguins huddle together for heat.
- ☐ d.) Huddle in the cold, penguins together.

11. What would be the best concluding sentence for the paragraph?

- ☒ a.) If we could do that with our mouths, we could drink out of the ocean too!
- ☐ b.) I always like to watch Penguin movies!
- ☐ c.) Penguins are large birds.
- ☐ d.) So, now you know where Penguins live.

Think & Discuss

Skill

Recognizing On and On Sentences

Student pages:

p. 15, “On and on and on and on . . .”

p. 16, “Each Detail in a Separate Sentence”

p. 17, “The Never Ending Sentence”

p. 18, “And then, and then, and then” . . .

Objective

Students will recognize “on and on” sentences and revise them effectively.

Necessary Background

An “on and on” is a lengthy sentence which is actually at least three sentences linked together with a conjunction such as “and.”

Procedure

1.) Project the following sentence:

Mark went to the pond and when he got there he caught tadpoles and then he put them in a bucket of water so they wouldn't die and he brought them home and put them in his fish tank so he could watch them turn into frogs and once they become full grown he'll put them back in the pond.

Make an effort to read the entire sentence in one breath, emphasizing the “ands” that create the “on and on” quality.

2.) Ask the class what they think of the sentence. Where is the WHO/WHAT part?

(There are several!) Where is the DOING/DESCRIBING part? (There are several!)

Hopefully, students will be able to see that this is really a series of 5 sentences.

Punctuate it for them and eliminate the “ands” to demonstrate how to break up the “on and ons.”

The Revision

Mark went to the pond. When he got there, he caught tadpoles. Then he put them in a bucket of water so they wouldn't die. He brought them home and put them in his fish tank, so he could watch them turn into frogs. Once they become full grown, he'll put them back in the pond.

Another way to introduce this skill is to ask a volunteer to choose a favorite read-aloud from the classroom library. Have one student read a paragraph aloud. Then assign another student to be the “on and on.” Have one student read the paragraph again with the “on and on” student adding the word “and” in place of each period, question mark, or exclamation point.

(continued)

Think & Discuss Continued...

3.) Work through **Student p. 15, On and on and on and on** . . . On subsequent days assign the following:

Student p. 16, Each Detail in a Separate Sentence

Student p. 17, The Never Ending Sentence

Student p. 18, And then, and then, and then . . .

You may work as an entire class or have students work independently.

NOTE: For the **Writing Connection** on **Student page 18**, see the ***Comprehensive Narrative Writing Guide*** – Main Event section for opportunities to work on a fully elaborated main event.

ON AND ON AND ON AND ON...

DIRECTIONS: Sometimes an author will join three or more sentences using the word “and.” This makes the sentence go on and on. Read each “on and on” below. Cross out the “ands,” capitalize, and punctuate to create separate sentences on the lines below.

Ex. Here’s the “On and on”:

José rode his bike downtown and he met his friend Mike in front of the market and they went inside to buy ice cream bars.

Here’s the revision:

José rode his bike downtown. He met his friend Mike in front of the market. They went inside to buy ice cream bars.

Here’s the “On and on”:

- 1.) The amazing sea creature reared its ugly head and snorted water five feet into the air .
~~X~~ It splashed all of the people gathered around to watch. ~~X~~ It flapped its gigantic wings
which made a terrible noise. ~~X~~ Suddenly the mysterious creature disappeared back into the
ocean.

Your Revision: _____

Here’s the “On and on”:

- 2.) Ice hockey is the fastest sport around. ~~X~~ You need quick reflexes to move past the
defense and score a goal. ~~X~~ There is a lot of specialized equipment like skates, ~~X~~ pads,
~~X~~ and helmets, and mouth guards for protection. ~~X~~ Goalies must wear a lot of padding.

Your Revision: _____

WRITING CONNECTION: Which example is from a narrative story? example one

Which is from an expository piece? example two

Refer to Student Page 15

EACH DETAIL IN A SEPARATE SENTENCE!

