

Past Tense Verbs

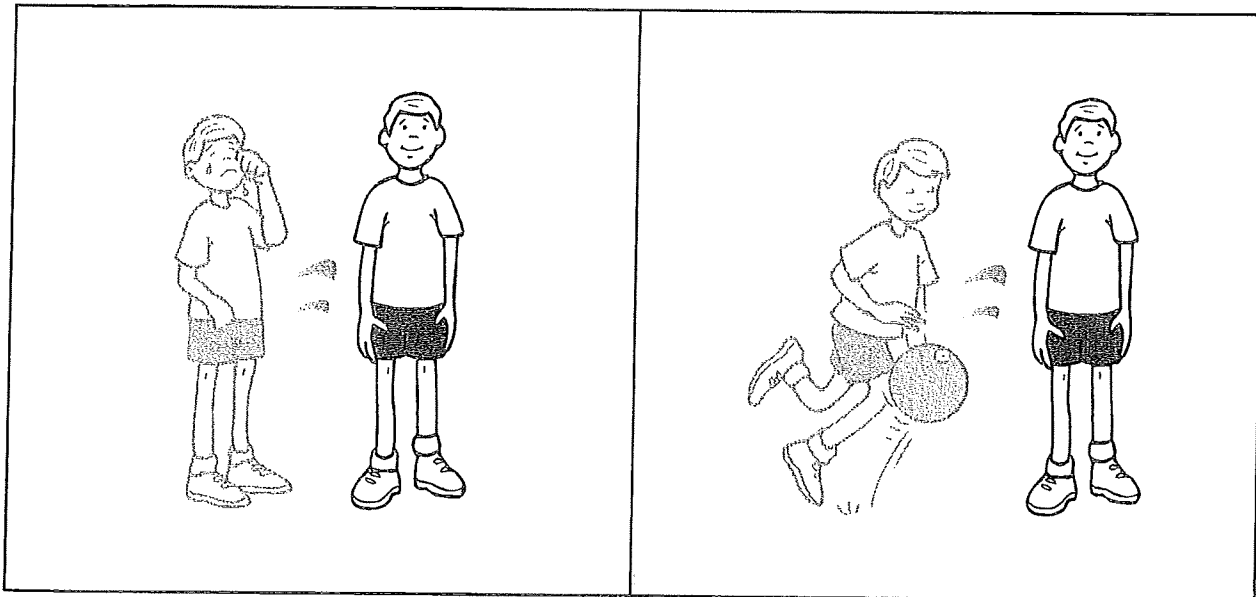
What Happened? 1

Name _____

Listen to the sentence under each pair of pictures. Then circle the correct picture.



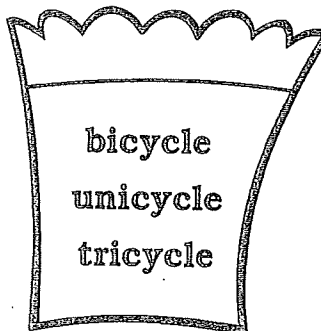
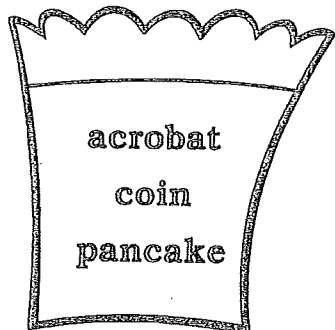
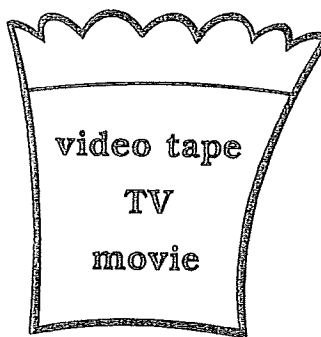
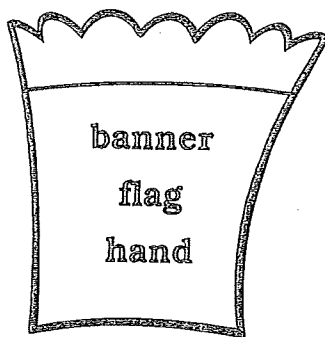
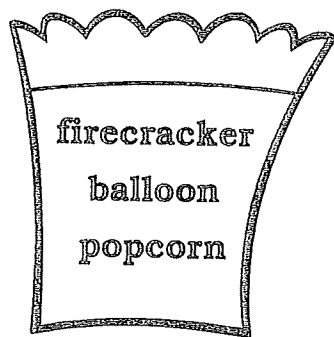
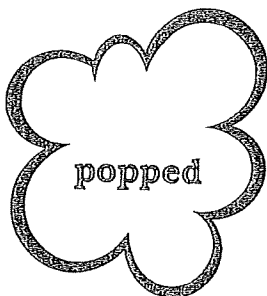
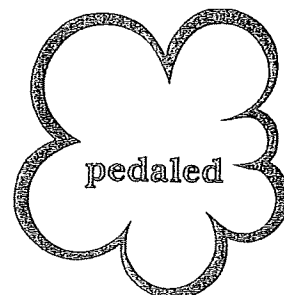
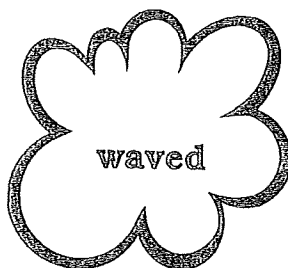
The girl danced.



The boy played.

Popcorn Time

Directions: On each popcorn container you will see three words that are associated with one of the verbs on a piece of popcorn. Read the three words and choose the verb that best fits with all three items. Write that verb on the line at the top of each popcorn container.



