

## Regular and Irregular Past Tense

### General Advice

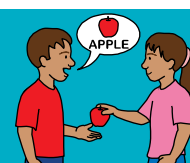
- Activities should be completed little and often
- Gain the child's full attention before giving an instruction
- Start by using real objects or people, then move onto using pictures or photos
- Gather together objects that will be useful for working on regular past tense verbs, for example:

Box (push and open)	Brush (brush)
Paper (rip)	Jug and cup (pour)
Paint (paint)	Ball (bounce, kick and roll)
Skipping rope (skip)	

- Gather together objects that will be useful for working on irregular past tense, for example:

Paper and pens (draw, write)	Scissors (cut)
Juice / Water (drink)	Book (read)
Bubbles (blow)	Bricks (build)
Toy telephone (speak and ring)	Ball (throw)
Figures (sleep and sit)	Toy food (eat)

- Where possible try to use objects that are motivating for the child
- You should be certain that the child has an understanding of time concepts e.g. yesterday, this morning, last week.
- Remember one verb can be worked on in several ways e.g. the child can 'push' the box, door, chair etc
- Explain irregular past tense word endings and why they are important, i.e. "When we're talking about things that have happened in the past we sometimes add -ed and sometimes the whole word changes"
- Work on regular past tense pictures first before moving onto irregular past tense.
- Make the activities fun and use them during the daily routine
- When the child makes a mistake in class with the verb you have been working on, repeat the child's sentence back to them using the correct structure, e.g. "He jump on it", "Yes, he **jumped** on it" or "He rided on it", "Yes, he **rode** on it".



## Activities to Develop Use of Past Tense Verbs

### Activity 1 - Action Description

Use the set of cards provided with simple present tense verb pictures on e.g. 'hop'

1. Ask child to pick a card.
2. Ask the child to act out the verb on the card.
3. Ask the child what they just did.

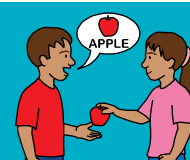
If a child does not use a correct past tense, for example "I hop", just feed back the correct way of saying it in a conversational way, for example "Oh, you hopped?"

### Activity 2 – What have you done Today?

This activity should ideally be completed in a small group (three-four children). The adult leading the session will need a pen and paper to complete this activity.

1. Go round each person in the group, including the adults, asking them for two things they have already done that day.
2. Write each person's name on the sheet and a key word for each activity they have done along with a very rough picture to help the children remember what each person did.
3. Each person then takes it in turns to recall what one other person has done today - using the pictures to help them to remember.

If a child does not use a correct past tense, for example "Jake kick a football", just feed back the correct way of saying it in a conversational way, for example "Oh, Jake **kicked** a football?"



### Activity 3 – Making up a Story

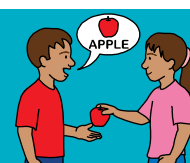
This activity should ideally be completed in a small group (three-four children). The adult leading the session will need a pen and paper to complete this activity. Cards with possible story characters may be useful (optional).

1. Explain to the children that you are going to write a surprise story as a group, and that they are going to write a bit each.
2. Have the first child start the story, but without letting anyone know what they wrote. After a sentence or two, stop them, fold over the paper to hide what they wrote and pass on to the next child.
3. The last writer ends the story.
4. Read out the story, a section at a time. Ask the children to think about what has just happened in the story. Remind them to use past tense.

### Activity 4 – Lotto

You can use the pictures in this pack to make lotto boards with pictures of verbs the children have learned recently. Use four-six pictures per board with one board per child. This can be done 1:1 but works well in small groups.

1. For the first game you can be the caller; for subsequent games a child can have a go.
2. The caller takes a card. Ask the child to complete this sentence at each turn (using the verb in their picture): "Yesterday, I ..." For example: "Yesterday I **rode** my bike."). You could use a question, such as "What did you do yesterday?", "What did Max do yesterday?"
3. The child who has the picture says they have got it, and they get the card.
4. Continue until one child has got all their pictures.