DIRECTIONS: Read Kristin's descriptive paragraph. She has included many powerful details, but she ran them all together in an "on and on" sentence. Help Kristin revise her paragraph. Cross out each "and." Then capitalize and punctuate the new sentences you create. Be sure that each detail is in a separate sentence!

The creature towered over me, ~~and~~ All I saw were its massive hairy legs, ~~and~~ Arms the size of tree trunks hung down to the ground, with gobs of goo stuck in its matted white fur. ~~and~~ The enormous beast opened its mouth and bellowed a most deafening roar that shook the ground and made me tremble with fear. ~~and~~ Then the abominable monster winked his unusual blue eyes at me, and I somehow knew he was a friend.



WRITING CONNECTION: What kind of character was Kristin describing?

She was describing a monster.

She could have used the word "monster" over and over, but she used some other word referents instead. This makes the writing more interesting. Circle the three phrases that Kristin used in place of the word "monster."

USING PRONOUNS

DIRECTIONS: Look at each group of sentences. A person, place, or thing is underlined. When you read the group of sentences, they sound like a broken record. In the second sentence, cross out the person, place, or thing and replace it with a pronoun such as “he,” “she,” “we,” “his,” “hers,” “they,” or “it.”

- 1.) Brad plays the guitar. ^{He}~~Brad~~ enjoys playing in his garage band with his friends.
The boys make a lot of noise in Brad’s garage.
- 2.) Boston is a great place to visit if you are a history buff. ^{It}~~Boston~~ has famous sites like Beacon Hill, a statue of Paul Revere, and the Prudential Building.
- 3.) Juan is an excellent soccer player. ^{He}~~Juan~~ is very fast and can beat any defense.
Juan was the highest scorer on our team.
- 4.) Ryan and Erin went shopping in town. ^{They}~~Ryan and Erin~~ found a great jewelry store.
Ryan and Erin enjoyed their shopping trip.
- 5.) The class went on a field trip to the zoo. ^{They}~~The class~~ saw tigers, alligators, and otters.
My mom went on the field trip with the class.
- 6.) The mountains offer many hiking adventures. ^{They}~~The mountains~~ can be dangerous.
My family hikes in the mountains often.
- 7.) Sammy has just learned how to ski. ^{He}~~Sammy~~ loves the feeling of rushing down the hill.
Sammy will ski again tomorrow.
- 8.) The new chair came with a scratch on the seat. ^{It}~~The new chair~~ had to be repaired.
I like the new chair.
- 9.) Chris and Max bought a new computer. ^{They}~~Chris and Max~~ had to set it up.
It was more difficult than Chris and Max expected.
- 10.) Mark and I went to New York City. ^{We}~~Mark and I~~ had dinner in a fancy French restaurant.
The food Mark and I ate was unusual.

WRITING CONNECTION: Choose one underlined person, place, or thing, (character, setting, object) and write a 4-5 sentence description. Be sure that your words paint a clear picture!

Answers will vary.

Think & Discuss

Skill

Use of Possessive Pronouns

Student page:

p. 34, "Possessive Pronouns"

Objective

Students will use possessive pronouns correctly and recognize the importance they play in providing clarity within a sentence.

Necessary Background

Tell the students that possessive pronouns are pronouns that show ownership. Some are used alone while some modify a noun.

Possessive Pronouns used alone: mine, yours, his, hers, ours, theirs, and whose

Example: That book is *mine*.

Possessive Pronouns that modify a noun: my, your, his, her, its, our, their, whose

Example: That is *my* book.

Procedure

1.) Project the possessive pronouns for the students to see.

2.) Write the sentences on the board. Read the sentences to show the students that the second sentence does not sound as repetitive as the first one does.

- This is **my puppy**, not **your puppy**. (Sounds repetitive)
- This puppy is mine, not yours.
- **Your iPad** is a lot newer than my **iPad**. (Sounds repetitive)
- Your iPad is a lot newer than mine.

3.) Project the following example. As a class, model reading the sentence and revising it by using a possessive pronoun that can stand alone. Model going back to the chart to look for a pronoun that would work.

The last cupcake is my cupcake.

Revision: The last cupcake is *mine*.

