



## IRREGULAR VERBS CARDS

PRODUCT CODE: **390**

### PRODUCT CONTENTS

15 double-sided, cover-weight sheets  
(24 cards and answer keys)

7 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Skills cards need no zipper bags. Guide includes suggestions for set storage and classroom organization.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# COMMUNICATION SKILLS

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Written communication, even for the most skilled authors, is a complex, constant quest. The more one learns about writing and language, the more the self-challenge intensifies. For this reason, school programs should provide explicit writing instruction along with abundant writing experiences. Not only do students learn to write through writing, the process enhances understanding of written language and improves overall knowledge.

While educators are primarily concerned with the development of writing skills, oral language must also be considered. English language learners in classrooms are the fastest-growing student population group in the United States. Native English speakers also benefit from structured oral language development. Many common grammatical errors are present in both oral and written communication.

Research findings document that literacy learning is most efficient when reading and writing are taught in tandem. These skills are so closely interrelated that combining them in instruction is efficient and speeds the attainment of proficiency in both areas. Studies show that the weak link is writing instruction. When programs do not have adequate instructional emphasis on writing, both writing and reading are negatively impacted.

## SKILLS CARDS SETS

Reading Manipulatives skills cards sets include a series of cards that develop skills holistically with written activities instead of manipulatives. They are superior to worksheets or workbooks because they assure that all aspects of the skills are covered. Laminated cards can be used indefinitely, reducing repetitive lesson preparation. If students need review or additional practice, cards can be repeated.

Comprehensive sets of skills cards can assure that students are taught needed skills, particularly those related to written communication. Cards in the sets afford adequate practice. They are a worthwhile type of instructional material to utilize when multiple concepts need to be introduced or reviewed, repetition is needed, or extensive examples are necessary.

Without question, skills cards are more mundane and less stimulating than manipulatives. However, in certain instances, they provide an excellent vehicle for the development of skills. Cards are especially helpful for teaching writing and English usage concepts. Card sets in use in a classroom should cover an ability range from at least one grade level below to one grade level above.

Reading Manipulatives offers the following skills cards sets: 350 Suffix Spelling Changes Cards, 380 Capitalization/Punctuation A, 385 Capitalization/Punctuation B, 390 Irregular Verbs Cards, and 395 Troublesome Words & Usages.

The following design characteristics have been built into these skills cards sets.

- Sets have an adequate number of cards to assure mastery.
- Cards in each set are a similar level and nonsequential since the students in groups will not be doing them in any particular order.
- Multilevel sets allow for proper ability placement.
- Format is consistent, enabling students to work independently through all cards in a series.
- Cards are self-checking to further involve students.
- In all sets except 350, cards are double-sided, assuring that the lesson is thorough and adequate practice is provided.
- Cards are coded, and students track completed cards and progress.

Ideally, these holistic, individualized skills cards should transcend grade levels. They can be utilized with students of all ages if the targeted skills are suitable and the need exists.



# ENGLISH VERB CONSTRUCTION

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In many languages, verb construction is straightforward, following clearly defined patterns. However, this is hardly the case with English. While singular or plural forms and tense may be handled by simply adding the appropriate suffix, many verbs have irregular forms. Additionally, auxiliary verbs are necessary in some constructions.

## VERB TENSE

The verb tense denotes the time of the action or being of a verb. Tense is always marked by the first verb in a verb phrase. If the verb is not a simple present or past verb (*she sleeps, she slept*), the first auxiliary indicates the tense (*she is sleeping, she was sleeping*). Auxiliary verbs are explained below.

The following is a brief summary of verb constructions. Several of these constructions require auxiliary verbs. Notice how the first auxiliary verb in the examples denotes the tense.