### Activity 5 – Pairs

You can use the pictures in this pack to play pairs.

1. Turn all the cards face down.
2. Each player takes it in turns to turn over two cards.
3. For each card they turn over they what is in the picture using a past tense verb e.g. “He ran a race”.
4. If the cards are the same they keep them, otherwise they turn them back over.
5. Continue until there are no more cards left. Count up and see who made the most pairs!

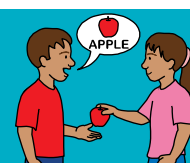
### Activity 6 – Simon Says

1. Ask the child to act out one of the verb pictures e.g. “Simon says hop”.
2. Ask the child what they have just done after each action and encourage them to remember to use the correct past tense for each word.

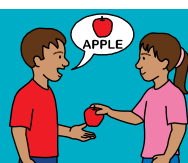
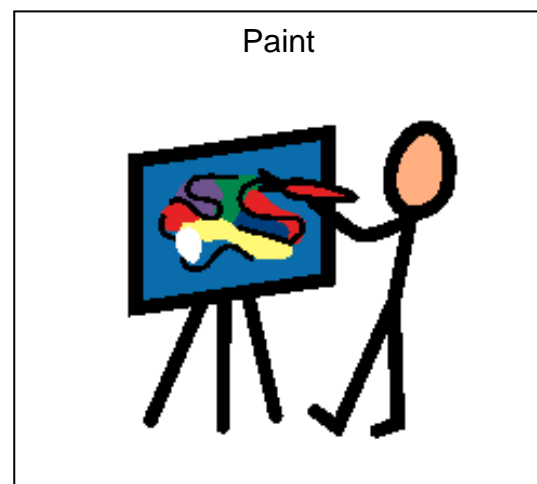
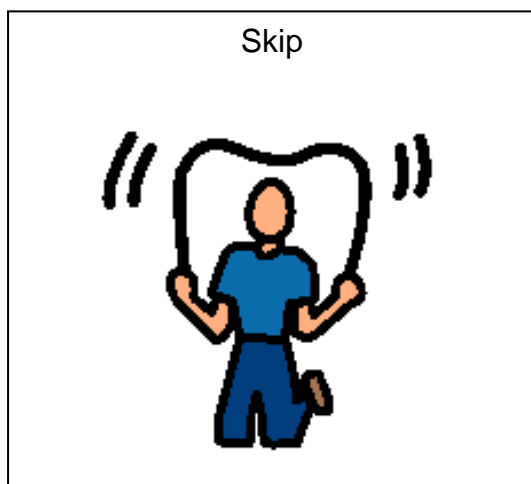
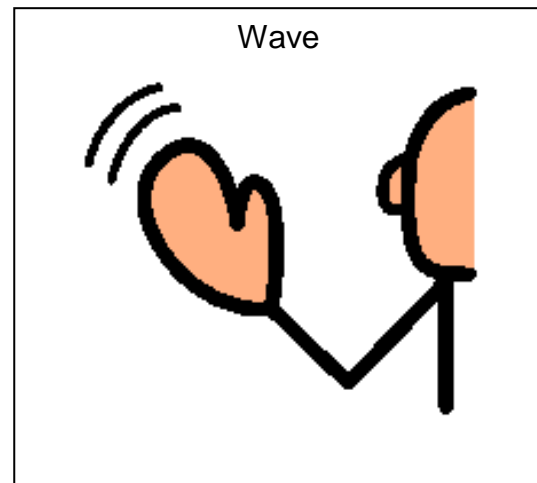
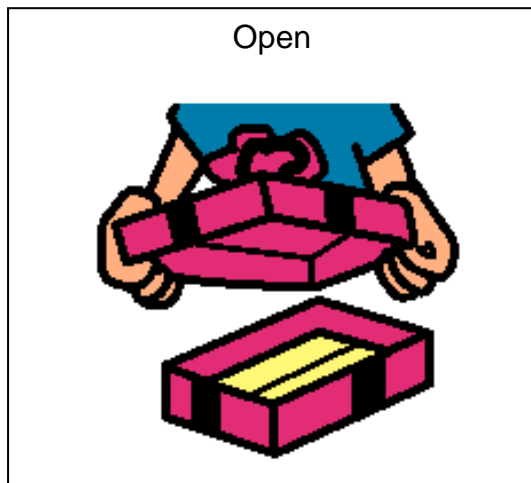
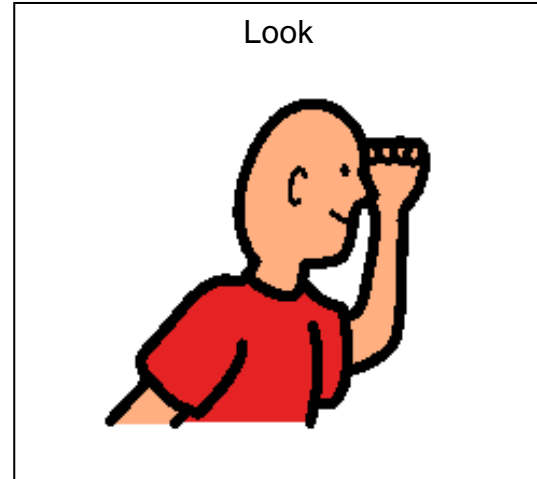
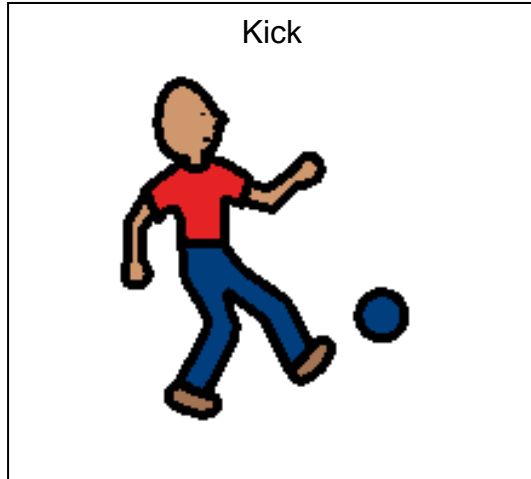
### Activity 7 – Retell a Sequence

