

Lesson Pack: Progressive Tense Verbs	Lesson 2
Lesson Topic: Past Progressive	

<p>Objectives</p> <p>Students will be able to construct past progressive tense verbs.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Explain when to use past progressive (example 1) 3. Introduction: Explain when to use past progressive (example 2) 4. Teacher Model: Complete sentence with a progressive verb 5. Paired Practice: Complete sentence with a progressive verb 6. Wrap up lesson
<p>Optional Follow-up Activity</p> <p>Running Late - Proofreader Passage</p>	
<p>Common Core Standards</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>Prerequisites</p> <ul style="list-style-type: none"> • Students can accurately use simple past tense verbs • Students can conjugate <i>to be</i> in the past • Students have completed Lesson 1: Present Progressive 	

Slide 1/6

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

- Create past progressive verbs

Objectives

Introduce the objective for the lesson.

Say: Today, you're going to learn another way to talk about things that happened in the past.

Ask a student to read the objectives out loud.

Slide 2/6

I **was reading** when the phone rang.

Introduction

Explain when to use past progressive tense.

Say: To begin, let's talk about when to use the past progressive tense.

Ask a student to read the sentence out loud.

Say: In this sentence, there are two actions. What are the two actions?

Anticipated Student Response: reading and rang

Say: Exactly! In this sentence, *was reading* is the progressive tense verb. Use this tense to describe an action that was in progress when something else happened.

Say: Like present progressive, it's made up of two parts--*was* or *were* and the action verb with an -ing.

Say: Look at our sentence again. What action was in progress when the phone rang?

Anticipated Student Response: I was reading.

Say: Yes! The first part of the sentence, I was reading, tells what action was in progress when the second thing, the phone rang, happened.

Say: Both actions in the sentence are happening at the same time, but the reading started before the second one started. The second action interrupted the first action.

Slide 3/6

They were walking when the rain began.

Introduction

Explain when to use past progressive tense.

Say: Let's look at another example.

Say: They were walking when the rain began.

Say: We use past progressive to show that an action was in progress when something else happened. What action was in progress when the rain began?

Anticipated student response: they were walking

Slide 4/6: Interactive Slide

_____ when the bell rang.

 *Teacher Models Response*

Teacher Model

Model how to fill in the blank with a progressive tense verb.


Say: Great work! Let's try adding the past progressive to a sentence. Watch as I add to this sentence. I need to add an action that I was doing when the bell rang.

In the teacher model box, type: I was studying

Say: I wrote *I was studying*. I used *was studying* instead of *studied* because the action wasn't finished—it was still happening when the second action started.

Slide 5/6: Interactive Slide

_____ when my friend arrived.

 *Students Input Sentences*

Paired Practice

Ask pairs to complete the sentence.

Say: Now try one with a partner. Complete the sentence.

Discussion

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

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

Discuss the following points:

- Use *was* or *were* plus an -ing word to create the action.

- Choose *was* if one person is doing the action and *were* if there is more than one.
- Add a past progressive verb to tell what was happening when the friend arrived.

Slide 6/6

Today, I learned:

- Past Progressive is used for an action that was in progress when another happened.
- Progressive tense is made with *was* or *were* and an -ing action word.

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.