

## Lesson Topic: Apostrophes

### Objective

Students will be able to correctly use apostrophes to form contractions and show possession.

### Lesson Outline

1. Objective
2. Introduction: Discuss when to use apostrophes
3. Individual Practice: Write a sentence with a contraction
4. Individual Practice: Write a sentence with a possessive
5. Introduction: Discuss apostrophes with pronouns
6. Introduction: Discuss common apostrophe mistakes
7. Individual Practice: Add apostrophes to a paragraph
8. Introduction: Discuss plural possessives
9. Individual Practice: Add an apostrophe to a sentence
10. Individual Practice: Add an apostrophe to a sentence
11. Wrap-up

### Optional Follow-up Activity

[Follow-up Activity for Lesson 1: Apostrophes](#)

### Common Core Standard

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

### Prerequisites

None

### Slide 1/11

By the end of today's class, you will be able to use apostrophes to form contractions and show ownership.

### Objectives

**Ask students to read the objective for today's lesson.**

**Say:** Please read the objective for today's class.

## Slide 2/11

### Use apostrophes...

- To show ownership

*I am at Kendra's house.*

- In contractions—words that combine two words into one

*I couldn't eat.*

### Introduction

**Explain that apostrophes are used to show ownership and create contractions.**

**Say:** Today, we're going to make sure everyone can use apostrophes correctly. To start, let's take a look at two proper uses of apostrophes.

*Ask a student to read the first bullet point and example sentence out loud.*

**Say:** Apostrophes are used to show ownership. You can add an apostrophe and an s to most people and things to show that something belongs to them. For example, the girl's shoes, the dog's bowl, the car's motor.

*Ask a student to read the second bullet point and example sentence out loud.*

**Say:** You also use apostrophes when you combine two words into one, forming what's called a *contraction*. The apostrophe shows that you're leaving some letters out.

**Say:** For example, *Please do not* becomes *Please don't*. *He could not* becomes *He couldn't*. *We were not* becomes *We weren't*.

## Slide 3/11: Interactive Slide

**Write a short sentence using an apostrophe in a contraction.**

 *Students Input Sentences*

### Individual Practice

**Ask students to write a sentence using an apostrophe in a contraction.**

**Say:** Let's practice using apostrophes to form contractions. Write a short sentence using an apostrophe in a contraction.

### Discussion

**Select 2 correct responses and 1-2 incorrect responses to display and discuss.**

*Discuss the placement of the apostrophe. Remind students that the apostrophe takes the place of the missing letter or letters.*

*Then, discuss the errors in the incorrect responses, and ask students to share ideas about how to correct them.*

**Slide 4/11: Interactive Slide**

**Write a short sentence using an apostrophe to show possession.**

 *Students Input Sentences*

*Individual Practice*

**Ask students to write a sentence using an apostrophe to show possession.**

**Say:** Now, let's practice using apostrophes to show ownership. Write a short sentence using an apostrophe in this way.

*Discussion*

**Select 2 correct responses and 2-3 incorrect responses to display and discuss.**

*Discuss the placement of the apostrophe. Remind students that the apostrophe with the "s" shows ownership. Ask students to point out which things belong to the possessive nouns.*

*Then, discuss the errors in the incorrect responses, and ask students to share ideas about how to correct them.*

**Slide 5/11**

The word *its* shows possession.  
Why isn't there an apostrophe?

My car just finished its last race.

*Introduction*

**Discuss why *its* does not have an apostrophe.**

**Say:** Great work! Sometimes it can be a little tricky to know when and where to use an apostrophe. Let's look at an example.

**Say:** Look at the sentence on your screen: *My car just finished its last race.*

**Say:** We just learned that if you want to show possession, you use an apostrophe. But in this example, there's no apostrophe in *its* even though *its* is possessive. Is this a mistake? What do you think?

*Wait for students to respond.*

**Anticipated student responses:**

- Maybe this is an exception
- It's a mistake, there should be an apostrophe

**Say:** This is an exception to the rule. Let me explain: if you're showing possession by using a pronoun like *his*, *hers*, *its*, *yours*, you don't use an apostrophe.

**Say:** Remember, pronouns take the place of people, places, and things, so in our example here, *its* takes the place of *the car's*. Instead of saying *the car finished the car's last race*, we can say *the car finished its last race*.

