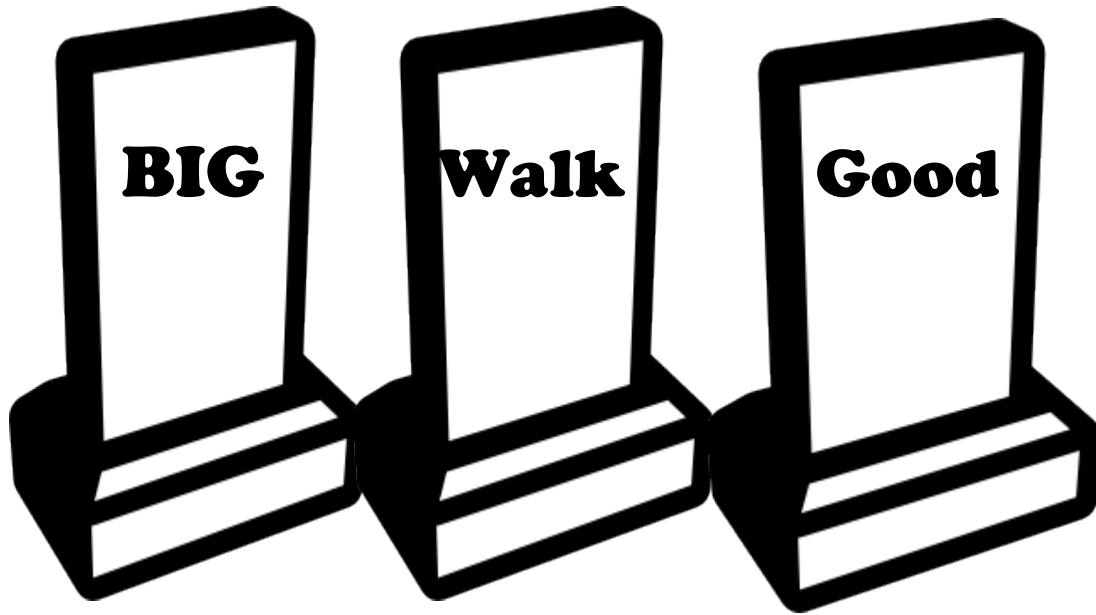


Weak Verbs and Words Dead and Gone



**Lay to rest those words
that make writing
bland and boring.**



ELA Core Plans
Teacher-Written Standards-Based Lesson Plans

Teaching Unit

Weak Verbs and Words

Dead and Gone

By Tammy D. Lewis and Shannon B. Temple
www.elacoreplans.com



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Action Verbs

Action verbs are the easiest verbs to recognize. These are things that you can do. Action verbs can be acted out!

Leap



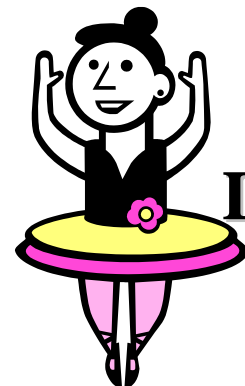
Sing



Sprint



Devour



Dance

Helping Verbs

There are 23 helping verbs. These verbs can be split up into “families”.

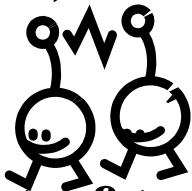
may	be	do	should	have	will
might	being	does	could	has	can
must	been	did	would	had	shall
	am				
	are				
	was				
	were				
	is				

Notice, each family has three members, except for the “be” family. It has eight members.

- The triplets – Be, Being, and Been



- Twins – Am, Are



- Another set of twins – was, were



- Little bitty “is”



Helpful Ways to Remember Helping Verbs

Helping Verb Song (to the tune of Jingle Bells)

Helping verbs, helping verbs
There are 23
am is are was and were
being, been, and be,
have, has, had
do, does, did,
shall, will, should, and would,
There are 5 more helping verbs
may, might, must, can, could.

Story about Mr. Do

Once upon a time, long ago, there lived a man by the name of Mr. Do. Mr. Do never married and never had any children. He did, however, have ten nieces and nephews, but they never went to visit their aging uncle. Now, Mr. Do possessed a hen that laid golden eggs, and in his old age, several of his nieces and nephews found out that he owned this hen. It was then that each of his nieces would go to visit Mr. Do, and each of his nephews would bring him gifts every week. You see, these greedy family members of his wanted his prized hen. They were waiting on him to die, and each niece and nephew thought that the precious hen would be left to him or her. Well, one day, sure enough, Mr. Do passed away. The money hungry nieces and nephews ransacked their uncle's house searching for his will. Mr. Do, however, did not have a will, so his hen and all of its golden eggs went to the government. The end.

