

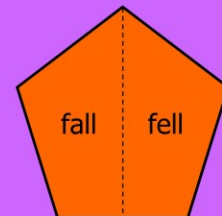
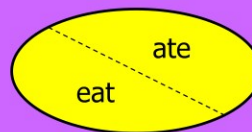
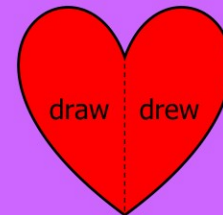
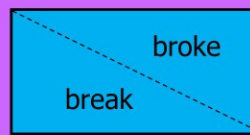
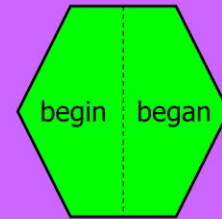
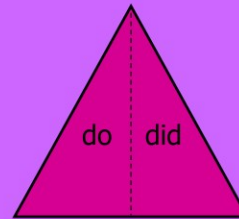
Center Activities for Irregular Verbs and More

begin

A

began

B



Irregular Verbs Bingo

began	saw	grew
did	rode	fell
ate	went	broke
sang	flew	gave

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Past Tense and Past Participle Forms of IRREGULAR Verbs

You do not add the ending *-ed* to form the past tense or past participle of irregular verbs. Rather, a different word is used to show that something happened in the past. (The past tense of *eat* is *ate*, not *eated*.) The difference between past tense and past participle is that the *past participle* form of a verb comes after the helping verbs *has*, *have*, or *had*. In irregular verbs, the past tense and past participle forms of a verb are usually not spelled the same. (The past participle of *eat* is *eaten*.)

IRREGULAR VERBS MATCHING GAME: Reproduce the matching cards on cardstock, laminate, and cut apart. The cards are placed face down on the table, and a child chooses two cards in an attempt to match an irregular verb word card with its past tense form, such as *write* and *wrote*. If a match is made, the child would remove the cards while saying, "Wrote is the past tense form of write." If a match is not made, the cards would be returned to their original positions. The winner (the student with the greatest number of pairs after all cards have been removed) could be awarded a sticker to add to his or her incentive chart.

IRREGULAR VERBS BINGO: Four bingo mats are available to use as a center activity. Reproduce the mats on cardstock and laminate. Put the set A cards from the matching game in a bag to draw from during the game. When a word is drawn, students cover its past tense form on their bingo grids. The winner could be awarded a sticker to add to his or her incentive chart.

AROUND THE WORLD: Two students from the class stand together, and the teacher holds up, let's say, a word such as *eat* from the irregular verbs matching game. The first child to verbally call out its past tense form, *ate* in this example, would move to the next child in line for a second race, and the game would continue in this manner.

RELAY GAME: Students line up in teams at the chalkboard for a relay game. The teacher would show an irregular verb word card such as *write*, and the first team player to write its past tense form (*wrote*) and/or its past participle form (*written*) on the board would have a tally mark recorded under his group's name.

GO FISH

The cards used for the matching game could also be used by pairs or small groups of students to play "Go Fish!" in a classroom center.

Directions: Five cards are dealt to each player and the others are placed in a stack. Player 1: "Do you have the past tense form of _____?" (Example: If Player 1 has the word *give* in her set, she might show the card to Player 2 while asking him if he has the past tense of the word.)

Player 2 has the card: Player 2 sets *gave* down. (Player 1 keeps the pair and has a second turn.)

Player 2 does not have the card: Player 2 says, "Go Fish!" (Player 1 draws a card, and it is player 2's turn.)

3-WAY MATCHING GAME FOR WHOLE GROUP PARTICIPATION: Cards for bingo and a matching game are available to help students match irregular verbs with their past tense forms. However, if you want to play a 3-way matching game, print the simple form, the past tense form, and the past participle form of irregular verbs individually on blank flashcards. Record the helping verb *has*, *have*, or *had* before each past participle form and underline it. (You might want to use different colored cards for the three different word forms.) Line up the **positive** word forms on the left side of the chalkboard tray (e.g., *ride*, *see*, *sing*), the **past tense** word forms near the center of the chalkboard tray (e.g., *rode*, *saw*, *sang*), and the **past participle** word forms on the right side of the tray (e.g., *has ridden*, *have seen*, *had sung*).

