

EXPRESSING PAST ACTIONS

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Expressing how past actions were performed

Teacher Guide

Day 1/Lesson 1- 20 Mins

1. Write present tense verbs on the board and explain that these are all called "present tense" because they describe an action that is happening in the present, or right now.
2. To illustrate past and present tense, point to a word on the board that students can act out (for example, walk or dance) and ask your class to stand up and complete the action.
3. Signal to stop and have students return to their seats. Ask them to describe their action in a sentence, "I just ____."
4. Write the sentence up on the board, ex. "I just danced." and circle the ending, -ed of the verb.
5. Tell your students that, "When a verb changes from the present tense like **walk**, **bike**, **dance**, or **cook** to the past tense, we add an -ed to the end of the word.
6. So, **walk** becomes **walked**, bike becomes biked, dance becomes danced, and cook becomes cooked.
7. We do this to show that something has already happened. For example, if I were to

Guided Practice

Day 2 Lesson 2- 15 mins

1. Get everyone to sit down. On the board write "Yesterday, I ...". Look like you are thinking and say to yourself "Hmm. What did I do yesterday?".
2. Then draw a few things which you did yesterday, e.g. watched TV, kicked a ball, played a video game, etc.
3. Make sure they are regular verb activities.
4. As you are drawing the pictures get students to shout out what they think each one is and write the simple tense form under each picture
5. When you have 3 or 4 pictures on the board take a different colored marker pen/chalk. Underline "Yesterday" and write "ed" onto the end of the verbs (e.g. Yesterday, I watched TV).
6. Then chorus each of the sentences (e.g. "Yesterday, I watched TV").

Objectives

Pupils should be able to;

1. Express how past actions were performed.
2. Make statements individually and in groups.
3. Recognize and write verbs using the past tense -ed.

Information/Instruction

1. Gather students together for the start of lesson.
2. Review what a verb is and explain what makes a verb special.
3. For example, you might say, "Verbs are our action words and represent the things we do, such as run, eat, or walk."
4. Ask your students to think of other verbs and

Materials Required

- Work books
- Markers

Additional Resources

- <https://www.education.com/lesson-plans/grade/grammar/>
- <https://www.eslkidstuff.com/lesson-plans/past-tense-regular-verbs.html>
- <https://www.slideshare.net/paulbradigan/r/lesson-on-past-tense-simple>
- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/124025-teaching-about-past-tense-verbs/>

Additional Notes

record them on chart paper or your whiteboard.

5. Tell your class that today they will be practicing how to change a verb from the present tense, (which means what is happening right now or in the present.

6. For example, “**I walk**”) to the past tense, or what already happened, is “**I walked.**”

Teacher Guide

- describe something, we did in class yesterday, would I say, ‘**Yesterday we dance a lot at our dance party**’ or would I say, ‘**Yesterday we danced a lot at our dance party**’? Which sounds better?”
8. Allow students a few moments to share out which sentence sounds (and looks) better and why.
9. Take a moment to explain that sometimes past tense verbs don’t follow the -ed rule.
10. You can explain that some verbs are irregular or follow a different pattern. For example, **sing** becomes **sang**, not **singed**, and **run** becomes **ran**, not **runned**.
11. You can tell students that one way to tell if a verb follows the irregular pattern is to say the word aloud with an -ed at the end to hear how it sounds.

Day 4 Lesson 4: 20 Mins

1. Now tell students that they will write their own stories about something that took place in the past.
2. When they are done writing their stories, they should share them with the same partner they worked with during the guided practice part of the lesson.
3. As the partners read each other’s work, they should use highlighters to highlight all the verbs.
4. When they are done highlighting, students should put an “**R**” by the regular past-tense verbs and an “**I**” by the irregular past-tense verbs.

Guided Practice

Day 3 Lesson 3: 15 Mins

1. Write a short paragraph about something that happened in the past on the board.
2. After you write, call on students to circle all the verbs in your paragraph.
3. Tell students that the verbs are written in the past tense because they describe actions that were done in the past.
4. Explain that the past-tense of verbs is usually formed by adding -ed.
5. Point out the regular past-tense verbs that you circled.
6. Tell students that some verbs have irregular past-tense forms. Explain that these verbs do not simply add an -ed to make a past-tense form.
7. Pass out paper to each student. Have students work in partners to identify the remaining irregular past-tense verbs in your paragraph.
8. Have them make a list of these verbs on their papers.

	Teacher Guide	Guided Practice
Assessment Activity	Assessment Activity	
1. Assess students' understanding by noticing how they are identifying and forming past-tense verbs in their writing.	1.	
Summary		
1.		