

Regular Past-Tense Verbs
Date: 10/24/19

<p>Grade: 3rd</p>	<p>Subject: Language Arts</p>																						
<p>Materials: Regular Present/Past tense verb cards Regular Past-Tense Verbs worksheet pg. 14</p>	<p>Technology Needed: Smart Board</p>																						
<p>Instructional Strategies:</p> <table border="0"> <tr> <td>🔵 Direct instruction</td> <td>🍏 Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td>🔵 Guided practice</td> <td>🍏 Visuals/Graphic organizers</td> </tr> <tr> <td>🍏 Socratic Seminar</td> <td>🍏 PBL</td> </tr> <tr> <td>🍏 Learning Centers</td> <td>🍏 Discussion/Debate</td> </tr> <tr> <td>🍏 Lecture</td> <td>🍏 Modeling</td> </tr> <tr> <td>🍏 Other (list)</td> <td></td> </tr> </table>	🔵 Direct instruction	🍏 Peer teaching/collaboration/ cooperative learning	🔵 Guided practice	🍏 Visuals/Graphic organizers	🍏 Socratic Seminar	🍏 PBL	🍏 Learning Centers	🍏 Discussion/Debate	🍏 Lecture	🍏 Modeling	🍏 Other (list)		<p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td>🍏 Large group activity</td> <td>🍏 Hands-on</td> </tr> <tr> <td>🔵 Independent activity</td> <td>🍏 Technology integration</td> </tr> <tr> <td>🔵 Pairing/collaboration</td> <td>🍏 Imitation/Repeat/Mimic</td> </tr> <tr> <td>🍏 Simulations/Scenarios</td> <td></td> </tr> <tr> <td>🍏 Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	🍏 Large group activity	🍏 Hands-on	🔵 Independent activity	🍏 Technology integration	🔵 Pairing/collaboration	🍏 Imitation/Repeat/Mimic	🍏 Simulations/Scenarios		🍏 Other (list)	
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<p>Standard 3.L.1t Use verbs to convey a sense of past, present, and future. 3.L.1m Form and use regular and irregular verbs. 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. D. Explain their own ideas. And understanding in light of the discussion</p>	<p>Universal Design for Learning Below Proficiency: I will provide students with extra support while working on examples of regular present and past verb tenses. I will place students with above proficient students while working on notecards, to help with peer teaching. While independently working on worksheets, I can work with these students in a small group to further explain the concepts and help support them while we work on forming our past tense verbs.</p> <p>Above Proficiency: I will place students with below proficient students during notecard activity, to provide them with the chance to peer teach the concept to their classmates who may be struggling. This will further their understanding by having to explain their process to their peers. I can also provide them with unedited sentences to have them correct verbs into the right past tense form.</p>																						
<p>Objective</p> <p>By the end of the lesson, students will be able to form and use simple verb tenses correctly, by participating in class activity and completing their worksheet.</p> <p>By the end of the lesson, students will be able to share their ideas in collaborative conversation and writing, by sharing and working on their verb tense notecards with a partner.</p> <p>Bloom's Taxonomy Cognitive Level: Understand, Apply</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: The chart and notecards will help visual learners. • Auditory: I will explain my process while I change verb tense forms. I will also have students explain their process while they form correct verb tenses. Collaborative communication during notecards will also help auditory learners. • Kinesthetic: Demonstrating action verbs and performing notecard activity will help kinesthetic learners. • Tactile : Forming verb tenses on the board, filling out the chart, and performing the notecard activity will help tactile learners. 																						

