

DOCUMENT RESUME

ED 222 924

CS 207 258

AUTHOR Cronnell, Bruce
 TITLE Instructional Architecture for Teaching Past and Past Participle Verb Forms.
 INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
 SPONS AGENCY National Inst. of Education (ED), Washington, DC.
 REPORT NO SWRL-TN-2-82/35
 PUB DATE 31 Oct 82
 CONTRACT 400-80-0108
 NOTE 47p.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Bilingual Students; Elementary Education; English (Second Language); *English Curriculum; *Language Arts; Learning Activities; Learning Theorics; *Nonstandard Dialects; Sequential Approach; *Skill Development; *Verbs; *Writing Instruction

IDENTIFIERS *Tense (Verbs)

ABSTRACT

Noting that using correct verb forms is a problem for many elementary school students, and especially for those who are speakers of nonstandard English, this paper presents an instructional program for teaching past and past participle verb forms in writing to students in grade 3 through 6. The paper outlines the content of the instructional program and suggests materials for use within it. The bulk of the paper consists of appendixes that contain (1) a list of regular verbs appropriate for use with elementary school students, (2) a similar list of irregular verbs, (3) a chart classifying the irregular verbs according to the structure of their past and past participle forms, (4) a scope and sequence chart for verb instruction, and (5) sample workbook lessons. (FL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED222924



SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: October 31, 1982

NO: TN 2-82/35

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it. Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SWRL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INSTRUCTIONAL ARCHITECTURE FOR TEACHING PAST AND PAST PARTICIPLE VERB FORMS

Bruce Cronnell

ABSTRACT

An instructional architecture is presented for teaching past and past participle verb forms in writing at the elementary school level. Appendices include a grade-level list of regular verbs, a list of irregular verbs, a classification of irregular verbs, a scope and sequence chart for instruction in grades 3-6, a set of sample exercise types, and several sample student workbook lessons.

This report was prepared under Contract No. 400-80-0108 with the National Institute of Education, Department of Education. Its contents do not necessarily reflect the views of the National Institute of Education or of any other agency of the United States Government.

5207258



INSTRUCTIONAL ARCHITECTURE FOR TEACHING PAST AND PAST PARTICIPLE VERB FORMS

Bruce Cronnell

The use of correct verb forms in writing is a problem for many elementary school students. Test results (e.g., Lawlor, Cronnell, Gentry, & Humes, 1981) indicate that the appropriate use of past and past participle verb forms is a particular problem.

In addition, correct past and past participle use seems to be especially difficult for students who do not speak standard English. This problem has been noted for speakers of Black English (Cronnell, 1982a) and for Mexican-Americans (Cronnell, 1982b). Many researchers (e.g., Kligman & Cronnell, 1974) have found that spelling the -ed suffix is difficult for Black English speakers. Researchers (e.g., Whiteman, 1981) have also noted that the spelling/use of past forms seems difficult for all students, no matter what their dialect, but more difficult for students whose dialect may not use -ed forms.

All the research noted above--and additional research as well-- suggests that past and past participle use is difficult, especially for speakers of non-standard English dialects. The nature of the problem depends on the nature of the verbs--regular or irregular:

1. In many dialects, the -ed suffix for regular verbs may be absent in speech. This lack of a suffix in speech can be reflected in writing, where the absence is "more noticeable. Even speakers who normally (or always) use this suffix in speech may sometimes forget to use this suffix in writing (a kind of "slip of the pen").

2. Even in dialects that do not use regular -ed forms, irregular forms are generally used. However, irregular forms may be inappropriately used--the past form for the past participle, and vice versa; e.g., I seen it, I have saw it. Such switching of past and past participle forms is common in all non-standard English dialects, and switching of some verbs is found even among students who otherwise generally use standard English.

Moreover, some students may regularize irregular forms; e.g., hitted, catched. Such regularization is common among young children speaking any dialect. Some regularization is common among speakers of many non-standard dialects. And regularization is often found among students who are learning English as a second language.

Consequently, speakers of non-standard English (and even some speakers of standard English) need instruction in appropriate use of past and past participle forms of verbs.* This paper outlines an architecture for teaching past and past participle forms to students in grades 3-6. (Formal instruction is not proposed for students in grades 1-2 because they are probably too young to benefit from such instruction. Students beyond grade 6 might benefit from the kind of instruction described here, although some changes would probably be needed to reflect students' greater maturity.)

*The proposed instruction is for writing only. Whether students should learn to use standard verb forms in speech is an issue not addressed here.

Verbs for Instruction

Appendix A contains a list of regular verbs appropriate for use in grades 3-6. These verbs are derived from the vocabulary lists of Harris and Jacobson (1982); verbs in Appendix A are listed a grade level higher than the grade level at which they are generally taught in reading instruction.

Appendix B contains a list of irregular verbs appropriate for use in grades 3-6. These irregular verbs are ones that elementary school students frequently write and/or read (see Rhode & Cronnell, 1977). They comprise the vast majority of irregular verbs commonly used in current English. These verbs are classified in Appendix C according to the structure of their past and past participle forms.

Instructional Content

The proposed instructional program for each of grades 3-6 consists of five Units of instruction. Each Unit consists of 9-12 Lessons, with the last Lesson in each Unit being a review. Each Lesson is brief, requiring 10-15 minutes of student time.

Appendix D contains the Scope and Sequence Chart for verb instruction. Unit 1 at each grade level covers the use of regular verbs, with particular emphasis on correct spelling through the use of suffixation rules: dropping final e, consonant doubling (including non-doubling in two-syllable words, covered in grade 6), y changing to i (beginning in grade 4). The primary use of -ed forms--the past tense--is covered at all grade levels. Other (past participle) uses are introduced grade by grade: 3, present perfect; 4, past perfect; 5, passive; 6, adjective.*

*Adjective forms that are different from the verbal forms (e.g., shrunk instead of shrunk) are not taught.

