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Level	Activity	Lexia Lesson	# of pages
Core5 L12	Irregular Plurals and Verbs	Irregular Verbs	5
<b>Total</b>			<b>5</b>

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## Description

This lesson is designed to help students distinguish verbs in the present and past tenses and identify the correct forms of irregular past-tense verbs, such as **ran** and **chose**. As students work with irregular verbs, they strengthen their understanding of the connections among word forms, meanings, and usage.

### TEACHER TIPS

This lesson focuses on the irregular verbs listed above. For additional irregular verbs to use, see the list at the end of the lesson.

When we teach irregular plural nouns, we are giving students a tool they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to their linguistic toolkit. If students produce past tense verbs such as **growed** or **choosed** provide correction by saying the phrase in standard academic English for them to repeat.

### PREPARATION/MATERIALS

Create the following word cards: **run, ran, make, made, meet, met, see, saw, grow, grew, go, went, choose, chose**.

## Direct Instruction

 Today we are going to talk about ways to make words show that something happened in the past. These kinds of words are called **past-tense verbs**. Verbs are action words.

Introduce the concept of present and past tenses.

 Listen as I say two sentences about actions. Think about how the action word, or verb, changes.

Stress the verb as you say each pair of sentences below. Have students repeat the pair of verbs.

**The students play outside. Yesterday, they played a game.**

**I cook eggs for breakfast. I cooked eggs this morning.**

**Children wait for the bus on the corner. Last Tuesday, they waited a long time.**

Then display a chart like this one:

Present	Past
play	played
cook	cooked
wait	waited

 Action words that tell about something happening in the present are called **present-tense verbs**. That means the word is telling us about things that are happening now or at the present time. Let's read the present-tense verbs together: **play, cook, wait**.

Point to the words on the chart.

-  Action words can also tell about the past. That means they tell about things that already happened. Let's read the past-tense verbs: **played, cooked, waited**.

What ending do we add to turn a present-tense word into a past-tense word? (e-d)

Introduce irregular past-tense verbs.

-  Not all verbs change from present to past by adding the ending **e-d**. Some words change in a different way.

Display one pair of word cards at a time for students to read with you: **run/ran, make/made, meet/met**.

Talk about how the spelling and sound differ in each pair. Hold up each word as you use it in one of the following oral sentences about time.

**You run fast. Yesterday, you ran especially fast.**

**Bakers make pies. One baker made ten apple pies this morning.**

**The friends meet every week. They met for lunch last Monday.**

Have students help you decide which word in each pair shows a present-tense action and which shows a past-tense action. Add the words to the chart by writing them in the appropriate columns.

Think aloud about the concept.

-  Usually, I add the ending **e-d** to change a present-tense verb into a past-tense verb, but sometimes I have to make a different change.

## Guided Practice

-  Now let's look at some more verbs.

Display the remaining word cards, one pair at a time: **see/saw, grow/grew, go/went, choose/chose**. Read each pair with students, and talk about the difference in spelling and sound between the words.

Hold up a pair of cards. Use the present-tense form in the following sentences. Have students complete the second sentence by substituting the past-tense form of the verb.

**I see you. Yesterday,** (I saw you.)

**Flowers grow in the garden. Last week,** (flowers grew in the garden.)

**The cars go fast. Yesterday,** (the cars went fast.)

**The children choose their books. Last Friday,** (the children chose their books.)

Have students tell where in the Present/Past chart each verb belongs. Add the words to the appropriate columns.

## Independent Application

Have students work independently or in pairs. Distribute a set of word cards from the lesson to each student or pair of students. Have students make matched pairs. Tell them to use each verb in an oral sentence that begins **Now, we...** or a sentence that begins **Yesterday, we....**

Use students' ideas to display two or more sentences with blank lines for the verbs. Have students copy the sentences and insert the correct present-tense or past-tense verb.

## Wrap-up

Check students' understanding.

-  *How do we usually show that something happened in the past? (with e-d at the end)*
-  *What is different about words like **go**? (The past tense is not made by adding e-d; for example, go/went.)*
-  *Which word tells about something that happened yesterday, **grow** or **grew**? (grew)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Focus on the present/past verbs in oral context. Use some or all of the paired word cards. Show one pair at a time, and read both verbs with students. Then say the following pairs of sentences. Have students point to and say the verb they hear in each sentence.

- **Children go to the park.**  
**Last Saturday, many children went there.**
- **We see trees outside.**  
**We saw a tall oak tree yesterday.**
- **Make a new drawing.**  
**You made a great drawing last week.**
- **Squirrels run fast.**  
**Two squirrels just ran across the yard.**

**Option 2:** Help students practice using verbs in the past tense by asking questions that begin with *Did* and include the present-tense form of the verb. Hold up the appropriate past-tense word card, and have students use that word to answer the question beginning with Yes. For example,

- **Did our plants grow?** (Yes, our plants grew.)
- **Did you go to school yesterday?** (Yes, I went to school yesterday.)
- **Did we make drawings this morning?** (Yes, we made drawings this morning.)

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Expand the lesson to provide examples of present-tense verbs with the ending **- (e)s**. Display the sentences below for students to read. Prompt them to dictate or write related sentences using the past-tense form of the verb. Sample responses are shown.

- **Rain makes puddles.** (Rain made a big puddle.)
- **A tree grows tall.** (Our tree grew as high as a house.)
- **The bird sees well.** (It saw a bug from far away.)
- **Sammy runs in races.** (Sammy ran in a race last week.)
- **The club meets at noon.** (The club met last Monday.)
- **Dale chooses a snack.** (Dale chose an apple yesterday.)
- **Pat goes away in summer.** (Last summer, Pat went to camp.)

**Option 2:** Have partners play Go Fish using 50 word cards: 25 words in present-tense forms and 25 in the past-tense forms. See the list at the end of the lesson for more words to use. Each player starts with 5 cards dealt from a shuffled deck that is then placed face down. Player 1 asks for a particular card to make a match. For example, the player holding **saw** asks, "Do you have **see**?" Player 2 must give up the requested card if he or she has it. Player 1 then displays the pair, uses the words in sentences, sets both aside, and makes another request. If Player 2 does not have the card, Player 1 must pick the top card from the deck.

When Player 1 has no more matches to make, Player 2 takes a turn. The winner is the player with the most pairs at the end.

# Irregular Verbs

## Present Tense      Past Tense

blow	blew
choose	chose
come	came
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
find	found
fly	flew
get	got
go	went
grow	grew
has	had
hide	hid
keep	kept
leave	left

## Present Tense      Past Tense

light	lit
make	made
meet	met
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sink	sank
sleep	slept
speak	spoke
stand	stood
swim	swam
take	took
tell	told
throw	threw