**Say:** Any time you use a pronoun to show ownership or possession, you don't use an apostrophe.

**Say:** What questions do you have about this?

## Slide 6/11

### Don't use apostrophes with plural words

*Those car's are speeding!*

### Don't use apostrophes with action words

*My brother throw's an amazing curveball.*

## Introduction

### Explain two common misuses of apostrophes.

**Say:** Before you practice, let's take a look at two of the most common kinds of mistakes.

*Ask a student to read the first sentence out loud.*

**Say:** In sentence 1, the word *cars* is plural. The *s* doesn't show ownership here—it shows that there is more than one car. *Do NOT* use an apostrophe to show that a word is plural!

*Ask a student to read the second sentence out loud.*

**Say:** In this sentence, the word *throws* is an action word. The *s* doesn't show ownership and it's not a contraction. *Do NOT* use an apostrophe before the *s* when it's part of an action word!

## Slide 7/11: Interactive Slide

### Place apostrophes where they belong.

I slept over at Sarahs house. Her mom serves cake for breakfast. I couldnt finish mine. Its amazing how different two moms can be. I really like hers.



*Students Input Sentences*

## Individual Practice

### Ask students to add apostrophes to the paragraph.

**Say:** Now you're going to practice placing apostrophes where they belong. There's a short paragraph on your screen, and you'll notice that there are no apostrophes in it. I'd like you to add the missing apostrophes.

## Discussion

**Select 1 correct response to display and discuss.**

Discuss the following points:

- *Sarah's* should have an apostrophe because it shows ownership—the house belongs to Sarah.
- *Couldn't* is the shortened form of *could not*, so it should have an apostrophe to show that a letter is missing.
- *It's* is the shortened form of *it is*, so it should have an apostrophe to show a letter is missing.

## Slide 8/11

If the word already ends in *s*, just add an apostrophe.

The boys' hats are all blue.

If the word does not end in *s*, add an apostrophe and then an *s*.

The children's singing has improved.

## Introduction

### Explain how to make a plural noun possessive.

**Say:** I've told you that you add an apostrophe with an *s* to make a person or thing possessive—but if there's more than one person or thing, we do it a different way.

**Say:** What happens when you want to make a *plural* noun possessive? Look at your screen and you'll see.

**Say:** If the plural noun ends in *s*—for example, *planes*, *trains*, or *automobiles*—and you want to make it possessive, then you place an apostrophe after the final *S*.

*Ask a student to read the example sentence.*


**Say:** In the example on your screen, there is more than one boy. *The boys' hats are all blue.* If we were talking about only one boy, you'd put the apostrophe before the *s*.

**Say:** But something different happens when the noun is plural and doesn't have an *s*. For example, *people*, or *children*. Here, to make it a possessive, you add apostrophe and then an *s*—as you can see on your screen.

**Say:** What questions do you have about that?

## Slide 9/11: Interactive Slide

*Those girls dresses are blue.*

 *Students Input Sentences*

## Individual Practice

### Ask students add an apostrophe to the sentence.

**Say:** Let's practice. Rewrite the sentence, adding an apostrophe where it is needed.


## Discussion

**Select 1 correct response to display and discuss.**

*Review the students' responses. Explain again that if a word is plural and ends in an "s," the apostrophe goes after the "s" to show ownership. Flag any students who placed the apostrophe incorrectly.*

**Slide 10/11: Interactive Slide**

The womens volleyball game starts at seven.

 *Students Input Sentences*

*Individual Practice*

**Ask students add an apostrophe to the sentence.**

**Say:** Let's try another one.

*Discussion*

**Select 1 correct response to display and discuss.**

*Review the students' responses. Explain again that if a word is plural and doesn't end in "s," the apostrophe showing possession goes before the "s." Flag any students who placed the apostrophe incorrectly.*

**Slide 11/11**

**Today I learned:**

Use an apostrophe in a contraction.

Use an apostrophe to show possession.

*Wrap-up*

**Review what the students learned today.**

**Say:** Great work everyone! Let's review what you learned today.

*Ask students to read the objectives.*

*You can assign an independent practice activity that students can either complete now or later.*

*You can also pull aside the flagged students for small group instruction.*

**Say:** Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.