4.) Direct the students to page 34. As they work to revise the sentences, circulate and check for understanding.

POSSESSIVE PRONOUNS

DIRECTIONS: Read each sentence and decide if it needs to be revised. If it sounds repetitive, write the revision on the line beneath the sentence. If you think the sentence is correct, then write the words, "Make no change," on the line beneath the sentence.

- 1.) His backpack looks newer than my backpack.

His backpack looks newer than mine.

- 2.) Abigail wants to play with my dolls, but she doesn't want to play with her dolls.

Abigail wants to play with my dolls, but she doesn't want to play with hers.

- 3.) The sports car in the garage is our sports car.

The sports car in the garage is ours.

- 4.) I don't want to play my video games.

Make no change.

- 5.) Betty brought her cookies to the party.

Make no change.

- 6.) While Nicole played a game on her cellphone, I played a game on my cellphone.

While Nicole played a game on her cellphone, I played a game on mine.

- 7.) Jessica and Amy like snow-cones.

Make no change.

- 8.) I like to bite my snow-cone, but Amy likes to lick her snow-cone.

I like to bite my snow-cone, but Amy likes to lick hers.

- 9.) Cleaning up the dishes is your responsibility.

Cleaning up the dishes is your responsibility, not mine.

- 10.) Don't lose that book because it is my book.

Don't lose that book because it is mine.

WRITING CONNECTION: On another piece of paper, write a descriptive segment. Use a possessive pronoun from this list. **Possessive Pronouns:** mine, yours, his, hers, ours, theirs, whose, my, his, her, its, our, their, your

Refer to Student Page 34

Assessment 3B

Pronouns and Possessive Pronouns

Directions: Complete the sentences using the best pronoun to replace the underline words.

1. The fire fighters rescued the cat from the tree.

- ☐ a.) Them
- ☒ b.) They
- ☐ c.) Those
- ☐ d.) These

2. We will give the boys the last cupcake.

- ☐ a.) hose
- ☐ b.) they
- ☐ c.) those
- ☒ d.) them

3. The troll's long, wrinkled face was covered in mud.

- ☒ a.) His
- ☐ b.) They
- ☐ c.) He
- ☐ d.) Them

4. The little boy ate his entire sandwich.

- ☐ a.) His
- ☒ b.) He
- ☐ c.) They
- ☐ d.) Them

5. Mark and I shared an ice cream cone after school.

- ☐ a.) His
- ☒ b.) We
- ☐ c.) They
- ☐ d.) It

Choose the possessive pronoun that best fits the sentence.

6. ____ sister packed lunch in ____ kitchen.

- ☐ a.) Mine, my
- ☒ b.) My, our
- ☐ c.) My, ours
- ☐ d.) Mine, our

(continued)

SUBJECT VERB AGREEMENT

Subjects and verbs must be in agreement. If the subject of the sentence is singular, the verb must be singular. If the subject is plural, the verb must be plural.

- For a singular subject, add “s” or “es” to the verb.

Example: The lifeguard swims like a fish.

He swims like a fish.

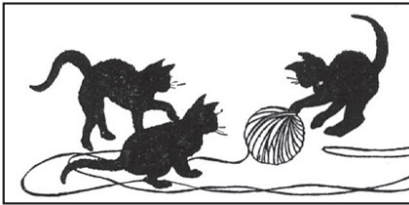
- For plural subjects, do not add “s” or “es” to the verb.

Example: The swimmers dive into the pool.

They dive into the pool.

DIRECTIONS: Look at each picture, below, and write the noun, singular or plural, in the blank. Then complete the sentences, circling the correct verbs.

Todd's PET EMPORIUM

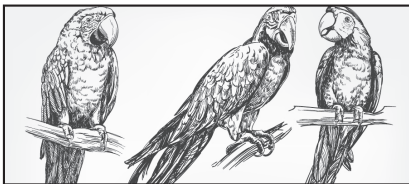


The kittens (want) wants) to play!

