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)
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.

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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., shrunken 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.

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


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GRADE 3 (continued)

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stretch
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trap
travel	trip	trot
tug
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wait
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whisper
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yell
accept command encourage improve
ache complain enjoy include
admire complete escape insist
aid confess examine interrupt
aim consider expect introduce
allow continue fail invent
amaze control feel judge
announce copy frown make
appear correct figure marry
approach creak flop match
arrive crowd flow mend
attach cure flutter mess
attack dare fry mumble
attend desire get nauseous
balance declare gape obey
bathe decorature go occur
battle deliver force give
beg demand fry grapple
behave depend get habituate
blame describe giggle nibble
blink desert glaze notice
boast design glare notify
boil decorate gloom notice
bore determine gurgle notice
borrow develop glitter notice
bother dial grin notice
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scream despair go visit,
braid disappear groan go
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comfort drill driver have
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refuse  squeak  weigh
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rent  starve  worry
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report  straighten  yawn
rescue  strain
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
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troop  tuck
snip  tumble
snort  twinkle
soak  twist
sob  type
GRADE 5

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†Also has regular forms.
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*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. /ɔ/ → /ɒ/ = /ɔ/
      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 participle
   1. ow → ow → 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. \( V_1 \rightarrow V_2 \rightarrow V_2 + \text{-en} \)

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

4. \( V_1 \rightarrow V_2 + V_1 + \text{-n/-en} \)

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. \( /\text{ê}/ + /\text{ê}/ + \text{t} \)

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 \( t \) (/\text{ôt}/)

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. \( d + \text{t} \)

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
Gradu 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/floated
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

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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/riden, 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, 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/drunk, 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, eaten, 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
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/withdrawn/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/ridder, 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 __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.
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-cense 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.]
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 \textit{ed} suffix.

\begin{align*}
\text{climb} + \text{ed} &= \text{climbed} \\
\text{reach} + \text{ed} &= \text{reached} \\
\text{start} + \text{ed} &= \text{started}
\end{align*}

A. Write the past form of these verbs.
1. act \underline{} \\
2. bark \underline{} \\
3. crawl \underline{} \\
4. etc.

B. Circle the word that completes the sentence correctly.
1. Yesterday I \underline{answer/answered} the question correctly.
2. I \underline{need/needed} to eat now.
3. etc.

C. Write the correct form of the word in parentheses.
1. (walk) He \underline{} home alone last night.
2. (want) She \underline{} to go to the movies yesterday.
3. etc.

D. Write the correct form of the underlined word.
1. My dog doesn't usually \underline{bark}, but yesterday she \underline{} for hours.
2. etc.

6. Washing my mother's car is a lot of fun. So I \underline{} it for her last Saturday.
3. 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 crawl on the floor.
      X
      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.
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 **save** 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.
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:

\[
\begin{array}{ccc}
\text{hurt} & \text{hit} & \text{shut} \\
\end{array}
\]

A. One word has been crossed out because it is wrong. Write the correct form of the word above it.
1. We shut\_\_\_ 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.