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Skills Addressed & Suggested Grade Levels

	Vocabulary Development	Reading Comprehension	Language Skills	Working with Words	Spelling	Primary (K-3)	Intermediate (4-6)
Picture What You'll Read	★	★		★		★	★
Think Inside the Box	★		★	★		★	★
Make a Note of It	★	★	★			★	★
You're It	★			★		★	
Word Diary	★		★	★	★	★	★
Boogie Bugs	★		★			★	
Fast Flashlight Focus	★		★	★		★	
3-D Delight	★			★		★	
Partners on Parade	★		★			★	
Gimme a Break!	★	★	★	★		★	★
Red Light, Green Light	★		★	★		★	
You've Got Mail	★			★		★	
Bright Idea	★		★	★		★	
SODA Hunt	★	★	★			★	★
Lit Logs	★	★				★	★
Story Sacks	★	★	★			★	★
Story Sandwich		★	★			★	★
Ask, Ask Away!		★	★			★	★
Predict/React Journal		★	★			★	★
Memory Boosters		★	★			★	★
Frame a Story		★	★			★	★
Just Because			★	★		★	
Shirt Tales		★				★	★
Have a Ball with Questions		★	★			★	★
Mask a Character		★	★			★	
The Main-Idea Hand		★	★			★	★
Compound Cut-Up Choo Choo	★		★	★	★	★	★
Luscious Lollipops	★		★	★	★	★	★
Short Vowel Circle Sort			★	★	★	★	
ABCs if You Please		★	★	★		★	
Race-Car Speedway	★		★	★			
Crazy Context Clues	★	★	★			★	★

The Powerful Apostrophe

A simple drawing activity makes the use of the apostrophe easy to understand.



MATERIALS

Dog reproducible (see page 68)

Basket-of-cats reproducible (see page 69)

Plain white copier paper

Markers

Pencils

PREPARATION

Make one copy of each of the two reproducibles for each student, plus one enlarged copy of each.