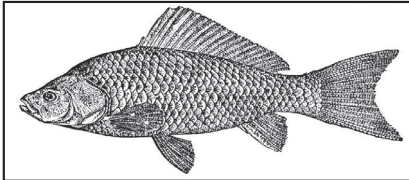
They (is, are) cute.



Mr. Todd's dog (chew, chews) the juicy bone. He (have, has) sharp teeth!



These colorful parrots (talk) talks) to people. They (is, are) smart!



The goldfish (swim, swims) in the fishbowl. He (breathe, breathes) underwater.

BONUS: Look at all of the sentences, above. Where do they take place? In other words, what is the *setting*? _____

Refer to Student Page 42

TELL ME MORE!

Adjectives make a story come to life for the reader! These describing words help us imagine what is happening in the story.

- 1.) Write 3 adjectives that describe a tiger on the line below.

graceful, powerful, enormous, muscular, fierce-looking

- 2.) Write 3 adjectives that describe the tiger's fur.

reddish-orange, dark vertical, thick, dense, white striped

- 3.) Write 3 adjectives that describe the tiger's teeth or claws.

sharp, jagged, pointed

DIRECTIONS: Using the adjectives from above, write a paragraph describing a tiger in the jungle. You can use the sentence starters at the bottom of the page to help you get started.

Answers will vary.

Sentence Starters:

- I was amazed at _____
- I stared at the tiger's _____
- The striped beast was _____
- I couldn't believe its _____
- The beast threw back his head and _____
- I gasped when _____

Refer to Student Page 47

UNIT 8 - CONTRACTIONS, TRICKY WORDS, HOMOPHONES

Think & Discuss

Skill

Writing Contractions

Student Pages:

- p. 82, "Contractions"
- p. 83, "Tricky Contractions"
- p. 84, "There, Their or They're"
- p. 85, "More Tricky Contraction"
- p. 86, "Use Pronouns and Contractions Correctly"

Objective

Students will form contractions correctly, write contractions to aid in fluency, and understand often misused contractions (it's, they're, you're, there's).

Necessary Background

A contraction is formed by combining two small words into one word using an apostrophe in place of the letter or letters that are removed from the original word.

Procedure

1.) Write these words on the board:

can not

was not

could not

would not

Explain that each example is two small words that we can combine into one word to make a contraction. Contractions make the writing a little smoother. We combine them by dropping off one or more letters and adding an apostrophe in their place.

Underneath the long form of each phrase above, write the corresponding contractions.

can't

wasn't

couldn't

wouldn't

Ask students which letter or letters were replaced.

Direct students to **Student p. 82, Contractions**. Go over the list of contractions with students and make sure they are aware of which letters are dropped and where the apostrophe is placed. Have students continue on to the independent work.

2.) On another day, introduce tricky contractions and their homophone partners:

its

your

there

theirs

it's

you're

they're

there's

The way to tell which word should be used is to go back to the word(s) in their pre-contraction form and use them in context. This is a "check yourself" technique. If the two "contracted" words make sense in the sentence, then the contraction is the proper way to write the word. If they do not make sense, then the homophone (with the alternate spelling) is the proper choice. See examples on the next page.

(continued)

Think & Discuss (Continued)

For Example:

The skunk lifted *it's* tail and let out a stinker.

The skunk lifted *it is* tail and let out a stinker.

The skunk lifted *it has* tail and let out a stinker.



(Does that make sense? No - therefore the proper usage would be *its*.)

We're you planning on going swimming?

We are you planning on swimming?

(Does that make sense? No, so use *were* instead.)

You're dad is coming to pick you up.

You are dad is coming to pick you up.

(Does that make sense? No, so use *your* instead.)

They're coming to visit.

They are coming to visit.

(Does that make sense? Yes, so that is the correct word. *Their* would be incorrect.)

The towels left in the locker room were there's.

The towels left in the locker room were *there is*.

(Does that make sense? No, so use *theirs* instead.)

3.) Have students work on the tricky contractions independently.

On subsequent days have them complete **Student pages, 84, There, Their or They're, p. 85, More Tricky Contractions.**

4.) Put the skills together on the following **Student p. 86, Use Pronouns and Contractions Correctly.**

THERE, THEIR, OR THEY'RE

The words, there, their, and they're are often confusing.

