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.

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