

Week 8

Standards addressed this week:

- Identify the tense of a verb (past, present, and future).
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Spell grade-level homophones correctly.

Grammar topic: *Identify the tense of a verb and write any verb in past, present, and future tenses.*

Patterns of the week: irregular verbs

Generalization: Some verbs do not have an -ed ending in the past tense.

Spelling Words: slept, kept, slid, said, knew, drove, drew, swept, shone, went

Homophone pair: red / read

[Life Work for the week](#)

[Slides](#)

Day 1:

Grammar: (7 min)

Materials: slides

- The grammar goal for this week is to find the verb or verb phrase in any sentence and tell which tense the verb is in.
- Our other goal is to write any verb that we give you in any tense - past, present or future.
- Kick off with practicing this. On slide 4, there is a chart with some verbs in the present tense. For each verb, let's write it in the past tense, like it already happened, and in the future tense, like it hasn't happened yet.
- Do this for the first four pretty quickly. When you get to drive, do it for them and write up "drived." Then use it in a sentence, like "Yesterday, I drived to the store." Wait for students to tell you that this is wrong. Then change drived to drove and talk about how that doesn't follow the regular rule of past tense verbs ending in -ed. Add in "will drive" for future and note that even though the past tense doesn't fit the regular rule, the future tense does.
- Repeat this process for "say" and change it to "said" until kids tell you that you are wrong and it is said.

Phonics: (17 min)

Materials: slides

- This is what we are going to be focusing on this week for our spelling rule - past tense verbs that don't follow the regular patterns of adding -ed to the end of verbs. There are lots of verbs that do this, especially lots of one syllable verbs that do this. We're not going to be doing our regular sorting process this week because there are SO many irregular verbs and there isn't enough of a pattern that we can figure out for the spelling changes for these verbs.
- Tell them that this week's spelling words are all irregular past tense verbs - that means that they are not regular and don't follow the -ed rules. Tell them that "ir" means not so irregular means not regular. Drive and said are spelling words for this week. The rest of the spelling words are the blanks on slide 5. Work as a class to figure out the past tense of the verbs on that slide.
- Let's see if we can come up with rules for irregular past tense verbs based on rhyming words to see if words that rhyme have irregular past tense verbs that follow the same pattern. Have them come up with verbs that rhyme.
 - know, grow, snow - so know and grow are knew and grew but it is snowed and not snow (or flowed or flew because that is the past tense of fly). So no real rule there.
 - say - pay, laid, play, - some follow but some don't.
 - meet - can do greet, sleet, eat, etc. No real rule.
 - sing - bring, fling, ring, No real rule.
- Wrap it up with the conclusion - regular past tense verbs have an -ed at the end. But irregular past tense verbs do not and don't follow set patterns!

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Homophone pair: (6 min)

Materials: slides, word study notebooks

- This week's words are red and read. Kids should be familiar enough with these words to tell you the difference. The words were selected to align with the tense focus so emphasize that.
- Discuss the two pronunciations of read and bring attention to /rēd/ being the present tense verb and /rĕd/ being the past tense of the verb. So only the past tense verb is a homophone of the color red.
- Also introduce that /rēd/ also has a homophone - reed - which is thin grass that grows in water or marshes. There is a slide for this homophone pair, but it is not being assessed this week so it is up to you whether you want them to draw both or not in their word study notebooks.



Day 2:

Grammar: (10 min)

Materials: slides, [worksheet](#)

- Today, students will complete a sheet to show their ability to change verbs tenses to match past, present, and future conjugations. They can pick any verb that makes sense in these sentences and then need to change it to match the tense indicated by the time word at the start of the sentence.
- You could have students do this independently or with partners or whole class. It is an activity that provides an opportunity for differentiation if you want to work with a small group that is struggling with tenses at this point because we are in week 6 of 7 for verb tenses so many students might be reaching proficiency with tenses at this point and be able to work independently or in small groups.

Phonics: (20 min)

Materials: notebook, pencil, [worksheet](#)

- This is an activity to review the spelling words from the week, examine other irregular past tense verbs, and bring attention to vowel sounds.
- In their phonics or grammar section of their notebook, work as a group to make the list below. You can project it from the slide or just make it as you go with you writing up one word at a time. For each of the base words, have students tell you the past tense and then have students write that in their chart. Circulate to ensure the words they are writing are spelled correctly. The list can go in phonics or in grammar because it is really both this week. The generalization for the list is just something like “some verbs have an irregular past tense instead of ending in -ed.”

SPELLING WORDS

Base verb	Past tense
go	
sleep	
slide	
know	
say	
keep	
drive	
draw	
sweep	
shine	

- Use [this worksheet](#) and the word list they just created in their notebooks to bring more attention to how the base words change to the past tense. You can do the first one whole class to show how you complete it by writing both forms of the verb (using slash or arrow or whatever between the two forms). Then you can do the rest whole class, as partners, or independently.
 - PART A: Find verbs where the present and past switch between long and short vowels.
 - sleep / slept

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- slide / slid
- say / said
- keep / kept
- sweep / swept
- PART B: Find verbs where the present and past have totally different vowels. Circle them.
 - know / knew
 - say/said
 - drive / drove
- PART C: Find verbs where there are different consonants in the present and past tenses. Write those verbs below.
 - go/went
 - sleep / slept
 - say / said
 - keep / kept
 - sweep / swept

Day 3:

Grammar: (5 min)

Materials: slides, slates / marker

- Review the grammar goal for the week - we are trying to get strong with writing any verb in any tense.
- Give students 2 minutes to write a sentence in the past tense. Encourage them to be creative.
- Then show a couple white boards that are clearly written and have the class identify the past tense verb. This is a great place to do error analysis if there are present or future tense verbs on anyone's slates.

