1. Focus

Explain Irregular Verbs

Say: We know that we use present tense verbs to write about things that are 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 in the past tense are called regular verbs. Irregular verbs are verbs that do not end in -ed in the past tense. Writers of biographies need to know how to use irregular verbs in the past tense because they write most often about people and events in the past.

Model Identifying the Past Tense of Irregular Verbs

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

Brutus and Cassius went to war with Mark Antony.
So the queen made an agreement with Antony.

Modeling Text

Say: I remember that irregular verbs do not end in -ed in the past tense. In the first sentence, I see the word went. I know this is the past tense form of the irregular verb go. It’s challenging to remember that the past tense form of go is went because it is a completely different spelling. I know that I often just need to memorize the spellings of the past tense of irregular verbs—there is often no pattern to them. In the second sentence, the word made is the past tense form of the irregular verb make. The past tense verb made is a little bit easier to remember because I just change the k in make to a d to form made. Writers of biographies and other texts use past tense verbs to tell about events that happened in the past. When those verbs are irregular, writers have to remember how to form and spell the past tense correctly.
2. Rehearse

Practice Identifying and Using the Past Tense of Irregular Verbs

Display the practice text on chart paper or using the interactive whiteboard resources. Ask students to work with partners to identify the irregular verb in each sentence. Then invite them to choose any two verbs that are irregular in the past tense and use them in new sentences. Encourage students to record their responses for sharing with the class.

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

| 1. Caesar became an ally with one of the richest men in Rome. |
| 2. Caesar wrote a book he called The Wars in Gaul. |
| 3. To fight the battles, Caesar knew he needed a lot of money. |
| 4. Because of his studies, Caesar grew up trained for a life in politics. |

Practice Text

3. Independent Writing and Conferring

Say: We learned that the past tense of irregular verbs do not end in -ed. The spellings of these types of words have to be learned and memorized. Knowing the past tense forms of irregular verbs is important for writing about past events in biographies. When you use irregular verbs in your writing, make sure that you form and spell them correctly.

If you would like to give students additional practice recognizing and forming the past tense of irregular verbs, ask them to complete BLM 7.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 7.

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Strategies to Support ELs

Beginning

Beginning ELs will need significant support to learn the past tense of irregular verbs. Concentrate on one or two very common verbs that they will need to use in oral language (e.g., write/wrote and get/got). Create a two-column chart with the column heads “Present” and “Past” and write the present and past tense forms 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 write a letter.
I wrote a letter yesterday.

Intermediate and Advanced

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