Now, if you can remember the lesson from this story, you will be on your way to remembering the 23 helping verb.

Lesson: **May be** Mr. **Do should have** a **will**. (Exclude the words *Mr.* and *a*, and you have the first member of each helping verb family.) See if you can complete each family in the following chart.

may	be	do	should	have	will

Linking Verbs

A linking verb links or joins the subject of a sentence with a word or words in the predicate.

***Linking verbs never show action.**

The “Be” helping verb family can also act as linking verbs.

be, being, been, am, are, was, were, is

Other common linking verbs include:

taste, smell, sound, look, feel (Our 5 senses!)
seem, say, become, grow, appear, remain

Examples

She is nice. In this sentence, *is* is a linking verb. How do I know it's linking and not helping? I know this because it does not have an action verb with it. Helping verbs do what they say – help an action. Linking verbs are lonely – they are all by themselves without an action verb.

The cake tastes delicious! In this sentence, *tastes* is a linking verb. I know this because it is linking *cake* to *delicious*. *Tastes* is not an action verb in this sentence because the cake is not tasting anything. ☺ One trick to use is to replace the linking verb with equals marks. If it works, you have a linking verb.

The cake tastes delicious! the cake = delicious **It works!**

Helpful Ways to Remember Linking Verbs

Linking Verb Song

(to the tune of London Bridges Falling Down)

am, are, is, was, were, be
forms of be
forms of be
taste, smell, sound, seem, look, feel, stay
become, grow, appear, remain

Linking verbs are **L**onely!

Linking verbs are not action verbs, and they do not help action verbs!
They are all alone as the verb.

He **has been** mad at me. – linking There is no action verb in the sentence.

She **was** nice to me. – linking There is no action verb in the sentence.

She **was** walking home. This is **not** a linking verb because there **is** an action verb in the sentence – walking. This makes *was* a helping verb in this sentence.

Use the = marks to test it!

She **became** upset when she heard the news.
She = upset - Linking!

My flowers smell good. Flowers = good Linking!
I smelled my flowers. I = flowers NO!! Not a linking verb! Smelled is an action verb in this sentence.

Review

Three types of verbs

Action	Helping	Linking
<p>These can be acted out!</p> <p><u>Examples</u></p> <p>Dance Jump Scream Sprint Swallow Chew Punch Kick Sob Cough</p> <p>Sometimes action verbs have help from a helping verb.</p> <p>Other times, they are alone as the verb.</p>	<p>There are 23!</p> <p>They <u>always</u> help action verbs.</p> <p>I <u>can</u> jump. He <u>will</u> fly.</p> <p>*You can have up to 3 helping verbs in a sentence.</p> <p>The dog <u>had been</u> fighting.</p> <p>The cat <u>could have been</u> hiding in the bushes.</p> <p>A helping verb and an action verb create a <u>verb phrase</u>.</p>	<p>Linking verbs link the subject to something in the predicate.</p> <p>They are lonely. There is no action verb with it.</p> <p>Members of the “be” helping verb family are often linking verbs.</p> <p>He <u>is</u> kind. She <u>may be</u> mad.</p> <p>Our 5 senses can be linking verbs – but not always.</p> <p>Sometimes they are action verbs. They are linking verbs only if the equals marks work.</p> <p>The soup tasted spicy. soup= spicy</p>

Verb Practice

Name _____

Directions: Underline the verb phrases in the following sentences. Remember, a verb phrase contains a helping verb and an action verb. Circle the helping verbs.

1. The pink elephant was eating peanuts.
2. The goat was chewing grass.
3. The little rabbit can hop up on the bench.
4. If you own a cat, the mice might be hiding.
5. My red high heel shoes are always hiding under my bed.
6. The chewing gum has been left in my desk.
7. The team will be receiving trophies tonight.
8. If you give a mouse a cookie, he might eat it.
9. You must give your mom your report card.
10. Adam has been singing for us today.
11. Under the bridge, a bird did sit.
12. The pencil point might break when you write.
13. I may have lost my keys.
14. I wonder if he has been calling for me.
15. The plant might die if I do not water it.
16. You shall run laps.
17. The turkey will be served for lunch tomorrow.
18. The toad should be released.

Verb Practice

Name _____

Linking verbs can make our writing dull. With linking verbs, writers tell and not show. Whenever possible, use action verbs to show instead of linking verbs that tell.

Part 1

Identify the linking verbs in the following sentences by underlining them.