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Large Group: <ul style="list-style-type: none"> • Active listeners • Be respectful of others who are talking • Using Materials: <ul style="list-style-type: none"> • No throwing, crumpling, or ripping cards • Give back to teacher • Group Work: <ul style="list-style-type: none"> • Everyone participates • Voice level low • No running • Transitions: <ul style="list-style-type: none"> • Class class class • Give me five • Come back to me in three, two, one 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Large Group: <ul style="list-style-type: none"> • Students are expected to be active listeners • Students are required to participate in the discussion • Students are required to be respectful of others who are talking • Students are expected to not interrupt those who are filling in chart at the board • Using Materials: <ul style="list-style-type: none"> • Students are required to use the materials in a respectful manner • Students are required not to ruin the materials • Group Work: <ul style="list-style-type: none"> • Students are required to be active participants • Students are required to share the responsibilities of the work • Students are expected to use a voice level 2 when working together on activity • Transitions: <ul style="list-style-type: none"> • Students are expected to use a voice level 1 when transitioning from one activity to the next • Students are expected to stop what they are doing and pay attention when they are being called on
<p>Minutes</p>	<p align="center">Procedures</p>
	<p>Set-up/Prep before lesson:</p> <p>Print Regular Past-Tense Verbs worksheet for each student (using only page 14) Create present and past tense verb notecards Create and bring up example verb chart for students on Smart board</p>
<p>8 min</p>	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “Good morning class, today we are going to continue to work on our regular past tense verbs. Remember last month when we formed our past, present, and future tense verbs? Today we will be building on this concept.” • “Who can remind us all what a verb is? Good, a verb describes actions, such as jump, kick, or pass. Remember, verbs can describe actions that take place in the present, have taken place in the past, or will take place in the future.” • “Now we’re going to practice some action verbs. I would like for everyone to stand up and give themselves some room to move around. Remember to push in your chairs, go.” Allow time for students to complete this. • “I’ll start, my action verb is stomp, can everyone demonstrate my action verb for me please?” Everyone stomps. • “Who else has an example of an action verb for us to demonstrate?” Repeat and allow time for 2 to 3 more action verb demonstrations. • “Good job everyone, we just remembered and practiced some of our action verbs. Now I would like for you to quietly find your seats, and get ready for the rest of the lesson.”

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12 min

Explain: (teacher-led)

- “For this lesson, we are going to focus on regular tense verbs. Now if you remember from our last lesson, a regular verb is one that needs an ed or d added to it to form the past tense of the verb. There are 4 different ways we can do this. Let’s take a look at how we do this.”
- Bring up verb tense chart on Smart Board.
- “For most of our verbs, we just add ed to the end of the verb, like our first example “want.” We add ed to the end want to form the past tense, wanted.”
- “For verbs that end in e, we add d to the end, to form our past tense verb. In this case I have “improve” in my chart, so we add d to the end to form “improved”, to make it past tense.
- “How are we doing so far? Is this making sense? By a show of thumbs, up for “yes I’m understanding,” middle for “I kind of get it,” or down for “I don’t understand,” show me where you are at currently.” If they understand, move on, if not, give a few more examples of these two forms before moving on and check for understanding again.
- “Alright, here’s where things get a little more tricky, so I need everyone to have their listening ears on and be ready to learn.”
- “Some of our verbs end in a vowel and a consonant, meaning the last two letters are a vowel and a consonant. Do you remember when we reviewed our vowels and consonants on Monday during our Long I spelling words? What are our vowels again class? And letters that are not vowels are called what? Great job everyone.”
- “let’s look at my next word up here on my chart, our word is “hop.” Does This word end in a vowel and then a consonant? Which one is my vowel, (circle o for class to see) which one is my consonant? (circle p for class to see). Good, now when our present tense verbs end in a vowel and a consonant, like in the word “hop”, in order to change them into past tense, we need to double our consonant, before we add ed. So in the case, with our word “hop,” I would take our last consonant, which you guys told me it was a p, and I would double it, so I would add another p to the end of my word, and then add ed. So, my past tense form of “hop” would be “hopped.” Does everyone understand how I did that? We find our last two letters, a vowel and a consonant, and we double the consonant and then add ed, just like the rest of our past tense verbs.”
- “Our last present tense verbs, are ones that end in y. What word do I have on my chart that comes next that ends in y? “Reply” good job. Now when we have present tense verbs that end in y and we want to change them into past tense, we are going to drop our y and add an l instead. Then we add ed just like the rest of our past tense verbs. So in this case, we take our “reply,” we drop the y at the end, add l, then ed, and we get our past tense form of “replied.”
- “Does that make sense to everyone? I know those two can be tricky, so now is the time to ask any clarifying questions before you start to do some of these examples as well.”
- Allow time for questions. “Show me your thumbs again, how ready do you feel to come up to the board and try some examples?” Assess student assessment by show of thumbs, show more of these examples if they need more, and then assess again.
- “Ok, since you guys are ready to give some examples a try, I am looking for some volunteers to come up to the board. Make sure to look at your verb in the first column, write what you will add or drop in the middle column, and then write your newly formed past tense verb in the third column. You will fill out both of these boxes when you do one example verb.”
- “If your verb ends in a vowel/consonant, or with a y, I want you to underline these letters so that we can follow along your thought process with you.”
- Pick volunteers, assess their understanding while they fill in the chart, and check in with the students why their classmates formed the verb they did.
- “Class, why did he change shop to shopped the way he did? Good job, shop ends with a vowel and a consonant, so he doubled his consonant before adding ed.”
- “Class, why did she change the verb try to tried? Great job, because try ends with a y, so she dropped her y before adding an l, and then and ed.”
- Once I feel that they have a good understanding of these processes, I will check for understanding again.
- “Class, by a show of hands, who feels confident that they are ready to move on to our next activity?”
- Repeat the process of: If they do not think they understand, go over more examples, if they do, move on.
- “Now we are going to do an activity with our present and past tense verbs.”

