# Garden Apostrophe Hunt

Spot how apostrophes shorten words and show belonging.

**4.LU.2.C** "Use apostrophes to form contractions and to show possession in writing."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each contraction and circle each possessive noun. Write C above each contraction and P above each possessive noun to show how apostrophes do two different jobs.

### Seeds at the Library

1. On Tuesday, Maya's class visited the town library's seed garden. Mr. Chen said, "We're here to learn how tiny seeds become plants." The garden's beds held beans, lettuce, and sunflowers. Each student carried a notebook, but nobody's pencil stayed clean. Damp soil covered the children's hands as they examined seeds of many shapes under a magnifying glass.

2. First, the class compared the seeds' coats. A bean's coat felt smooth, while a sunflower seed's coat had pale stripes. Maya wrote, "It's surprising that these small seeds can make tall plants." Mr. Chen explained that a seed needs water, air, and warmth before it can begin growing. The students' notes included careful drawings of each one.

3. Later, everyone planted radish seeds in the garden's empty corner. The class's watering chart showed whose turn came each day. "Don't forget Friday," Maya told her partner. "I'll check the soil after lunch." By the next week, the radishes' first leaves had appeared. The children couldn't pick them yet, because the plants needed time to grow.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What two words make up the contraction “We’re”?

2. Copy the possessive phrase that tells whose notes included drawings.

3. Rewrite “the watering chart of the class” as a possessive phrase from the passage.

4. What two words make up the contraction “couldn’t”?

## 3 YOUR TURN

Your own words

Write three sentences about planting or caring for a garden. Use at least one contraction, one singular possessive noun, and one plural possessive noun.

**ANSWER KEY**

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**GRADE 4 · 4.LU.2.C**

## PART 1 · READ AND MARK

Underline each contraction and circle each possessive noun. Write C above each contraction and P above each possessive noun to show how apostrophes do two different jobs. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What two words make up the contraction “We’re”? | **we are** |
| 2 | Copy the possessive phrase that tells whose notes included drawings. | **the students’ notes** |
| 3 | Rewrite “the watering chart of the class” as a possessive phrase from the passage. | **the class’s watering chart** |
| 4 | What two words make up the contraction “couldn’t”? | **could not** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class is planning a garden. I’ll bring the gardener’s trowel, and the students’ gloves will stay by the door. We won’t plant until the soil is warm.

Accept correct contractions that join two words and use an apostrophe in the correct place. Accept singular and plural possessive nouns when the apostrophe clearly shows ownership or belonging.