The blank side of all cards should be facing the children. Divide the students into two or more teams. A team player will choose a card from each set in an attempt to make a 3-way match, such as *ride*, *rode*, and *has ridden*. If a match is made, the team removes the cards and holds onto them until the end of the game. The winner (the student with the greatest number of pairs after all cards have been removed) could be awarded a sticker to add to his or her incentive chart.

go

went

has gone

begin, began, has begun
break, broke, have broken
do, did, had done
draw, drew, was drawn
eat, ate, were eaten
fall, fell, has fallen
fly, flew, have flown
get, got, had gotten
give, gave, was given
go, went, were gone
grow, grew, has grown
know, knew, have known
ride, rode, had ridden
see, saw, was seen
sing, sang, were sung
take, took, has taken
write, wrote, have written

Irregular Verbs Matching Game

begin

A

began

B

break

A

broke

B

do

A

did

B

draw

A

drew

B

Irregular Verbs Matching Game

eat

ate

A

B

fall

fell

A

B

fly

flew

A

B

get

got

A

B

Irregular Verbs Matching Game

give

A

gave

B

go

A

went

B

grow

A

grew

B

know

A

knew

B

Irregular Verbs Matching Game

ride

A

rode

B

see

A

saw

B

sing

A

sang

B

take

A

took

B

Irregular Verbs Matching Game

write	wrote
A	B
A	B
A	B

Irregular Verbs Bingo

got	did	rode
drew	began	took
gave	knew	wrote
flew	ate	grew

Irregular Verbs Bingo

wrote	saw	got
rode	went	ate
fell	knew	broke
gave	began	drew

Irregular Verbs Bingo

began	saw	grew
did	rode	fell
ate	went	broke
sang	flew	gave

Irregular Verbs Bingo

got	flew	took
saw	did	grew
knew	went	broke
fell	drew	sang

Irregular Verbs

Directions: Put the shape puzzles together on a magnetic board. The word written on one half of each puzzle is the irregular past tense of the word written on the other half. Write the past tense of each word in the space provided.

