

LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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Category	Fluency in Key Grammar	Title	Grammar Book 7 – My Grandma and Me: Simple Past (Regular Verbs)
Ages	6–9	Theme	Regular Past Tense — verb + ed + Three Pronunciations of -ed

INTRODUCTION OF THE BOOK

This heartwarming book invites children to walk down memory lane with a young girl visiting her grandmother and looking at old photographs. As the narrator remembers how her grandmother loved and helped her, children discover the simple past tense through its most reliable pattern — verb + ed — in a story full of warmth, family, and real emotion.

This book is a 'pure' introduction to regular past tense, focusing exclusively on the -ed pattern before the irregular verbs introduced in Book 8. The emotional context of family memories makes the grammar feel meaningful and personal — children are not just learning a rule, they are learning how to talk about the moments that matter most.

THE THREE PRONUNCIATIONS OF -ED

/d/ sound	/t/ sound	/ɪd/ sound
After voiced sounds — played, loved, called, remembered, listened	After voiceless sounds — walked, watched, helped, looked, missed	After /t/ or /d/ sounds — wanted, needed, started, waited, landed

-ED SPELLING RULES

Rule	Base verb	Past form
Most verbs → add -ed	walk, play, help, call	<i>walked, played, helped, called</i>
Verbs ending in -e → add -d only	love, care, like, hope	<i>loved, cared, liked, hoped</i>
Verbs ending in consonant + y → drop y, add -ied	try, cry, carry	<i>tried, cried, carried</i>
Short CVC verbs → double consonant + ed	stop, plan, drop	<i>stopped, planned, dropped</i>

LEARNING OBJECTIVES

Children will be able to:

- Form the regular past tense by adding -ed to the base verb
- Apply the four spelling rules for -ed endings correctly
- Pronounce -ed endings as /d/, /t/, or /ɪd/ depending on the final sound of the verb
- Identify and mark all regular past tense verbs in the story
- Use past tense verbs to describe real memories from their own life

LEARNING ACTIVITIES

1. Search for and mark all -ed verbs

Ask your child to read through the book and mark every verb ending in -ed. Then read each one aloud together. As they say each past verb, group them into three columns using the pronunciation table above: /d/ sounds, /t/ sounds, and /id/ sounds. Don't worry about perfect phonetic accuracy at first — the goal is to get children noticing and producing the -ed ending consistently.

2. Listen for the d and t sounds

As you read together, pay special attention to how the -ed ending sounds in different words. Point out that 'played' ends with a /d/ sound while 'walked' ends with a /t/ sound. If your child says 'Yesterday I play', gently model the correct form: 'Yesterday, you played.' The key message is: don't forget the ending! Consistent -ed production matters more than perfect pronunciation at this stage.

3. Spot the e rule shortcut

Point out words in the book like 'love' and 'care' — verbs that already end in e. Show your child that these verbs only need a 'd' added, not 'ed': love → loved, care → cared. This is a satisfying shortcut that makes past tense spelling feel logical and manageable. Look through the book together and find all the verbs that use this rule.

4. Play the Speed Game

Challenge your child to say all the -ed verbs in each pronunciation group as fast as they can — time them with a stopwatch! Try the /d/ group first, then the /t/ group, then the /id/ group. Then mix all three groups together. The more they practise, the faster and more automatic the past verb forms become. Cheer for every personal best!

5. Create a Memory Wall

Just like the girl in the story, look at some old family photos together. Ask your child to describe what was happening in each photo using -ed verbs: 'We walked in the park' or 'You played with your ball' or 'Grandma cooked a big dinner.' Connecting the grammar to their own real memories makes the learning stick in the deepest possible way.

FOLLOW-UP ACTIVITIES

Ask your child to write a short 'Memory Story' — just like the narrator in the book — about a special time they spent with a grandparent, parent, or someone they love. Encourage them to use as many regular -ed past tense verbs as possible: 'We walked to the park. She smiled and hugged me. We talked for hours. I laughed and played. I loved every moment.' Reading the finished story aloud — and sharing it with the person it describes — turns grammar practice into a genuinely touching gift.

Try the fun online learning activities for this book on our website!

[Click here to try the online learning activities](#)

TEACHER'S NOTES AND TIPS

The three pronunciations of -ed (/d/, /t/, /id/) are a genuinely interesting phonological feature of English that most learners are never explicitly taught — they acquire them gradually through exposure. For young ESL learners, the most important goal at this stage is consistent -ed production, not perfect phonetic accuracy. The Speed Game is particularly effective because it builds automaticity through repetition in a fun, low-pressure context. The Memory Wall activity is one of the most powerful in the entire series — connecting a grammar structure to personal emotional memories creates exactly the kind of deep encoding that leads to lasting acquisition. For classroom

settings, inviting children to bring in a family photo and tell their memory story to the class creates a beautiful community activity.