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| **VERBS: Revise for action verbs** |
| **Introduction**: **(1 -2 minutes)**   * LESSON LINK: *You are finishing the first drafts of your narrative stories. We are beginning to reread and revise them.* * SKILL/TRAIT: *When revising, we look closely at word choice. Many times we think of this as describing words/adjectives and specific words/nouns, but one of the most important skills in word choice is action verbs. So today’s lesson is on how to revise a narrative to improve its action-verb choice.*   **Instruction**: **(7- 8 minutes)**   * *Since we are working on revising action verbs, let me start by revealing a first-draft of a narrative.* Read aloud “The Biggest Snowball Fight!” * Acknowledge that the ideas and plot are great, and the organization is easy to follow. But the word choice, in particular, the verb choice is weak. Point out the highlighted verbs in red. Read aloud only those words--*hit, moved, went, get, made, put, took, ran,* etc. * Label this as ok verb choice…. *for first grade!* * Clarify that some of these words in a first draft are acceptable. However, these are the kinds of things they want to improve in revision. * Select one of the weak/highlighted verbs (e.g., *moved my eyelashes*). * Think aloud while acting out the motion. *With snow all over my face, I move my eyelashes up and down… I blink a lot…. I’m flickering them…. I’m fluttering them.* Acknowledge to yourself that “fluttering” is a better action word than “moved.” * Repeat with a couple more weak verbs. Act out the motion. Close your eyes and Think Aloud about the scene. Consider what you are thinking and feeling, in addition to what you are doing. Make a big deal about **act**ing out the motion. This is important to think of the best **act**ion verb. Brainstorm 3-4 options before settling on your favorite. * After several examples, reveal the revised version of “The Biggest Snowball Fight!”   **Interaction**: **(5 - 6 minutes)**   * *Let’s try one together.* Reveal an action photo (e.g., kids on a merry-go-round). Provide students the gist of a narrative. *Let’s pretend you are writing a story about a time at the playground. And you are describing how fast you were spinning on the merry-go-round. So fast that you were HOLDING onto the bar tightly.* Pause and point out that “holding” is not a strong action verb. * Have students pretend they are “touching” or “holding” the merry-go-round bar. *How are you holding it? Can you come up with better verb options?* * Students T&T to brainstorm. Share examples. Reteach and clarify as necessary. * Using the same photo, point at the hair on the kid’s head. Have students act out how the hair is “moving.” * Students T&T to brainstorm action verbs. Share examples. Reteach and clarify as necessary. * Repeat this process, as time allows, with a second photograph (e.g., football game).   **Closure with Writing-Time Task**: **(1-2 Minutes)**   * *Today and every day when revising a narrative story, act out the scenes to improve the action verbs This improves the trait of word choice.* * *During Writing Time, you are going to return to your narrative stories. Reread them and mark any weak verbs* (e.g., get/got, go/went, did/do, make/made, put, take/took, etc.). *Act out the scene and replace the weak verb with a stronger action verb using the strikethrough strategy.* |