

Name \_\_\_\_\_

## Principal Parts of Regular Verbs

A verb's tenses are made from four basic forms. These basic forms are called the verb's **principal parts**.

Present	Present Participle	Past	Past Participle
watch	(am, is, are) watching	watched	(has, have, had) watched
study	(am, is, are) studying	studied	(has, have, had) studied

A **regular verb** forms its past and past participle by adding *-ed* or *-d* to the present form.

- The present and the past forms can be used by themselves as verbs.
- The present participle and the past participle are always used with a helping verb.

**Directions** Write the form of the underlined verb indicated in ( ).

1. For centuries, people admire the works of Leonardo da Vinci. (past participle)

\_\_\_\_\_

2. Today he enjoy the title of greatest genius of the Renaissance. (present participle)

\_\_\_\_\_

3. He observe everyday activities as a scientist. (past) \_\_\_\_\_

4. Leonardo paint with greater skill than any other artist of his time. (past)

\_\_\_\_\_

5. He fill notebooks with his observations, illustrations, and original ideas. (past)

\_\_\_\_\_

6. Scientists create working models from his instructions and drawings. (past participle)

\_\_\_\_\_

7. Leonardo's life inspire me to be more observant. (past participle) \_\_\_\_\_

**Directions** Underline the verb in each sentence. Write *present*, *present participle*, *past*, or *past participle* to identify the principal part used to form the verb.

8. Leonardo lived in Vinci, Italy, as a boy. \_\_\_\_\_

9. Soon he had developed a keen eye and an observant nature. \_\_\_\_\_

10. Most people recognize the name Leonardo da Vinci 500 years after his death.

\_\_\_\_\_



**Home Activity** Your child learned about principal parts of regular verbs. Ask your child to write the principal parts of *love*, *live*, and *dream* and then use each part in a sentence about himself or herself.

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## Principal Parts of Regular Verbs

**Directions** Write a complete sentence using the past participle form of the verb in ( ) with *have* or *has*.

1. Ms. Wissing (instruct) this art class for two years.

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2. The students (enjoy) her hands-on teaching style.

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3. For several weeks, our art class (study) how to draw life forms.

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4. Tonya (sketch) the head of a woman.

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5. I (complete) my drawing of a horse.

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6. The teacher (encourage) my efforts in the past.

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**Directions** Write a paragraph about something you have planned to invent or create. Include past participle forms of verbs where needed.

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**Home Activity** Your child learned how to write principal parts of regular verbs correctly. Ask your child to write about a project he or she has completed recently at school or at home. Remind him or her to use correct verb tenses.

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## Principal Parts of Regular Verbs

**Directions** Mark the letter of the item that correctly identifies the form of the underlined word or words in each sentence.

- Leonardo had planned a new project.
  - present
  - present participle
  - past
  - past participle
- This surprised no one.
  - present
  - present participle
  - past
  - past participle
- He pursued a wide range of interests.
  - present
  - present participle
  - past
  - past participle
- New ideas distracted him from projects.
  - present
  - present participle
  - past
  - past participle
- Some have observed that he possessed too many abilities.
  - present
  - present participle
  - past
  - past participle
- One lifetime contains too few hours for such a man.
  - present
  - present participle
  - past
  - past participle
- The journals of Leonardo have preserved many of his plans and ideas.
  - present
  - present participle
  - past
  - past participle
- This is how we learn of his great genius today.
  - present
  - present participle
  - past
  - past participle
- In them he recorded plans for many inventions.
  - present
  - present participle
  - past
  - past participle
- We are studying his plan for a flying machine.
  - present
  - present participle
  - past
  - past participle



**Home Activity** Your child prepared for taking tests on principal parts of verbs. Ask your child to name the principal parts of the verbs *paint* and *invent* and then use each part in a sentence.

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## Principal Parts of Regular Verbs

**Directions** Write *present*, *present participle*, *past*, or *past participle* to identify the form of the underlined verb.

1. Machines existed in Leonardo's day. \_\_\_\_\_
2. For example, water wheels turned millstones. \_\_\_\_\_
3. As a boy, Leonardo had watched machines closely. \_\_\_\_\_
4. By adulthood, he had analyzed how each part worked. \_\_\_\_\_
5. Unlike others, Leonardo combined parts in new ways. \_\_\_\_\_
6. He thought, "Aha! This change improves the machine!" \_\_\_\_\_
7. He reasoned, "This invention is working better with different parts." \_\_\_\_\_
8. He explained his analyses in journals. \_\_\_\_\_
9. Grateful engineers still study his sketches. \_\_\_\_\_
10. These illustrations are serving as blueprints for us. \_\_\_\_\_

**Directions** Write the sentence using the principal part of the underlined verb indicated in ( ).

11. Leonardo refuse all meat. (past)  
\_\_\_\_\_
12. He always love animals. (past participle)  
\_\_\_\_\_
13. Vegetarians still follow his habit. (present).  
\_\_\_\_\_
14. I stop eating meat too. (past participle)  
\_\_\_\_\_
15. Fruits and vegetables provide plenty of nutrition. (present)  
\_\_\_\_\_



**Home Activity** Your child reviewed principal parts of regular verbs. Have your child identify examples of the use of present, past, and past participle forms in an article or a familiar book.