

Take a Verb Back in Time

Purpose

Students will identify and use regular and irregular verbs in their writing.

Materials

For the teacher: chalk, chalkboard, picture of a sundial
For the students: paper, pencil, dictionary, thesaurus,
A Street Through Time by Anne Millard

Activity

A. Pre-Activity Discussion

1. Tell students that the class will be discussing regular and irregular verbs.
2. Explain that not all verbs can be put into the past tense by adding *-ed*.
3. Give several examples of irregular verbs (e.g., for the verb “to be,” you cannot say “I beed” if you want to put it into past tense).
4. Have students think of other examples of irregular verbs. Allow them to use a dictionary or thesaurus if they need ideas.
5. Have the students think of examples of regular verbs (e.g., “to pass”) using a dictionary or thesaurus if necessary.

B. Writing a Story

1. Tell students that they will be writing a story that takes place in the past.
2. Explain that they should write what happened and then go back and place an “r” or an “i” under the verbs they used according to whether they are *regular* or *irregular*.
3. If students are unfamiliar with sundials, explain what a sundial is and show a picture. Have students imagine the following scenario:
 You are walking through a field in another country. Suddenly, you see an old stone sundial, apparently in the middle of nowhere. You approach it. It seems to be drawing the sunlight to it. When you touch it you feel faint. You seem to be able to see everything that has happened around this sundial since it was first created.

(continued)

EXTENDING THE ACTIVITY



Use this activity as a story starter and have students complete a story from the description they have started, putting the events in either chronological order or reverse chronological order.

connecting across the curriculum



Social Studies

Have students write an account of a historical event, but have them write about it in the present tense (as though they are observing the event as it happens). Have them write down the verbs that they changed to present tense.

Standards Links 4.4.2, 4.7.8

Activity (continued)

4. Ask students to write a description of what has happened around the sundial. Allow them to look through *A Street Through Time*, or a similar book for inspiration.


C. Closing the Activity


When students have finished, have them share some of the irregular and regular verbs they used in their pieces.


Questions for Review

Basic Concepts and Processes

When students are finished with the activity, assess their knowledge by asking the following questions:

 What is a regular verb? Can you give me an example?

 What is an irregular verb? Can you give me an example?

 How do you find out whether a verb is regular or irregular?