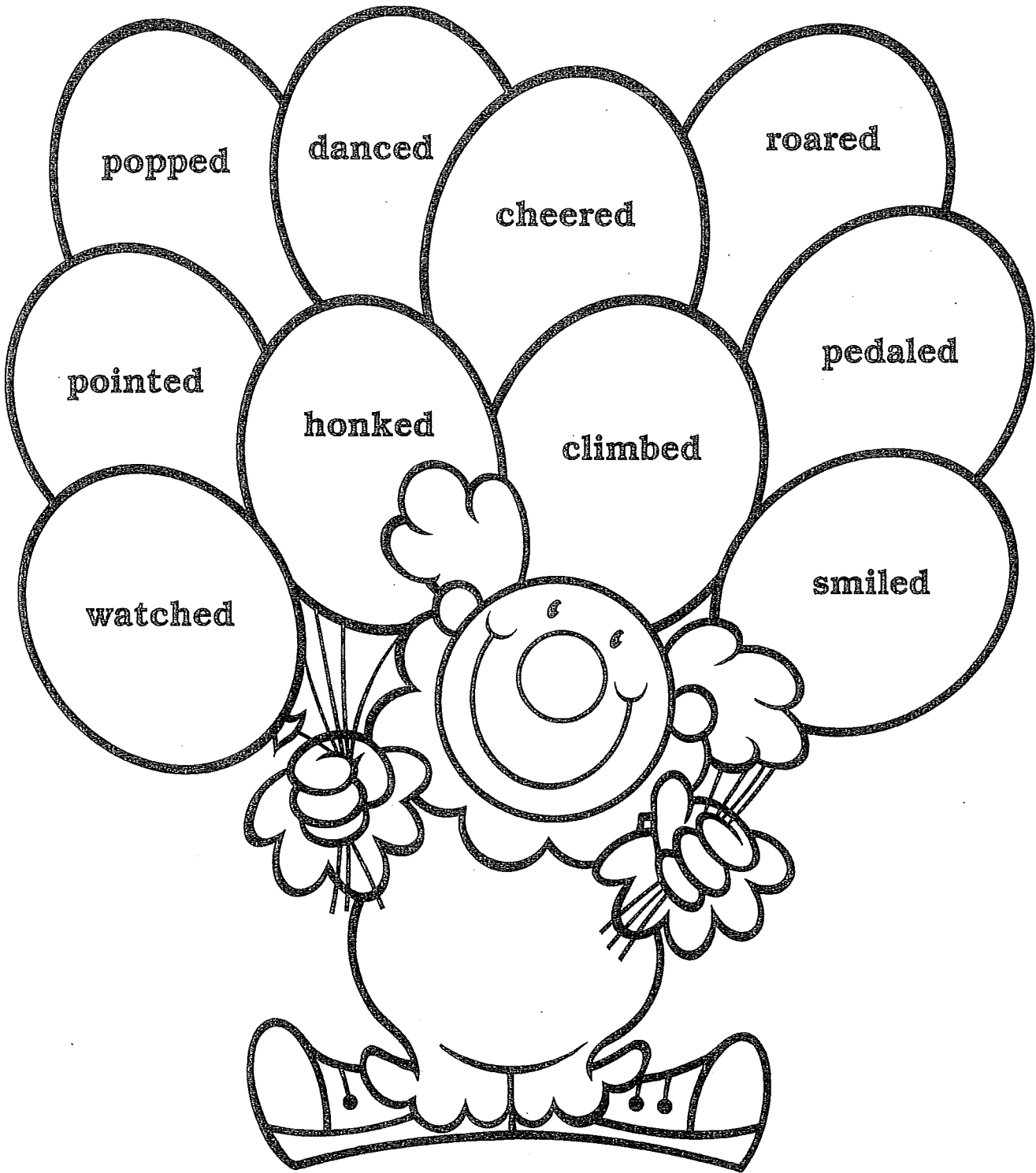
Homework Partner _____

Date _____

Game Board 7
Regular Past
Tense Verbs

Let's Clown Around

Directions: Color a balloon each time you use the word in a sentence. (The popcorn popped.) Have fun!



Homework Partner _____

Date _____

Game Board 7
Regular Past
Tense Verbs

Peanuts for Penelope

Directions: Cut out the peanuts at the bottom of the page. Then, cut out the space in Penelope's mouth. Say each verb in a sentence as you feed the peanuts to Penelope. (The girl juggled the balls.)