1. He is athletic.
2. My friend looks mad.
3. The fried chicken tasted good.
4. You seem upset.
5. The flowers smell great.

Part 2

Rewrite each of the following sentences. Do not use a linking verb or any of the twenty-three helping verbs. Instead, use action verbs that paint a picture for the reader. Numbers one and two have been done for you.

1. She was mad. She stomped away, screamed at me, then slammed the door behind her.
2. The boy was hot. Sweat dripped from the boy's face as he gulped down water.
3. The little girl was tired. _____
4. The doctor looked confused. _____
5. My locker is full of spiders. _____
6. My neighbor is crazy. _____
7. My lawn mower is a piece of junk. _____
8. The house is big. _____
9. The big dog is mean. _____
10. The birthday party was fun. _____

Verb Practice

Name _____

Directions: Underline the verb or verb phrase in each of the following sentences. Then write what kind of verb is used on the blank. Write Action, Linking, or Verb Phrase. Remember, if you have a helping verb and an action verb, you have a verb phrase.

1. The smell was wonderful! _____
2. The boy ate the sandwich quickly. _____
3. I dyed the shirt blue. _____
4. Bill and Sam are throwing the ball at each other. _____
5. My grandfather lived on a farm. _____
6. She was trying her best. _____
7. He is flying in an airplane. _____
8. Sue and Sam were running and laughing in the hall. _____
9. We have finally found our prize. _____
10. You must remember the test. _____
11. She is a great teacher. _____
12. The angry man stomped to the door. _____

Verb Practice

Name _____

Directions: Read each of the following sentences. All of them use linking verbs. Underline the verb and then write another sentence using the same verb as an action verb. Number 1 has been completed for you.

1. The new school looks nice.

I looked at the new school.

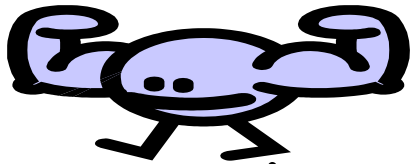
2. The cookies in the oven smell delicious.

3. The rabbit feels soft.

4. The peanut butter tastes sweet.

5. The band sounds great.

STRONG VERBS vs. Weak Verbs



When it comes to action, some verbs are stronger than others! Writers must choose precise verbs so that readers can visualize what is being said.

Read the following two sentences. Which one gives you a clearer image in your head of what the girl is doing?

- She picked up the milk and drank it.
- She snatched up the milk and chugged it.

Look at the following chart. The weaker verbs on the left are replaced by stronger ones on the right. See if you can list some strong verbs for jump.

Weak Verb	Some Stronger Verbs
walk	Saunter, strut, tiptoe, limp
eat	Devour, scarf down, inhale
said	Screamed, whispered, whined
jump	

Dead Verb Funeral

Teacher Notes

Objective: Students will “bury” weak words, and no longer use them in their class writing assignments.

Purpose: After burying the “dead words”, students will use strong action verbs and specific adjectives in their writing.

Materials needed:

Casket

Music – CD player

Procedures to prepare for funeral:

- Find something to use as a casket. You may be able to borrow a small “demo casket” from a local funeral home. Or, you can make your own by placing black cloth or a black sheet around a storage crate or box. You may also want some flowers to place on top of the casket.
- Find some instrumental music to be played as the students walk out to the funeral.
- You may want to have cupcakes or cake squares to serve after the service. You can write some of the “dead words” on each. 😊
- Decide on the order of your service. (A sample is provided in this unit.)
- Explain the difference between strong verbs and weak verbs, specific adjectives and overused, simple adjectives.
- Explain the difference between a eulogy and an obituary and show examples. (Examples are provided.)
- You may want to make a bulletin board for the obituaries.
- For struggling writers, you may want to use the fill-in-the-blank eulogy and obituary. (Fill-in-the-blank eulogies and obituaries are provided.)
- Rehearse the songs for the funeral.

Use the following chart to guide students who have a hard time thinking of a word to bury. Brainstorm more for each category. Instruct students to choose wisely because the words that are “buried” will no longer be used in their class writing assignments.

Verbs	Adjectives	Other
Hit Eat Go Run Walk Cry Said Look Drink Went Laugh	Big Small Happy Sad Mad Good Bad Calm Hungry Tired Bored Pretty Scary Scared Funny Smart Cold Hot Messy Smelly Great Nice Fun Cool	Stuff



Prepare for the Dead Word Funeral!

Date of the service _____

Time _____

- ❖ Please wear black or something dressy to school on this day as we will be in mourning.

