

Lesson Plan: Have You Ever...? Mastering the Present Perfect Tense

Subject: English Language Arts

Grade Level: 5th Grade (Adaptable for 4th-6th)

Time Allotment: 30 Minutes

Learning Context: Homeschool (Easily adaptable for classroom or tutoring)

Learning Objectives

By the end of this lesson, the learner will be able to:

- Identify the two key parts of the present perfect tense (have/has + past participle).
 - Explain in their own words when to use the present perfect tense (for past actions connected to the present).
 - Write at least three original sentences correctly using the present perfect tense.
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Materials Needed

- Whiteboard, large paper, or digital equivalent
 - Markers or pens in two different colors
 - Pencil and paper for the student
 - A list of 5-10 "Have You Ever..." prompts (see examples in the lesson body)
 - (Optional) A list of common irregular verbs and their past participles for support
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Lesson Procedure

Part 1: Introduction (5 minutes)

Hook: The Mystery Question

Start with an engaging, personal question that uses the target tense:

Educator: "I have a question for you that's like a mini-adventure. **Have you ever built an amazing fort?** Think about it for a moment. You don't have to tell me **when** you did it, just **if** you've done it in your life so far."

Listen to the student's answer. Whether it's "Yes, I have" or "No, I haven't," you can highlight the structure.

Stating the Objectives

Educator: "That special way of asking, 'Have you ever...,' uses something called the **present perfect tense**. It's like a time-traveling verb tense! Today, we're going to learn its secret recipe, figure out when to use it, and you'll get to write some amazing sentences about your own experiences or imaginary adventures."

Part 2: Body (20 minutes)

I DO: The Secret Recipe (5 minutes)

Educator: "The present perfect tense has a simple, two-part recipe. Let's write it down."

On the whiteboard, write the formula clearly:

[Subject] + [have/has] + [Past Participle]

- "The first ingredient is the 'helping verb,' **have** or **has**. We use 'has' for he, she, and it, and 'have' for everyone else."
- "The second ingredient is the **past participle**. For most verbs, it's the same as the simple past—it just ends in '-ed,' like 'played' or 'jumped.' But some tricky verbs, like 'eat,' change to 'eaten,' or 'see' changes to 'seen.'"

Educator Models: "Let's use our first question as an example: 'You **have built** a fort.' We can also talk about someone else: 'She **has seen** the new movie.' See how it works? We use it to talk about something that happened in the past, but it has a connection to right now."

WE DO: Guided Practice - "Have You Ever...?" Game (8 minutes)

Educator: "Now, let's practice together with a quick game. I'll ask you a 'Have you ever...?' question, and you have to answer me in a full sentence. Then it's your turn to ask me!"

Instructions:

1. Use prepared prompts or make them up. Examples:
 - ...eaten pineapple on pizza?
 - ...seen a live concert?
 - ...written a secret code?
 - ...swum in the ocean?
 - ...read a whole book in one day?
2. Educator asks the first question: "Have you ever swum in the ocean?"
3. Student must answer in a complete sentence: "Yes, I **have swum** in the ocean," or "No, I **have not swum** in the ocean."
4. Provide immediate, gentle correction if needed (e.g., "Great start! Remember, the past participle for 'swim' is 'swum.' Let's try it again: 'I have swum...']").
5. Switch roles. Let the student ask you a question.
6. Play for 3-4 rounds to build fluency and confidence.

Formative Assessment: This game allows you to check the student's understanding of the have/has + past participle structure in real-time.

YOU DO: Independent Practice - The Explorer's Log (7 minutes)

Educator: "You've mastered the recipe, now it's time to be creative. Imagine you are a famous explorer. You've just returned from an incredible journey. Your job is to write three sentences in your 'Explorer's Log' about things you have done on your trip. You can be a deep-sea diver, an astronaut, or a jungle adventurer!"

Success Criteria:

- Each sentence must start with "I have..."
- Each sentence must use the present perfect tense correctly (have + past participle).
- Be creative!

Give the student quiet time to write their three sentences.

Part 3: Conclusion (5 minutes)**Recap and Share**

Educator: "Great work! Before you share your amazing sentences, let's do a quick recap. What are the two secret ingredients for the present perfect tense?" (Answer: have/has and a past participle).

Educator: "Awesome. Now, let's hear about your adventure! Please read your three sentences from your Explorer's Log."

Summative Assessment

Listen as the student shares their sentences. This directly demonstrates if they have met the third learning objective. Provide positive feedback on their creativity and correct usage of the tense.

Example Sentences:

- (Astronaut): "I **have walked** on the moon."
 - (Deep-Sea Diver): "I **have discovered** a sunken ship."
 - (Jungle Adventurer): "I **have seen** a rare blue butterfly."
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Differentiation and Extensions

- **For Support:** Provide a short list of interesting verbs and their past participles (e.g., find/found, climb/climbed, see/seen, build/built, draw/drawn). You can also provide a sentence frame: "I have _____."
 - **For a Challenge:** Ask the student to write a full paragraph (5-6 sentences) for their Explorer's Log. Challenge them to include a negative sentence (e.g., "I have not found any treasure yet.") or to write about another explorer using "He has..." or "She has..."
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