juggled	jumped	danced	balanced	cheered
laughed	watched	climbed	honked	pointed

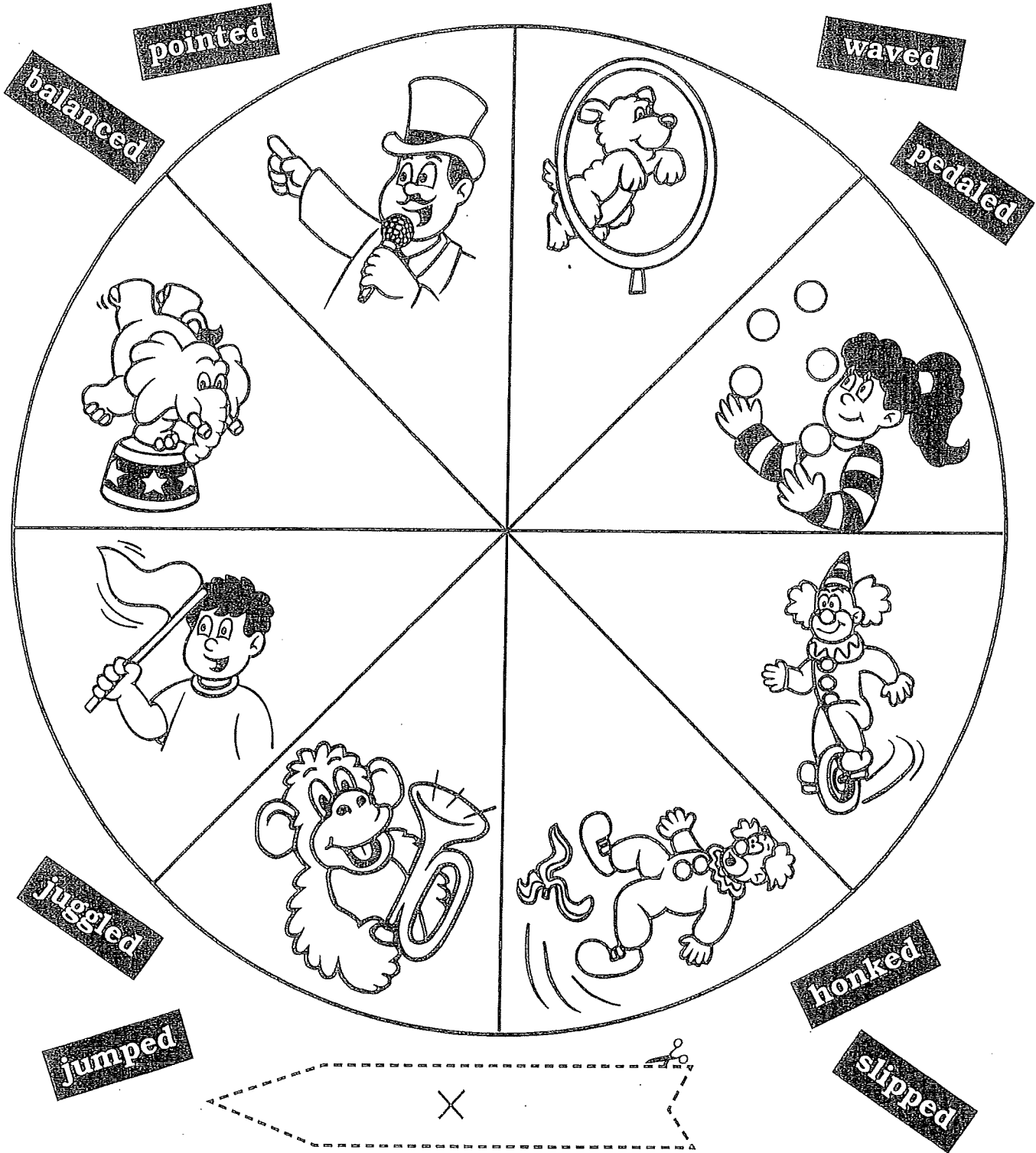
Homework Partner _____

Date _____

Game Board 7
Regular Past
Tense Verbs

Spinner Game

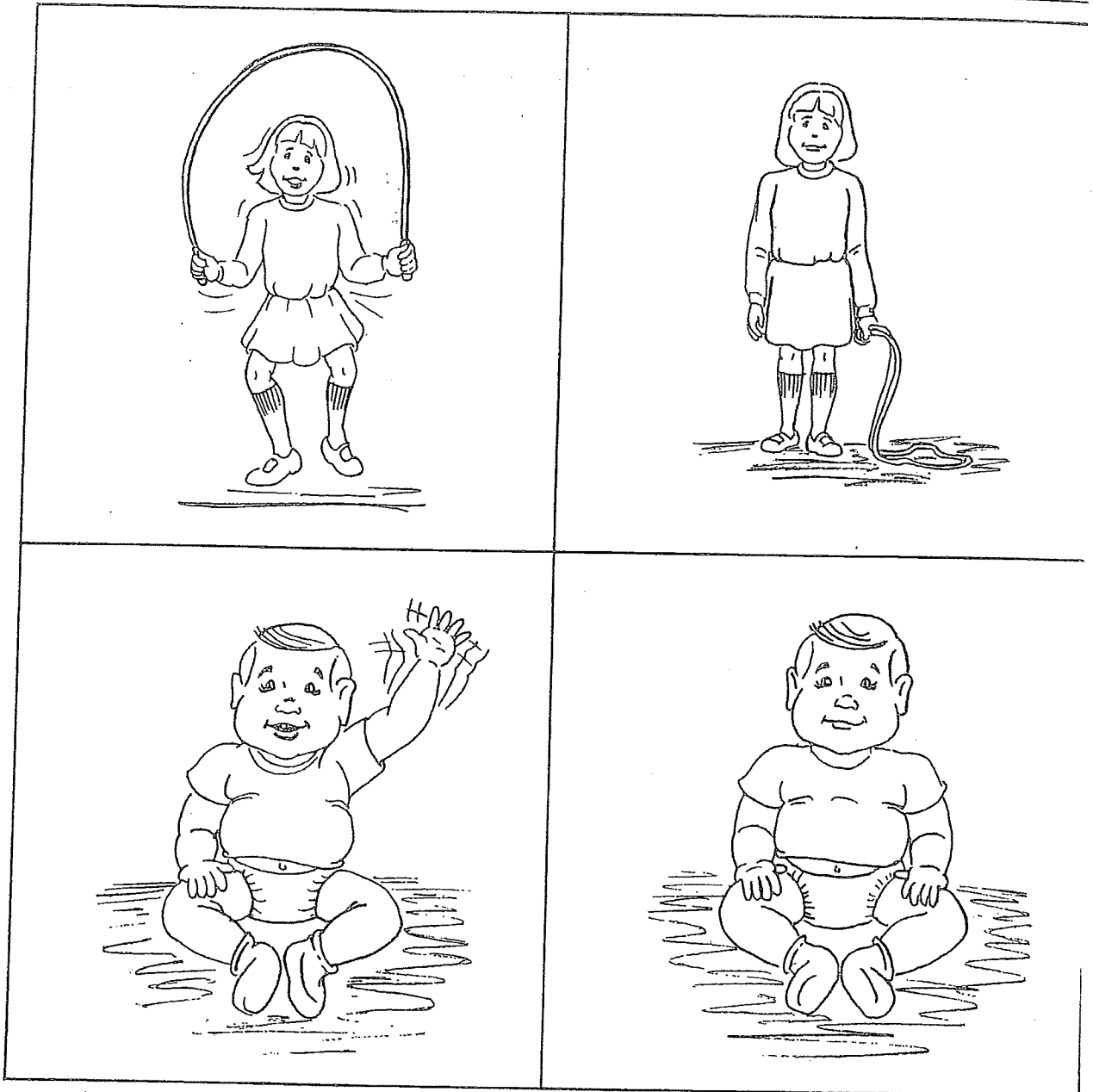
Directions: If you prefer, glue this page to construction paper for added durability. Cut out the arrow/dial. Use a brad to connect the dial to the circle. Spin the spinner. To play, take turns spinning the spinner and describing the picture using a regular past tense verb.



Homework Partner _____

Date _____

Game Board 7
Regular Past
Tense Verbs



Auditory Bombardment Listen carefully.
 (Describe the actions, stressing the verb as you
 point to each picture.)

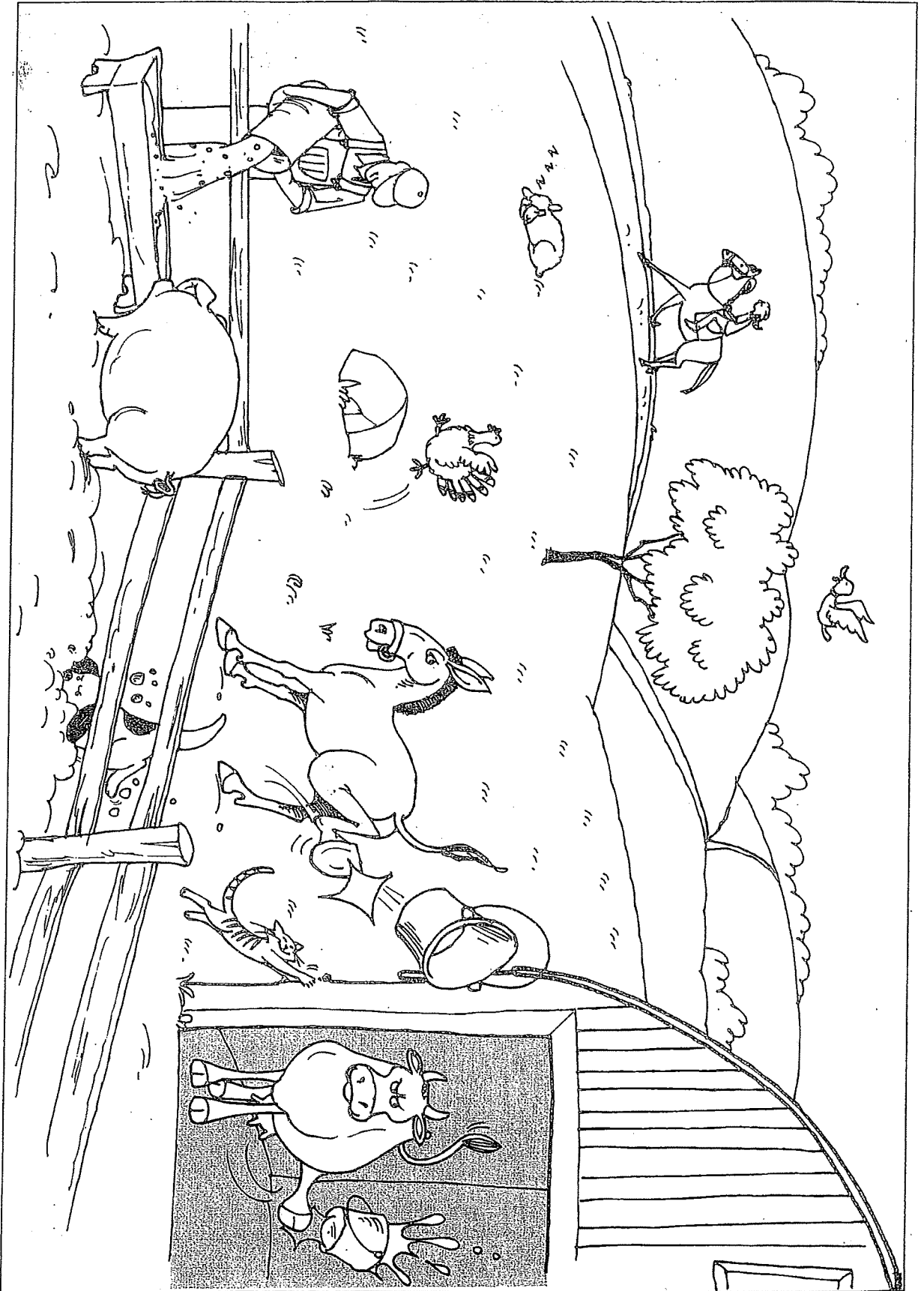
- The girl is jumping. Now, she's done.
- The girl jumped.
- The baby is waving. Now, he's done.
- The baby waved.