begin

break

do

draw

eat

fall

fly

get

give

go

grow

know

ride

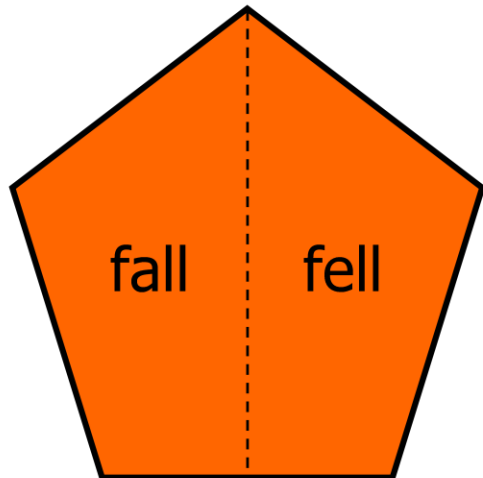
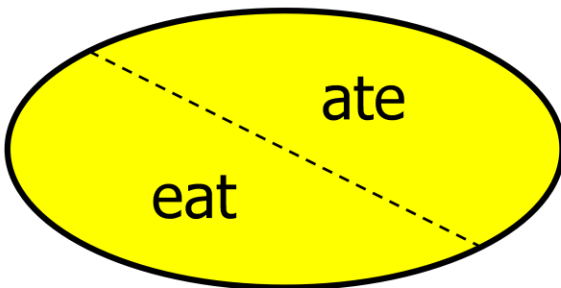
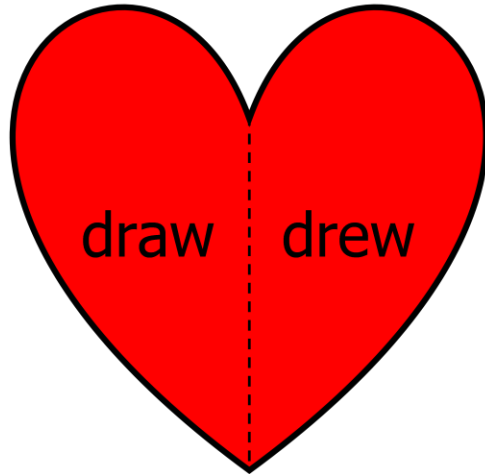
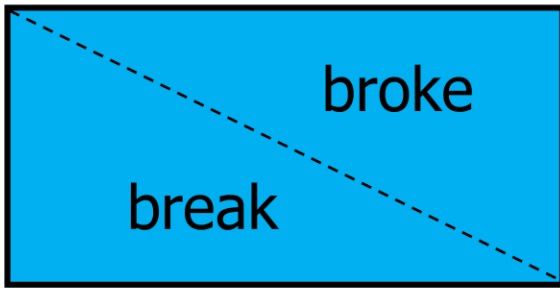
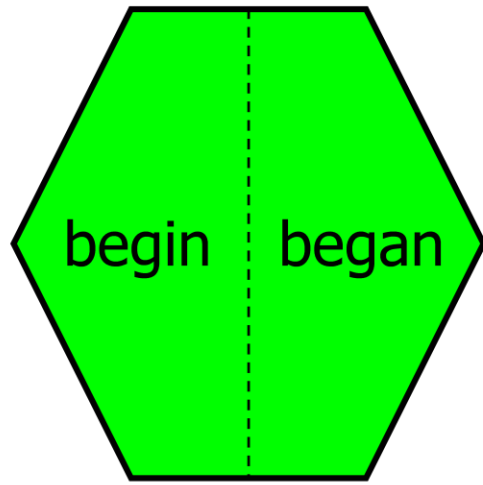
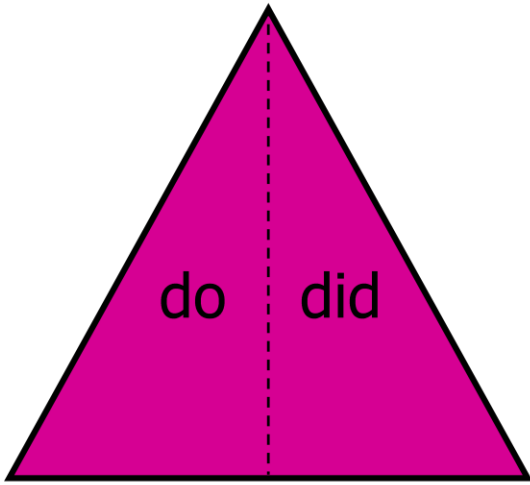
see