- **PRESENT** [verb] Indicates that action is now, relative to speaker/subject  
I talk on the phone. They do their homework.
- **PRESENT PARTICIPLE** [am/is/are] + [verb+ing]  
Indicates continuing action, something going on now  
I am talking on the phone. They are doing their homework.
- **PAST** [verb+ed] or [past irregular]  
Indicates action in the past relative to the speaker/subject  
I talked on the phone. They did their homework.
- **PAST PROGRESSIVE** [was/were] + [verb+ing]  
Indicates continuing action of something that went on in the past  
I was talking on the phone. They were doing their homework.
- **PRESENT PERFECT** [has/have] + [past participle] Indicates action was completed (perfected) at some point in the past, or that the action extends to the present  
I have talked on the phone. They have done their homework.
- **PRESENT PERFECT PROGRESSIVE** [has/have] + [been] + [verb+ing]  
Indicates that an action that went on in the past continues to happen  
I have been talking on the phone. They have been doing homework.
- **PAST PERFECT** [had] + [past participle] Indicates that an action was completed at some point in the past before something else happened  
I had talked on the phone. They had done their homework.
- **PAST PERFECT PROGRESSIVE** [had] + [been] + [verb+ing]  
Indicates a continuous action that was finished in the past  
I had been talking on the phone. They had been doing their homework.

## AUXILIARY VERBS

Auxiliary (or helping) verbs precede other verbs. The most commonly used auxiliary verbs are: *to be* (*am/is/are*), *has/have*, and *do*. These all have irregular forms and are listed in the resource list that follows. The auxiliary verbs *to be* and *have* are followed by progressive and past participle forms (*he is eating, they had eaten*). *Do* is commonly used in negative constructions (*did not eat, does not care*).

Other auxiliary verbs include: *will, shall, may, might, can, could, must, should, would, and ought*. Unlike most languages, English does not have a verb form for the future tense. The future tense in English is formed by using auxiliaries (generally *will*) with the verb.

RESOURCE LIST **IRREGULAR VERB TENSE**

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<b>PRESENT</b>	<b>PAST</b>	<b>PAST PARTICIPLE</b>	<b>PRESENT</b>	<b>PAST</b>	<b>PAST PARTICIPLE</b>
am/is (to be)	was	been	give	gave	given
are (to be)	were	been	go	went	gone
beat	beat	beaten	grind	ground	ground
begin	began	begun	grow	grew	grown
bend	bent	bent	hang	hung/hanged	hung
bet	bet	bet	have/has	had	had
bite	bit	bitten	hear	heard	heard
bleed	bled	bled	hide	hid	hidden
blow	blew	blown	hit	hit	hit
break	broke	broken	hold	held	held
bring	brought	brought	hurt	hurt	hurt
build	built	built	keep	kept	kept
burn	burnt/burned	burnt/burned	know	knew	known
burst	burst	burst	lay	laid	laid
bust	busted/bust	busted/bust	lead	led	led
buy	bought	bought	leave	left	left
catch	caught	caught	lend	lent	lent
choose	chose	chosen	let	let	let
come	came	come	lie	lay	lain
cost	cost	cost	light	lit/lighted	lit/lighted
creep	crept	crept	lose	lost	lost
cut	cut	cut	make	made	made
dig	dug	dug	mean	meant	meant
dive	dived/dove	dived	meet	met	met
do	did	done	pay	paid	paid
draw	drew	drawn	prove	proved	proven/proved
dream	dreamed/dreamt	dreamed/dreamt	put	put	put
drink	drank	drunk	upset	upset	upset
drive	drove	driven	quit	quit/quitted	quit/quitted
eat	ate	eaten	read	read	read
fall	fell	fallen	rid	rid	rid
feed	fed	fed	ride	rode	ridden
feel	felt	felt	ring	rang	rung
fight	fought	fought	rise	rose	risen
find	found	found	run	ran	run
fly	flew	flown	say	said	said
forbid	forbade	forbidden	see	saw	seen
forget	forgot	forgotten	sell	sold	sold
forgive	forgave	forgiven	send	sent	sent
freeze	froze	frozen	set	set	set
get	got	got/gotten	shake	shook	shaken

PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
shed	shed	shed	sting	stung	stung
shoot	shot	shot	string	strung	strung
shine	shined/shone	shined/shone	spit	spit	spit
show	showed	shown/showed	sweep	swept	swept
shrink	shrank/shrunk	shrunk	swear	swore	sworn
shut	shut	shut	swim	swam	swum
sing	sang	sung	swing	swung	swung
sink	sank	sunk	take	took	taken
sit	sat	sat	teach	taught	taught
sleep	slept	slept	tear	tore	torn
slide	slid	slid	tell	told	told
smell	smelled/smelt	smelled/smelt	think	thought	thought
speak	spoke	spoken	throw	threw	thrown
spend	spent	spent	understand	understood	understood
spell	spelled/spelt	spelled/spelt	wake	woke/waked	woken/waked
spin	spun	spun	wear	wore	worn
spoil	spoiled/spoilt	spoiled/spoilt	weave	wove	woven
split	split	split	weep	wept	wept
spread	spread	spread	wet	wet	wet
spring	sprang/sprung	sprung	win	won	won
stand	stood	stood	wind	wound	wound
steal	stole	stolen	wring	wrung	wrung
stick	stuck	stuck	write	wrote	written

## IRREGULAR VERB CARDS

The present verb is its base form. A present participle is formed by adding –ing. In regular verbs, the past and past participle are formed by adding –ed. However, many frequently used English verbs have irregular formations in the past and past participle tense, and those are what this card set reviews.

Verbs ending in –ing can also form gerunds. Gerunds function as nouns. Generally gerunds are used in phrases, although they can stand alone. (*Jogging in the dark is dangerous. Mary did not like having to babysit.*). Review gerunds before starting this set since they are mentioned in the directions.

The cards in this set are two-sided, each containing a different irregular verb. Students are to complete both sides. First they should number a paper from 1–10 for each side (A & B).

At the top of each card, students are shown the present, past, present participle, and past participle verb forms. They read each sentence, select the correct verb tense, and write the answers on their papers.

Most students will be able to determine the correct choice for each sentence by applying knowledge of grammar acquired through years of use. If some students have English as a second language or are struggling due to weak grammar skills, then additional instruction may be needed on topics such as tenses or auxiliary verbs.

After completing the 20 sentences, students get the answer key (one side for each exercise), check their work, and record it on their checklist.

get (-s)	got	getting	gotten or got
<p><b>GIV-4A</b> Number a paper from 1–10. Write the verb form that would complete each sentence. Remember that the final two verb forms are used with helping verbs (or -ing as a gerund). Check your work. Use each of the verb forms from these irregular verbs in a quality sentence.</p> <p><b>NOTE: forget(-s), forgot, forgetting, forgotten or forgot</b> (same spelling pattern)</p>			
1. In cities where air pollution has _____ very bad, people breathe pure oxygen in oxygen bars.			
2. Thirty million people who _____ the flu in 1918 died, making it the worst epidemic in history.			
3. Plants _____ their green coloring from a pigment called chlorophyll.			
4. Walt Disney, a pioneer in animation, _____ 35 Oscars between 1931 and 1969.			
5. During a crescendo, the music is _____ louder and louder.			
6. Pigs, walruses, light-colored horses, and noses of dogs can _____ sunburned.			
7. Since the ozone layer is being depleted, more people are _____ skin cancer.			
8. People who kissed Ireland's Blarney Stone are supposed to have _____ the skill of flattery.			
9. We can blame our mosquito bites on females who are _____ nutrition for their eggs.			
10. An average of 40 Americans per day _____ seriously hurt on trampolines.			

# PREPARING & MANAGING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Cut lines appear on one side of the card only. Scissors can be used to cut apart answer keys once the 11-inch cuts are made. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Every card has a code. The number is the same on both sides of the card, although it is followed on one side with an A and on the other with a B. Once side A is completed (GIV-#A), students continue with side B (GIV-#B).

After completing their work, students get the answer key, check their own work, and record it on their checklist.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.



## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students.