Auditory Discrimination Listen to what I say.
 Then, point to the picture I talk about. (Describe
 the pictures at random.)

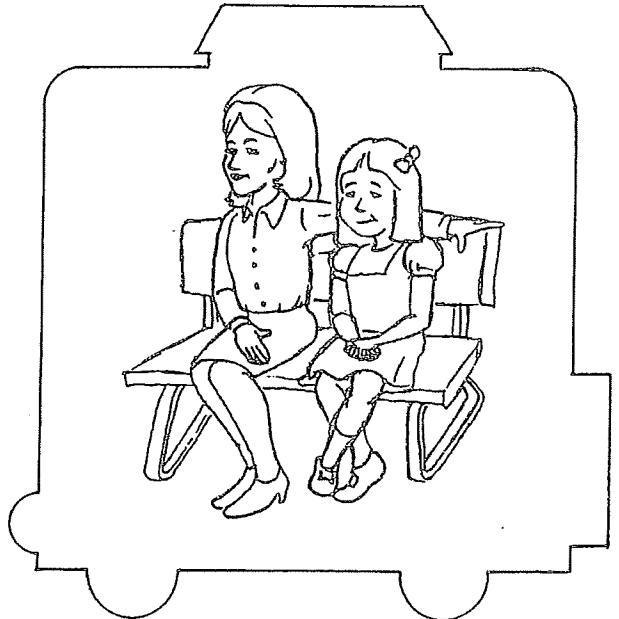
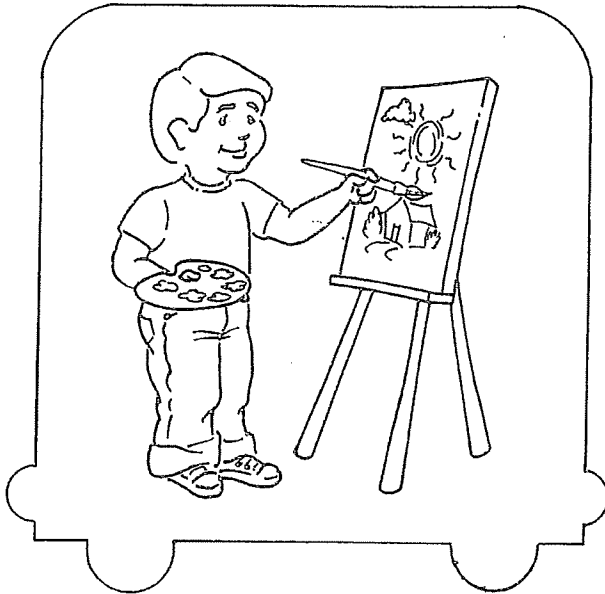
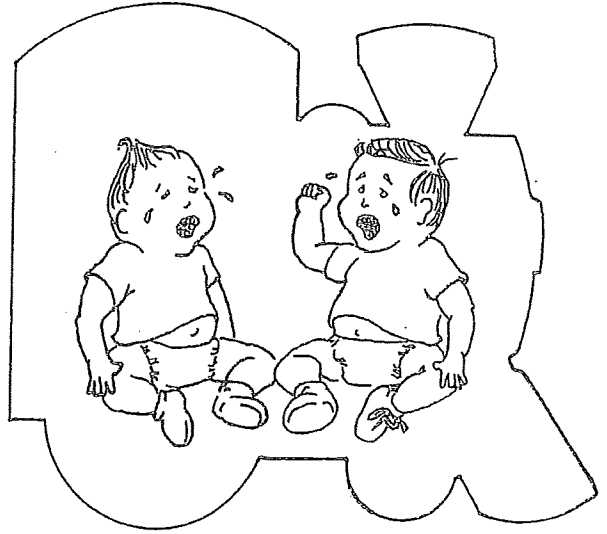
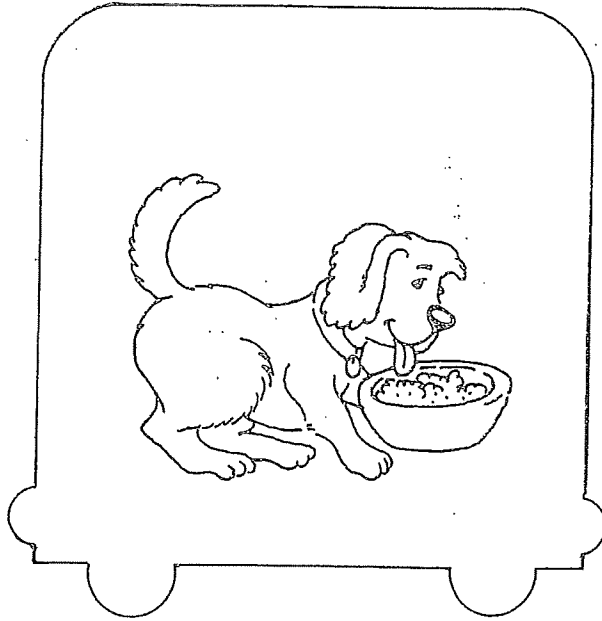
- The girl is jumping.
- The girl jumped.
- The baby is waving.
- The baby waved.

To Do Activity Have the child color the pictures. Cut the pictures apart and paste them on four empty soup cans. Place the cans a short distance from the child and have him toss buttons into the cans with the pictures you describe.

Auxiliary Verbs



Auxiliary Verb - Is
SPARC for Grammar



Auditory Bombardment Listen carefully. (Name the actions as you slowly point to each picture.)

- eating
- crying
- painting
- sitting

Auditory Discrimination Listen to what I say. Then, point to the picture I talk about. (Ask about the pictures at random.)

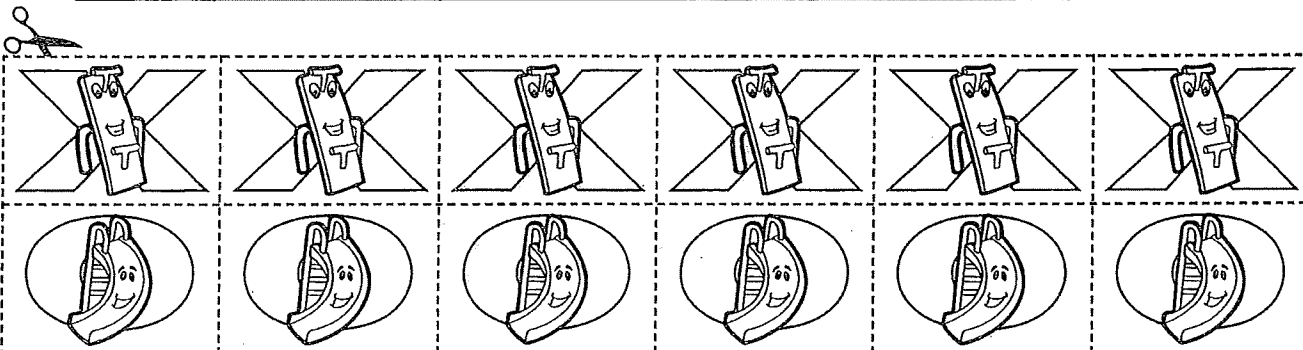
Show me who is . . . eating.
crying.
painting.
sitting.

To Do Activity Cut these pictures apart and mount them on pieces of construction paper. Have the child choose a piece and add it to the train if he identifies the picture correctly.