Props to support a sequence of actions you will perform (optional)

1. Ask the child to describe a sequence that you act out as you are doing it. Include as many verbs as possible in your story but start with only two things in the sequence and build it up. The child should provide the commentary e.g. “You’re **looking** around” etc.
2. After the action and commentary has finished, ask the child to tell it again but to talk about what has 'just happened'.
3. Encourage the use of the correct past tenses e.g. “First you **looked** for your friend, then you **waved** at them”.

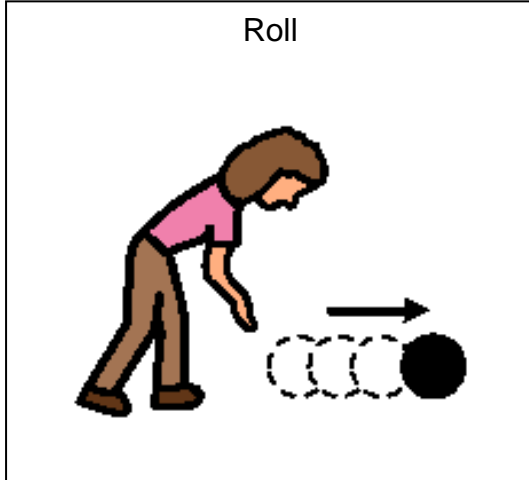


## Regular Verb Pictures

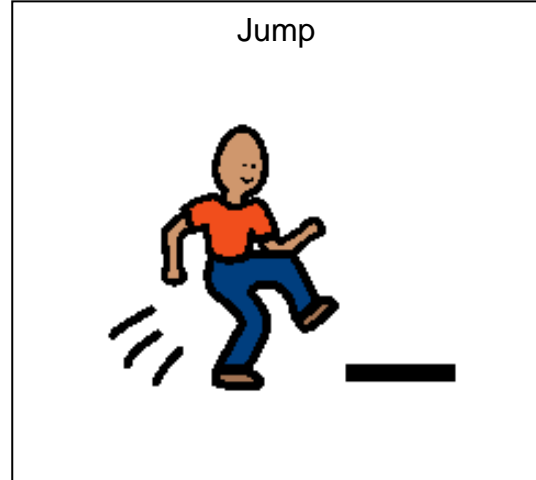


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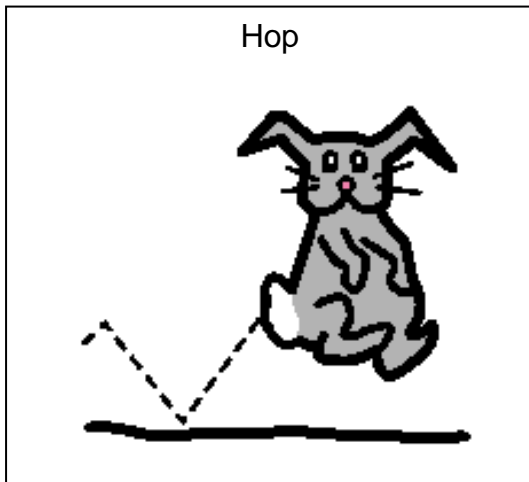
Roll



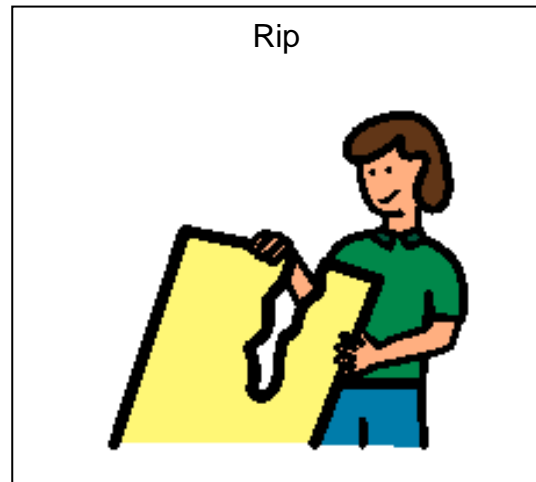
Jump



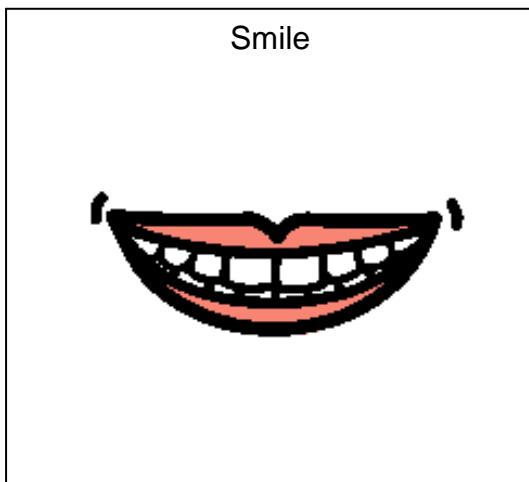
Hop



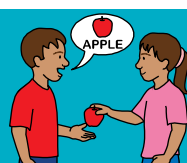
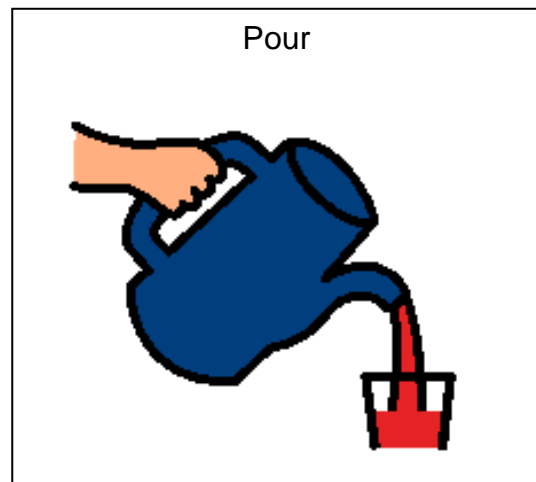
Rip



