

Lesson Plan: Contractions with "to be"

LEVEL Beginner (A1)	TIME 45-60 minutes
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Objectives

By the end of the lesson, students will be able to:

- Recognize common contractions
- Understand that contractions are shorter forms of two words
- Use contractions correctly in simple sentences
- Distinguish between full forms and contractions in speaking and writing

Target Forms

- I am → I'm
- You are → You're
- He is → He's
- She is → She's
- It is → It's

We are → We're

- They are → They're

Warm-Up (5-10 minutes)

Teacher Action:

Write these two sentences on the board:

I am a student.

I'm a student.

Ask:

1. "Are these sentences the same?"

2. "Which one is shorter?"

Student Task:

Students say which sentence is shorter and read both aloud.

Key idea to elicit:

English speakers often use **short forms** when they talk.

Presentation (10-15 minutes)**Step 1: Explain what a contraction is**

Say (and write):

A **contraction** is two words made shorter.

Write:

I am = I'm

You are = You're

Point out:

- The **apostrophe (')** replaces missing letters
- Contractions are **common in speaking**

Step 2: Teach the forms

Make a simple chart:

Full Form	Contraction
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
They are	They're

Model pronunciation and have students repeat together and individually.

Controlled Practice (10 minutes)

Activity 1: Choose the correct form

Write sentences on the board:

1. I ___ happy. (am / 'm)
2. She ___ my friend. (is / 's)
3. They ___ students. (are / 're)

Students choose the correct contraction orally, then in notebooks.

Activity 2: Match

Students match full forms to contractions:

1. I am
2. We are
3. He is

Guided Practice (10-15 minutes)

Activity: Sentence building

Give students sentence starters:

I 'm ____.

She 's ____.

They 're ____.

Students complete with simple words: *happy a student at school*

Students read their sentences aloud.

Communicative Practice (5-10 minutes)

Activity: About Me

Students work in pairs and say 3 sentences using contractions:

1. "I'm ____."
2. "I'm from ____."
3. "I'm ____ years old."

Partner listens and checks for contractions.

Review & Exit Check (5 minutes)

Ask students:

- "What is a contraction?"
- "Is I am or I'm more common in speaking?"

Exit Ticket (oral or written):

Students write or say **one sentence** using a contraction.

Optional Homework

- Rewrite sentences using contractions
- Circle contractions in a short dialogue
- Write 5 sentences about yourself using I'm