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<p>7 min</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • “For our activity, I have made these present and past tense verb tense notecards. Everyone will receive a notecard, some in the present tense, and some in the past.” • Once they are all handed out and everyone has a card, you will look at your card and determine if you have the present or past tense of the word.” • Your job is going to be to find the other person who has the other tense of your verb.” <ul style="list-style-type: none"> • “For example, if you have the present tense verb “jump” you need to find the person that has the past tense verb “jumped.” • “If you have “jumped” you need to find the person with the word “jump.” • “ Does everyone get that? “ • Ok good, once you find the person with the other tense of your verb, this person will be your partner.” • “I want you both to look at both of your cards, and determine how the present tense verb changed to the past tense verb.” <ul style="list-style-type: none"> • “Once you guys have figured it out, I want you to write on the present tense card, how you will change it become a past tense verb.” <ul style="list-style-type: none"> • For example, if I have the verb “mop” and Mrs. Garrison has the verb “mopped,” we are partners.” • “We look at both of our cards and see that mop ends with a vowel and a consonant, so on the past tense card, there is a double p, plus an ed. So we would write on our present tense card “+p+ed” • Write out the two cards on the board and show them how you want them to write it on their own cards. • “While we do this, I want everyone to remember not to run, push, or yell. I want voices to be at a level 2, and I also want everyone to participate and help their partners.” • “When you are done with your cards, return to your desk with your own card, and we will talk about what we found when everyone is done.” <ul style="list-style-type: none"> • Assess students by walking around classroom and watching their groups. • “Alright class, now that we are all done and back to our desks, sitting nicely, let’s go over what we found.” • Ask student groups to say their present and past tense verbs, and what they wrote for how the verb changed. • Have students pass notecards to the left and turn them in.
<p>10 min</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Now we will be working on our Regular past tense verb worksheet. We will be doing this individually. We will ONLY be working on page 14, only page 14. You will fill in the blank in each sentence with the past tense form of the verb in the parenthesis. Then you will write the complete sentence on the line.” • “Remember to write your name and number at the top of the page, and turn them in when you are done.” • “After you have turned in your worksheet, you will sit back at your desk quietly and read to self until the next activity.” • “Any questions? Alright you may begin.”
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <p>I will monitor progress by taking frequent breaks throughout the lesson to check for understanding. I will use the thumbs up, middle, or down approach, or have students raise their hand.</p> <p>I will walk around the room during notecard activity to listen to collaborative conversation to check for understanding.</p> <p>I will also walk around while students complete their worksheets to assess understanding.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>I will assess student group notecards to check for correct formation of past verb tenses. They will have written how they formed the verb, so I will be able to tell if they understand the processes.</p> <p>I will also assess and grade student worksheets. They will continue to work on regular and then irregular verb tenses, so most of summative assessment will come later on in unit.</p>

