Writing: Past-Tense Verbs

To write about something that already happened, you can add ed to the verb.

**Example:** Yesterday, we **talked**.

You can also use was and were and add ing to the verb.

**Example:** Yesterday, we **were talking**.

When a verb ends with e, you usually drop the e before adding ing.

**Examples:**
- grade — was grading
- tape — was taping
- weave — were weaving
- sneeze — were sneezing

**Directions:** Write two sentences for each verb below. Tell about something that has already happened, and write the verb both ways. (Watch the spelling of the verbs that end with e.)

**Example:** stream

- The rain streamed down the window.
- The rain was streaming down the window.

1. grade

   
   

2. tape

   
   

3. weave

   
   

4. sneeze

   
   

Comprehensive Curriculum - Grade 4
Irregular Verbs: Past Tense

Irregular verbs change completely in the past tense. Unlike regular verbs, past-tense forms of irregular verbs are not formed by adding *ed*.

Example: The past tense of *go* is *went*.

Other verbs change some letters to form the past tense. 
Example: The past tense of *break* is *broke*.

A helping verb helps to tell about the past. *Has,* *have,* and *had* are helping verbs used with action verbs to show that the action occurred in the past. The past-tense form of the irregular verb sometimes changes when a helping verb is added.

<table>
<thead>
<tr>
<th>Present-Tense Irregular Verb</th>
<th>Past-Tense Irregular Verb</th>
<th>Past-Tense Irregular Verb With Helper</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>have/has/had gone</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>have/has/had seen</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>have/has/had done</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>have/has/had brought</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>have/has/had sung</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>have/has/had driven</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>have/has/had swum</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>have/has/had slept</td>
</tr>
</tbody>
</table>

Directions: Choose four words from the chart. Write one sentence using the past-tense form of the verb without a helping verb. Write another sentence using the past-tense form with a helping verb.

1. 

2. 

3. 

4. 
Writing: Topic Sentences

A **paragraph** is a group of sentences that tells about one main idea. A **topic sentence** tells the main idea of a paragraph.

Many topic sentences come first in the paragraph. The topic sentence in the paragraph below is underlined. Do you see how it tells the reader what the whole paragraph is about?

**Friendships can make you happy or make you sad.** You feel happy to do things and go places with your friends. You get to know each other so well that you can almost read each others’ minds. But friendships can be sad when your friend moves away—or decides to be best friends with someone else.

**Directions:** Underline the topic sentence in the paragraph below.

We have two rules about using the phone at our house. Our whole family agreed on them. The first rule is not to talk longer than 10 minutes. The second rule is to take good messages if you answer the phone for someone else.

**Directions:** After you read the paragraph below, write a topic sentence for it.

For one thing, you could ask your neighbors if they need any help. They might be willing to pay you for walking their dog, mowing their grass, or weeding their garden. Maybe your older brothers or sisters would pay you to do some of their chores. You also could ask your parents if there’s an extra job you could do around the house to make money.

**Directions:** Write a topic sentence for a paragraph on each of these subjects.

**Homework:**

**Television:**
Writing: Supporting Sentences

Supporting sentences provide details about the topic sentence of a paragraph.

Directions: In the paragraph below, underline the topic sentence. Then, cross out the supporting sentence that does not belong in the paragraph.

One spring, it started to rain and didn’t stop for 2 weeks. All the rivers flooded. Some people living near the rivers had to leave their homes. Farmers couldn’t plant their crops because the fields were so wet. Plants need water to grow. The sky was dark and gloomy all the time.

Directions: Write three supporting sentences to go with each topic sentence below. Make sure each supporting sentence stays on the same subject as the topic sentence.

Not everyone should have a pet.

I like to go on field trips with my class.

I’ve been thinking about what I want to be when I get older.