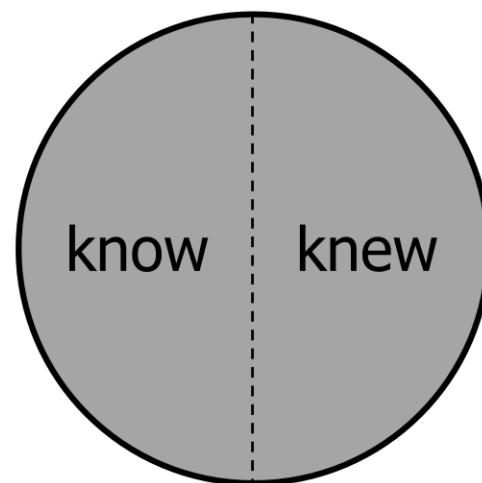
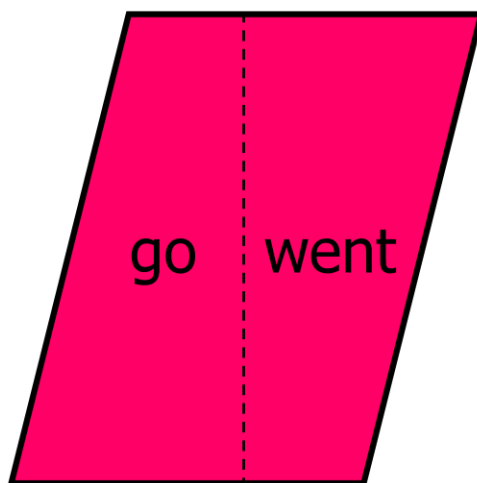
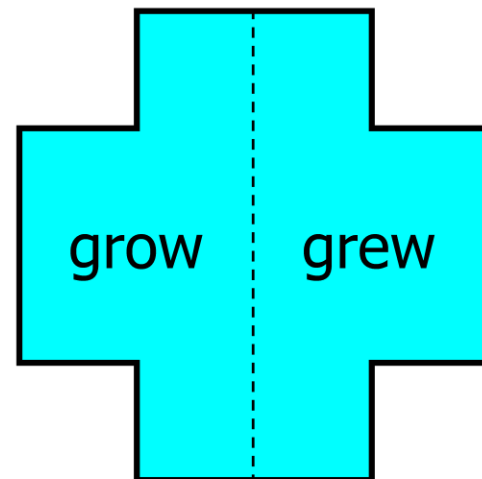
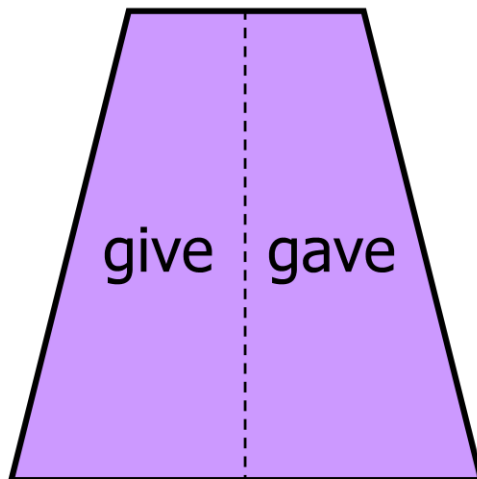
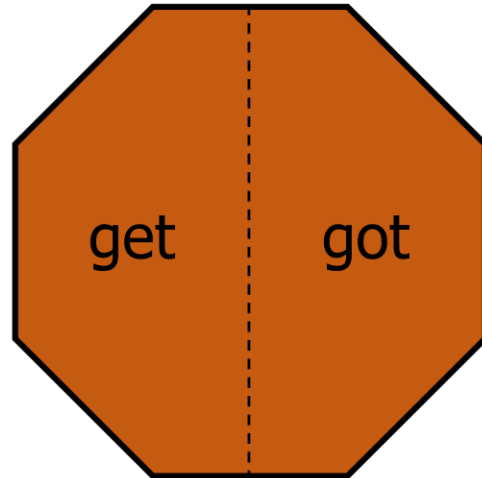
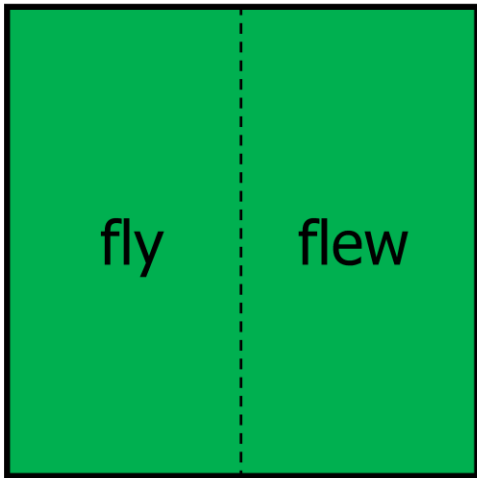
sing