Units 2-5 introduce irregular verbs in the following order: those that have the same form for all three principle parts; those that have the same form for the past and the past participle; those that have different forms for the past and the past participle. Within these categories, irregular verbs are grouped according to the phonological/orthographic shape of their past and past participle forms.*

The grade-level assignment of irregular verbs is based primarily on the grade-level and frequency data from Rhode and Cronnell (1977). However, other considerations also influence grade-level arrangements (e.g., useful word groupings, balanced distribution). After an irregular verb is taught at a grade level, it is reviewed at all following grade levels.

Suggested Materials

Suggested materials for verb instruction consist, at each grade level, of a Teacher's Manual (non-consumable) and a Student Workbook (consumable). The Teacher's Manual contains (1) teaching suggestions, (2) answer keys for the Student Workbook, and (3) tests. Tests include a placement aid and individual Unit tests. Students may be assigned to study a whole grade level, specific Units, or even specific Lessons--depending on their needs.

*Linguistic analyses for English irregular verbs include Bloch (1947), Hoard and Sloat (1973), and Jespersen (1961). Psycholinguistic studies of English irregular-verb use include Bybee and Slobin (1982) and MacKay (1976).

The Student Workbook (approximately 125 pages at each grade level) contains the Lessons outlined in Appendix D. Each Lesson consists of 2-3 pages of instruction and practice, with 30-40 written responses per Lesson. Exercise types to be used in these lessons are shown in Appendix E. Sample workbook lessons for grade 3 are sketched in Appendix F. (These sample lessons illustrate exercises with only a few items; complete lessons would contain additional items.)*

*These sample lessons could easily be specified for use with microcomputers. Such computer-based instruction and practice would have the advantages of (1) being more individualized, (2) providing more diagnostic information, (3) giving immediate feedback, (4) requiring less teacher time, and (5) being more interesting to students.

References

- Bloch, B. English verb inflection. Language, 1947, 23, 399-418.
(Reprinted in M. Joos [Ed.], Readings In Linguistics I [4th ed.]. Chicago: University of Chicago Press, 1966.)
- Dybee, J. L., & Slobin, D. I. Rules and schemas in the development and use of the English past tense. Language, 1982, 58, 265-289.
- Cronnell, B. Black-English influences in the writing of third- and sixth-grade Black students (Technical Note No. 2-82/12). Los Alamitos, CA: SWRL Educational Research and Development, 1982. (a)
- Cronnell, B. A preliminary study of language influences in the English writing of third- and sixth-grade Chicano Students (Technical Note No. 2-82/13). Los Alamitos, CA: SWRL Educational Research and Development, 1982. (b)
- Harris, A. J., & Jacobsen, M. D. Basic reading vocabularies. New York: Macmillan, 1982.
- Hoard, J. E., & Sloat, C. English irregular verbs. Language, 1973, 49, 107-120.
- Jespersen, O. A modern English grammar. Part VI: Morphology. London: George Allen & Unwin, 1961.
- Kligman, D., & Cronnell, B. Black English and spelling (Technical Report No. 50). Los Alamitos, CA: SWRL Educational Research and Development, 1974. (ERIC Document Reproduction Service No. ED 108 234)
- Lawlor, J., Cronnell, B., Gentry, L., & Humes, A. Written Composition results on the 1980 Survey of Essential Skills (Technical Note No. 2-81/07). Los Alamitos, CA: SWRL Educational Research and Development, 1981.
- Mackay, D. G. On the retrieval and lexical structure of verbs. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 169-182.
- Rhode, M., & Cronnell, B. Compilation of a communication skills lexicon coded with linguistic information (Technical Report No. 58). Los Alamitos, CA: SWRL Educational Research and Development, 1977. (ERIC Document Reproduction Service No. ED 172 147)
- Whiteman, M. F. Dialect influence in writing. In M. F. Whiteman (Ed.), Writing: The nature, development and teaching of written communication (Vol. 1: Variation in writing). Hillsdale, NJ: Lawrence Erlbaum, 1981.

APPENDIX A

REGULAR VERBS*

GRADE 3

act	dress	kiss	pick
add	drop	knock	pile
agree	dust	knot	pin
answer	end	last	place
ask	enter	laugh	plan
bake	exchange	lean	plant
bark	exercise	leap	play
belong	explain	learn	point
block	explore	lift	pop
bloom	fear	like	pour
boss	fill	listen	practise
brush	finish	live	press
bump	fix	lock	pretend
burn	flash	look	print
call	flip	love	promise
care	float	mail	prove
change	fold	march	pull
charge	follow	mark	purr
chase	fool	measure	push
cheer	frighten	melt	race
chirp	gather	miss	rain
clap	grab	mix	raise
clean	growl	moan	reach
climb	guess	move	remember
close	happen	nail	repair
collect	hate	name	rest
color	help	nap	return
cook	hiss	need	roar
cool	hop	nod	rock
count	hope	note	roll
cover	howl	notice	row
crack	hug	open	rub
crash	hum	order	rush
crawl	hunt	own	rustle
cross	invite	pack	sail
curl	join	paint	save
dance	joke	pass	scare
decide	jump	pat	scold
die	kick	peek	scream
dine	kill	phone	seem

*Source: Harris, A. J., & Jacobson, M. D. Basic reading vocabularies. New York: Macmillan, 1982.

