

Subject/Course: English Language Learners	Names: Anna Fan, Fereshteh Ghazalgou, Zoey Truong, Aoqi Zeng
Grade Level: 4-6 Integrated Classroom	Date/Time: N/A
Topic: Introduction to Irregular Verbs	Length: 75-minute period

EXPECTATIONS

Overall Expectations:

1. Reading
2. Writing
3. Speaking (pronunciation)

Specific Expectation:

1. Reading: Students will recognize and differentiate between regular and irregular verbs in both present and past tense forms in sentences and texts.
2. Writing: Students will demonstrate the ability to choose the correct verb form (regular or irregular) based on the context of the sentence. They will produce written narratives in the past tense, incorporating both regular and irregular verbs accurately and appropriately.
3. Speaking: Students will orally pronounce irregular past tense verbs accurately, paying attention to correct pronunciation and stress patterns.

Learning Goals:

1. Students will comprehend the concept of irregularity in verb forms, recognizing that irregular past tense verbs do not follow the typical "-ed" pattern.
2. Students can identify regular and irregular past tense verbs within written texts and spoken language.
3. Students can apply their knowledge of irregular past tense verbs in constructing sentences and narratives, effectively conveying actions and events in the past.

Success Criteria:

1. Students can accurately match present and past tense verbs in a sentence
2. Students can understand the context of the sentence and correspond accordingly

Lesson Delivery Strategies:

1. Interactive Game-Based Learning: Implement dynamic and interactive games that not only engage students but also facilitate active learning of irregular past tense verbs.
2. Strategic Repetition for Memorization: Focus on repeating the irregular forms in the activities to boost the student's memorization of the given words and enhance their vocabulary.
3. Application Through Authentic Contexts: Provide oral and in-text application of irregular forms to show how it is used.

ASSESSMENT AND EVALUATION

1. Participation/Correspondent: Students actively participate in the assigned activities and can produce a comprehension of past tense in dialogue and in-text application.
2. Accuracy: The written and spoken forms were produced correctly with minor mistakes.
3. Application: Students can adapt to both speaking and writing applications with no significant errors or confusion.

DIVERSITY, INCLUSION, AND THE LEARNING ENVIRONMENT

During this lesson, the teacher will make sure to create opportunities for all students to participate by varying independent, partner, group, and class work. Questions should vary in simplicity and difficulty. The tasks shown in the lesson will be scaffolded for learners to eventually be able to do the task independently (see *Vygotsky's zone of proximal development*). Although students may need guidance, the teacher can pull small groups with individuals around the same skill level to provide more support during work time. This includes using gestures, speaking slower, and using visuals to help communicate and review the lesson better. Using small groups will also help decrease or eliminate the stresses and anxieties associated with being isolated from other peers and in learning foreign concepts.

This learning environment should be welcoming for all, especially ELLs. Starting with the furniture, the desks should be placed into either groups or a 'horseshoe' shape to create and encourage peer interactions. Additionally, the classroom set-up should be clearly indicated where materials should be (i.e. a corner with carpeting and comfortable chairs for the class library and shelves that clearly distinguish what is for 'play' (i.e. board games) and what is for class materials). The walls should have visuals that communicate what students are learning and personalized items created by the students themselves (i.e. self-portraits and other artwork) to foster belonging and identity. By making sure everyone feels safe, respected, and included, it will develop into a positive atmosphere for students to learn.

RESOURCES AND MATERIALS

- Whiteboard and markers
- Regular verb flashcards
- Mad Lib game sheet (Story containing irregular verbs)
- Snakes and Ladder game sheet

TEACHING SEQUENCE

Introduction/Warming up (15 minutes):

1. Begin the lesson by reviewing regular past tense verbs (adding -ed at the end of the verb) through a matching game, ensuring students have a solid understanding of how they work.

Activity: each student will be given a flashcard with either the regular present tense or past tense and students will need to match themselves with the right pair. ([see exhibit A](#))

2. Use a [short video](#) to introduce the concept of irregular past tense verbs, explaining that they do not follow the typical pattern of adding "-ed" to form the past tense.

Main Activities (40 minutes):

1. Presenting Irregular Past Tense Verbs:

- Begin by presenting a list of common irregular past tense verbs on the board, providing examples in sentences to illustrate their usage in context.
 - Encourage students to ask questions and clarify any confusion about the irregular past tense forms.
2. Mad Lib Activity:
- Provide students with a Mad Lib activity sheet (*see exhibit B*), tailored to include blanks for verbs and their corresponding irregular past tense forms.
 - With teacher guidance, go through the worksheet together and make sure students are providing the correct past tense counterparts of the present verbs to fill in the blanks in the worksheet.
 - Encourage creativity and humor in their selections to make the Mad Libs entertaining.
 - After completing the Mad Libs, students can share their stories with the class, emphasizing the use of irregular past tense verbs in context.
3. Snakes and Ladders Game:
- Divide students into small groups and provide them with dice and game pieces.
 - Students take turns rolling the dice and moving their game pieces along the board. When a student lands on a square with a verb, they must correctly state the past tense form of that verb to stay on the square or they will go back to their last position. The other team member may refer to the answer key. The first player to reach the end of the game board wins. (*see exhibit C and D*)

Practice and Application (10 minutes):

Have students work individually or in pairs to create short sentences using irregular past tense verbs. Encourage them to be creative and use a variety of verbs.

Conclusion (10 minutes):

1. Summarize the lesson by reviewing the concept of irregular past tense verbs and their usage. Ask students to share any new insights or observations they gained during the lesson.
2. Assign homework that involves identifying irregular past tense verbs in a story they are reading or writing a paragraph about what they did yesterday.

REFLECTION QUESTIONS

1. How well did the lesson flow? Were the activities engaging and appropriately challenging for the international students?
2. Did I provide sufficient opportunities for students to practice and reinforce their learning of irregular past tense verbs?
3. What adjustments or modifications could be made to improve the effectiveness of the lesson in future implementations?

Appendix

EXHIBIT A

WALK	WALKED	SKIP	SKIPPED
FOLD	FOLDED	DRESS	DRESSED
WASH	WASHED	LAUGH	LAUGHED
SCREAM	SCREAMED	YELL	YELLED
TALK	TALKED	WHISPER	WHISPERED
MOVE	MOVED	OPEN	OPENED
CLOSE	CLOSED	FOLLOW	FOLLOWED
LISTEN	LISTENED	TEST	TESTED

Exhibit C
SNAKES AND LADDER GAME ILLUSTRATION

SNAKES & LADDERS

25.FIND	26.CALL	27.MEET	28.DROP	29.WAKE	30.USE	31.RIDE	32.PULL
24.EAT	23.GET	22.SKIP	21.SEND	20.FALL	19.KEEP	18.ADD	17.HEAR
9.HAVE	10.WASH	11.SAY	12.TALK	13.LOSE	14.YELL	15.WIN	16.MOVE
1.OPEN	2.LISTEN	3.DRESS	4.BUY	5.WALK	6.FEEL	7.LAUGH	8.MAKE

Answer Key: Snakes and Ladders

1. Opened
2. Listened
3. Dressed
4. Bought
5. Walked
6. Felt
7. Laughed
8. Made
9. Had/Has
10. Washed
11. Said
12. Talked
13. Lost
14. Yelled
15. Won
16. Moved
17. Heard
18. Added
19. Kept
20. Fell
21. Sent
22. Skipped
23. Got
24. Ate
25. Found
26. Called
27. Met
28. Dropped
29. Woke
30. Used
31. Rode
32. Pulled