

## 6<sup>th</sup> Grade ELA: “Dead” Verbs Mini-Lesson

1. Benchmark/Standard:  
[CCSS.ELA-Literacy.W.6.3.b](#)  
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
[CCSS.ELA-Literacy.W.6.3.d](#)  
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
2. Behavioral/Objective:
  - A. I am going to teach my students about overused or “dead” verbs. This purpose of this lesson is to teach students how to identify boring, non-descriptive verbs, and eventually how to add variety to their own writing.
  - B. By the end of the lesson, students will be able to identify overused verbs as determined by the teacher. Students will be able to identify non-descriptive verbs that will enable them to trade out “dead” verbs for vivid, more interesting and descriptive verbs.
  - C. This lesson will be measured through teacher observations, as well as through their notebooks in which they will write some of their own “dead” verbs.
3. Anticipatory Set:
  - A. Generate Interest: Quick write in which students will write an obituary for a “dead” verb of their choice.
  - B. Access Prior Knowledge: The quick write will access prior knowledge. The teacher will be able to observe which students may need help understanding what overused verbs are, or some examples of overused verbs, and will be able to assess where students are at in their understanding of overused verbs.
4. Objective/Purpose:

Today, our quick write focused on dead verbs. Our lesson today will focus on identifying more overused verbs, and we'll be thinking of a few of our own as well. We'll be creating a graveyard in our notebooks so we can lay our dead verbs to rest, therefore never using them in our academic writing again. It's important to identify dead verbs, so we can replace them with more interesting and vivid verbs. This will make our written pieces more interesting to readers, and it will expand our vocabularies.
5. Input:
  - A. Task Analysis
    1. Students need to know what verbs are: “Verbs are doing words. A verb can express a physical action, a mental action, or a state of being.”
    2. Students need to know what “dead” verbs are: “Dead verbs are verbs that are extremely overused, such as saying or talking.”
    3. Step-by-step procedures:
      - I will tell students what verbs are: “Verbs are doing words. A verb can express a physical action, a mental action, or a state of being.”
      - I will then give students some examples of dead verbs: “say, sit, made, walk, run, saw”
      - Students will then make a graveyard page in their notebooks, and I will pass out strips of dead verbs in which they will then glue onto their graveyard page essentially laying the dead verbs to rest.
      - As a whole group, students will give some examples of their own dead verbs that each

student will write onto a blank tombstone that will also be glued onto their notebook graveyards.

**B. Thinking Levels: Bloom's Taxonomy**

1. Knowledge: Students will be identifying words which is at the level of knowledge.

**C. Learning Styles and/or Accommodations**

1. This lesson allows for kinesthetic learners to create a graveyard, visual learners to see the words on the page, and other students to hear and see the teacher modeling the learning.

**D. Method and Materials**

1. Ways of presenting: lecture, demonstration, and creation.
2. Materials needed:
  - interactive notebooks
  - dead verb tombstone worksheets
  - glue
  - scissors
  - crayons & markers

6. Modeling:

**A.** During instruction, I will be presenting my own notebook, and I will be doing the activities along with the students.

- Coloring the graveyard page
- gluing in dead verb word strips

**B.** I will also provide my own dead verbs to get the students thinking of some of their own.

7. Checking for Understanding:

**A.** Questions to be asked:

- What are dead verbs?
- What are some examples of dead verbs?
- Why do we need to identify dead verbs?

**B.** Stop & Check:

1. "Thumbs up if you understand what we're doing right now."
2. I will also be circulating through the classroom to check to see if students are completing the exercise, and understanding the lesson.

8. Guided Practice:

I will have modeled the behavior and will be circulating through the classroom to monitor student activity.

9. Closure:

**A.** Students: We will wrap up the activity with students assessing their own understanding. If they don't get it, they will stand near the question mark sign, if they are starting to understand, they will stand next to the check mark sign, and if they are pros and could teach someone else, they will stand next to the star sign.

**B.** Teacher: I will make note of where each student stands during their assessments of their learning. While circulating during guided practice, I will be making note of where students are in their learning, and I will assess based on the completed work in their notebooks.