Homophone pair: (5 min)

Materials: slides, slates / marker

- Have students number their slates 1-5 and write the correct homophones to complete each sentence. For 1-4, go over any that students are struggling with. For 5, they could write knew, knows, or read so you could show all three there.

Phonics: (20 min)

Materials: slides, [worksheet](#)

Phonics Rule Spelling Practice (10 min)

- Warm up by having students share out irregular past tense verbs.
- Then have students practice writing irregular past tense verbs whole group or in small groups or partners with the worksheet.
 - options for other irregular ones: feed → fed, meet → met, hide → hid, bite → bit, come → came, teach → taught, bring → brought, think → thought, fight → fought, catch → caught, send → sent, run → ran, drink → drank, write → wrote, swim → swam, rise → rose, ride → rode
 - say → said: pay → paid, lay → laid
 - know → knew: grow → grew, throw → threw
 - eat → ate

Materials: slides, [syllables worksheet](#) (optional)

Syllable work: (10 min)

- This week for our syllable work, we are going to do part to whole for decoding. This means that we are going to read individual syllables today and talk about how we could read those syllables. Then tomorrow, we will put them together to make words.
- Show the slide with the syllables in three columns. You can print the sheet and have them mark the vowels or just show the slide. Tell them that this week, we are going to read syllables by

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themselves first. Then tomorrow, we are going to put them together to make some two syllable and one three syllable word.

- Read through the syllables one column at a time and discuss why the syllables make those sounds. Discuss open and closed syllables and r-controlled syllables. Some other syllables to note:
 - cue: ue is a long u pattern on the unicorn wall card. Do that wall card and talk about this pattern. It appears at the end of words so it's a second syllable here.
 - tion: This is a very common chunk so kids should see it as a chunk. It is a wall card (graduation) because it is so common.
 - cess: soft c that makes an /s/ sound because the c is before e.
 - ci: This is a tricky one because it seems like it should say /sī/. As a syllable chunk it doesn't follow the open syllable rule and instead says /sĭ/. Tell them this, but also tell them that this is a nice example of when we are blending syllables together and the vowel sound that we think we should use sounds wrong, we should try another vowel sound and switch long to short or short to long.
 - pal: Let them say this as /pāl/ today. Tomorrow, we will make principal and talk about how we know to change the sound in the last syllable to make it sound like a word we know.
 - If you end early, please have students practice reading the syllables or chat with a partner about what words they might be able to make from this list.

Day 4:

Grammar: (7 min)

Materials: Slides, (slates / marker - optional)

- Look at the slides that give sentences and work quickly as a class to identify the verb in the sentence and name the tense of the verb. You can do this orally or have the students write the verb and/or the tense on their slates.
- You can either go through all seven slides or go through less and work on each one to talk about how you could change the tense of the verb to a different tense.

Homophone pair: (3 min)

Materials: slides, (slates / marker - optional)

- Have students read all five sentences and then write the numbers of the incorrect sentences on their boards. 2 and 4 are incorrect.
- Alternately, go through each sentence (quickly) one at a time and do a thumbs up or down on whether all the words are spelled correctly in the sentence. 2 and 4 are incorrect.

Phonics: (20 min)

Materials: white board, marker, notebook

Phonics Rule Spelling Practice (10 min)

- Practice with partner: one partner reads a past tense irregular verb from their notebook and the other partner spells the word on their white board. Then partners switch.

Materials: [Syllasearch word catcher worksheet](#), syllables to use sheet

Syllable work (10 min)

- Work as a group to make words with the syllables that you read yesterday. Review reading the syllables quickly if needed to warm up.
- If your class needs support on this, work together on finding words. If not, have some students create words with partners and others work with you.
- Come back and share out words that they made. See if anyone found principal. Either way, make that word on your syllasearch word catcher and talk about how that seems like it would be /přin-čĭ-pǎl/. But we don't know that word and one important skill as a reader is to read a word and then if it doesn't make a word that you don't know, change vowel sounds to make it into a word you do know. Does this sound like any word you know? Students should be able to change it to make it /přin-čĭ-pŭl/. Reinforce that changing vowels into a word you know is an important reading strategy.

Day 5:

Quiz: (20 min)

Materials: [quiz](#)

Spelling:

- For each word, read the word, then read the sentence, then read the word again. Sentences are listed below.

1	slept	My baby brother slept through the night.
2	shone	The sun shone down on the flowers.
3	went	I went into the gym.
4	knew	She knew all her doubles facts.
5	slid	The melting snow slid off the roof.
6	drove	We drove all the way to Springfield.
7	kept	I kept forgetting to tell my mom about my loose tooth.
8	said	My teacher said I am doing great with my spelling.
9	swept	My sister swept the kitchen floor after she spilled rice all over it.
10	drew	I drew a soccer ball on my paper.
11*	grew	I grew three inches last year.
12**	watch	I can tell the time by looking at my watch.

DIRECTIONS FOR DICTATION:

1. Read the sentence fluently once. Pause for 2 seconds.
2. Read the sentence at about half speed once. Pause for 20 seconds.
3. Read the sentence fluently once more. Pause until almost everyone or everyone is finished and then move on to the next sentence.

13. The man read through all of the directions before he started the project.

14. In the autumn, I look forward to eating pumpkin bread.

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Reading Words in Context: (10 min)

Materials: [Syllable story for week 8](#)

- Have students work with a partner to read the story. This story includes words from the syllable list so that they have a chance to read those words embedded in a text.