Choose a weak verb or overused, simple adjective to lay to rest. _____

- ❖ Prepare an obituary for your word.
- ❖ Prepare a eulogy for your weak word.
- ❖ Write your word on a sheet of paper or index card. Decorate the word however you wish. This is what you will place in the casket on the day of the funeral.
- ❖ You will be reading your eulogy at the service. You do not have to ad lib, but you can dramatize as much as you wish. Kleenex will be provided for your tears.

How you will be graded

(20 points) Your obituary is complete, neat, and contains all necessary information.

(20 points) Your eulogy is complete, creative, neat, and contains all necessary information.

(20 points) Your word on a sheet of paper, is neat, and drawings and/or decorations are creative.

(20 points) Your participation as a funeral attendee was appropriate and not disruptive.

(20 points) Overall creativity, neatness, and acting skills (You acted like you were sad when you read your eulogy.)

Obituary and Eulogy

An obituary is written for a newspaper. Its purpose is to announce the death and demonstrate honor and respect for the deceased. It is like a short biography. Your obituary should include the following:

- Name of the deceased word
- Age at death
- Closest friends of this word
- Residence
- Day and date of death
- Place of death
- Cause of death
- Place where services will be held
- Memorials to be given to _____
- A picture of the deceased can be added to the obituary.



A eulogy is a short speech written to be delivered at a funeral. Its purpose is to pay tribute to the deceased. It is acceptable to introduce humor at some point in the eulogy if it fits with the departed word's personality. For your eulogy, you must include the following:

- Name of the deceased
- Place of birth
- Parents
- Where the word attended school
- Spouse and children (if any)
- Community services or hobbies the word was involved in/with
- A short memory that you have of this word
- Overall attitude of the word
- What this word believed in
- Something this word lived by – a quote that he/she always said
- You may also add a short poem about your word in your eulogy.

Be creative and have fun!

Fill in the blank obituary

Obituary for the word _____

Today, we are mourning the loss of the word _____. _____ was _____ years old. Our thoughts go out to this word's closest friends _____ and _____.

The deceased word spent most of its time _____

_____.

This beloved word died on _____ . (date)

_____ was killed by _____.

He/She is survived by _____
_____.

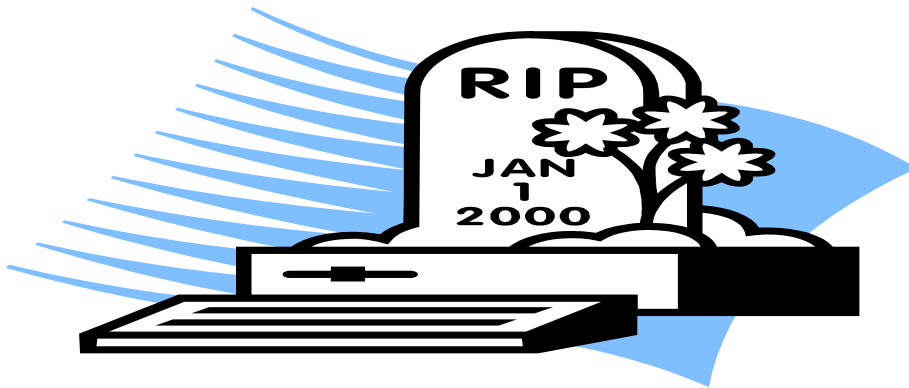
A memorial service will be held at _____.

In lieu of flowers, please consider giving a donation to _____.

We will miss you, _____.
You may add a picture to your obituary.

Sample obituary for the verb *Hit*

With great sorrow, we announce the passing of the verb hit. Hit lived to the ripe old age of 2,000. Hit was killed instantly by a transfer truck on September 15, 2013. Hit was preceded in death by his wife Smack, his son Punch, and his daughter Slap. He will be lovingly remembered by all students who enjoy writing simple sentences. Please join us in celebrating the life of Hit at WEAK VERB FALLS FUNERAL HOME at 1:00 on September 17, 2013. Visitation will be at 3:00 on September 16th at the home of Mrs. Pinch. In lieu of flowers, please consider making a donation to Hit's favorite charity, The Hatefals.



Fill- in –the – blank Eulogy

The word _____ lived a good life. He/She was the most _____ word I've ever known. And judging from the nodding heads I see in front of me, it seems that many of you agree.

_____ was born _____. He/She was the _____ (first, second, only) child of _____ (name of loved one's father) and _____ (name of loved one's mother).

