

<b>Book Title</b>	The Moon is Missing
<b>Materials</b>	White boards, dry erase markers, blending lines
<b>Phonics Patterns</b>	Contractions

## Before Reading

Today we will read contractions. Contractions are two words that are put together to make one word. When two words are put together, we take some letters out of the second word. An apostrophe takes the place of the letters that are taken away.

**I DO:** We will review two contractions today that are made with 'apostrophe-s' and 'n apostrophe-t'.

- Contractions always at the end of a word
- Write the words *it* and *is*. I can say a sentence using these two words: It is hot outside!
- I can also say, It's hot outside! I combined the words *it* and *is* to make the contraction *it's*.
- Watch me change *it is* to *it's*. Erase the *i* in *is* and add an apostrophe.
- The apostrophe takes the place of the *i* in *is* to form the contraction *it's*.
- What two words are used to make the contraction *it's*? (it is)

### WE DO:

Let's try one together. Write the words was and not on your white board.

- Listen to me use these words in a sentence. I was not ready to go home yet.
- If we want to combine the two words *was* and *not*, what contraction would we make? (wasn't) I wasn't ready to go home yet.
- Let's spell this word. Write the word *was*. When we add *not*, we will put the *n* right next to the end of the word *was*.
- We will leave the vowel *o* out, what do we need to replace it? (an apostrophe) Then add a *t*.
- Let's read this word: *wasn't*.

### YOU DO:

Now you are going to practice reading words with and without contractions. Remember, when a word is a contraction, the pronunciation of some of the words may change. For

*example, when we combine the words do and not, we read the word as don't. Try to read each word quickly and automatically. Remember, the apostrophe in the contraction takes the place of a sound in the original word. After you practice reading words, read the sentences.*

did	is	not	what	can	do	are
isn't	what's	aren't	can't	didn't	don't	it's
You just can't see it.						
The light isn't on yet.						
What's the name of your friend?						

### Vocabulary/Story Words: Define, Example, Connection

Write the word *would* on a white board.

- *Today we will read the word would. This is a high frequency word that we have practiced reading and spelling.*
- *This spelling of would means the past tense of will, or a way you can describe a condition. I would like to play at the park.*

Write the word *wood* on a white board.

- *There is another way to spell this word: wood.*
- *The word sounds the same, but has a different spelling to let the reader know it has a different meaning.*
- *This spelling of wood is a material, or a way to describe the forest. For example, "In the deep, dark woods, there lives a bear. Who here has been to a forest?"*

Provide an opportunity for students to use *would* and *wood* in a sentence.

- *You will see both of these words in the story.*

### Preview the Story: Brief overview, predictions/wonderings

*In this story, you will read about Mouse and how he feels when he can no longer see the moon. Read to find out how Owl helps Mouse when he is feeling scared and worried about the missing moon.*

- *Ask students to turn to pages 4-5. Ask them to look at, touch and read the words 'wood' and 'would' and share any noticings about those words.*

## During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

☐ Echo read      ☐ Choral read      ☐ Partner read      ☐ Independent read

More support

Less Support

Add notes here...

## After Reading

Choose 1-2 activities

☐ Dictation

☒ Words: didn't, wouldn't, isn't

☐ Sentences

☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Teacher can call on individual students or have them respond in pairs.

☐ Written Summary

☐ Other

Add notes here...

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You just can't see it.						
The light isn't on yet.						
What's the name of your friend?						

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