Lesson Objectives

Day 1

Students will:
• Understand that not all past tense words have an -ed ending
• Recognize present tense and their unusual past tense words
• Recognize that sometimes vowels change from present tense to past tense
• Spell the present tense and unusual past tense words

Materials:
• Teacher Category Cards—Present Tense, Past Tense
• Teacher Word Cards—keep, kept, say, said, blow, blew

Day 2

Students will:
• Recognize the rules for using past tense words
• Use present and past tense words correctly in oral sentences
• Sort words into present tense and past tense categories
• Understand the meaning of present tense and past tense

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Present Tense, Past Tense
• Teacher Word Cards—freeze, froze, sing, grow, saw

Day 3

Students will:
• Understand how vowels change from present tense to past tense words
• Sort words into categories that show how the spelling of the present tense form changes in past tense words
• Sort words into present and past tense
• Complete the classroom activity

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Long to Short, Vowel Changes
• Teacher Word Cards—same as BLM 4

Day 4

Students will:
• Recognize regular and irregular past tense words in a reading passage
• Write and sort the past tense words from the passage
• Correctly spell the spelling words
• Correctly write the dictated sentence

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Correctly spell the present and past tense words

Materials:
• Quick-Check Assessment
Day One

Supporting ELs

Reinforce that words that show past tense may not always have an -ed ending. Help students to understand that present tense verbs are actions that happen in present time and past tense verbs are actions that have already happened. To help students understand this concept, model several sentences that stress present actions and past actions.

Blending Practice

If some students have difficulty reading the words, help them blend the sounds in each word, stressing the vowel sound. This will help them hear how the vowel changes from present tense to past tense words. For example, point to the word tell on the chalkboard. Show how you blend each sound, stressing the short e sound, /t/ /e/ /l/. Then blend the word told, stressing the long o sound, /t/ /o/ /l/ /d/. Explain that in unusual past tense verbs the vowels change. Continue to support students who need help with blending throughout the week, using the example words from the lesson.

Review Adding -ed to Words

Write the following sentence on the chalkboard and read it aloud: My Mom waited until I had dropped my backpack and closed the door before she wished me happy birthday.

Have students name the past tense words in the sentence and tell how they know the words are past tense. Remind them of the rules for doubling, dropping silent e, and making no changes to the spelling of base words when adding -ed.

Introduce Unusual Past Tense Words

Teacher Word Cards: keep, kept, say, said, blow, blew
Teacher Category Cards: Present Tense, Past Tense

Model

Tell students they will be learning about some unusual words that also show past tense or that something has already happened. Say: Not all words that show past tense end with an -ed. Some words change their spelling to show that something has already happened.

Write the words tell, told, see, and saw on the chalkboard. Say: The word tell says that something is happening now or at the present time. The word told says that something has already happened and is past tense. Notice the spelling change from tell to told.

Now look at the words see and saw. See is present tense and is happening now. Saw is past tense and means it has already happened. The spelling has changed to show past tense.

Guide

Place the category cards in a pocket chart. Hold up the cards for keep and kept. Say: Listen as I say a sentence to help you decide which of these two words is present tense and which is past tense. I kept my favorite pen in my backpack, but now I’m going to keep it in my desk. Which word shows present tense? Which word shows past tense? How does the spelling change from present tense to past tense?

Apply

Show the word cards say and said. Ask students to turn to their neighbor and state which word is present tense and which word is past tense. Have them use each word in a sentence that shows the correct tense of the word. Repeat with the word cards blow and blew.
**Spelling Unusual Past Tense Words**

**Unit Spelling Words:** throw, threw, know, knew, write, wrote, sleep, slept

Write the unit spelling word cards on the chalkboard. **Say:** Look at the words throw and threw. I see that the vowel o in the present tense word throw changes to the vowel e in the past tense threw.

Have students look at the words know, knew, write, and wrote to identify which is the past tense word in each pair. Ask them what letters change to make the past tense.

Point to the words sleep and slept and tell students that more than just the vowel changes when sleep is changed to past tense.

Have students write each spelling word in their word study notebooks and write either present or past beside each word to indicate the verb tense. Also have students highlight the letters that change in each pair.

---

**Assessment Tip**

Monitor to see if students understand the difference between present and past tense words. Notice if they can determine the vowel or vowel pattern that changes from present tense to past tense.

**Home/School Connection**

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support

Give students the following sentence frames to help them distinguish present tense from past tense: Today I will ______. Yesterday I ______.

Buddy Sort

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Unusual Past Tense Words

Display the anchor poster. Ask volunteers to explain the rules for changing unusual present tense words to past tense.

Write the words sleep, slept, grow, grew, keep, kept, fall, and fell on the chalkboard. Have students match each pair of words to the rule on the anchor poster that explains how to change the spelling from present tense to past tense.

Teacher-Directed Sort

Teacher Word Cards: freeze, froze, sing, sang, grow, grew
Teacher Category Cards: Present Tense, Past Tense

Place the category cards in the pocket chart. Hold up word cards for freeze and froze. Say: I'm looking for words that show present tense or tell me something is happening now. I'm also looking for words that are past tense or tell me something has already happened.

If I'm unsure if a word is present or past tense I can use both words in the same sentence and see which one sounds right. For example, Yesterday, I freeze when I was playing outside. Yesterday, I froze when I was playing outside. I think the sentence with froze makes sense, so froze is past tense. I'll put freeze under Present Tense and froze under Past Tense.

