

<b>Lesson Pack:</b> Progressive Tense Verbs	<b>Lesson 3</b>
<b>Lesson Topic:</b> Present Perfect Progressive Tense	

<p><b>Objective</b></p> <p>Students will be able to construct and use the present perfect progressive tense</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss the lesson objectives</li> <li>2. Introduction: Explain when to use perfect progressive</li> <li>3. Teacher Model: Choose between past and perfect progressive</li> <li>4. Paired Practice: Choose between past and perfect progressive</li> <li>5. Individual Practice: Choose between past and perfect progressive</li> <li>6. Wrap up lesson</li> </ol>
<p><b>Optional Follow-up Activity</b></p> <p><a href="#">Basketball Practice - Proofreader Passage</a></p>	
<p><b>Common Core Standards</b></p> <p>CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	
<p><b>Prerequisites</b></p> <ul style="list-style-type: none"> <li>• Students can form and use verbs in the past tense</li> <li>• Students have completed Lesson 1: Present Progressive Tense</li> <li>• Students have completed Lesson 1: Present Perfect Tense</li> </ul>	

### Slide 1/8

By the end of class today, I will be able to:

- Use a present perfect progressive actions to talk about ongoing actions.

### Objectives

#### Introduce the objective for the lesson.

**Say:** You already know how to use -ing words to talk about actions that are in progress. For example, you can say *I am sitting* to tell what you are doing right now.

**Say:** Today, you will learn another way to talk about things that are in progress and have been in progress for a while.

*Ask a student to read the objectives out loud.*

### Slide 2/8

I **have been studying** for three hours.

### Introduction

#### Explain when to use perfect progressive.

**Say:** Let's start with an example sentence.

*Ask a student to read the sentence out loud.*

**Say:** What is the action in this sentence?

**Anticipated Student Response:** studying

**Say:** Yes! In this sentence, the action is made up of three words—*have*, *been*, and an -ing word, *studying*.

**Say:** This type of action is used when two things are true: the action started in the past and is still happening and when the sentence tells how much time has passed from start of the action to now.

**Say:** In this sentence, how much time has passed since I started the action?

**Anticipated Student Response:** three hours

**Say:** Yes, and I am not finished yet—the action is still happening. That's why we must use *have been studying* instead of just *studied*.

### Slide 3/8: Interactive Slide

waited / has been waiting

When will his new phone arrive? He \_\_\_\_ for a week.



*Teacher Models Response*

*Teacher Model*

**Complete the sentence as a whole class.**

**Say:** Let's practice choosing between past tense and this new progressive tense.

*Ask a student to read the prompt out loud.*

**Say:** Okay, we need to decide whether to use *waited* or *has been waiting*. To decide, I need to ask myself if the action is over or if it is still happening.

**Say:** What clues are in my sentence that can help me decide?

**Anticipated Student Response:** The first part of the prompt is asking when the phone will arrive, so we know he is still waiting for it.

**Say:** Yes! Which action word should I choose if the action is still in progress?

**Anticipated Student Response:** has been waiting

**Say:** Exactly.

*In the teacher model box, fill in the blank with "has been waiting"*

### Slide 6/8: Interactive Slide

played / have been playing

I \_\_\_\_ the piano for a year, but I still have a lot to learn.



*Students Input Sentences*

*Paired Practice*

**Ask pairs to complete the sentence.**

**Say:** Now try one with your partner.

*Discussion*

**Select 1 correct response and 2-3 incorrect responses to display and discuss.**

*Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.*

*Ask the following questions:*

- How do you know to use *have been playing*?
- What clues in the sentence tell you the action (playing the piano) is still ongoing?
- Why can't we use *played* or *was playing* in this sentence?

### Slide 7/8: Interactive Slide

lived / have been living

I \_\_\_\_ in Iraq for two years before I moved to New York.



*Students Input Sentences*

### *Individual Practice*

**Ask students to complete the sentence on their own.**

**Say:** Now try one on your own.

### *Discussion*

**Select 1 correct response and 2-3 incorrect responses to display and discuss.**

*Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.*

*Ask the following questions:*

- How do you know to use *lived*?
- What clues in the sentence tell you the action (living in Iraq) over?

### Slide 8/8

#### **Today, I learned:**

- A perfect progressive verb is made up of *have* or *has*, *been*, and an *-ing* word
- Use this tense to talk about actions that are still in progress
- Use this tense in sentences that tell how much time has passed since the action began

### *Wrap-up*

**Review what the students learned today.**

**Say:** Great work everyone! Let's review what you learned today.

*Ask students to read each bullet point out loud.*

*You can assign an independent practice activity that students can either complete now or later.*

*You can also pull aside the flagged students for small group instruction.*

**Say:** Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.