1. Focus

**Explain Regular and Irregular Verbs**

*Say:* We use present tense verbs to write about something that is happening now, or in the present. We use past tense verbs to write about what has already happened, or an event in the past. Verbs that end in *-ed* are called regular past tense verbs. That means they follow certain rules when you change the present tense to the past tense. To form most regular past tense verbs, we just add *-ed*. For example, *close* becomes *closed*. If the present tense ends in *e*, we drop the *e* and add *-ed*. The present tense *serve* becomes *served*. If the present tense ends in a short vowel sound and a consonant, we double the consonant before adding *-ed*. *Tug* becomes *tugged*. If the present tense verb ends in *y*, we change the *y* to *i* before adding *-ed*. *Carry* becomes *carried*. But some verbs don’t follow the same rules when they change from present to past—for example, the verb *bring* becomes *brought*. These irregular past tense verbs do not end in *-ed*. The only way to know their spellings is to memorize them.

**Model Using Regular and Irregular Past Tense Verbs**

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

*The animal moved* from one hiding place to another. *It fought* each time it *felt* threatened.

**Modeling Text**

*Say:* I remember that regular past tense verbs end in *-ed*, as I see in the word *moved*. The present tense of this verb, *move*, ends with an *e*. This letter has been dropped, and the *-ed* ending has been added to form the regular past tense. *Fought* and *felt* are past tense verbs, but they do not end in *-ed*. They are irregular. I had to memorize the spelling of these words since they do not follow a spelling pattern. Writers use a variety of regular and irregular past tense verbs in their informational writing as they explain processes and other actions.
2. Rehearse

Practice Regular and Irregular Past Tense Verbs

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

Invite students to form pairs and to work together to change the underlined verbs to the past tense. Remind them that some of the verbs may be irregular. (Students do not need to copy the sentences.)

1. She thinks about her decisions before she makes them.
2. As a baby, he has more neurons in his brain.
3. His brain challenges him to make good choices.

Practice Text

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

Share Sentences with Regular and Irregular Past Tense Verbs

Invite pairs to share their results. Discuss their responses. Ask the following questions:
• Is the verb regular or irregular?
• How did you form the past tense of the verb?

3. Independent Writing and Conferring

Say: We learned that regular past tense verbs end in -ed and follow rules when you change the present tense to the past tense. Irregular past tense verbs do not end in -ed and do not follow predictable spelling changes. If you’re not sure if a verb is regular or irregular, check a dictionary to make sure you use the correct spelling of the past tense.

If you would like to give students additional practice using regular and irregular past tense verbs in sentences, have them complete BLM 7.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 7. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning
Help beginning ELs understand past tense verbs by dramatizing several actions. Copy the following sentences on chart paper, point to the verb in a sentence, and then act out the corresponding sentence. Repeat the sentence and then ask students to dramatize the action with you.

I walked to the door.
I ate my lunch.
I took a test.

Intermediate and Advanced
Pair ELs with fluent English speakers to revise the sentences. Make sure that students understand the meaning of each sentence before they begin the activity.