Smile



Pour



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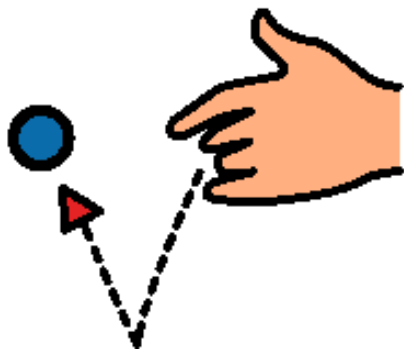
Push



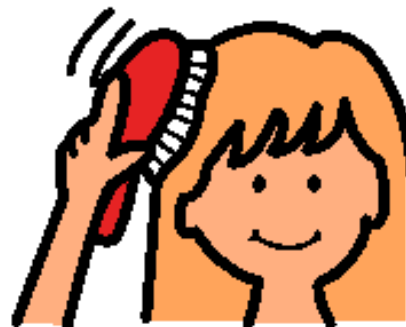
Pull



Bounce



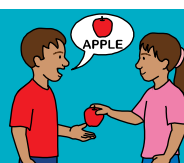
Brush



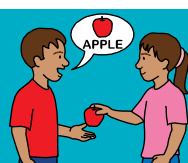
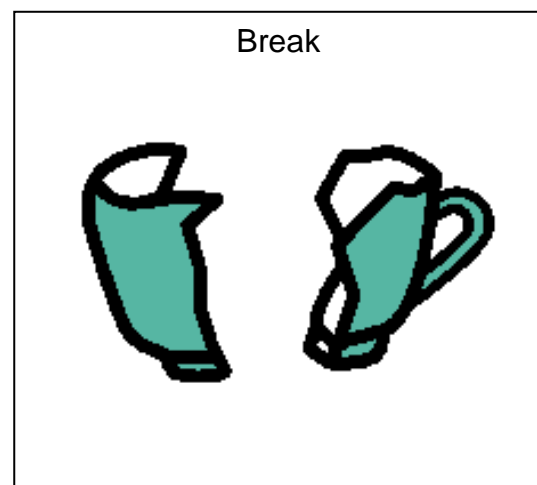
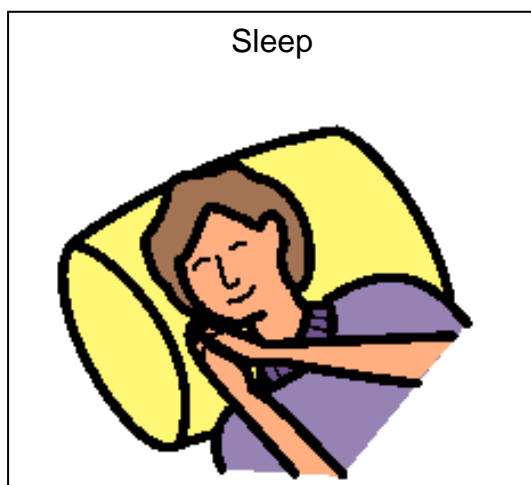
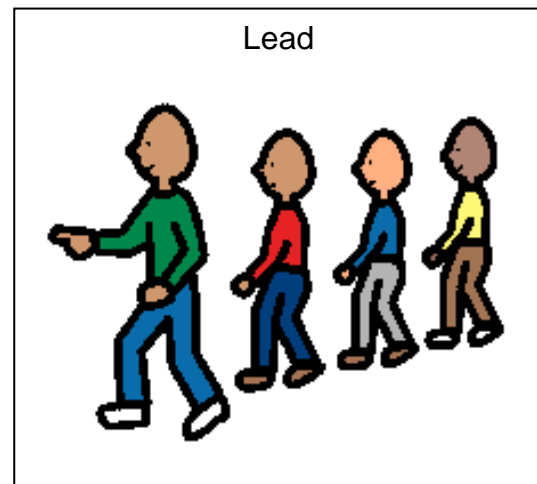
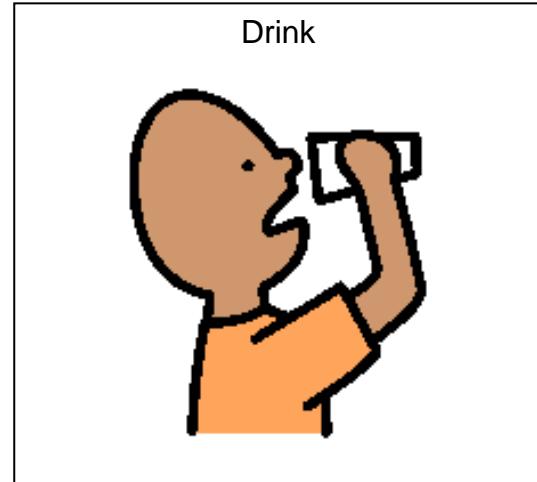
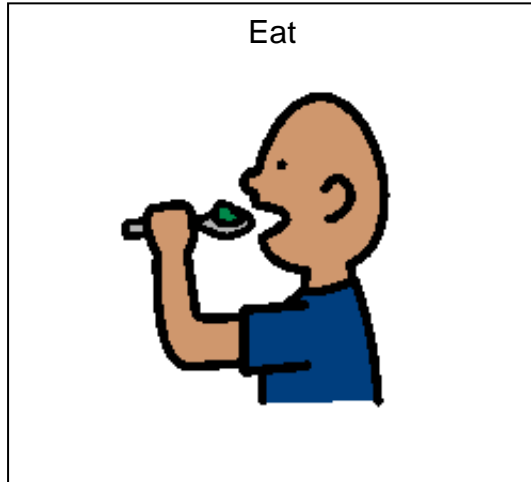
Clap