GRADE 3 (continued)

share	wait
shop	walk
shout	wander
sight	want
skate	wash
slip	watch
smell	wave
smile	weed
snap	whisper
sniff	whistle
snow	wink
spell	wish
spill	wonder
splash	work
stare	yell
start	
stay	
step	
stop	
stretch	
stuff	
surprise	
switch	
tag	
talk	
tap	
taste	
test	
thank	
tickle	
tie	
toss	
touch	
train	
trap	
travel	
trip	
trot	
tug	
turn	
until	
use	
visit	
wag	

GRADE 4

accept	command	encourage	improve
ache	complain	enjoy	include
admire	complete	escape	insist
aid	confess	examine	interrupt
aim	consider	exclaim	introduce
allow	continue	expect	invent
amaze	control	fail	judge
announce	copy	faint	limp
appear	correct	fasten	list
approach	creak	fetch	load
arrive	crowd	figure	manage
attach	cry	flop	marry
attack	cure	flow	match
attend	dare	flutter	mend
balance	declare	force	mess
bathe	decorate	frown	mop
battle	deliver	fry	mount
beg	demand	gasp	mumble
behave	depend	gaze	munch
blame	describe	giggle	nibble
blink	desert	glance	obey
boast	design	glare	occur
boil	determine	glide	offer
bore	develop	glitter	owe
borrow	dial	glow	pause
bother	dip	greet	peak
bounce	direct	grin	peck
braid	disappear	grip	peel
breathe	disappoint	groan	peep
burrow	discourage	grumble	peer
buzz	discover	guard	perch
capture	discuss	guide	perform
carry	disturb	gurgle	pierce
carve	drag	halt	pinch
cause	drain	handle	pitch
celebrate	drift	harden	pity
charm	drip	harm	plow
chatter	droop	hike	poke
check	drown	hint	polish
choke	dry	hire	prepare
chop	dump	honk	prevent
chuckle	earn	hook	pronounce
comb	embarrass	hoot	protect
comfort	empty	imagine	punch

GRADE 4 (continued)

punish	solve	unload
rattle	sort	vanish
realize	spoil	volt
receive	spray	wade
recognize	sprinkle	warn
refuse	squeak	waste
relax	squeeze	weigh
remain	squint	whine
remind	stall	whip
remove	startle	wiggle
rent	starve	wipe
repeat	steer	worry
reply	stir	wrap
report	straighten	yank
rescue	strain	yawn
reward	strip	
rip	stroke	
roam	struggle	
rob	study	
rust	stumble	
scatter	suggest	
score	supply	
scramble	surround	
scratch	suspect	
scrub	swallow	
search	sway	
separate	sweat	
serve	tame	
settle	tease	
sew	tend	
shiver	thread	
shrug	trace	
skip	trade	
slam	treat	
slap	tremble	
slice	trickle	
smash	trim	
snatch	trust	
sneak	try	
sneeze	tuck	
snip	tumble	
snort	twinkle	
soak	twist	
job	type	

GRADE 5

adjust	crumple	grasp	plunge
adopt	cuddle	graze	pollute
advertise	damage	grunt	pounce
affect	dart	gulp	praise
alert	dazzle	haul	prance
amuse	decode	haunt	pray
annoy	defeat	heal	preserve
apply	delay	heave	proceed
appreciate	deny	hesitate	produce
argue	depart	hitch	prompt
arrange	deserve	hoe	protest
astonish	desire	hoist	provide
avoid	destroy	holler	prowl
await	detest	huddle	pry
baffle	diet	hurtle	publish
bawl	disguise	identify	purchase
blend	disgust	ignore	quiver
bless	display	imitate	reappear
blunder	divide	impress	recall
blush	dodge	increase	reckon
brag	doubt	insert	recover
buckle	doze	inspire	relate
butt	dread	insult	release
caress	drill	intend	relieve
challenge	educate	involve	represent
chant	embroider	jingle	request
cheat	entertain	jog	require
claim	exhaust	knead	respect
clasp	exhibit	launch	respond
clench	exist	leak	retire
combine	explode	lighten	retreat
communicate	expose	litter	rot
compare	express	locate	salute
compete	extend	loosen	satisfy
compose	fade	migrate	scowl
conduct	fascinate	mold	scrape
confess	file	mourn	seize
connect	flatter	multiply	select
contain	gain	murmur	shatter
convince	gamble	mutter	shave
crackle	gape	neglect	shift
crouch	glimpse	nudge	shimmer
crumble	gobble	pardon	shorten
	graduate	pedal	shove

GRADE 5 (continued)

shovel	unpack
shriek	urge
shudder	vacuum
shuffle	vary
sketch	volunteer
skim	waddle
slither	wail
smother	whittle
snarl	widen
snore	wreck
soar	wrestle
spank	yearn
sputter	
squat	
squeal	
squirm	
squirt	
stab	
stagger	
stammer	
stampede	
stitch	
stroll	
strut	
succeed	
suck	
suffer	
sulk	
support	
swagger	
switch	
tackle	
terrify	
threaten	
thrill	
tighten	
tilt	
tow	
trample	
translate	
trudge	
twirl	
twitch	
uncover	