"There" refers to a place.

Ex. Craig is over there.

"Their" shows possession.

Their dog was barking all night.

"They're" is a contraction for "they are".

They're coming to the party.

Each sentence contains an incorrect use of there, their, and they're. Check yourself. Ask:

Does it answer the question "where?"

If so, it should be "there."

Does it show possession or ownership?

If so, it should be "their."

Can it be replaced with the words "they are?"

If so, it should be "they're."

DIRECTIONS: Circle the incorrect word and write the correct word on the line.

1.) Put the package over their near the door. there

2.) The delivery man will pick it up and deliver they're gift. their

3.) Their is a surprise inside for my cousins Kate and Drake! There

4.) I know there going to love it. they're

5.) Mom and Dad bought it at they're favorite store. their

6.) Mom wrapped it carefully so there gift wouldn't break. their

7.) I wish I could be their to see them open it! there

8. Their my nicest cousins. They're

9. The packages should take three days to get they're. there

10. I can imagine there faces lighting up when they open it! their

BONUS: What do you think is inside the package? On another paper draw a picture of the special gift. Include as many details as you can. Then, write 3 or 4 sentences describing the gift. Include at least 2 of the following words: there, their, they're.

Refer to Student Page 84

MORE TRICKY CONTRACTIONS!

Here is a list of words that people often confuse!

your - you're
(you are)

its - it's
(it is) (it has)

their - there - they're
(they are)

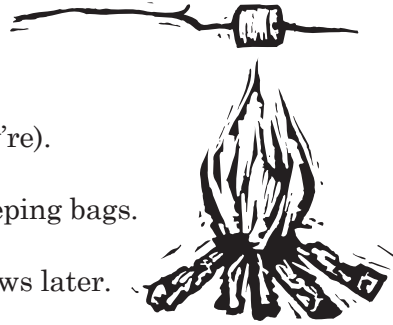
REMEMBER: When you come across the apostrophe in a contraction, read the word in its pre-contraction form to see if it makes sense.

TIP: Can't remember whether to use "their" or "there?" "Their" shows ownership. "There" is a direction word. How to remember the difference? The direction word "there" includes another direction word, "here."

One more TIP. If you choose the contraction, read the original two words in its place to make sure it makes sense! (you're = you are)

DIRECTIONS: Circle the word in each example that makes sense.

- 1.) (Its, It's) a good day to go camping!
- 2.) Can we all fit in (your, you're) tent?
- 3.) Jennifer is gathering wood over (there) their, they're).
- 4.) Abby wanted to see (there, their, they're) new sleeping bags.
- 5.) (Their, There, They're) going to roast marshmallows later.
- 6.) (Your, You're) going to need bug spray.
- 7.) The dog stirred in (it's its) sleep.
- 8.) (Their) There, They're) backpack is full of canned food and water.
- 9.) (There) Their, They're) were scary stories told by the fire.
- 10.) (Your, You're) not allowed to snore in the tent!



WRITING CONNECTION: All of the sentences above are about going camping.

Place yourself out in the woods. On another paper, write a descriptive segment about this setting. Include the following words and be sure to use them correctly:

it's

your

there

Refer to Student Page 85

Think & Discuss

Skill

Transitional Words and Phrases

Student pages:

- p. 97, “Menu of Transitional Phrases”
- p. 98, “Transitional Phrases”
- p. 99, “Time-order Transitional Words and Phrases”

Necessary Background

Transitional words and phrases help authors move smoothly from one detail sentence to the next. These phrases can be used to link similar ideas, introduce an example, express alternate or contrasting views, and connect cause and effect situations. Transitional phrases also clarify the sequence of events and may indicate the conclusion of a piece of writing.

Objective

Students will recognize transitional phrases and use transitional phrases in their writing.

Procedure

1.) On the board, list the following transitional phrases:

- *For example*
- *I remember the time that*
- *For instance*
- *An illustration of this is*

Explain to the students that each of these phrases is used to **show an example**.