Is/Are Tic-Tac-Toe

Directions: Cut out the Tic-Tac-Toe tokens below. One player gets "seesaws" and the other gets "slides." The first player picks out a square, inserts either "is" or "are" in the sentence and puts a token on the picture. The second player follows in turn. Three in a row wins.

 <p>The children _____ hugging.</p>	 <p>The children _____ reading.</p>	 <p>The children _____ eating ice cream.</p>
 <p>The boy _____ shooting the ball.</p>	 <p>The children _____ building a sand castle.</p>	 <p>The boy _____ drinking water.</p>
 <p>The girl _____ hiding.</p>	 <p>The children _____ climbing.</p>	 <p>The girl _____ walking.</p>



Homework Partner _____

Date _____

Game Board 6

Is and Are

Is/Are Memory Game

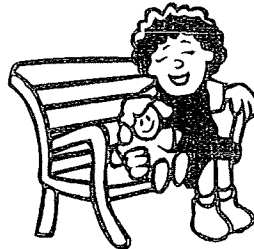
Directions: If you prefer, glue this page onto construction paper for added durability. Cut out all of the cards and place them face down on the table. Player one turns over a card and says/reads the sentence, inserting "is" or "are" as appropriate. The player then turns over a second card, saying the sentence. The player keeps any matches. Play continues in turn. Most matches win.



The children _____
playing jacks.



The children _____
playing jacks.



The girl _____
sitting on a bench.



The girl _____
sitting on a bench.



The children _____
rollerblading.



The children _____
rollerblading.



The children _____
riding bikes.



The children _____
riding bikes.



The children _____
blowing bubbles.



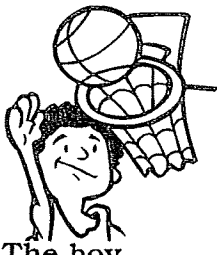
The children _____
blowing bubbles.



The children _____
reading a book.



The children _____
reading a book.



The boy _____
shooting the
basketball.



The boy _____
shooting the
basketball.



The girl _____
hiding
behind a tree.



The girl _____
hiding
behind a tree.

Homework Partner _____

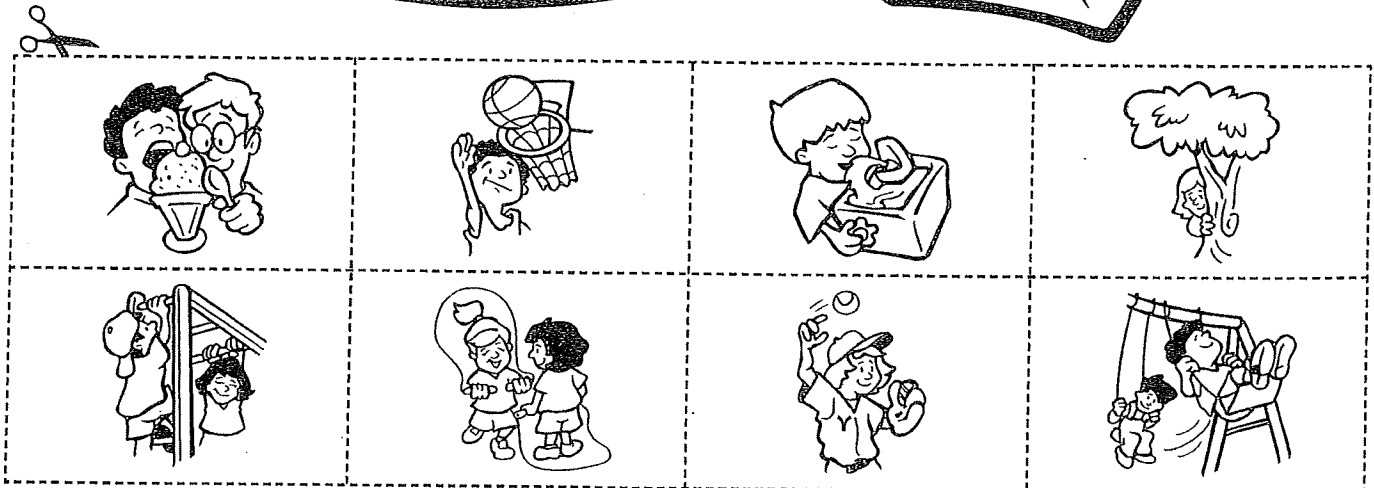
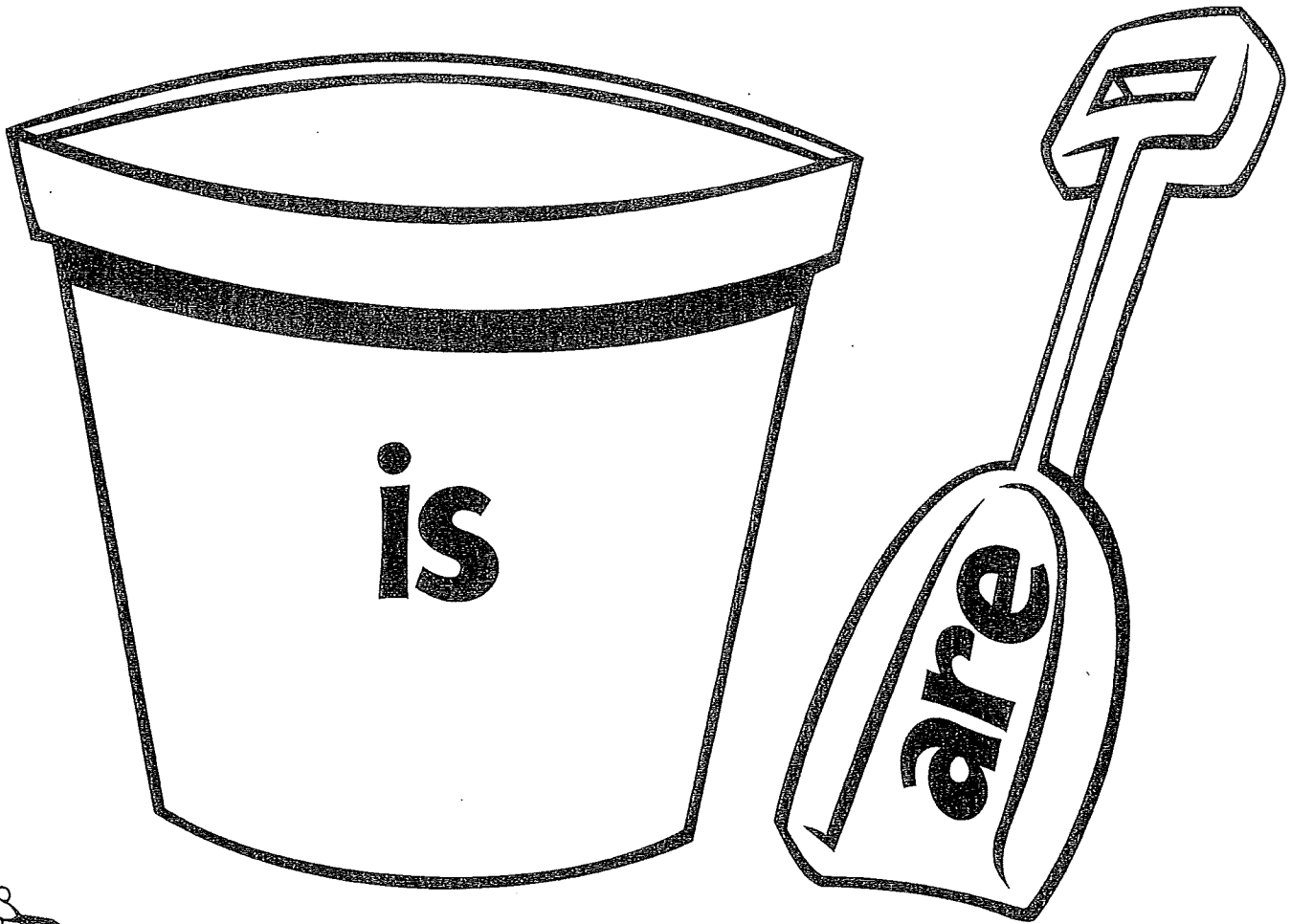
Date _____