GRADE 6

abandon	contact	inquire	regret
absorb	cram	inspect	rely
accompany	dampen	install	resent
accomplish	dangle	instruct	reserve
achieve	debate	interfer	resign
adapt	decay	interview	resist
admit	deceive	irritate	restore
adore	dedicate	jeer	reveal
amble	defend	kidnap	revolve
apologize	define	linger	ripen
appeal	devote	lunge	rouse
applaud	devour	lurk	scamper
approve	disagree	maintain	scan
arouse	discard	mock	scour
arrest	dismiss	moisten	seep
ascend	dismount	mow	ski
assemble	disobey	murder	skid
assign	dissolve	nuzzle	slash
associate	distract	occupy	snoop
assume	donate	offend	soften
assure	edit	ooze	stain
attempt	elect	organize	stress
attract	emerge	outwit	strum
bask	enable	overlook	stun
beckon	enclose	overturn	stutter
bleat	endure	patrol	substitute
blend	envy	perish	subtract
blurt	etch	permit	summon
brand	expand	persuade	surge
broil	flatten	pester	survive
bruise	frisk	possess	swap
bustle	fumble	predict	swat
cease	furnish	prefer	swerve
chat	glisten	prod	taunt
circulate	gnaw	propel	tempt
collapse	gossip	pursue	thaw
comment	grease	quote	topple
compliment	hasten	react	transfer
concentrate	imprison	recite	transform
conclude	indicate	reduce	utter
conquer	influence	refer	weaken
consent	inform	reflect	wilt
console	inhabit	regain	
consult	injure	register	

APPENDIX B

IRREGULAR VERBS

<u>Base Form</u>	<u>Past Tense</u>	<u>Past Participle</u>
be (am, is, are)	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt

<u>Base Form</u>	<u>Past Tense</u>	<u>Past Participle</u>
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang*	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit**	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent

*Also has regular forms, but with variation in meaning.

**Also has regular forms.

<u>Base Form</u>	<u>Past Tense</u>	<u>Past Participle</u>
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
overcome	overcame	overcome
overhear	overheard	overheard
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
put	put	put
read	read	read
rebuild	rebuilt	rebuilt
repay	repaid	repaid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine*	shone	shone
shoot	shot	shot
show**	showed	shown

*Also has regular forms, but with variation in meaning.

**Also has regular past participle form.

<u>Base Form</u>	<u>Past Tense</u>	<u>Past Participle</u>
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slit	slit	slit
speak	spoke	spoken
speed*	ped	ped
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown

*Also has regular forms.

<u>Base Form</u>	<u>Past Tense</u>	<u>Past Participle</u>
understand	understood	understood
undertake	undertook	undertaken
upset	upset	upset
wake*	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

*Also has regular forms.

APPENDIX C

CLASSIFICATION OF IRREGULAR VERBS

A. present = past = past participle

bet, broadcast, burst, cast, cost, cut, forecast, hit, hurt, knit,
let, put, set, shed, shut, slit, split, spread, upset

B. vowel changes

1. i → a → u

begin/began/begun, drink/drank/drunk, ring/rang/rung,
shrink/shrank/shrunk, sing/sang/sung, sink/sank/sunk,
spring/sprang/sprung, swim/swam/swum

2. /ē/ → /ě/ = /ě/

bleed/bled, breed/bred, feed/fed, lead/led, meet/met,
read/read, speed/sped

3. i → ou = ou

bind/bound, find/found, grind/ground, wind/wound

4. i → u = u

cling/clung, dig/dug, fling/flung, sling/slung, spin/spun,
stick/stuck, sting/stung, swing/swung, wring/wrung

5. miscellaneous: past = past participle

hang/hung, hold/held, light/lit, shine/shone, shoot/shot,
sit/sat, slide/slid, strike/struck, win/won

C. vowel change for past, -n/-en for past participle1. ow → ew → own

blow/blew/blown, grow/grew/grown, know/knew/known,
overthrow/overthrew/overthrown, throw/threw/thrown

2. ee/ea → o...e → o...en/orn

break/broke/broken, freeze/froze/frozen, speak/spoke/spoken,
steal/stole/stolen, weave/wove/woven; swear/swore/sworn,
tear/tore/torn, wear/wore/worn

3. $V_1 \rightarrow V_2 \rightarrow V_2 + \underline{-en}$

bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten,
get/got/gotten (got), hide/hid/hidden (hid), wake/woke/woken

4. $V_1 \rightarrow V_2 \rightarrow V_1 + \underline{-n/-en}$

draw/drew/drawn, see/saw/seen, slay/slew/slain; drive/drove/driven,
eat/ate/eaten, fall/fell/fallen, forbid/forbade/forbidden, forgive/
forgave/forgiven, give/gave/given, mistake/mistook/mistaken,
overtake/overtook/overtaken, rise/rose/risen, shake/shook/shaken,
take/took/taken, undertake/undertook/undertaken, withdraw/withdrew/
withdrawn

5. miscellaneous

beat/beat/beaten, do/did/done, fly/flew/flown, go/went/gone,
lie/lay/lain, ride/rode/ridden, show/showed/shown, write/wrote/
written

D. vowel change plus added t/d (past = past participle)1. $/\bar{e}/ \rightarrow /\check{e}/ + \underline{t}$

creep/crept, deal/dealt, feel/felt, keep/kept, kneel/knelt,
leave/left, mean/meant, sleep/slept, sweep/swept, weep/wept

2. other vowel change plus added t (/ô t/)

bring/brought, buy/bought, catch/caught, fight/fought
lose/lost, seek/sought, teach/taught, think/thought

3. vowel change plus added d

flee/fled, hear/heard, overhear/overheard, say/said,
sell/sold, tell/told

E. other t/d (past = past participle)1. $\underline{d} \rightarrow \underline{t}$

bend/bent, build/built, lend/lent, rebuild/rebuilt, send/sent,
spend/spent

2. added d

lay/laid, pay/paid, repay/repaid

3. added t

dwell/dwelt

F. other

1. vowel change for past, past participle = present
become/became/become, come/came/come, overcome/overcame/overcome,
run/ran/run
2. miscellaneous (past = past participle)
have/had, make/made, misunderstand/misunderstood, stand/stood,
understand/understood
3. am-is-are/was-were/been