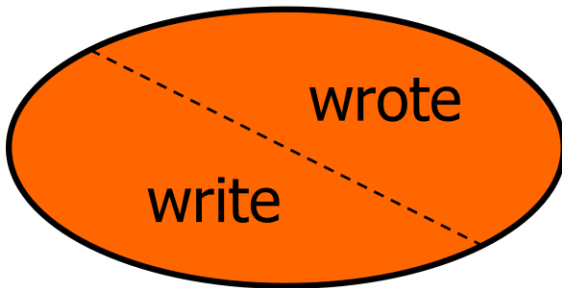
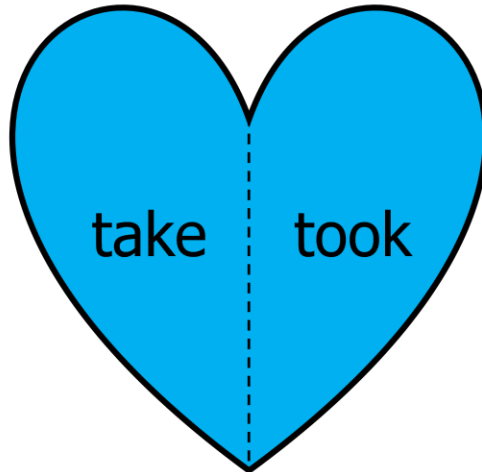
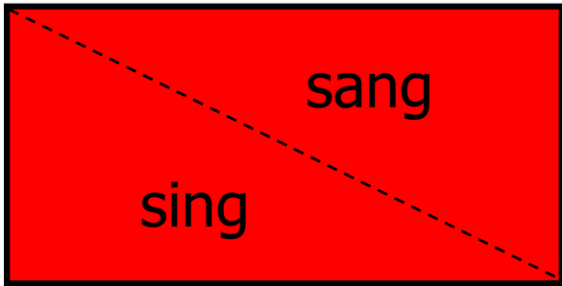
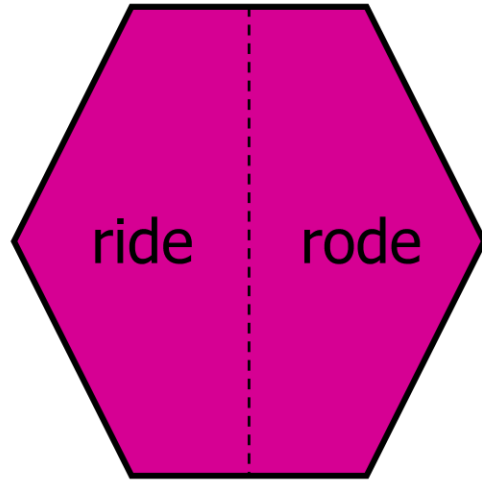
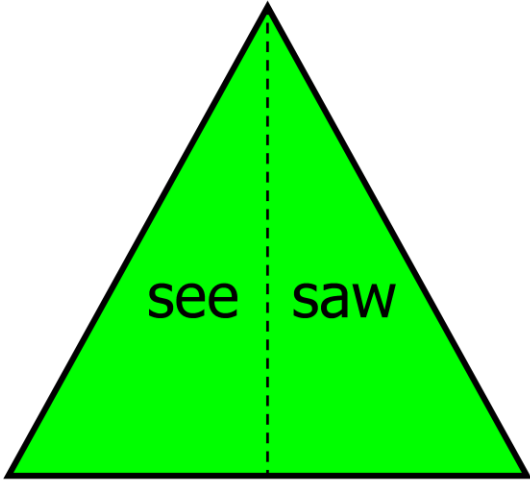
take

write

Teacher: Reproduce the shape puzzles from the next three pages on white cardstock. You may want to laminate the puzzles before cutting them out. Attach a piece of magnetic tape to the back of each half of a shape.







Regular and Irregular Comparatives and Superlatives

3-Way Matching Game: Print positive, comparative, and superlative forms of adjectives and adverbs individually on blank flashcards. (You might want to use different colored cards for the three different word forms.) The **positive** word forms might include *quiet, good, bad, some, and little*; the **comparative** word forms *quieter, better, worse, more, and less*; and the **superlative** word forms *quietest, best, worst, most, and least*. Line up the positive word forms on the left side of the chalkboard tray, the comparative word forms near the center of the tray, and the superlative word forms on the right side of the tray.

The blank side of all cards should be facing the students. Divide the students into two or more teams. A team player will choose a card from each set in an attempt to make a 3-way match, such as *quiet, quieter, and quietest*. If a match is made, the team removes the cards and holds on to them until the end of the game when the cards are counted to determine the winner. (Note that *well* could be used in place of *good*; *badly* could be used in place of *bad*; and *some* or *much* could be used in place of *many*.)

quiet, quieter, quietest
good, better, best
bad, worse, worst
many, more, most
little, less, least