**4º Grade: The Tale of Mr. Morton**

**Objective 1:** Identify and classify regular and irregular verbs to express situations that happened in the past.

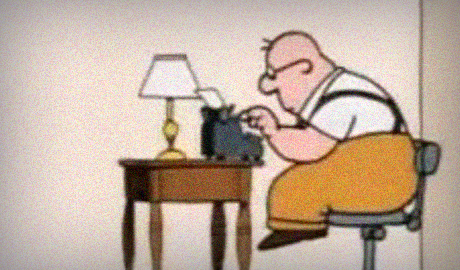


**Objective 2:** Identify general and specific information in a song to demonstrate listening skills

You can complete the activity in this document. You **don’t** have to print it

**STEP 1:** Look at the pictures and complete the routine SEE -THINK-WONDER





|  |  |  |
| --- | --- | --- |
| I SEE … | I THINK … | I WONDER … |
| I see a man sitting and using a typewriter    I see a man with his head between flowers  I see a girl on her knees  I see a Man with a flower in his hands  I see a cat on the floor | I think the man is writing a letter  I think the man is looking at the girl  I think the girl is telling the man that she loves him | I wonder if the man is writing a love letter?  I wonder if the girl is proposing?  I wonder if they are neighbors? |

**STEP 2:** Click on the link to the video <https://www.youtube.com/watch?v=sk-XA5pKkGE> watch and listen.

**STEP 3:** Now listen again and complete with the verbs in **past** from the box.

**The Tale of Mr. Morton**

**(**[**Jack Sheldon**](https://www.google.com/search?q=Jack+Sheldon&stick=H4sIAAAAAAAAAONgVuLSz9U3MMwqMrYoWcTK45WYnK0QnJGak5KfBwDEZxnuHQAAAA&sa=X&ved=2ahUKEwiLpPjJ04rhAhWfFbkGHe27AHQQMTAAegQIBBAF)**)**

This is the tale of Mister Morton  
Mister Morton is who?  
He is the subject of our tale  
and the predicate tells what Mister  
Morton must do

Mister Morton \_walked\_ down the street  
Mister Morton walked

Mister Morton \_\_talked\_\_ to his cat  
Mister Morton talked  
(Hello, cat. You look good.)  
Mister Morton was lonely  
Mister Morton was

|  |
| --- |
| **rhymed – talked - grew - wrote**  **was - climbed - replied**  **sat - knocked - knew**  **walked- ran - wrote** |

Mister Morton is the subject of the  
sentence and what the predicate says,  
he does

Mister Morton \_\_knew\_\_ just one girl  
Mister Morton knew  
Mister Morton \_\_grew\_\_ flowers for Pearl  
Mister Morton grew  
Mister Morton \_\_\_was\_ very shy  
Mister Morton was

Mister Morton is the subject of the  
sentence and what the predicate says,  
he does  
The subject is a noun, that's person,  
place or thing  
It's who or what the sentence is about  
And the predicate is the verb  
That's the action word  
that gets the subject up and out

Mister Morton \_\_wrote\_ Pearl a poem  
Mister Morton \_\_\_\_wrote\_\_\_\_  
Pearl replied in the afternoon  
Pearl \_\_replied\_\_ by a note  
Mister Morton was very nervous  
Mister Morton was  
Mister Morton is the subject of the  
sentence and what the predicate says,  
he does!

The cat stretched,  
the sun beat down,  
a neighbor chased his kid.  
(come here kid - come on!)  
Each sentence is completed when  
you know the subject did.

Mister Morton \_\_knocked\_\_\_ on her door  
Mister Morton knocked  
Mister Morton sat on her porch  
Yes, he just \_\_sat\_\_ and rocked  
Mister Morton was a nervous man   
when she \_\_opened\_\_ up the door he \_ran\_\_.

Mister Morton climbed up his stairs  
Mister Morton \_\_climbed\_\_  
Mister Morton rhymed pretty words  
Mister Morton \_\_rhymed\_\_\_  
Mister Morton was lonely  
Mister Morton was  
until Pearl showed up with a single  
rose.  
Who says women can't propose?  
Now Mister Morton is happy  
and Pearl and the cat are too

They're the subjects of the sentence  
and what the predicate says, they do!!

**STEP 4:** Write the number of the scenes in the correct order.

**STEP 5:** Write the corresponding sentence **in past** according to the video and pictures.

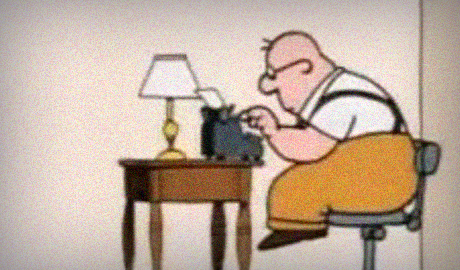


Mr. Morton walked down the street

**1 4**

\_\_\_Mr. Morton talked to his cat \_\_\_\_ \_\_\_\_Mr. Morton knocked on her door\_\_\_\_



**5 2**

\_\_\_Mr. Morton sat (and rocked) \_\_\_\_\_ \_Mr. Morton wrote Pearl a poem\_\_\_\_





**3 6**

\_\_\_\_\_Mr Morton was very nervous \_\_\_\_\_ \_\_\_\_\_She opened the door \_\_\_

**STEP 6:** Make a list of past verbs from Mr. Morton’s song and classifythem into regular and irregular.

|  |  |  |
| --- | --- | --- |
| **VERBS IN PRESENT** | **VERBS IN PAST** | **REGULAR OR IRREGULAR** |
| **walk** | **walked** | **regular** |
| talk | talked | regular |
| to be | was/were | irregular |
| know | knew | irregular |
| grow | Grew | irregular |
| write | wrote | irregular |
| reply | replied | regular |
| knock | knocked | regular |
| sit | sat | irregular |
| open | opened | regular |
| run | ran | irregular |

**STEP 7: Metacognition:** think, circle and answer. NO CORRECT OR INCORRECT ANSWER, IT’S FOR YOU TO THINK ABOUT YOUR OWN LEARNING PROCESS!

**NO**

**YES**

Did you complete the activity?

**First read and then listen**

**Listen and read at the same time**

**First listen and then read**

How did you do it? What strategies did you use?

**Complete the routine see think wonder**

**Write the numbers and sentences in the pictures**

**Complete the chart with the regular – irregular verbs**

**Complete the lyrics of the song**

What is the most difficult part? Why?

Why is important to learn verbs (regular an irregular) in past?   
  
Because you can speak about the past, you can express situations or events that already happened ☺



**REMEMBER!**

If you need help or if you have questions you can write me an email ☺

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