APPENDIX D
SCOPE AND SEQUENCE CHART

Grade 3

- Unit 1: Lesson 1: introduction to -ed suffix
Lesson 2: continuation of Lesson 1
Lesson 3: introduction to past meaning of -ed suffix
Lesson 4: past tense use of -ed with no spelling changes
Lesson 5: continuation of Lesson 4
Lesson 6: past tense use of -ed with base words ending with e
Lesson 7: continuation of Lesson 6
Lesson 8: past tense use of -ed with consonant doubling
Lesson 9: continuation of Lesson 8
Lesson 10: present perfect tense use of -ed
Lesson 11: continuation of Lesson 10
Lesson 12: review
- Unit 2: Lesson 1: hit, hurt, shut
Lesson 2: continuation of Lesson 1
Lesson 3: cut, let, put
Lesson 4: continuation of Lesson 3
Lesson 5: hold/held, light/lit, sit/sat
Lesson 6: continuation of Lesson 5
Lesson 7: feed/fed, lead/led, meet/met, read/read
Lesson 8: continuation of Lesson 7
Lesson 9: review
- Unit 3: Lesson 1: keep/kept, sleep/slept, sweep/swept
Lesson 2: continuation of Lesson 1
Lesson 3: feel/felt, leave/left, mean/meant
Lesson 4: continuation of Lesson 3
Lesson 5: catch/caught, teach/taught, think/thought
Lesson 6: continuation of Lesson 5

Grade 3 (continued)

Unit 3 (continued)

- Lesson 7: bring/brought, buy/bought, fight/fought, lose/lost
- Lesson 8: continuation of Lesson 7
- Lesson 9: hear/heard, say/said, sell/sold, tell/told
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

Unit 4: Lesson 1: bend/bent, build/built, send/sent

- Lesson 2: continuation of Lesson 1
- Lesson 3: have/had, make/made, stand/stood
- Lesson 4: continuation of Lesson 3
- Lesson 5: am/is/are
- Lesson 6: am/is/are/was/were
- Lesson 7: continuation of Lesson 6
- Lesson 8: am/is/are/was/were/been
- Lesson 9: continuation of Lesson 8
- Lesson 10: begin/began/begun, ring/rang/rung, sing/sang/sung, swim/swam/swum
- Lesson 11: continuation of Lesson 10
- Lesson 12: review

Unit 5: Lesson 1: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown

- Lesson 2: continuation of Lesson 1
- Lesson 3: draw/drew/drawn, see/saw/seen
- Lesson 4: continuation of Lesson 3
- Lesson 5: eat/ate/eaten, fall/fell/fallen, give/gave/given, take/took/taken
- Lesson 6: continuation of Lesson 5
- Lesson 7: become/became/become, come/came/come, run/ran/run
- Lesson 8: continuation of Lesson 7
- Lesson 9: do/did/done, go/went/gone, write/wrote/written
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

Grade 4

- Unit 1: Lesson 1: introduction to -ed suffix with past meaning
 Lesson 2: past tense use of -ed with no spelling changes
 Lesson 3: continuation of Lesson 2
 Lesson 4: past tense use of -ed with base words ending with e
 Lesson 5: continuation of Lesson 4
 Lesson 6: past tense use of -ed with consonant doubling
 Lesson 7: continuation of Lesson 6
 Lesson 8: past tense use of -ed with final y changing to i
 Lesson 9: continuation of Lesson 8
 Lesson 10: present perfect and past perfect tense uses of -ed
 Lesson 11: continuation of Lesson 10
 Lesson 12: review

- Unit 2: Lesson 1: R: cut, hit, hurt, let, put, shut
 Lesson 2: continuation of Lesson 1
 Lesson 3: N: bet, cost, set, upset
 Lesson 4: continuation of Lesson 3
 Lesson 5: R: hold/held, light/lit, sit/sat
 N: shoot/shot, slide/slid
 Lesson 6: continuation of Lesson 5
 Lesson 7: R: feed/fed, lead/led, meet/met, read/read
 Lesson 8: continuation of Lesson 7
 Lesson 9: R: feel/felt, keep/kept, leave/left, mean/meant,
 sleep/slept, sweep/swept
 Lesson 10: continuation of Lesson 9
 Lesson 11: review

Note: R = review words (taught initially in grade 3)
 N = new words

Grade 4 (continued)

- Unit 3: Lesson 1: R: bring/brought, buy/bought, catch/caught, fight/fought, lose/lost, teach/taught, think/thought
- Lesson 2: Continuation of Lesson 2
- Lesson 3: R: hear/heard, say/said, sell/sold, tell/told
N: lay/laid, pay/paid
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: bend/bent, build/built, send/sent
N: spend/spent
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: have/had, make/made, stand/stood
N: shine/shone(vs. shined)
- Lesson 8: continuation of Lesson 7
- Lesson 9: N: dig/dug, sting/stung, swing/swung, win/won
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

- Unit 4: Lesson 1: R: am/is/are/was/were
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: am/is/are/was/were/been
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: begin/began/begun, ring/rang/rung, sing/sang/sung, swim/swam/swum
N: drink/drank/drunk, sink/sank/sunk
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown
- Lesson 8: continuation of Lesson 7
- Lesson 9: N: break/broke/broken, freeze/froze/frozen, tear/tore/torn, wear/wore/worn
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

- Unit 5: Lesson 1: N: bite/bit/bitten, choose/chose/chosen, forget/forgot/forgotten, get/got/gotten(got), hide/hid/hidden(hid), wake/woke, woken
- Lesson 2: continuation of Lesson 1