STEP BY STEP

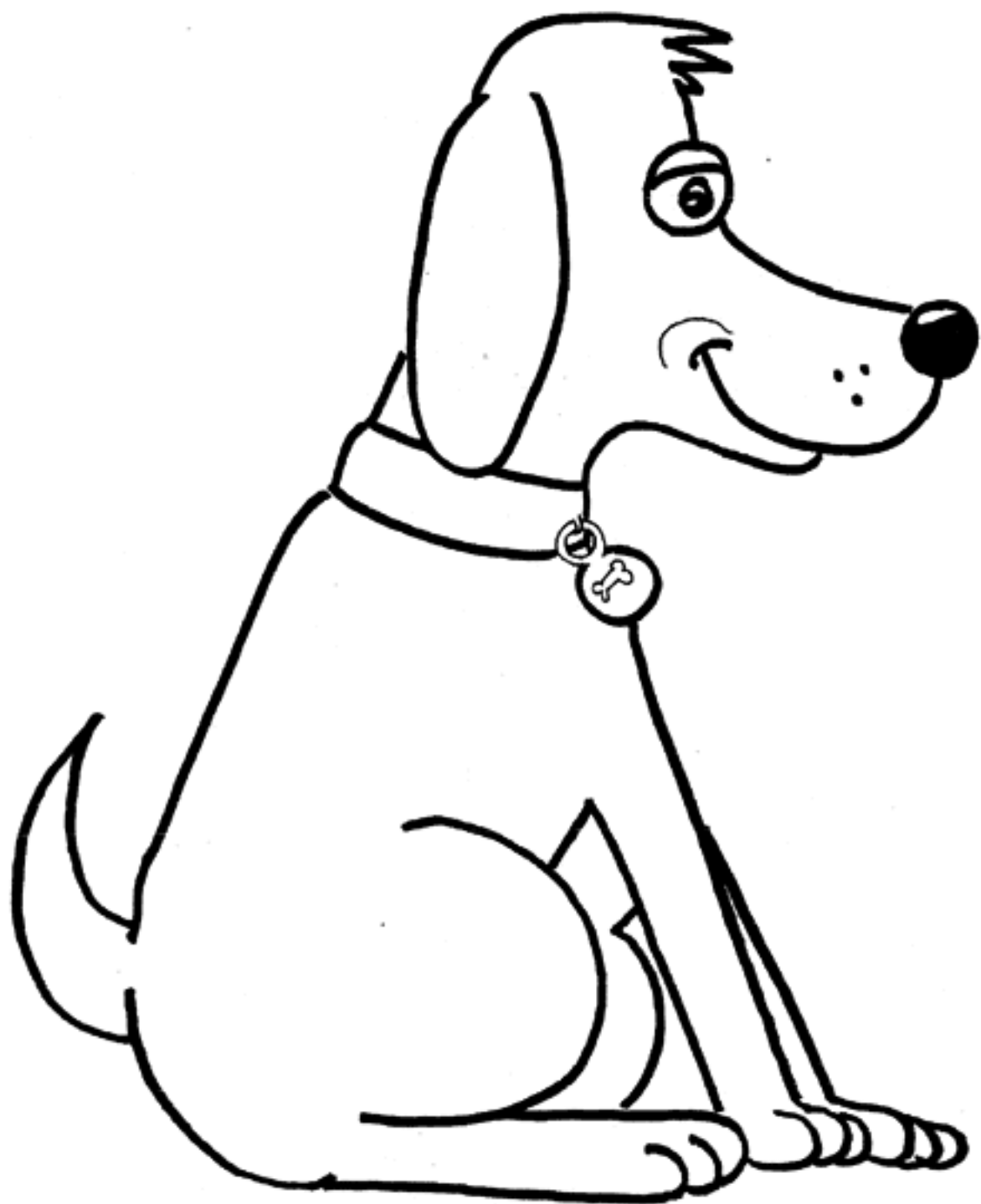
- ☆ Model for students with the large copy of the dog reproducible while students follow your example on their copies. Point out that this is one dog but that he is the owner of several things.
- ☆ Elicit suggestions from the students as to what things might belong to the dog. This could be part of the dog's body (his tail or his ear) or something else that belongs to him (a bone or a bowl).
- ☆ If necessary, add to the drawing anything the students suggest that's not already included. For each thing the students name, add a label with the word "dog's" and then draw an arrow from the label to the item mentioned. For example, if students suggested including the tail, you'd write "dog's tail" and then draw an arrow pointing to the tail. If someone suggested the bowl, you'd draw that into the picture as students did the same on their copies. Then you'd write "dog's bowl," with an arrow pointing to it.
- ☆ Continue until you've included and labeled ten things belonging to the dog. The class might suggest collar, leg, nose, ball, food, doghouse, ear, bone, paw, and tail.
- ☆ Emphasize the use of the apostrophe and "s" to show possession with a singular noun.
- ☆ Collect papers so you can use them for a comparison lesson later.
- ☆ Continue the lesson on another day. Follow the same procedure as above, but start with the reproducible of the basket of cats. Point out that there are several cats and that they share many things.
- ☆ Elicit suggestions as to what they might share. Students might suggest food, for example, or a basket.
- ☆ If students suggest items that aren't already in the drawing, add those things to the drawing. Label each one, using the apostrophe appropriately, then draw an arrow from the label to the item mentioned. For example, you and the students might draw a picture of "cats' food" with an arrow pointing from the label to the food.
- ☆ Continue until you have labeled ten things the cats share.
- ☆ Emphasize the use of the "s" and apostrophe to show possession with a plural noun.
- ☆ Compare the drawings from the two lessons and discuss strategies for using the apostrophe to show possession with singular and plural nouns.

GRADES: K-3

GROUP SIZE: whole group

WHEN TO USE: during skills groups

FOCUS: using apostrophes with possessive nouns



Reproducible Page