1. Focus

Explain Regular Past Tense Verbs

Say: Verbs that show or tell about something that happened in the past are past tense verbs. Regular past tense verbs end in -ed. Today we’ll look at some regular past tense verbs and how to form them.

Model Using Regular Past Tense Verbs

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Modeling Text

Say: I’m going to underline the past tense verbs in these sentences. In the first sentence, the verb is patted. I know that the present tense form of this verb is pat. Pat has a short vowel sound followed by a consonant, so I have to double the final consonant before adding the -ed ending. In the second sentence, I see the past tense verb smiled. I remember that when a present tense verb ends in e, like smile, I have to drop the final e before adding -ed to make it past tense. The past tense of protest is protested. To change protest into past tense, I just need to add -ed.

Record the past tense verbs from the modeling text on an anchor chart. Students can help you add more verbs during the practice activity.

<table>
<thead>
<tr>
<th>Just add -ed</th>
<th>Drop the final e before adding -ed</th>
<th>Double the final consonant before adding -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>pointed</td>
<td>smiled</td>
<td>patted</td>
</tr>
<tr>
<td>protested</td>
<td>loved</td>
<td>planned</td>
</tr>
</tbody>
</table>

Sample Regular Past Tense Verbs Anchor Chart
2. Rehearse

**Practice Using Regular Past Tense Verbs**

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to read the practice sentences and change the present tense verbs in parentheses into past tense verbs. Students should write down the past tense verbs and be prepared to share them with the class.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

| 1. Mom and I (plan) it weeks ago. |
| 2. He (love) to play tricks. |
| 3. He (point) to something carved in the wall. |
| 4. The rabbit (hop) all around the yard. |

**Practice Text**

**Share Regular Past Tense Verbs**

Invite students to share the past tense verb they created in each practice sentence. Ask students to tell you where to write each of the past tense verbs on the anchor chart. Then ask students if they can think of other past tense verbs that end in -ed that could be added to the chart.

3. Independent Writing and Conferring

**Say:** We learned that regular past tense verbs end in -ed. Past tense verbs show that an action has already happened. When we add -ed to present tense verbs that end in e, we need to remember to drop the e before adding -ed. And if a verb has a short vowel sound followed by a consonant, we have to double the final consonant before we add -ed.

If you would like to give students additional practice recognizing and using regular past tense verbs, have them complete BLM 8.

**4. Share**

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 8.

Strategies to Support ELs

**Beginning**

Record a list of regular present tense verbs that students can act out, for example, smile, whisper, walk, jump. Point to each present tense verb as you read it aloud. Then either act out each word or ask students to do so. **Say:** Now I smile. Now I whisper. Then write each past tense form of the word. Provide the following sentence frame for students to use the past tense form of the verbs:

Yesterday I ____.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the practice activity.

**All Levels**

If you have ELs whose first language is Spanish, share the following English/Spanish cognates: past/el pasado; present/el presente; tense/el tiempo; verb/el verbo.