Grade 4 (continued)

Unit 5 (continued)

- Lesson 3: R: draw/drew/drawn, eat/ate/eaten, fall/fell/fallen,
give/gave/given, see/saw/seen, take/took/taken
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: become/became/become, come/came/come,
run/ran/run
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: do/did/done, go/went/gone, write/wrote/written
N: ride/rode/ridden
- Lesson 8: continuation of Lesson 7
- Lesson 9: review

Grade 5

- Unit 1: Lesson 1: introduction to -ed suffix with past and perfect uses
- Lesson 2: past and perfect uses of -ed with no spelling changes
- Lesson 3: continuation of Lesson 2
- Lesson 4: past and perfect uses of -ed with base words ending with e
- Lesson 5: continuation of Lesson 4
- Lesson 6: past and perfect uses of -ed with consonant doubling
- Lesson 7: continuation of Lesson 6
- Lesson 8: past and perfect uses of -ed with final y changing to i
- Lesson 9: continuation of Lesson 8
- Lesson 10: passive use of -ed suffix
- Lesson 11: continuation of Lesson 10
- Lesson 12: review
- Unit 2: Lesson 1: R: bet, cost, cut, hit, hurt, let, put, set, shut, upset
- Lesson 2: continuation of Lesson 1
- Lesson 3: N: burst, cast, knit, shed, split, spread
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: hold/held, light/lit, shoot/shot, sit/sat, slide/slid
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: feed/fed, lead/led, meet/met, read/read
- Lesson 8: R: feel/felt, keep/kept, leave/left, mean/meant, sleep/slept, sweep/swept
N: creep/crept
- Lesson 9: continuation of Lesson 8
- Lesson 10: review

Note: R = review words (taught initially in grades 3 and 4)
N = new words

Grade 5 (continued)

- Unit 3: Lesson 1: R: bring/brought, buy/bought, catch/caught, fight/fought, lose/lost, teach/taught, think/thought
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: hear/heard, lay/laid, pay/paid, say/said, sell/sold, tell/told
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: bend/bent, build/built, send/sent, spend/spent
N: lend/lent
- Lesson 6: continuation of Lesson 5
- Lesson 7: N: bind/bound, find/found, grind/ground, wind/wound
- Lesson 8: continuation of Lesson 7
- Lesson 9: review
- Unit 4: Lesson 1: R: have/had, make/made, shine/shone (vs. shined), stand/stood,
N: hang/hung (vs. hanged), misunderstand/misunderstood, understand/understood
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: dig/dug, sting/stung, swing/swung, win/won
N: spin/spun, stick/stuck
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: am/is/are/was/were/been
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: begin/began/begun, drink/drank/drunk, ring/rang/rung, sing/sang/sung, sink/sank/sunk, swim/swam/swum
- Lesson 8: continuation of Lesson 7
- Lesson 9: review
- Unit 5: Lesson 1: R: blow/blew/blown, grow/grew/grown, know/knew/known, throw/threw/thrown
N: fly/flew/ flown
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: break/broke/broken, freeze/froze/frozen, tear/tore/torn, wear/wore/worn
N: speak/spoke/spoken, steal/stole/stolen, weave/wove/woven

GRADE 5 (continued)

Unit 5 (continued)

Lesson 4: continuation of Lesson 3

Lesson 5: R: bite/bit/bitten, choose/chose/chosen, forget/
forgot/forgotten, get/got/gotten (got),
hide/hid/hidden (hid), wake/woke/woken
N: beat/beat/beaten

Lesson 6: continuation of Lesson 5

Lesson 7: R: draw/drew/drawn, eat/ate/eaten, fall/fell/fallen,
give/gave/given, see/saw/seen, take/took/taken
N: drive/drove/driven, forgive/forgave/forgiven,
mistake/mistook/mistaken

Lesson 8: continuation of Lesson 7

Lesson 9: R: become/became/become, come/came/come, run/ran/run;
do/did/done, go/went/gone, ride/rode/ridden,
write/wrote/written
N: show/showed/shown

Lesson 10: continuation of Lesson 9

Lesson 11: review

Grade 6

- Unit 1: Lesson 1: introduction to -ed suffix with past, perfect, and passive uses (no spelling change)
- Lesson 2: continuation of Lesson 1
- Lesson 3: past, perfect, and passive uses of -ed with base words ending with e
- Lesson 4: continuation of Lesson 3
- Lesson 5: past, perfect, and passive uses of -ed with consonant doubling (including doubling in two-syllable words)
- Lesson 6: continuation of Lesson 5
- Lesson 7: past, perfect, and passive uses of -ed with final y changing to i
- Lesson 8: continuation of Lesson 7
- Lesson 9: introduction to adjectival use of -ed suffix
- Lesson 10: continuation of Lesson 9
- Lesson 11: review

- Unit 2: Lesson 1: R: bet, cost, cut, hit, hurt, let, put, set, shut, upset
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: burst, cast, knit, shed, split, spread
N: broadcast, forecast, slit
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: hold/held, light/lit, sit/sat, shoot/shot, slide/slid
- Lesson 6: R: feed/fed, lead/led, meet/met, read/read
N: bleed/bled, breed/bred, speed/sped
- Lesson 7: continuation of Lesson 6
- Lesson 8: R: creep/crept, feel/felt, keep/kept, leave/left, mean/meant, sleep/slept, sweep/swept
N: deal/dealt, dwell/dwelt, kneel/knelt, weep/wept
- Lesson 9: continuation of Lesson 8
- Lesson 10: review

