The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Conventions: Strong Verbs

Instructional unit: Unit 4 “It’s a Matter of Opinion”
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The task: The teacher will do the following:
- Ask students to brainstorm words that would complete the following sentence: “The happy child ________ down the road.”
- List the verbs on the board.
- After the class has generated a list of verbs, ask, “What part of speech have you just created?” Students should respond correctly (“verbs”).
- Ask students (in a list) to name the verbs that are “lively” and “exciting.”
- Check the ones the students identify.
- Begin a discussion on the difference between a tired, overused verb and a vivid, strong verb.
- Emphasize that vivid verbs paint clear, descriptive pictures in writing. Demonstrate how the different verbs on the board change the meaning of the sentences.
- Have students act out the meanings of the verbs listed on the board (shuffle, limps, skips, hops, ambles, etc.)
- Divide students into small groups.
- Give each group an index card with an overused verb written on it (eat, run, walk, look, said, etc.)
- Have students brainstorm as many vivid verbs as they can to replace it. Groups should record and share their lists with the class. A class list can be created and posted on the word wall as “Vivid Verbs” or “Said is Dead” etc.

Differentiated Instruction:
- None needed

Modifications/Accommodations:
- Teacher will give examples of words that are “lively” and “exciting.”

Focus Standard:
ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Circumstances of the assignment/Notes to the Teachers: Word walls are not just alphabetized lists of words. You may include posters such as “Said is Dead” and “Nifty Nouns”, etc.