Game Board 6

Is and Are

Is/Are Match Up

Directions: If you prefer, glue this page to construction paper for added durability. Cut out the picture-cards below along the dotted lines. Pick a picture-card and say the sentence using "is" or "are." (He **is** playing./They **are** swinging.) Glue/tape or place picture on the appropriate sand toy.



Homework Partner _____

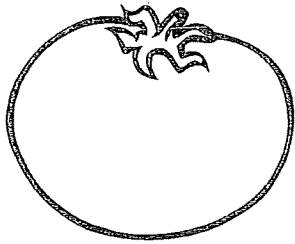
Date _____

Game Board 6
Is and Are

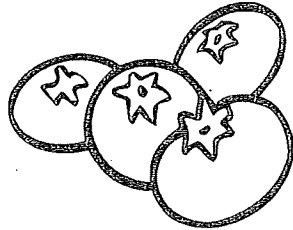
Plurals

Singular Plural Memory Game

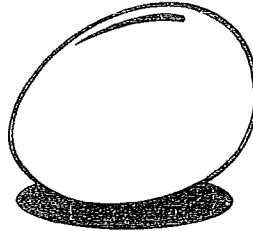
Directions: If you prefer, glue this page onto construction paper for added durability. Cut out all of the cards and place them face down on the table. Take turns flipping the cards, trying to match the singular pictures with the plural pictures (pea/peas). Say all the words in sentences. Most matches win!



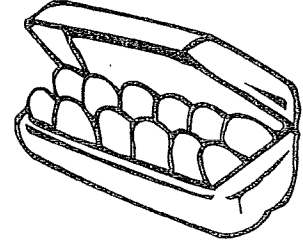
tomato



tomatoes



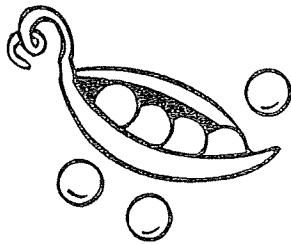
egg



eggs



pea



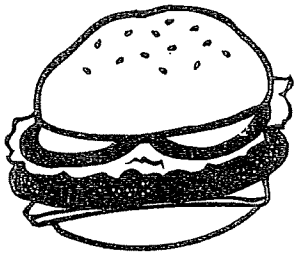
peas



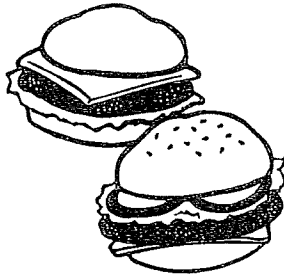
battery



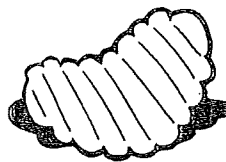
batteries



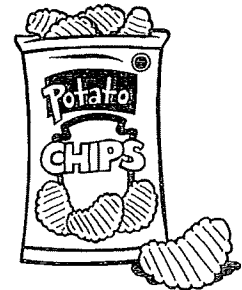
hamburger



hamburgers



potato chip



potato chips



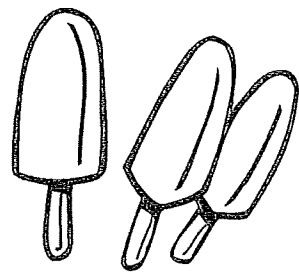
soda



sodas



popsicle



popsicles

Homework Partner _____

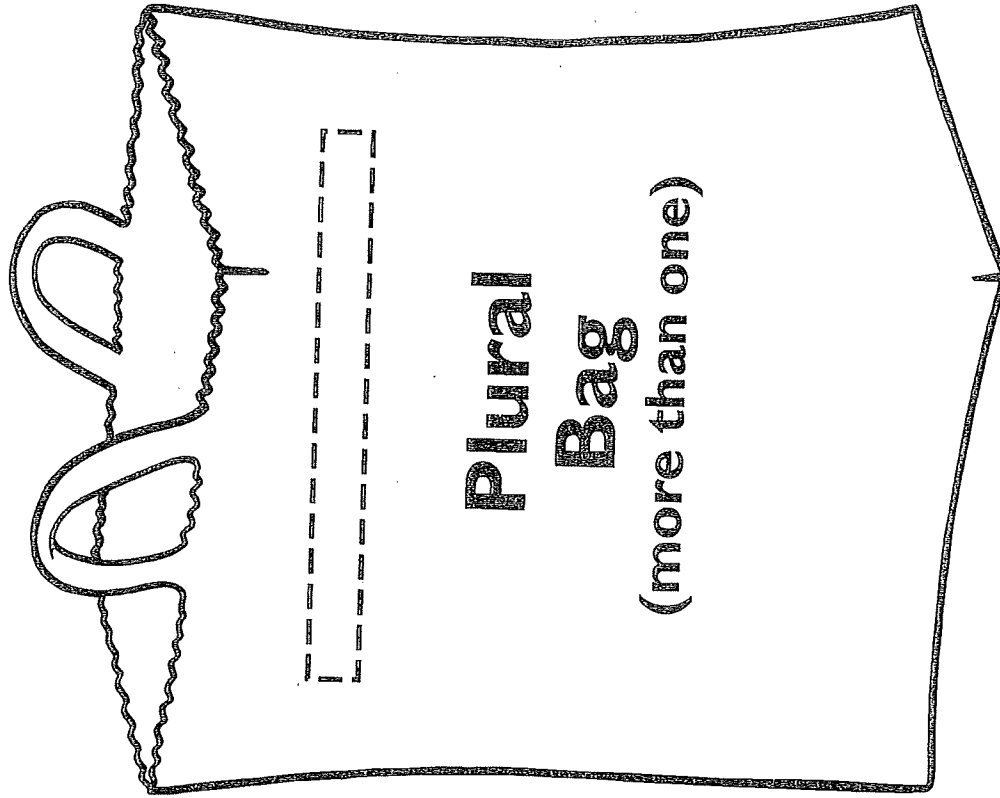
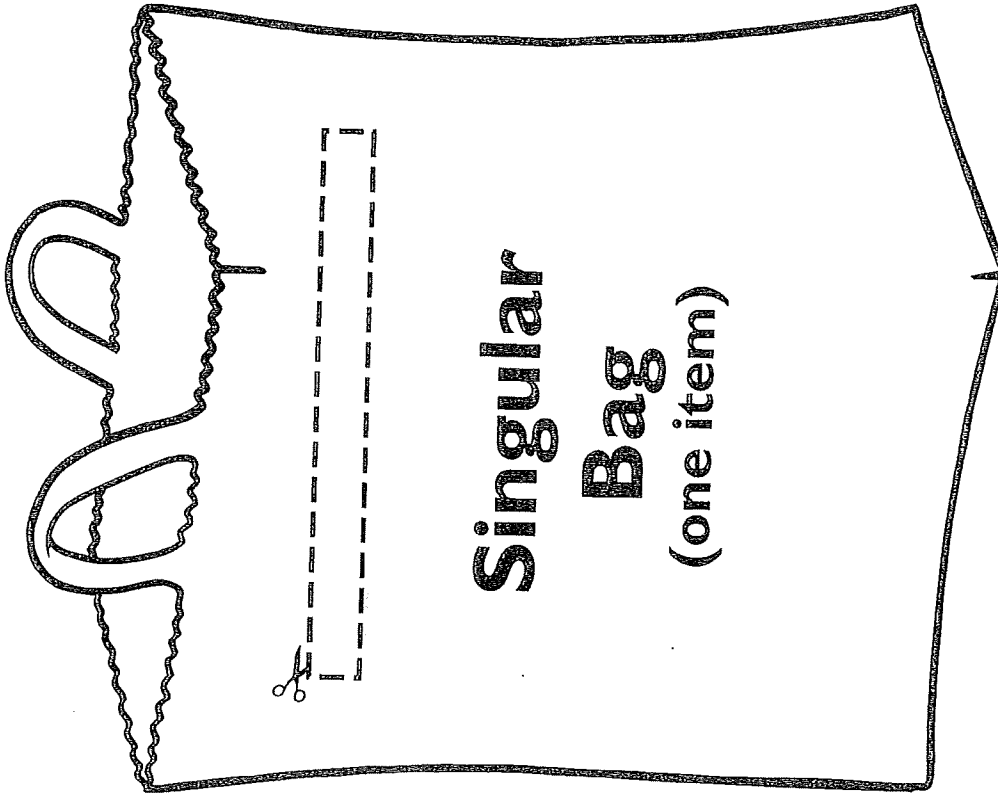
Date _____