Note: R = review words (taught initially in grades 3, 4, and 5)
N = new words

Grade 6 (continued)

- Unit 3: Lesson 1: R: bring/brought, buy/bought, catch/caught,
fight/fought, lose/lost, teach/taught,
think/thought
N: seek/sought
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: hear/heard, lay/laid, pay/paid, say/said,
sell/sold, tell/told
N: flee/fled, overhear/overheard, repay/repaid
- Lesson 4: continuation of Lesson 3
- Lesson 5: R: bend/bent, build/built, lend/lent, send/sent,
spend/spent
N: rebuild/rebuilt
- Lesson 6: continuation of Lesson 5
- Lesson 7: R: bind/bound, find/found, grind/ground, wind/wound
- Lesson 8: R: hang/hung (vs. hanged), have/had, make/made,
misunderstand/misunderstood, shine/shone (vs. shined),
stand/stood, understand/understood
- Lesson 9: continuation of Lesson 8
- Lesson 10: review
- Unit 4: Lesson 1: R: dig/dug, spin/spun, stick/stuck, sting/stung,
win/won
N: cling/clung, fling/flung, sling/slung,
strike/struck, wring/wrung
- Lesson 2: continuation of Lesson 1
- Lesson 3: R: am/is/are/was/were/been
- Lesson 4: R: begin/began/begun, drink/drank/drank,
ring/rang/rung, sing/sang/sung, sink/sank/sunk,
swim/swam/swum
N: shrink/shrank/shrunk, spring/sprang/sprung
- Lesson 5: continuation of Lesson 4
- Lesson 6: R: blow/blew/blown, fly/flew/flown, grow/grew/grown,
know/knew/known, throw/threw/thrown
N: overthrow/overthrew/overthrown
- Lesson 7: continuation of Lesson 6
- Lesson 8: R: break/broke/broken, freeze/froze/frozen,
speak/spoke/spoken, steal/stole/stolen,
tear/tore/torn, wear/wore/worn, weave/wove/woven
N: swear/swore/sworn

Grade 6 (continued)

Unit 4 (continued)

Lesson 9: continuation of Lesson 8

Lesson 10: review

Unit 5: Lesson 1: R: beat/beat, beaten, bite/bit/bitten, choose/chose/
chosen, forget/forgot/forgotten, get/got/gotten
(got), hide/hid/hidden(hid), wake/woke/awoken

Lesson 2: continuation of Lesson 1

Lesson 3: R: draw/drew/drawn, forgive/forgave/forgiven,
give/gave/given, mistake/mistook/mistaken,
take/took/taken

N: forbid/forbade/forbidden, overtake/overtook/
overtaken, slay/slew/slain, undertake/undertook/
undertaken, withdraw/withdrew/withdrawn

Lesson 4: continuation of Lesson 3

Lesson 5: R: drive/drove/driven, eat/ate/eaten, fall/fell/
fallen, see/saw/seen

N: rise/rose/risen, shake/shook/shaken

Lesson 6: continuation of Lesson 5

Lesson 7: R: become/became/become, come/came/come, run/ran/run
N: overcome/overcame/overcome

R: do/did/done, go/went/gone, ride/rode/ridden,
show/showed/shown, write/wrote/written

N: lie/lay/lain [contrasted with lay/laid]

Lesson 8: continuation of Lesson 7

Lesson 9: review

APPENDIX E

EXERCISE TYPES*

A. Multiple-choice

Directions: Circle the word that completes the sentence correctly.

Yesterday he (walked/walks) home.

B. Fill-in

1. Verb provided

Directions: Write the correct form of the word in parentheses.

(walk) Yesterday he _____ home.

2. Verb in sentence

a. Base form

Directions: Write the correct form of the underlined word.

John doesn't like to walk, but yesterday he _____ home.

b. Suffixed form

Directions: Write the correct form of the underlined word.

John doesn't like walking, but yesterday he _____ home.

C. Editing

1. Marked

Directions: One word has been crossed out because it is wrong. Write the correct form of the word above it.

Yesterday John ~~walk~~ home.

*Examples use only one verb; actual exercises would contain several verbs (including review verbs).

2. Unmarked

Directions: Cross out the incorrect word. Write the correct form above it.

Yesterday John walk home.

D. Revising

Directions: Rewrite the sentence in the past tense.

Sometimes John walks home.

Yesterday _____.

E. Free composition (e.g., story prompted by picture, personal narrative)

[Note: This exercise type is difficult to use, but is included so that skills can be practiced in actual writing. One variation is to provide a list of the verbs covered in the Unit and ask students to write a narrative using as many of them as possible. Free composition is used in review lessons.]

Levels of difficulty for exercises

1. Verb forms

- a. all answers in one form (past or past participle)
- b. past and past participle or past and present (base form) mixed
- c. past, past participle, and present (base form) mixed .
(For C and D above, this means incorrect mixed with correct.)

2. Item length

- a. sentence
- b. paragraph
- c. more than one paragraph

3. Writing: Exercise Types A-C call for either circling the answer or writing a single word. Additional practice could be provided with these exercise types if students copied the whole item (with the correct answer). Use of this variation can be left to teacher discretion.

APPENDIX F

SAMPLE WORKBOOK LESSONS

GRADE 3

Unit 1
Lesson 1

Look at these words. How are they different?

walk walked

The word walked ends with the letters ed.

A. Draw a circle around the ed.

1. walked
2. walk
3. stayed
4. opened
5. fill

etc.

Look at these words. How are they different?

like liked

The word liked ends with the letter d. The word like already ends with e, so the only new letter is d. But both liked and walked end with ed.

