

# Vivid Verbs

## Summary

Students will practice using a thesaurus and dictionary to choose more descriptive verbs.

## Main Core Tie

English Language Arts Grade 5

[Writing Standard 3 d.](#)

## Additional Core Ties

English Language Arts Grade 5

[Language Standard 1 c.](#)

## Time Frame

2 class periods of 30 minutes each

## Group Size

Large Groups

## Materials

- Magazines
- Scissors
- Glue
- Poster board
- Blank word strips
- Writing paper
- Thesaurus
- Dictionary

## Background for Teachers

Choose magazines with a variety of appropriate action pictures.

## Student Prior Knowledge

Students should know what an action verb is and how to use a thesaurus.

## Instructional Procedures

- Instruct students to choose a picture from the provided magazines that depicts an action.
- Students will cut the picture from the magazine.
- Students will use a dictionary and thesaurus to find 6 verbs that depict the action of the cut-out magazine picture.
- The verbs should be written on the blank word strips. Cut-outs and verb strips can be attached to a class poster of vivid verbs.
- Students will use the 6 verbs in a paragraph.
- These paragraphs can be shared in small groups.
- Students could choose their favorite verbs to add to the student's journal.

## Assessment Plan

Place a clothesline across a corner of the classroom. Place the rubric numbers 1-3-5 at the intervals on the clothesline. Discuss the following rubric criteria as a class.

1 - The writer struggles with a limited vocabulary, searching for words to convey meaning.

3- The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.

5 - Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.

Students will work with a partner to evaluate and place each paragraph on the clothesline. Teacher can assess and discuss placement of paragraph.

### Authors

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