

Purpose	Content	Lessons
<p><i>The purpose of the work on tenses of the verb is to develop an ear for language, to learn how to identify what sounds right and what doesn't sound right, as well as to understand that the action of the verb is a measure of time – a grammatical measure of time.</i></p> <p><i>Usually verbs denote action; the Learner has had some experience with verbs in general as well as specific forms such as action words that you can't see</i></p>	<p>Grammar, Word Study, and Spelling</p> <p>Varies by Grade/Student</p>	<p style="text-align: center;"><u>Verb Tenses</u></p> <p>When we start to think about tenses of the verb, we have three simple tenses we will explore. We are going to start with the present tense – things that are going on right now, at this moment. Some actions don't go on for very long, and other actions go on constantly. Some actions that go on do end, but they take a lot longer than something like drinking from water. We're looking at the sense of the timing involved with the action of the verb in the sentence with which we will be dealing in the tensing of the verb.</p> <p>The second simple tense we will introduce with the Learners is the past tense. We can be here in this present moment, and we can look back on something that is over and done with – completely in the past. I read eight books.</p> <p>In the primary class, the Learners will hopefully have had an introduction to the past tense in function of words through verbal exercises of bringing something and brought something.</p> <p>Future tense is the third simple tense introduced: I shall go, etc. We have to use auxiliary verbs – before we present future tense, we will present the auxiliary or helping verbs.</p> <p>History of our language to bring in with the older Learners: The English language used to only have two tenses (present and past); as it evolved from Old English to Middle English extra tenses were added in.</p>

Purpose	Content	Lessons
<p><i>happening, short term and long-term.</i></p>		<p>These extra tenses are constructed using auxiliary verbs. In Middle English, the future tense became set using shall and will: shall for 1st person singular/plural and will for 2nd and 3rd singular/plural.</p> <p>In Old English, the words that we now translate as ‘shall’, meant “I am obliged to” and ‘will’ mean “I wish to.” Until really quite recent times, ‘shall’ and ‘will’ hold meanings of obligation and desire. According to the history of our language, it is alive and evolving. Grammatically, shall is still correct, but in common usage it is disappearing.</p> <p>We will then look at three other tenses, known as the perfect tense, sometimes referred to as the compound tenses. These tenses are also constructed with the use of auxiliaries. They are used to express past tenses but it’s not the simple past tense.</p> <p>So, we have present perfect: It uses the present form of the auxiliary verb “have” – and uses the past form of “talked.” It leaves an opening for continuing action. Time that is in the past but is in some way connected to the present.</p> <p>Then we have past perfect: I had walked before I ate my breakfast. Past perfect is using the past tense of the auxiliary and the past participle – it’s referring to time that’s in the past and that was completed before some definite time in the past.</p> <p>Then there is the future perfect tense: What is the first verb: will (refers to time that is in the future) – have (auxiliary for perfect tense) – finished (actual action to be done before another event).</p>

Purpose	Content	Lessons
---------	---------	---------

		<p>We focus on the word “love”, however have several other verbs ready in the same pattern.</p> <p style="text-align: center;"><u>Present tense</u></p> <ol style="list-style-type: none"> 1) Materials: <ul style="list-style-type: none"> - Pouch or envelope with personal pronouns and labels (all white)- - 3-4 red envelopes labeled “present tense” with a verb set each (can rotate, with 1 out at a time at home; 2-3 out at a time in a school) - NOTE: The Advanced Montessori Method V2 has the pronouns green yet; support material available has both colors. 2) Oral introduction: <ul style="list-style-type: none"> - We’re going to listen to some sentences today – some sentences that are talking about time going on, things going on right now. - The bird sings outside our window. - The dogs bark in the yard. - Invite additional sentences from the Learners: <ul style="list-style-type: none"> - I think I like you. - I sit in my seat. - My heart beats. - If Learners use two verbs, say, “that’s another verb we’ll look at another day. Let’s just look at one word.” (For example, “I am looking out the window.”) 3) Material Introduction: <ul style="list-style-type: none"> - We have a red envelope, labeled present tense. - Empty the contents, read the cards, and place them in configuration:
--	--	---

Purpose	Content	Lessons
---------	---------	---------

		<table border="1" data-bbox="751 269 1360 464"> <thead> <tr> <th></th> <th colspan="2">singular</th> <th colspan="2">plural</th> </tr> </thead> <tbody> <tr> <td>1st person</td> <td>I</td> <td>love</td> <td>we</td> <td>love</td> </tr> <tr> <td>2nd person</td> <td>you</td> <td>love</td> <td>you</td> <td>love</td> </tr> <tr> <td>3rd person</td> <td>he she</td> <td>loves</td> <td>they</td> <td>love</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - This is what the present looks like for the verb "to love." - Did you notice where there is a little change in the verb? 3rd person singular adds an s. I wonder if any other verbs do the same thing? - Let's consider the verb "to walk." - Proceed verbally. Note the changes. - Shuffle the "love" cards and invite the Learners to lay them out again. <p style="text-align: center;"><u>Simple Tenses: Past</u></p> <ol style="list-style-type: none"> 1) Materials: 3 envelopes: 1) weak verbs: 2 charts with slits and several weak verbs on strips 2) strong verbs: 2 charts with several strong verbs on strips 3) extra verbs: weak and strong verb strips all mixed up (weak: the verb root word does not change (paint); strong: the verb root word changes (drink/drank) 2) Oral introduction: <ul style="list-style-type: none"> - Remember the other day we talked about time that is happening right now? Today we'll talk about things that have already happened. - I drank my cup of coffee. Am I drinking it right now? No. - On Monday, you rotated the job chart. Are you doing that right now? No. 		singular		plural		1 st person	I	love	we	love	2 nd person	you	love	you	love	3 rd person	he she	loves	they	love
	singular		plural																			
1 st person	I	love	we	love																		
2 nd person	you	love	you	love																		
3 rd person	he she	loves	they	love																		