Game Board 1

Regular
Plurals

Singular-Plural Groceries Sort

Directions: Cut the slot on the top of each grocery bag. Then, cut out the picture cards on the following page. Choose a card, say the word and use it in a sentence. Now, place the card in the correct bag. Continue until all the pictures have been sorted.



Homework Partner _____

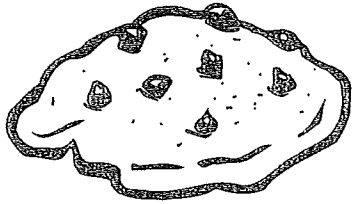
Date _____

Game Board 1

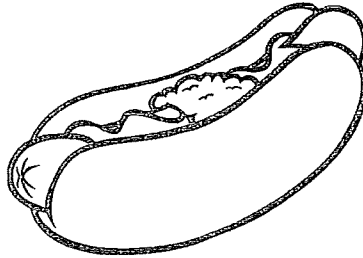
Regular Plurals

Singular-Plural Grocery Sort

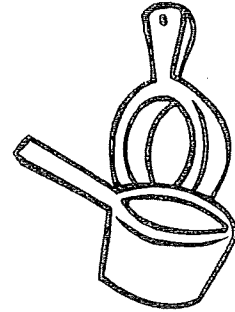
Directions: Cut out the pictures below. Then, follow the directions on the previous page.



