

WORD CHOICE

Writing About Action



Read the rule aloud. Then guide students through the activities.

- Activity A:** Have students read the narrative and complete the activity on their own. Then go through the paragraph together, noting how many times the writer used forms of walk. (7)

Convention: Have students find the sentence in the paragraph that contains two homophones ("There were...," their leaves...) Review the meanings (there: where something is; their: belonging to them). Then ask: What is another homophone for there and their? (they're) Say: Remember not to confuse these when you write.

- Activity B:** After students complete the activity, point out how the specific verbs for walk gave a clearer picture of the hike. For example, ask: What does *trudge* mean? (walk slowly, heavily) So, the new verb shows that the hike was difficult. Then have students identify the verbs they circled that replaced verbs other than walk. (e.g., tore, which tells exactly how Ben messed up his shirt)



Read the rule aloud. Remind students that adverbs can modify verbs, adjectives, and other adverbs. Guide students through the activities.

- Activity A:** Read the paragraph aloud. Then discuss the adverbs in the box. Point out the three antonym pairs. (feverishly/halfheartedly; generously/selfishly; completely/somewhat) Say: Both antonyms may make sense in the sentence, but they change the meaning completely. Be sure to choose the right adverb. Then have students complete the activity.

- Activity B:** Help students think of ways the trial may have ended. (e.g., what it was like in the courtroom when the verdict was announced) You may also want to brainstorm adverbs to use. (e.g., breathlessly, furiously, triumphantly)

- Activity C (Convention):** Review the meanings of their, there, and they're. Then have students complete the activity.

Week 2 • Day 1

Name _____

Word Choice

Choose strong, specific verbs to show exactly what is happening. Avoid tired, overused verbs.

- A. Read this personal narrative about a hike in the woods. Circle all the forms of the verb walk.

Walking Along the Trail

Ben and I chose a tough trail for our hike. At first, we walked along a level path through the trees, smelling the pine-scented air. But soon the path became rocky and steep. We walked up the steeper, walking over big rocks as the trail went higher. We started getting tired, but we walked on. We were doing pretty well until Ben fell over a tree root and messed up his shirt. Then, I fell while crossing a stream, and got soaked! However, we kept going. Breathing hard as we walked, I lost fear for the summit; we saw the view. There were tall trees as far as the eye could see. Their leaves a brilliant orange and red against the autumn sky. We were happy until we realized that we'd have to walk back down that same big hill to get home!

- B. Read this revision. Circle the verbs that have replaced the forms of walk, as well as other verbs that have been improved.

Tripping Along the Trail

Ben and I chose a tough trail for our hike. At first, we rolled along a level path through the trees, sniffing the pine-scented air. But soon the path became rocky and steep. We trudged up the slope, scrunching over big rocks as the trail climbed higher. We started getting tired, but we limped on. We were doing pretty well until Ben stumbled over a tree root and tore his shirt. Then, I slipped, crashing a stream and got soaked! However, we kept going. Pointing to the view, I said, "Look! There were tall trees as far as the eye could see. Their leaves a brilliant orange and red against the autumn sky. We were happy until we realized we'd have to trudge down that same hill to get home!"

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Week 2 • Day 2

Name _____

Word Choice

Use accurate adverbs to enhance your verbs and make the action more vivid.

- A. Read Lucy's narrative. Fill in the blanks with adverbs from the box.

Adverbs
feverishly
halfheartedly
generously
completely
somewhat
ruthlessly
clearly
creatively

Sample Answers:

When I awoke this morning, my stomach lurched nervously. Our school's mock trial competition was today, and I had been practicing feverishly all month. In our fictional case, Joe Warner, ex-employee of the famous TV producer Annie Chambers, was charged with vandalism. I was supposed to defend him. Hud Warner ruthlessly destroyed Chambers' office when Chambers selfishly stole his script and produced a new show with it! The other team's lawyers thought their case was airtight. "They're in for a surprise," I thought. I was completely convinced of Warner's innocence. But now could I convince the jury? Could I clearly present my case and bring home the trophy?

- B. Write an ending to the story above, explaining how the mock trial turned out. Write at least two sentences with adverbs. Describing who helped, dropping that bombshell. Warner had been desperately pitching a new show to another network on the strength of the artwork. Therefore, he was undeniably innocent!

