

## **Lesson Plan: Contractions with "to be"**

**Level:** Beginner (A1)

**Age:** Teens / young learners

**Time:** 45–60 minutes

**Grammar Focus:** Contractions with the verb *to be*

**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*

### **1. Lesson 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

## 2. 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.

## 3. 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

<b>Full Form</b>	<b>Contraction</b>
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.

#### **4. 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 → \_\_\_\_

#### **5. 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.

## 6. 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.

## 7. 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.

## 8. Optional Homework

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