

TENSES: PRESENT, PAST AND FUTURE TENSES

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Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Identifying tenses in sentences
2. Writing sentences using the past, present, or future tense.

Objectives

Students should be able to;

- Student will be able to identify the verb and tense in a sentence by circling and labeling
- Students will be able to write a sentence using past, present or future tense.

Activity Starter/Instruction

1. Students will be able to identify the verb and tense in a sentence by circling and labeling.
2. Tell the students they will be able to write sentences using tenses.
3. Tell the student they will be able to communicate using the right tenses

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Demonstrate how to circle and label verb tenses on the whiteboard or projector or cards, using a simple sentence.
2. One example is: Mrs. Strand is closing her eyes. Replace your name here to get students invested in the lesson's content.
3. Verbalize your thought process.
4. Write them on the board as you go, or before starting the lesson, so students can

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. On a piece of chart paper show the students enlarged Verb tense Chart, with past, present and Future Tense Definitions, description and Examples.
2. Tell the students
3. Tell students to take a moment with their partners and discuss what's on the chart. This is meant for students to have an opportunity to make observations and discuss things that they might already know, and things they don't.
4. Have students share their observations with the whole class. This will help you to set the stage for the objective and essential questions
5. Explain that verb tense tells us when an action takes place.
6. The past tense tells what has already happened
7. The present tense tells us what is

Materials Required

- Picture Cards
- Verb Tense Chart
- Verb Tense Lesson Assessment
- Verb Tense Lesson Exit Ticket
- Past, Present, Future Sentences Text

Additional Resources

- <https://www.youtube.com/watch?v=pF0KLkLpur1fAPpMuTmAw&q=tenses+for+grade+-ab.3..0l2j0i22i30l8.4457.7702..9902...0.0..0.wiz.....0i71j0i67j0i131i67.XdXyqXWAcNI>
- <https://www.superteacherworksheets.com/>
- <https://www.ixl.com/ela/grade-3/is-the-sent-tense>
- <https://www.youtube.com/watch?v=pF0KLkLpur1fAPpMuTmAw&q=tenses+for+grade+-ab.3..0l2j0i22i30l8.4457.7702..9902...0.0..0.wiz.....0i71j0i67j0i131i67.XdXyqXWAcNI>
- <https://www.google.com/search?ei=FqUJXZ-kLpur1fAPpMuTmAw&q=tenses+for+grade+-ab.3..0l2j0i22i30l8.4457.7702..9902...0.0..0.wiz.....0i71j0i67j0i131i67.XdXyqXWAcNI>

Teacher Guide

Day 3/Lesson 3: 20mins

1. Refresh the students minds
2. Read a sentence.
3. Circle the verb (on this step, think aloud using the verb tense chart from the

Additional Notes

introduction of the class.

4. Label the verb using this system: p = past, pr = present, f = future. Write the appropriate abbreviation above the circled

5. Allow the students to construct few sentences

Summary

- Allow students to read from text books and identify tenses while you correct them.

reference the steps with their partners, and independently.

5. Model these three sentences on the Verb Tense Assessment Handout: *Mrs. Strand is closing her eyes. Mrs. Strand will close her eyes. Mrs. Strand closed her eyes*

Assessment Activity

1. Give them a list of sentences to identify the tenses. When analyzing their work, look to see if students first were able to circle and label the correct verb tense.
2. Assess if they correctly write two new sentences that included different verb tenses: one present, one past and one future tenses.

happening.

8. The future tense tells what will happen.

Guided Practice

Day 4/ Lesson 4: 25mins

1. Pass out individual copies of the Verb Tense Chart.
2. Have students follow the steps you modeled from the previous day to complete 2-3 sentences on the Verb Tense Assessment handout with a partner. You know your students best.
3. Depending on the group and level of students, you may have certain group's complete 2 sets and others 3 sets.
4. After students have tried 2-3 sentences with a partner, have a pair of students join together with another pair of students to create groups of 4.
5. Have the pairs compare their work, making any changes if necessary.
6. Be sure to facilitate these discussions so that students are not off-track.
7. Catch any errors and decide who may need to be pulled for a small group during independent time.
8. Have one group share one of their three sentences.
9. The class must identify the verb tense used

Summary		
1.		