1. Focus

**Explain Regular Past Tense Verbs**

**Say:** Verbs are words that show action. When authors write about things that have already happened, they use past tense verbs. Many past tense verbs end in **-ed**. These verbs are called regular past tense verbs.

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

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Regular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>walked</td>
</tr>
<tr>
<td>like</td>
<td>liked</td>
</tr>
<tr>
<td>slip</td>
<td>slipped</td>
</tr>
</tbody>
</table>

**Example Regular Verbs Chart**

**Say:** Look at the word **walk**. To make this word past tense, I just need to add **-ed**. Now look at the word **like**. The word ends in **e**, so I need to drop the final **e** before I add **-ed**. Now look at the word **slip**. The word has a short vowel sound. When a word has a short vowel sound followed by a consonant, I need to double the final consonant before adding **-ed**.

**Model Using Regular Past Tense Verbs**

**Say:** Let’s look at some regular past tense verbs in sentences.

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

- **She** **kicked** the football angrily.
- **The ball** **jumped** off her foot.
- **The pot** **shattered**.
- **Broken pieces of pottery hit the ground and danced** off in all directions.

**Modeling Text**

**Say:** I’m going to underline the past tense verbs in these sentences that end in **-ed**: **kicked**, **jumped**, **shattered**, and **danced**. The verbs tell me that these actions happened in the past. I just added **-ed** to **kick**, **jump**, and **shatter** to make them past tense. The last sentence uses the past tense verb **danced**. The present tense of this verb is **dance**. It ends in **e**, so I had to drop the final **e** before adding **-ed** to make it past tense.
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>kicked</td>
<td>danced</td>
<td>dragged</td>
</tr>
<tr>
<td>jumped</td>
<td>named</td>
<td>stopped</td>
</tr>
<tr>
<td>shattered</td>
<td>liked</td>
<td>flapped</td>
</tr>
</tbody>
</table>

Sample Regular Past Tense Verbs Anchor Chart

**2. Rehearse**

**Practice Using Regular Past Tense Verbs**

Have students form small groups. Invite students to think of five regular past tense verbs. Remind them that the verbs must end in -ed. Ask each group to use one of the verbs they thought of in a written sentence.

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

**Share Sentences with Regular Past Tense Verbs**

Invite the groups to share their five past tense verbs. Record them on the Regular Past Tense Verbs anchor chart. Then ask each group to share their sentences with the class. Ask students how the past tense of the verbs they chose is formed: by adding -ed, dropping the e before adding -ed, or doubling the final consonant before adding -ed.

**3. Independent Writing and Conferring**

Say: Remember to use past tense verbs when you write about something that happened in the past. Regular past tense verbs have an -ed ending. Most fiction stories are written in the past tense, as if the events have already happened.

If you would like to give students additional practice recognizing and using regular past tense verbs, have them complete BLM 6.

**4. Share**

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 6. Ask students to share what they learned about using regular past tense verbs.

**Strategies to Support ELs**

**Beginning**

Help beginning ELs recognize that regular past tense verbs have an -ed ending and tell about something that happened in the past. Ask a student to walk to the window and then go back to his or her desk. Say: Jamal walked to the window. Write the sentence on the board and underline the verb and circle the -ed ending. Have students repeat the sentence. Ask students to do other actions, for example, laugh, jump, turn, etc. Write the examples on chart paper and have students read the sentences with you.

**Intermediate and Advanced**

Pair ELs with fluent English speakers to develop sentences. Make sure they understand the meanings of the verbs on the anchor chart.

**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.