- Sample Answer:** I triumphantly called my last witness and paused dramatically before filling in each blank with there, then, or they're.
- The prosecutors brought their witnesses forward.
 - They're all students in the seventh grade.
 - There was silence as the judge gave instructions to the jury.

WORD CHOICE

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Convention: Using *there*, *their*, *and they're*

Name: _____

Word Choice
Look for tired verbs in your writing. Change them to strong, specific verbs, and add adverbs to enhance the action.

Read this personal narrative about a race. Fix the incorrect forms of *there*, *their*, and *they're*. Then rewrite the narrative, using stronger verbs and adverbs to show the excitement of the race.

Survival of the Fittest

My friend Kumar and I are in an outdoor survival club. Last weekend, the club had a race to see which team could ~~make~~ ^{get} to shelter the fastest. There were five teams. Everyone hoped ~~we~~ ^{our} team would win. When our club leader ~~said~~ ^{shouted} "Go!" Kumar and I ~~went~~ ^{rushed} for a large rock to ~~our~~ ^{the} shelter against. We found this perfect boulder. Next, we ~~were~~ ^{went} around getting long, sturdy sticks. We ~~were~~ ^{were} through the heavy sticks over to the boulder and ~~them~~ ^{it} against the rock, a few inches apart. Then, we ~~were~~ ^{were} a bunch of thinner sticks and ~~cut~~ ^{piled} them between the longer ones. After that, we started ~~to~~ ^{pulling} up leaves. ~~We~~ ^{They} ~~were~~ ^{had} ~~for~~ ^{of} warmth, so we ~~were~~ ^{put} them between the sticks and ~~put~~ ^{placed} large armfuls over the whole structure. Finally, we ~~were~~ ^{were} signal that we were finished. To our surprise, we had won!

Sample Answer: My friend Kumar and I are in an outdoor survival club. Last weekend, the club held a race to see which of the five teams could build a best-to-shelter.

The fastest, Kumar, and I desperately wanted to win. When our club leader finally shouted "Go!", we quickly sprinted away from the group. We searched high and low for a large rock to prop our shelter against. We finally found the perfect boulder.

Next, we dashed around gathering sturdy sticks. We dragged the heavy sticks over to the boulder and quickly leaned them against the rock, a few inches apart. Then, we collected a bunch of thinner sticks and carefully placed them between the longer ones.

After that, we began scraping up leaves. They're good for warmth, so we carefully

stuffed them between the sticks and tossed armfuls over the whole structure. Finally,

we heaved branches on top to secure that leaves in place. Then, we blew hard on our

whistle to signal that we had finished. To our surprise, we had won!

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DAY 3

Week 2 • Day 3

Read the rule aloud. Say: When you revise your writing, check to make sure you've used strong verbs and adverbs. Then guide students through the activity.

- **Convention:** Review the meanings of *there*, *their*, and *they're*. Have students read the paragraph and fix the misspelled words.
- Instruct students to reread the paragraph and circle any verbs that seem vague, weak, or overused. (e.g., *said*, *ran*, *got*, *put*) Then model replacing one of the verbs. For example, point out the sentence, "Next, we ran around getting sticks." Ask: What would be a stronger verb than *getting*? (e.g., *grabbing*, *snatching up*) What adverb could we add to show how the boys were running around? (e.g., *feverishly*, *frantically*) Have students complete the activity and read aloud their finished paragraphs.

DAY 4

Week 2 • Day 4

Read the rule aloud. Then guide students through the activities.

- **Activity A:** Brainstorm with students types of events they could write about. (e.g., sports competition, spelling bee, science fair) Ask volunteers to describe what happened at those events. Then have students complete their sequence charts independently.
- **Activity B:** Model the activity by drawing a set of boxes on the board. Ask a student to name a weak verb from his or her chart. Write it in the top box. If necessary, have the student explain the context of the verb. Then have the class brainstorm better verbs and specific adverbs that the student could use in place of the weak verb.
- **Convention:** Remind students to use *their*, *there*, and *they're* correctly.

DAY 5 Writing Prompt

- Use your charts from Day 4 to describe an exciting contest or game you have participated in. Use strong, specific verbs and adverbs.
- Be sure to use *there*, *their*, and *they're* correctly.

Name: _____	Weak Verb: <u>got</u>
Strong Verbs: <u>grew</u> , <u>fell</u>	Adverbs: <u>suddenly</u> , <u>completely</u>



Word Choice

Choose strong, specific verbs to show exactly what is happening. Avoid tired, overused verbs.