Dance

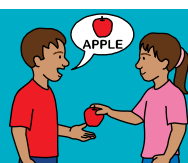
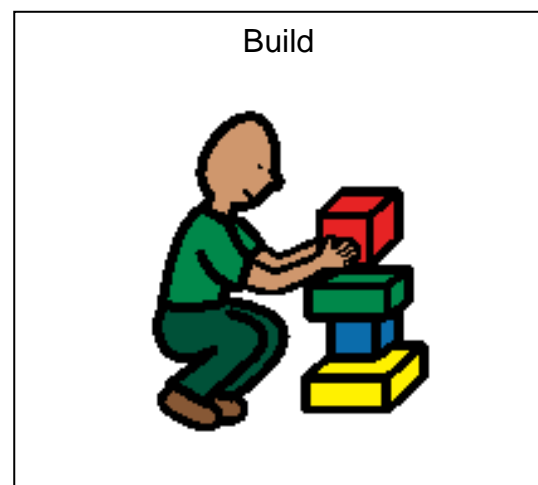
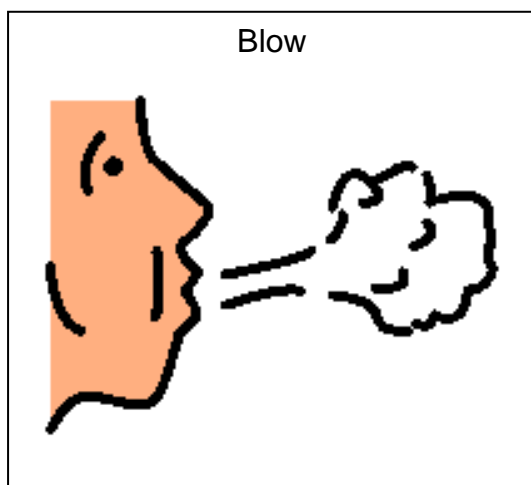
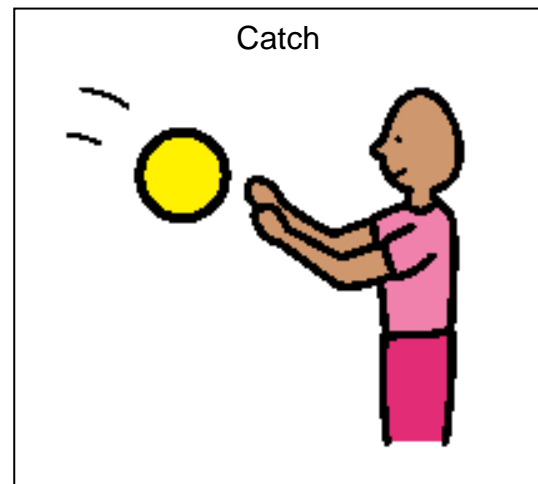
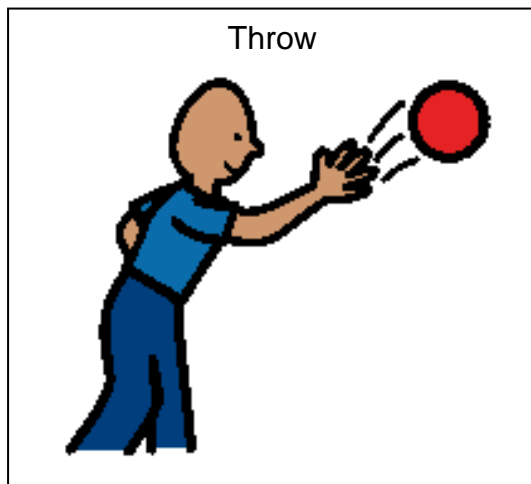
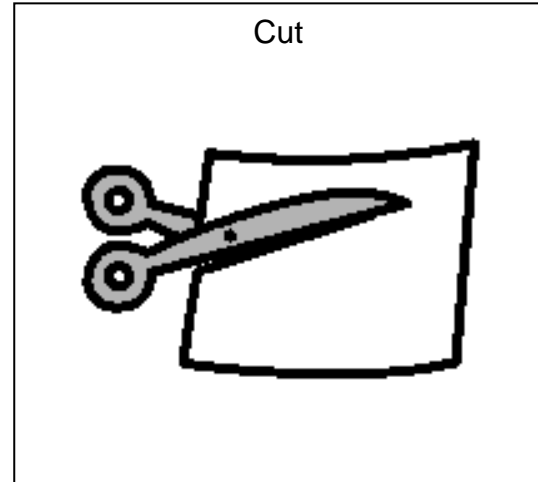
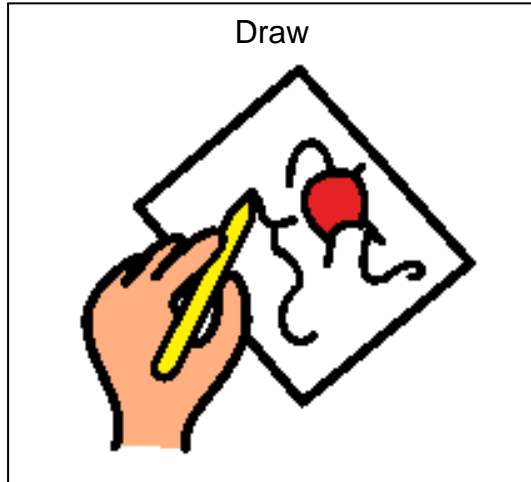


## Irregular Verb Pictures





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