1. Focus

**Explain Regular Past Tense Verbs**

**Say:** When authors write about things that have already happened, they write in the past tense. In the English language, many past tense verbs end in **-ed**. These verbs are called regular past tense verbs. Let’s look at some of these verbs.

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

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Regular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>pump</td>
<td>pumped</td>
</tr>
<tr>
<td>change</td>
<td>changed</td>
</tr>
<tr>
<td>flip</td>
<td>flipped</td>
</tr>
</tbody>
</table>

**Regular Verb Tense Chart**

**Say:** Look at the word **pump**. To make this word past tense, add **-ed**. **Pumped**.

Now look at the word **change**. The word ends in **-e**, so I just add **-d**. **Changed**.

Now look at the word **flip**. The word has a short vowel sound. When a word has a short vowel sound followed by a consonant, double the final consonant before adding **-ed**. **Flipped**.

**Model Using Regular Past Tense Verbs**

**Say:** I’m going to write about something I did yesterday at a pet store. Since this event has already happened, I’m going to use past tense verbs.

Display the modeling text on the board.

I stopped right in front of the puppies and looked them over carefully. I patted and brushed them with my fingers.

**Modeling Text**

**Say:** I’m going to underline the past tense verbs in my paragraph. They end in **-ed**. If I look closely, I see that two past tense verbs, **stopped** and **patted**, have double consonants. **Stop** and **pat** have short vowel sounds followed by a consonant, so I had to double the consonant before adding **-ed**.
2. Rehearse

**Practice Regular Past Tense Verbs**

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

Have students form small groups. Invite groups to think of five regular past tense verbs. The verbs must end in -ed but can have a double final consonant. Have groups share their results with the class. Record their regular verbs on a class Regular Past Tense Verbs anchor chart.

Regular Past Tense Verbs

<table>
<thead>
<tr>
<th>used</th>
<th>listened</th>
</tr>
</thead>
<tbody>
<tr>
<td>moved</td>
<td>climbed</td>
</tr>
<tr>
<td>liked</td>
<td>washed</td>
</tr>
<tr>
<td>talked</td>
<td>painted</td>
</tr>
<tr>
<td>scared</td>
<td>scrubbed</td>
</tr>
<tr>
<td>pulled</td>
<td></td>
</tr>
</tbody>
</table>

Sample Regular Past Tense Verb Anchor Chart

Invite students to form pairs and look at the list of regular past tense verbs on the anchor chart. Ask pairs 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 regular past tense verbs when you write about things that happen in the past, for example, in personal narratives. Think about how to change a present tense verb into a regular past tense verb. Ask yourself these questions: Do I add -ed? -d? Or do I need to double the final consonant?*

You may wish to have students complete BLM 3.

4. Share

Review and provide corrective feedback based on students’ answers to BLM 3. Ask students to share what they learned about forming regular past tense verbs.

**Strategies to Support ELs**

**Beginning**

Help beginning ELs see the difference between present and regular past tense verbs. Concentrate on two or three very common verbs that they will use in oral language. (e.g., *wash/washed, talk/talked, paint/painted*) Create a two-column chart with the column heads “Present” and “Past” and write the present and past of these verbs in the appropriate columns. Read the words with students and use them in sentences as you pantomime actions to build understanding.

**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.