Place the word cards under the category cards in the pocket chart. Now hold up the cards for sing and sang. Say: I'll try using sing and sang in the same sentence: I like to sing. I like to sang. The sentence with sing sounds right, since it is present tense. I'll put sing under Present Tense and sang under Past Tense.

Repeat with the word cards for grow and grew. Have students help you decide which is present and which is past tense. If they are unsure, help them use the words in the same sentence to see which one sounds right.

Buddy Sort

Give each pair of students the category cards from BLM 2 and the word cards from BLM 3. Tell them to take turns sorting the words according to whether they are present or past tense. Remind them to think about which words mean something is happening now and which words mean something has already happened.

Spelling. Have students practice writing each spelling word two times in their word study notebooks. Have them draw a line between the present and past tense forms of each word.
Day Three

Teacher-Directed Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: Long to Short, Vowel Changes

Place the category cards Long to Short and Vowel Changes in the pocket chart. Model how you can sort the words according to the way the spelling pattern changes from past to present tense. Say: We have been sorting words according to present and past tense. Unusual present tense words change their spelling before they become past tense words. Sometimes the vowel changes from the long sound of the vowel to the short sound, and sometimes the vowel letter changes.

Hold up the word cards lead and led. Say: Look at lead and led. Lead is present tense and has a long e vowel sound. The vowel changes to a short e vowel sound in the past tense word led. So I’ll put lead and led under the Long to Short category.

Hold up the words cards know and knew. Say: Some words change the vowels when present tense becomes past tense. The present tense vowel digraph sound in know is long o. This digraph changes to ew in the past tense word knew. I’ll sort these two words under the Vowel Changes category.

Have students help you sort the rest of the teacher word cards in the pocket chart.

Independent Sort

Give students the word cards from BLM 5 and the category cards for spelling changes. Have them work independently to sort the words under the correct category that shows how each word’s spelling changes from present tense to past tense.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct present tense or past tense word.

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Vowel Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>lead   led</td>
<td>know   knew</td>
</tr>
<tr>
<td>sweep   swept</td>
<td>drive   drove</td>
</tr>
<tr>
<td>know   knew</td>
<td>blow   blew</td>
</tr>
<tr>
<td>drive   drove</td>
<td>fall   fell</td>
</tr>
<tr>
<td>blow   blew</td>
<td>shine   shone</td>
</tr>
<tr>
<td>fall   fell</td>
<td>ride   rode</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Vowel Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>keep   kept</td>
<td>think   thought</td>
</tr>
<tr>
<td>feed   fed</td>
<td>write   wrote</td>
</tr>
<tr>
<td>speak   spoke</td>
<td>find   found</td>
</tr>
<tr>
<td>catch   caught</td>
<td>break   broke</td>
</tr>
</tbody>
</table>

Assessment Tip

Monitor to see if students are able to determine which words are present or past tense. Also monitor to see if they can recognize the vowel pattern changes from present to past tense.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of past tense and unusual past tense words.

Word Hunt

Tell students they will be going on a word hunt to find past tense and unusual past tense words. Give each student a copy of the reading passage on BLM 9. Remind students that present tense words mean the action is happening in the present time and that past tense words mean the action has already happened.

Tell students to underline all of the regular past tense words they find in the passage. After students have found these past tense words, have them go back and circle all the unusual or irregular past tense words.

If necessary, model reading a sentence or two and finding both regular and irregular past tense words.

Have students write the categories Past Tense and Unusual Past Tense in their word study notebooks. Ask them to write the words they found in the passage under the appropriate headings. Have them write the present tense version next to the unusual past tense words.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: skipped, closed, wished.

Dictate the following words from this week’s unit, one at a time, having students write them in the BLMs: throw, threw, write, wrote.

Dictate the following sentences and have students write it on their papers: I only slept six hours and I know now that I need to sleep at least eight hours.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continues with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of unusual past tense words using the Quick-Check for Unit 6.

Suggestions for Independent Practice
Make Words. Have students use magnetic letters or letter tiles to make several present tense words and then change the vowel patterns to make past tense words. Have them write both the present and past tense words that they make in their word study notebooks.

Guess My Category. Have pairs of students work together using the word cards from BLMs 3–5. Have them take turns holding up one card while the other student says if the word is present or past tense.

Play a Card. Have students work in small groups. Give each group a set of word cards from BLMs 3–5. Place the word cards facedown. Students will take turns drawing a card from the deck, reading the word, and then saying whether it is the present or past tense form of the word.

Write a Story. Have students select six or eight of their favorite unusual past tense words and use those words to write a short story. Have them illustrate their story and share it with the rest of the class.

Unit 6 Quick-Check: Unusual Past Tense Words
Answer Key BLM 6

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
</tbody>
</table>

Answer Key BLM 7
1. threw
2. catch
3. write
4. slept
5. found
6. think
7. said

Answer Key BLM 8
1. sing
2. drove
3. know
4. keep
5. break
6. told
7. spoke
Unit 6 Quick-Check: Unusual Past Tense Words

Answer Questions
Directions: Read each word and then circle the past tense word.
1. speak  spoke
2. swept  sweep
3. heard  hear
4. shone  shine

Apply
Directions: In the space below, write two pairs of words that show present tense and past tense.
_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Long to Short Vowel</th>
<th>Vowel Changes</th>
</tr>
</thead>
</table>

Word Bank
drive, drove,
blow, blew,
keep, kept,
break, broke,
sweep, swept,
feed, fed,
sing, sang,
throw, threw,
sleep, slept

Think and Write about Unusual Past Tense Words
Directions: In the space below, explain how understanding unusual past tense words helps you as a reader, speller, and writer.