B. Draw a circle around the ed.

1. liked
2. played
3. hoped
4. like

etc.

Unit 1
Lesson 1 (continued)

Look at these words. How are they different?

stop stopped

The word stopped ends with the letters ped. The word stop has only one p, but the word stopped has two p's. But stopped also ends with the letters ed, just the same as walked and liked.

C. Draw a circle around the ed.

1. stopped
 2. loved
 3. pass
 4. hopped
- etc.

Unit 1
Lesson 2

Words with the ed ending are called verbs. These words are verbs: walked, stayed, opened. These words are also verbs: walk, stay, open.

A. Draw a circle around the verbs in these sentences.

1. I walked to the store and stayed there for an hour.

2. When we opened the door, we shouted at our friends.

etc.

B. Draw a circle around the ed in the verbs in these sentences.

1. James worked very hard last night.

etc.

[Note: All ed sequences in these sentences must be past-tense suffix uses; e.g., the words red and education cannot be used.]

C. Draw a circle around the ed in the verbs in this story.

Once upon a time . . .

etc.

[Note: All ed sequences in this story must be past-tense suffix uses.]

Unit 1
Lesson 3

Look at this verb.

stopped

It ends with the letters ed. When a verb ends with ed, it usually means that something happened in the past. The word stopped means that the stopping happened in the past.

A. Write past next to the verbs that mean that something happened in the past.

1. _____ stopped

2. _____ walked

3. _____ happen

etc.

The letters ed in a word like stopped are called a suffix.

B. Draw a circle around the suffix in these words.

1. walked

2. played

etc.

Sometimes other words tell us that something happened in the past. They tell something happened before now. The word yesterday means that something happened in the past.

C. Write past next to the words that mean that something happened in the past.

1. _____ yesterday

2. _____ last night

3. _____ next week

etc.

Unit 1
Lesson 3 (continued)

D. Write past next to the sentences that mean that something happened in the past.

1. _____ I walked to the store yesterday.

2. _____ I am working now.

etc. [verbs plus time adverbial]

E. Write past next to the sentences that mean that something happened in the past.

1. _____ We stayed very late.

2. _____ After school, we like to play games.

etc. [verbs without time adverbial]

Unit 1
Lesson 4

To show that a verb means that something happened in the past, we usually add the ed suffix.

climb + ed = climbed

reach + ed = reached

start + ed = started

A. Write the past form of these verbs.

1. act _____

2. bark _____

3. crawl _____

etc.

B. Circle the word that completes the sentence correctly.

1. Yesterday I (answer/answered) the question correctly.

2. I (need/needed) to eat now.

etc.

C. Write the correct form of the word in parentheses.

1. (walk) He _____ home alone last night.

2. (want) She _____ to go to the movies yesterday.

etc.

D. Write the correct form of the underlined word.

1. My dog doesn't usually bark, but yesterday she _____ for hours.

etc.

6. Washing my mother's car is a lot of fun. So I _____ it for her last Saturday.

etc.

Unit 1
Lesson 5

Remember: To show that a verb means that something happened in the past, we usually add the ed suffix.

A. One word has been crossed out because it is wrong. Write the correct form of the word above it.

1. When I was little, I ~~crowl~~ on the floor.

etc.

B. Cross out the incorrect word. Write the correct form above it.

1. It was so dark last night that I bump into the door.

etc.

When a verb means that something happened in the past, the verb is in the past tense.

climbed is the past tense of climb

reached is the past tense of reach

started is the past tense of start

C. Rewrite the sentence in the past tense.

1. We work very hard.

Yesterday _____

etc.

Unit 1
Lesson 10

Read these sentences. Look at the underlined verbs.

Jill has acted very badly.

The boys have started their game.

These sentences have verbs with ed. We use the ed form after has and after have:

Pat has always worked at this store.

Have you mailed the letter?

A. Circle the word that completes the sentence correctly.

1. I have (help/helped) my friends.

etc.

B. Write the correct form of the word in parentheses.

1. (reach) The climbers have _____ the top of the mountain.

etc.

C. Write the correct form of the underlined word.

1. "Did you thank Mary for your present?"

"No, I haven't _____ her yet."

etc.

Unit 1
Lesson 11

Remember: We use the ed form after has and after have.

A. One word has been crossed out because it is wrong.
Write the correct form of the word above it.

1. I have ~~sale~~ a lot of cans.

etc.

B. Cross out the incorrect word. Write the correct form above it.

1. Jim hasn't wash his hands.

etc.

C. Rewrite the sentence with a different verb form.

1. I walk a lot.

Today I have _____

etc.

Unit 2
Lesson 1

Some verbs do not add ed for the past or when they come after has or have. These are irregular verbs. In the rest of this book, you will study some of these irregular verbs.

Some verbs don't change at all for the past or after has or have. Read these sentences, and look at the underlined word.

My feet hurt now.

My feet hurt yesterday.

My feet have hurt all week.

Here are three irregular verbs that do not change their form:

hurt hit shut

A. Circle the word that completes the sentence correctly.

1. Jim (hurt/hurted) his finger last night.

etc.

B. Write the correct form of the word in parentheses.

1. (hit) Last week Maria _____ a home run.

etc.

C. Write the correct form of the underlined word.

1. My tooth doesn't hurt now but it _____ yesterday.

etc.

Unit 2
Lesson 2

Remember: These irregular verbs do not change for past or after has
or have:

hurt

hit

shut

- A. One word has been crossed out because it is wrong.
Write the correct form of the word above it.

1. We ~~shut~~ted the door because it was cold.

etc.

- B. Cross out the incorrect word. Write the correct form above it.

1. In our last game, I hitted a ball over the fence.

etc.