Regular and Irregular Past Tense Verbs

1. Focus

Explain Regular and Irregular Past Tense Verbs

Say: When we write fiction, we often write about events in the past, and we use many past tense verbs. Verbs that end in -ed are called regular past tense verbs. But many verbs do not end in -ed. They are called irregular past tense verbs.

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

Say: Let’s look at some irregular past tense verbs.

<table>
<thead>
<tr>
<th>Regular Present Tense</th>
<th>Irregular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow</td>
<td>blew</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
</tbody>
</table>

Example Irregular Verb Tense Chart

Say: None of these past tense verbs end in -ed. Instead, the word blow becomes blew, forgive becomes forgave, and drink becomes drank. Irregular past tense verbs do not follow a pattern, so we have to memorize their spellings.

Model Using Regular and Irregular Past Tense Verbs

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

We watched as the rocket landed on the pod. At first, we saw no movement from inside the rocket, but then the main hatch slowly opened. Everyone was very quiet. A small face peered around the corner of the hatch.

Modeling Text

Say: This event in my science fiction story has already happened, so I use past tense verbs. The words watched and landed in the first sentence are regular past tense verbs. I have to add -ed to the words watch and land to make them past tense. The words opened in the second sentence and peered in the last sentence are also regular past tense verbs and end with -ed. The word saw in the second sentence is an irregular verb. It doesn’t end with -ed. The present tense form of this word is see. The word was in the third sentence is also irregular.
2. Rehearse

Practice Regular and Irregular Past Tense Verbs

Ask students to form small groups. Invite the groups to think of three regular past tense verbs that end in -ed and three irregular past tense verbs. Ask the groups to practice using the verbs in oral sentences.

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

### Sample Regular and Irregular Past Tense Verbs Anchor Chart

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Irregular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Tense</strong></td>
<td><strong>Past Tense</strong></td>
</tr>
<tr>
<td>practice</td>
<td>practiced</td>
</tr>
<tr>
<td>perform</td>
<td>performed</td>
</tr>
<tr>
<td>dance</td>
<td>danced</td>
</tr>
</tbody>
</table>

**Strategies to Support ELs**

**Beginning**

Ask students to stand up. **Say:** We stand up. (Then ask them to sit down.) We stood up. **Then we sat down.** Write present and past tense forms of the words stand and sit on chart paper. Underline the irregular past tense form. Repeat with other actions.

**Intermediate and Advanced**

Pair students with fluent English speakers to discuss past tense verbs and to complete the BLM.

3. Independent Writing and Conferring

**Say:** We just learned about regular and irregular past tense verbs. Remember to use the correct past tense form of a verb when you write about events in your stories that have already happened.

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

4. Share

Bring students together. Invite volunteers to share the sentences they wrote on BLM 6. Provide corrective feedback as necessary.