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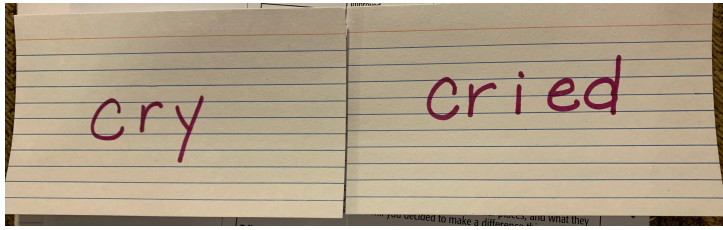
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This time, I did create an online document to display my “regular present and past tense verb” chart. This went really well because the students could come up and convert the verb tenses right on the smart board. One thing I would change about the chart is that the font needs to be larger if I am going to be using it for students to write down answers in. This really helped when they were working on their worksheets because then they could refer back to how to convert them, as well as examples of verbs we already converted as a class. I did the same thing I did before and had the students explain why and how they were converting the verb tense in the way they were. This was beneficial because it acted as a formative assessment (I could see if they knew what they were doing), and it also helped the other students know what to do if they were struggling on the concept. It acted a form of peer teaching.

The notecard game went really well as well. The students were engaged, had fun, and it acted as another form of assessment. I had the students explain how the verb tense was converted, as well as write it on the present verb tense card. I also liked that I handed them out randomly and had the students find their other classmate with their corresponding verb tense. I would do this again because it gets them up and moving, as well as working within the content without even knowing it. Time is also a concern, maybe don't include activity in the engage section. The review went really well, they remembered how to add -d and -ed, they understood how to subtract y and add an -l and -ed. They also understand how to look for vowels and consonants as last letters to double the consonant and add -ed. However, for some reason over half the class thinks that helped needs two p's. So I think next time I would also hit the fact that consonant consonant pairs only need an -ed at the end and not a double consonant. It was a really good lesson though, they grasped main concepts and did well during activity and worksheet. They also enjoyed it.

My classroom management was decent, the students were engaged from start to finish so that helped. However, One girl was braiding her hair a lot and I did not notice it so Mrs. Garrison had to say something to her. Next time I will be more observant of my surroundings and look for this kind of stuff. I had a little bit too much packed into this lesson for it to fit in the time frame allowed for it. I think I would either get rid of the activity in engage section or just have the students write their names on the notecards that they wrote on that explained how they converted their verb tenses and just use that as an assessment. I could do this because I could tell that they understood based on the activity and since they wrote on them as well, I would have proof of this.

Example notecards



Regular Present and Past- Tense
Verb Chart

Verb	Add	Past Tense
want	+ed	wanted
improve	+d	improved
hop	+p +ed	hopped
reply	-y + i +ed	replied
ask		
move		
shop		
try		
need		
live		
slip		
copy		

Name _____ Date Thursday

Regular Past-Tense Verbs

To form the past tense of regular verbs, follow the rules in the chart below.

For most regular verbs, add -ed to the end of the verb.	paint + ed	paint ed
If a verb ends in -e , just add -d .	introduce + d	introduc ed
If a verb ends in a vowel and a single consonant, double the consonant and add -ed .	refer + r + ed	refer red
If a verb ends in a consonant and -y , change the -y to -i and add -ed .	study studi + ed	stud ied

Fill in the blank in each sentence with the past-tense form of the verb in parentheses (). Then write the complete sentence on the line.

- My sister _____ to five colleges. (apply)

- Our dad _____ her with her applications. (help)

- She _____ with joy when she was accepted! (cry)

- She _____ that she wouldn't get in. (worry)

- I _____ her because I was so happy! (hug)

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Worksheet for each student
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