

## Week 15-Choosing the Correct Verb Tense

### Mini-Lesson Sample

**Teacher Note-** A new two-page question format appears on Day Four. It will be much easier for your students to read and complete these pages if you do not copy them back-to-back. This format appears again in future weeks.

**Prior Knowledge-** Students recognize verbs and understand the concept of past, present, and future in settings for stories and books. The concept of past and present tense verbs was introduced in the Grade 2 DLI materials.

**Lesson Focus-** The focus of this lesson is fairly narrow. Students will learn the terms *past*, *present*, and *future*. They will learn to look for clue words, so that they can choose the correct verb to make the verb tense consistent in a sentence. The use of consistent verb tense throughout a piece of writing is a developing skill.

**Important Note-** While the terms *past*, *present*, and *future* are integral to your lesson for students, you will notice that the term *simple tense* is not used. Students are asked to choose a verb that is the correct tense, but at this level they are not asked to label verbs as *simple past*, *simple perfect*, or *simple future*.

### Teacher Background

Although students in K-3 use a variety of tenses in their **spoken** English and in their writing, instruction specific to **choosing verb tenses** for students in the Grade 3 DLI materials is focused on forming and using the Simple Tense: *simple past*, *simple present*, *simple future*.

**Note-**Beginning in the Grade 4 DLI materials, verb choices will include some verbs from the Progressive Tense, which requires the use of helping verbs. Helping verbs will be introduced in Week 28 to prepare for Grade 4. Beginning in the Grade 5 DLI materials, verb choices will include verbs in the Perfect Tense. This plan introduces other tenses to students over a period of time.

### Lesson Strategies-Choosing the Correct Verb Tense

1. Ask students to tell you the name of a book that took place in the past. Some examples include the following titles: Skylark, Molly's Pilgrim, Lily's Crossing, Number the Stars, and The Gentleman Outlaw and Me...Eli.

## Lesson Strategies- Choosing the Correct Verb Tense Continued

Now, ask students to tell you the name of a book that is set in the future. Some examples include the following titles: The Computer Nut, Aliens Ate my Homework, Lizard Music, and Norby, the Mixed-Up Robot.

The authors of these books used a variety of verbs to tell about events that happened in the past, the present, and the future. Authors use **past tense verbs** to convey that something has happened in the past, **present tense verbs** to convey that something is happening now or regularly, and **future tense verbs** to convey that something will happen in the future. When students hear the word *tense* it simply means *time*.

Authors also use **embedded clues** to give us hints about when events are happening. Create a chart with your students showing clue words and phrases that indicate **when** an event happened. Clues for present tense are not always directly stated.

<u>PAST</u>	<u>PRESENT</u>	<u>FUTURE</u>
last year	right now	next week
when I was younger	today	tomorrow
yesterday	every day	in the future

### 2. Past, Present, and Future Verb Tenses

Share the examples below with your students. These examples are in Simple Tense. Simple tenses can be recognized by the absence of any helping verbs with the exception of *will* in the future simple tense.

- a. Past Tense: actions that have already happened or have been completed in the past.

Ex: Last week I visited Grandpa. When I was little, I played Candy Land.

- b. Present Tense: actions that are happening now, general actions that are usually or always true, or something that happens regularly.

Ex: It is raining. I like soccer. I breathe. We practice every day.

- c. Future Tense: actions that will be happening over time, in the future, or when something else happens.

Ex: Next week she will buy more gum. Tomorrow I will ride my bike.

## Lesson Strategies-Verb Tense-Continued

3. The verbs used in a piece of writing must be in the same **tense**. While students can apply this rule when writing one or two sentences, it is more difficult in longer pieces of authentic writing. Students need support on this skill to make sure the verb tenses match throughout the entire piece. Use examples like the ones below to help students identify clue words/phrases and tenses in writing.

Ex 1: Last year when Megan *was* nine, she (*was, is, will be*) taller than her older sister.

Circle the clue *Last year*.

Then, use the tense from the first verb (*was*-past tense) to choose a matching tense for the second verb (*was*- past tense).

Ex 2: Tomorrow, I *will go* to my cousin's house and we (*saw, see, will see*) a movie.

Circle the clue *Tomorrow*.

Then, use the tense from the first verb (*will go*-future) to choose a matching tense for the second verb (*will see*-future).

4. Model for students the process of writing three sentences for the same verb using past, present, and future tenses. Use a variety of regular verbs, such as *jump, walk, and play*. Demonstrate how to write sentences with **embedded clues** for past and future tenses. (See italicized words below.) Clues for present tense are not always present.

Hint: Avoid using verbs with **ing** endings and any helping verbs other than *will* (see the future tense below), since their use will create progressive or perfect tenses.

Past: I ran in the Turkey Trot fund-raiser *yesterday*.

Present: I run home from the bus stop every day.

Future: *When I turn nine*, I will run in the Race for the Cure with my mom.

Then, give each pair of students a regular verb. Ask them to write three sentences. Create a separate sentence using each tense of the verb and share these sentences with the class. If students need more support, give them a sentence in the present tense and have them write the past and future tense sentences. Coach them to use **embedded clues**.

Regular Verb Suggestions: *ask, enter, guard, hunt, invent, itch, laugh, listen, practice, need, open, watch, rush, smell, trick, and warn.*

**Irregular Verbs**-When students have gained proficiency with writing three sentences using regular verbs, introduce the concept of *irregular verbs*. Students already have experience with using these irregular verbs in their everyday speech; now they will learn a name for them. Just as irregular plurals do not follow spelling patterns, these irregular verbs do not follow the spelling patterns above.

Irregular Verb Suggestions: *become, begin, bite, blow, break, buy, think, catch, come, dig, do, draw, drive, eat, fall, feed, feel, get, give, go, keep, know, leave, make, meet, ride, ring, run, see, sing, sleep, swim, take, teach, tell, think, and write.*

Irregular Verb Examples:	<u>PAST</u>	<u>PRESENT</u>	<u>FUTURE</u>
	I ran	I run	I will run
	I fell	I fall	I will fall
	I taught	I teach	I will teach
	I sit	I sat	I will sit
	I knew	I know	I will know