

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Tops & Bottoms**  
By: Janet Stevens

**Word Work**

**Instructional Focus:**  
Regular and Irregular Past Tense Verbs

**Background:**  
Past tense action verbs describe actions verbs show that something occurred in the past. For example, walk becomes walked. But sometimes, past tense action verbs do not follow this rule. These verbs are called irregular past tense action verbs. For example, go becomes went. Because they do not follow this rule, they can be more challenging for students to learn.

**Examples:**

lived[regular]	walked[regular]
planted[regular]	listened[regular]
went[irregular]	saw[irregular]

**Materials and Preparation:**

- A copy of **Tops & Bottoms** by Janet Stevens
- Whiteboard or chart paper
- Markers
- Past Tense Action Verb Cards (included)
- Regular and Irregular Past Tense Action Verb Cards (included)
- Optional: Word Detective Extension
- Optional: "Blank the Verb!" activity

**Tops & Bottoms**  
By: Janet Stevens  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Step 1: Introduce the Focus of Word Work**

**Introduce Regular and Irregular Past Tense Verbs**

**Introduce the Focus**

- Tell students: "Today, we are going to focus on regular and irregular past tense action verbs."

**Anchor Chart Setup**

- Write "Regular Past Tense Action Verbs" and "Irregular Past Tense Action Verbs" at the top of the anchor chart.
- Explain: "Regular past tense verbs are verbs that end in -ed. Irregular past tense verbs do not follow this rule."

**Explain the Concept**

- Show examples of both regular and irregular past tense verbs on the chart.
- Read them together as a class.
- Remind students: "For irregular verbs, we do not say *goed* or *eated*. Instead, we say *went* or *ate*."

**Student Practice**

- Ask students to think of other regular or irregular past tense verbs they know.
- Write their examples under the correct column on the chart.

**Support & Differentiation**

- If students struggle, prompt them with questions like:
  - "What did you do yesterday?"
  - "What is something you have already done today?"
- Encourage them to notice how verbs change and connect the past tense form back to the original verb.

**Step 2: Connect Word Work to Reading**

**Regular and Irregular Past Tense Verbs in the Text**

- Tell students that they will read **Tops & Bottoms** and look for regular and irregular past tense action verbs.
- Tell students that some verbs they hear will tell about the past, but they are not necessarily action verbs. Verbs like "had" and "were" are helping verbs and linking verbs.
- Read **page 2** from **Tops & Bottoms** aloud, encouraging students to give a thumbs up when they hear or see a regular or irregular past tense action verb (lived, wanted).
- Write any new regular and irregular past tense action verbs from the book on the chart paper.

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Tops & Bottoms**  
By: Janet Stevens  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Regular and Irregular Past Tense Verbs in the Text**

Some Examples of Regular and Irregular Past Tense Verbs found in the text:

• lived	• put	• smiled	• dug
• wanted	• cooked	• went	• plucked
• got	• hopped	• planted	• tossed
• owned	• opened	• watered	• stared
• lost	• grunted	• weeded	• chose
• sold	• said	• slept	• tricked
• cried	• asked	• called	• agreed
• grew	• gathered	• pulled	• looked

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

**Play Past Tense Verb Tops & Bottoms**

**Group & Materials**

- Put students in pairs. Give each pair a set of "Past Tense Action Verb Cards."
- Have them place the deck face down in the middle of their desk or table.

**Model the Game**

- Show students how Player 1 draws a card, places it face up, and reads the two words on the card. Then, demonstrate how Player 1 asks, "Tops or bottoms?" and Player 2 decides which word is the correct past tense verb. Next, Player 1 asks, "Regular or irregular?" and Player 2 identifies the type of verb.

**Take Turns Playing**

- Player 1 checks Player 2's answers. If correct, Player 2 keeps the card as a point. If incorrect, the card goes to the bottom of the deck. Players then switch roles. Continue taking turns until all the cards have been played.

**Wrap-Up**

- Set a timer for 10-15 minutes. Visit pairs as they play, offering support as needed. When time is up, bring the class together to discuss:
  - Which regular and irregular verbs were the trickiest?
  - What patterns did students notice about how regular and irregular past tense verbs are formed?
- Please encourage students to share strategies they used to remember the correct past tense forms.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

**Past Tense Verb Tops & Bottoms Answer Key**

Ate, Ate'd	Made, Made'd			
<b>Past Tense Action Verb Cards</b>				
Found	Drinked	Wanted	Chose	Painting
Finded	Drank	Wants	Chose	Painted
Washed	Washed	Washed	Washed	Washed
Washed	Shouted	Slept	Telled	Ate'd
Washed	Shouting	Slepped	Told	Ate

Answer Key | ©BookPagez.com

**Blank the Verb!**  
Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Tell students that you will say a sentence that is happening now (in the present).
- Then, tell students that you will say the same sentence again, but this time you will change it to tell about the past.
- Tell students that the action verb you used in the present tense will be "blanked" out in the past-tense sentence.
- Tell students that they must think of what the past tense action verb should be to match the present tense verb from the previous sentence.
- Tell students that if they can figure out the past tense action verb, they should raise their hand.
- Then, tell students that they must also decide whether the past tense action verb they came up with is regular or irregular.
- Remind students that regular past tense action verbs end with -ed, and irregular verbs do not.
- If the student's answer is correct, they can move on to the next task or assignment.
- If the student's answer is incorrect, call on another student whose hand is up to help.

**Sentence:**

- I hop on one foot. Earlier, I \_\_\_\_\_ on one foot. (hopped, regular)
- We take flowers to our grandma. Last month, we \_\_\_\_\_ flowers to our grandma. (took, irregular)
- The birds fly to their nest. Yesterday evening, the birds \_\_\_\_\_ to their nest. (flew, irregular)

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

**Word Detective: Regular and Irregular Past Tense Verbs**  
Extension Activity

**Directions:**

Be a word detective!

Be on the lookout for **regular and irregular past tense verbs** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

Word Detective

**Blank the Verb!**  
Extend Engagement Activity

Sentence (continued):

**Regular and Irregular Past Tense Verbs**

Name: \_\_\_\_\_

**Directions:** Look at the list of incorrect past tense action verbs on the left side of the page. These words do not follow the -ed rule, which makes them irregular. Match each incorrect word to its proper, irregular past tense form on the right side of the page.

goed	• gave
eated	• went
runned	• sold
growed	• drove
digged	• ate
drived	• got
drinked	• ran
selled	• drank
getted	• dug
gived	• grew

**Put it in the Past**

**Directions:** Underline the 6 present tense action verbs in the short story, and rewrite them as regular past tense action verbs on the lines below. The first one has been done for you.

**The dogs cook dinner for the cats. They walk to the cats' house and knock on the door. The cats open the door and the dogs deliver the food. The cats thank the dogs.**

1. Cooked	3. _____	5. _____
2. _____	4. _____	6. _____

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

Independent Practice Pages