Objectives

In this mini-lesson, students will:
• Identify irregular past tense verbs.
• Brainstorm irregular past tense verbs.
• Write sentences using irregular past tense verbs.

Preparation

Materials Needed
• Interactive whiteboard resources
• Chart paper and markers
• Irregular Past Tense Verbs (BLM 8)

Prepare Resources

If you will not be using the interactive whiteboard resources, copy the irregular verb tense chart and the modeling text onto chart paper prior to the mini-lesson.

1. Focus

Explain Irregular Past Tense Verbs

Say: Many past tense verbs end in -ed. We call these verbs regular past tense. Regular past tense verbs include words like jumped and painted. But irregular past tense verbs do not end in -ed. Let’s look at some irregular past tense verbs.

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Irregular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
</tr>
</tbody>
</table>

Irregular Verb Tense Chart

Say: None of these past tense verbs end in -ed. Think about how these words would sound if you added an -ed. Runned, breaked, and fought sound funny. Instead, run becomes ran, break becomes broke, and fight becomes fought. Irregular past tense verbs do not follow a pattern, so you have to memorize their spellings.

Model Using Irregular Past Tense Verbs

Say: I’m going to write about something that happened to me yesterday. Since this event happened in the past, I’m going to use past tense verbs.

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

Modeling Text

Say: I found a puppy yesterday. I thought about what I would name her. As a matter of fact, I spent all night trying to pick out a name. Finally, I decided on Fifi.

I found a puppy yesterday. I thought about what I would name her. As a matter of fact, I spent all night trying to pick out a name. Finally, I decided on Fifi.

Modeling Text

Say: I’m going to underline the past tense verbs in my paragraph. I notice that only one of my verbs has the -ed ending. The others are irregular past tense verbs—found, thought, and spent. I could not follow the spelling rule to write these words. I had to know them, and if I didn’t know how to spell them, I would have had to look in a dictionary to find out.
2. Rehearse

**Practice Irregular Past Tense Verbs**

**Say:** Let’s think of a few more irregular past tense verbs and use them in sentences.

Have students form small groups. Invite groups to think of three irregular past tense verbs. Have groups share their results with the class. Record their irregular verbs on a class Irregular Past Tense Verbs anchor chart.

**Irregular Past Tense Verbs**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>taught</td>
<td>drank</td>
</tr>
<tr>
<td>sat</td>
<td>made</td>
</tr>
<tr>
<td>began</td>
<td>knew</td>
</tr>
<tr>
<td>blew</td>
<td>said</td>
</tr>
<tr>
<td>chose</td>
<td>took</td>
</tr>
<tr>
<td>came</td>
<td>wrote</td>
</tr>
</tbody>
</table>

Sample Irregular Past Tense Verbs Anchor Chart

Invite students to form pairs and look at the list of irregular past tense verbs on the class list. Ask them to choose three verbs and use them in sentences.

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

**Share Practice Sentences**

Have pairs share their sentences with the class. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

3. Independent Writing and Conferring

**Say:** Remember to use irregular past tense verbs when you write about things that have happened in the past, for example, in a personal narrative. Since these verbs do not follow a pattern, you will need to memorize their spellings. Be sure to use a dictionary if needed.

You may wish to have students complete BLM 8. Encourage students to pay attention to their use of irregular past tense verbs during independent writing time.

4. Share

Review and provide corrective feedback based on students’ answers to BLM 8. Ask students to share what they learned about forming irregular past tense verbs.

**Strategies to Support ELs**

**Beginning**

Beginning ELs will need significant support to learn irregular past tense verbs. Concentrate on one or two very common verbs that they will need to use in oral language. (e.g., eat/ate, do/did)

Create a two-column chart with the column heads “Present” and “Past” and write the present and past tense of these verbs in the appropriate columns. Read the words with students and use them in sentences as you pantomime actions to build understanding. For example:

*I eat my sandwich.***

**Intermediate and Advanced**

Pair students with fluent English speakers to develop sentences. Make sure that students understand the meaning of each word before they begin the activity.

Invite students to complete BLM 8 for more practice with irregular past tense verbs.