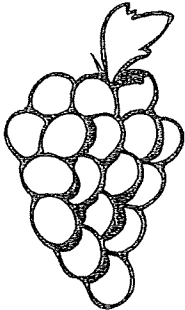
cookie



hot dog



pots



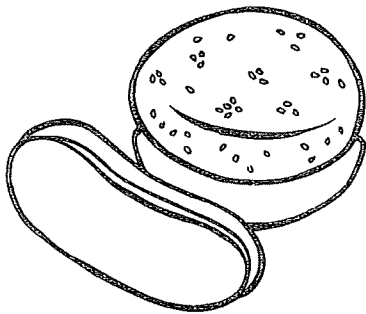
grapes



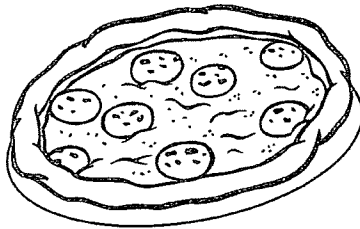
batteries



muffin



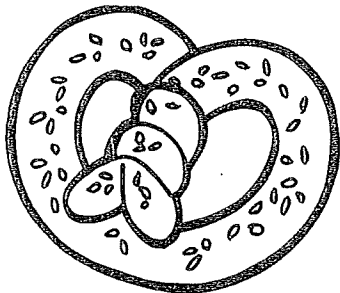
buns



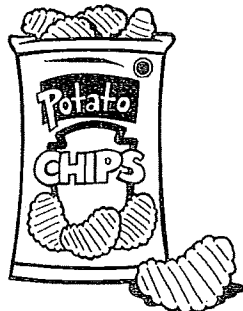
pizza



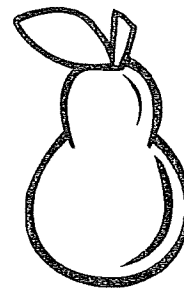
cups



pretzel



potato chips

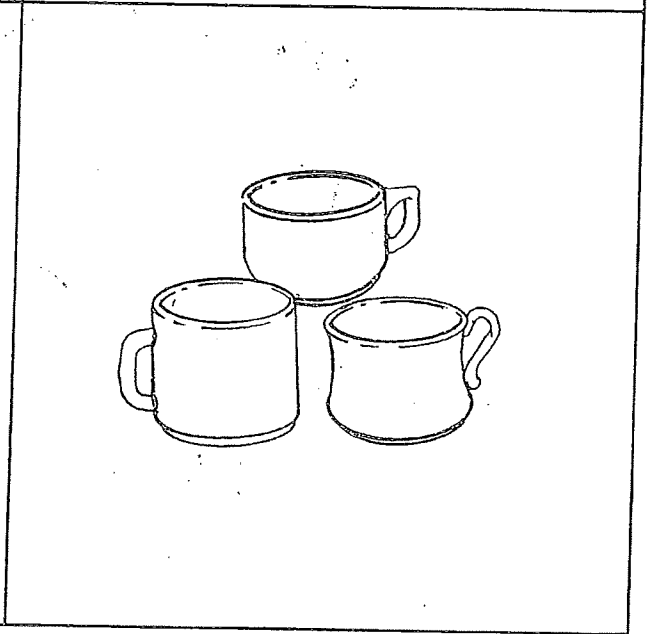
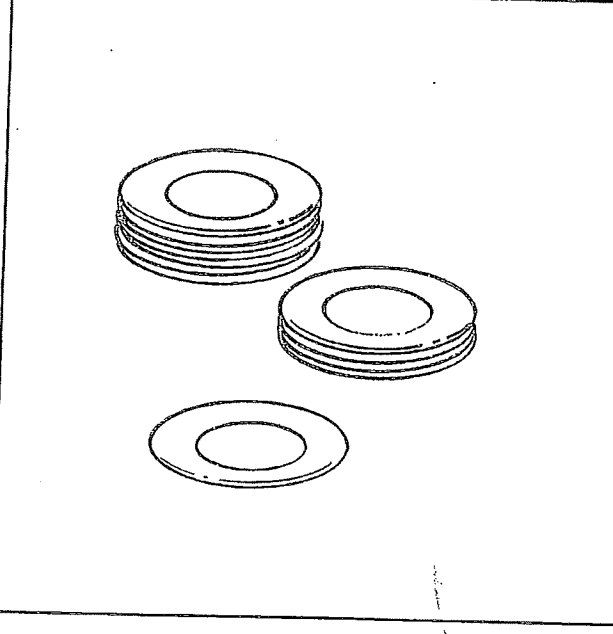
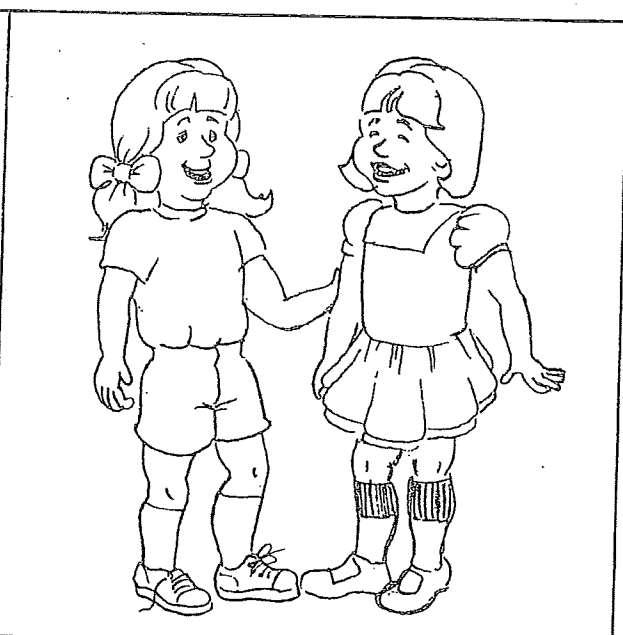
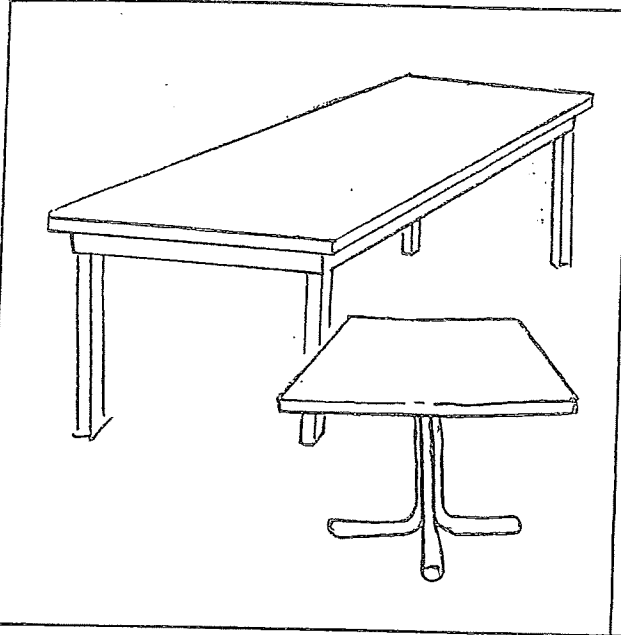


pear

Homework Partner _____

Date _____

Game Board 1
Regular
Plurals



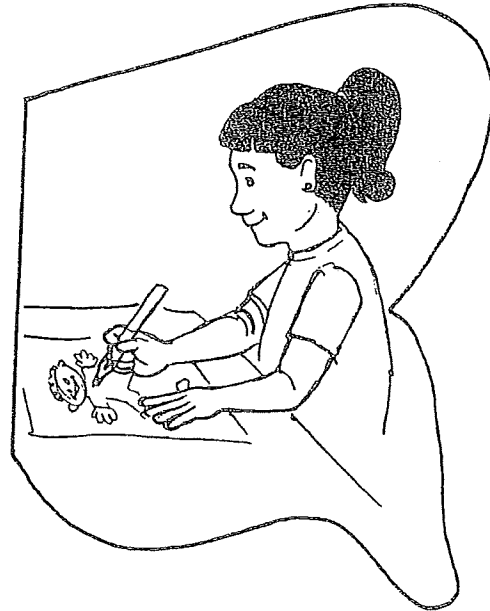
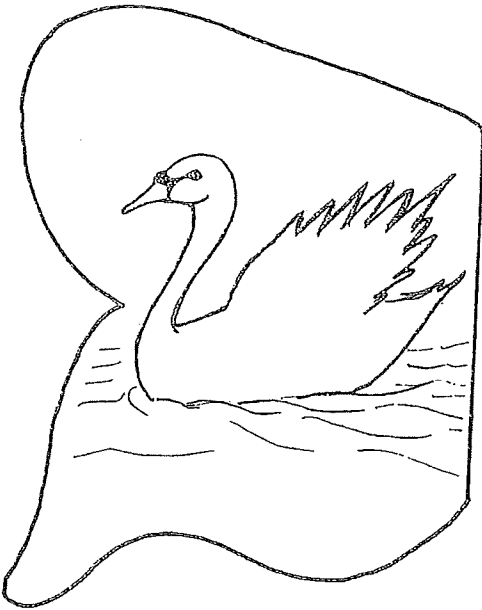
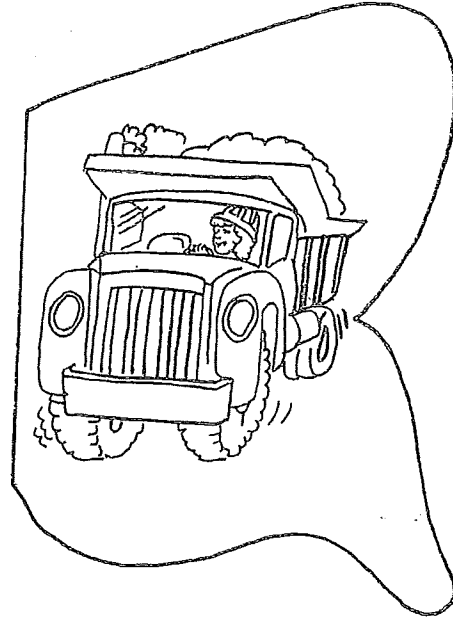
Auditory Bombardment Listen carefully. (Point to each picture as you name it.)

- table . . . tables
- girl . . . girls
- plate . . . plates
- cup . . . cups

Auditory Discrimination Listen to what I say. Then, point to the picture I talk about. (Ask about the pictures at random.)

- Show me the ____.
- table . . . tables
- girl . . . girls
- plate . . . plates
- cup . . . cups

To Do Activity Cut these pictures apart and mount them on pieces of colored construction paper. Lay the pictures in front of the child and have him point to the picture you describe. For each correct answer, have the child put the picture into an empty cracker box. See how many pictures he can get.



Auditory Bombardment Listen carefully.
(Describe the actions, stressing the verbs as you slowly point to each picture.)

- The girl drinks.
- The woman drives.
- The swan swims.
- The girl draws.

Auditory Discrimination Listen to what I say.
Then, point to the picture I talk about. (Ask about the pictures at random.)

- Show me . . . who drinks.
- who drives.
- what swims.
- who draws.

To Do Activity Cut these pictures apart and give the child a piece of construction paper, some paste, and a crayon. Have the child point to the picture you describe. If she is correct, let her paste that wing of the butterfly on the paper. When she has two wings that go together, let her draw in the body section and color the pictures to complete the butterfly.