Write the following sentences on the board:

- I am scared of thunderstorms! I remember the time lightning struck our front yard.
- The loud noise is what scares me. For example, I like the lightning in the distance until I hear the thunder boom.

Have the students practice by writing several sentences that use one of the transitional phrases for showing examples. They don't have to use the idea of thunderstorms. You could give them another example. My cousin is very clumsy. I remember the time he tripped over his own shoelace, spilled his milk, and broke his arm. Use their sentences to create a class chart that can be posted in the room.

2.) On another day, introduce the idea of transitional words that express **cause and effect**. List these words and phrases on the board:

- *Consequently*
- *Due to this*
- *Therefore*
- *As a result*
- *So*
- *Then*

- As a result of the constant rain, the streets are flooded today.
- My brother is a packrat; therefore his room is a huge mess.
- Our new neighbors moved in next door, so we went over to meet them.

(continued)

TRANSITIONAL WORDS AND PHRASES

DIRECTIONS: After reading the Dr. Seuss book, *Which Pet Would You Choose*, Aubrey was asked to write about a pet she would choose. Read her paragraph and underline the transitional words and phrases. Answer the questions below.

If you could have any animal for a pet, what pet would you choose? A tiny Yorkie puppy with a hot pink bow would make the perfect pet for me.

Small enough to fit in my backpack or in my purse, my well-dressed companion would keep me company. I would never have to be alone. She could easily travel with me to the grocery store or to the mall. My friends would be impressed that not only does my new pet fit in my backpack, but she is also very smart. By shaking hands and rolling over, she would entertain everyone. In addition to being smart, she is small. Therefore, it would not cost a lot to feed her. She would be an economical pet which is important since I don't have much money to spend on food. Another benefit to owning a Yorkie is that this miniature watchdog, with a keen sense of hearing, would announce strangers with a yappy bark, letting me know of their presence. The protection this puppy could provide would be very beneficial since I often get scared when I am home alone. Another plus to owning a Yorkie is the fact that Yorkies shed very little. Because I am allergic to dog hair, that is very important to me.

Without a doubt a Yorkie puppy with a hot pink bow could definitely become the love of my life. From constant companion to guard dog, this tiny ball of fur is certainly my number one pick for a pet.

- 1.) Why do you think Aubrey used transitional phrases in her paragraph?

She wanted her writing to flow smoothly from idea to idea.

- 2.) Look at each word or phrase that you underlined and decide if the phrase expresses additional ideas, shows an example, expresses alternate ideas or expresses cause and effect. You may refer to your **Menu of Transitional Words and Phrases** on page 81 in your book.

Writing Connection: Aubrey uses many word referents to refer to the dog she would like to have. Make a list of all the word referents you find:

a tiny yorkie puppy, my well-dressed companion, my new pet, she, economical pet, miniature watchdog, guard dog, tiny ball of fur, constant companion

Consider the questions: What does it look like? Why is it important? Did you give a specific example? How does Aubrey use those questions to help develop her paper?

She says that the dog would be smarter and tells her reader what that looks like. He performs tricks. It will impress her friends. Specific examples: shaking hands and rolling over.

Refer to Student Page 98

TIME-ORDER TRANSITIONAL WORDS AND PHRASES

REMEMBER: Time-order transitional words and phrases are often used to let the reader know the order in which things happen and to indicate a conclusion.

DIRECTIONS: Look at the list of words and phrases. Put a check mark beside the ones that indicate a conclusion.

The next step involves_____.

After that_____.

Now_____.

Go on to_____.

Continue to_____.

Finally,_____✓.

In conclusion,_____✓.

To sum up,_____✓.

To conclude,_____✓.

In short,_____✓.

WRITING CONNECTION: Write a piece explaining how to give a dog a bath. Use several of the suggested sentence starters in your piece. Be sure to include a transitional word in your conclusion. Write your rough draft on notebook paper or at the keyboard and revise and edit your paper for mistakes. Then copy your final draft on another sheet of paper, or print your revised version.

Refer to Student Page 99