- A. Read this personal narrative about a hike in the woods. Circle all the forms of the verb *walk*.

Walking Along the Trail

Ben and I chose a tough trail for our hike. At first, we walked along a level path through the trees, smelling the pine-scented air. But soon the path became rocky and steep. We walked up the slope, walking over big rocks as the trail went higher. We started getting tired, but we walked on. We were doing pretty well until Ben fell over a tree root and messed up his shirt. Then, I fell while crossing a stream and got soaked! However, we kept going. Breathing hard as we walked the last few feet to the summit, we saw the view. There were tall trees as far as the eye could see, their leaves a brilliant orange and red against the autumn sky. We were happy until we realized that we'd have to walk back down that same big hill to get home!

- B. Read this revision. Circle the verbs that have replaced the forms of *walk*, as well as other verbs that have been improved.

Tripping Along the Trail

Ben and I chose a tough trail for our hike. At first, we strolled along a level path through the trees, inhaling the pine-scented air. But soon the path became rocky and steep. We trudged up the slope, scrambling over big rocks as the trail climbed higher. We started getting tired, but we plodded on. We were doing pretty well until Ben stumbled over a tree root and tore his shirt. Then, I slipped while crossing a stream and got soaked! However, we kept going. Panting as we crept the last few feet to the summit, we marveled at the view. There were tall trees as far as the eye could see, their leaves a brilliant orange and red against the autumn sky. We were happy until we realized we'd have to hike down that same hill to get home!



Word Choice Use accurate adverbs to enhance your verbs and make the action more vivid.

- A. Read Lucy's narrative. Fill in the blanks with adverbs from the box.

Adverbs					
feverishly	selfishly	somewhat	nervously	clearly	
halfheartedly	generously	completely	ruthlessly	cleverly	

When I awoke this morning, my stomach lurched _____.

Our school's mock trial competition was today, and I had been practicing _____ all month. In our fictional case, Joe Warner, ex-employee of the famous TV producer Arnie Chambers, was charged with vandalism. I was supposed to defend him. Had Warner _____ destroyed Chambers' office when Chambers _____ stole his script and produced a new show with it? The other team's lawyers thought their case was airtight. "They're in for a surprise," I thought. I was _____ convinced of Warner's innocence. But how could I convince the jury? Could I _____ present my case and bring home the trophy?

- B. Write an ending to the story above, explaining how the mock trial turned out. Write at least two sentences with adverbs, describing what happened.
- _____
- _____

- C. Fill in each blank with *there*, *their*, or *they're*.

1. The prosecutors brought _____ witnesses forward.
 2. _____ all students in the seventh grade.
 3. _____ was silence as the judge gave instructions to the jury.
- _____
- _____



Look for tired verbs in your writing. Change them to strong, specific verbs, and add adverbs to enhance the action.

Read this personal narrative about a race. Fix the incorrect forms of *their*, *there*, and *they're*. Then rewrite the narrative, using stronger verbs and adverbs to show the excitement of the race.

Survival of the Fastest

My friend Kumar and I are in an outdoor survival club. Last weekend, the club had a race to see which team could make a lean-to shelter the fastest. They're were five teams. Everyone hoped there team would win. When our club leader said "Go!" Kumar and I ran off, looking for a large rock to put our shelter against. We found the perfect boulder. Next, we ran around getting long, sturdy sticks. We brought the heavy sticks over to the boulder and put them against the rock, a few inches apart. Then, we got a bunch of thinner sticks and put them between the longer ones. After that, we started picking up leaves. Their good for warmth, so we put them between the sticks and put large armfuls over the whole structure. Finally, we put branches on top to keep the leaves in place. Then, we used our whistle to signal that we were finished. To our surprise, we had won!



Word choice Use strong, specific verbs and accurate adverbs in your writing.

- A. Think of a time when you participated in an exciting contest or game. Complete the sequence chart to plan a narrative about that event.

_____	_____
_____	_____
_____	_____
_____	_____

- B. Circle two verbs in your chart that could be stronger or more specific. Write the verbs in the two boxes. Then write stronger verbs and adverbs that could describe the action more clearly.

Weak Verb: _____	Stronger Verbs: _____
Adverbs: _____	Stronger Verbs: _____
Weak Verb: _____	Adverbs: _____