_____ (name) went to _____ and _____ (name of schools) and graduated with _____ (name of degree or training). He/She then went to work for _____ (name of company) as a _____ (name of position).

In _____ (year) _____ (name) met _____ (name of spouse) and they were married _____ (number) years later. Eventually they had _____ (number) children, _____, _____ and _____ (names of their children). Last year, _____ (name) and _____ (spouse's name) celebrated their _____ (number, e.g. 50th) wedding anniversary.

_____ (name) was very active in the _____ (organization, community). He/She devoted many hours to _____ (hobby or service) and was known for _____ (what word was known for in the hobby or service, e.g. always being ready with a helping hand; always having a positive attitude).

I asked family and friends to tell me what they remember most about _____ (word). There are so many good memories. One that I remember in particular is the time when _____ (tell a story that illustrates your loved one's personality – this can be a heart-warming story or a humorous story).

_____ (word) was a remarkably _____ (an adjective, e.g. good; thoughtful; hardworking; fun-loving) word. He/She was a word of great _____ and _____ (two words that describe the word's character, e.g. devotion, integrity, love, compassion, service, humor).

Above all, _____ (name) believed in _____ (the word's highest value, e.g. family, faith, hard work, independence, community, compassion). He/She always said " _____ " (a common saying that illustrates the word's highest value, e.g. "good writing is the most important thing in life"; "you get out of life what you put into it"; "life is short, so enjoy it while you can!")

Those are words of wisdom that I will always cherish.

In closing, I would like to share this poem with you: **You may write a short poem about your word.**

Sample Eulogy for the verb *Run*

A famous writer once said “We make a living by what we get, we make a life by what we give”. If that is true, then Brother Run made a great life. He was the most active verb I’ve ever known. And judging from the nodding heads I see in front of me, it seems that many of you agree.

Run was born in our English language long, long ago. He was the first child of Gallop and Walk.

Run went to EASY VERB ELEMENTARY SCHOOL and BLAND VERB HIGH SCHOOL and graduated with a degree in elementary writing from VERB COLLEGE. He then went to work for a Pre-School as a linking verb.

In 1965, Run met Whisper and they were married three years later. Eventually they had a child, Tiptoe. Later, they had Dash, Bolt, and Sprint. Last year, Run and Whisper celebrated their 50th wedding anniversary.

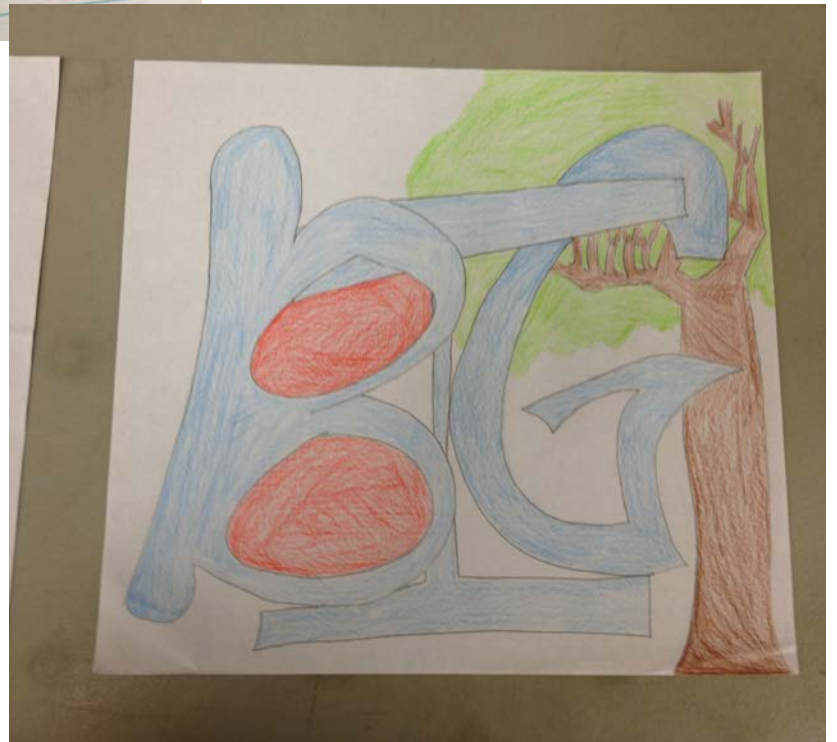
Run was very active in the local wellness center, and participated in several marathons. He devoted many hours to exercising and was known for escaping danger.

I asked family and friends to tell me what they remember most about Run. . There are so many good memories. I will forever remember when he helped me be the first one in line at a concert that I had waited years to attend.

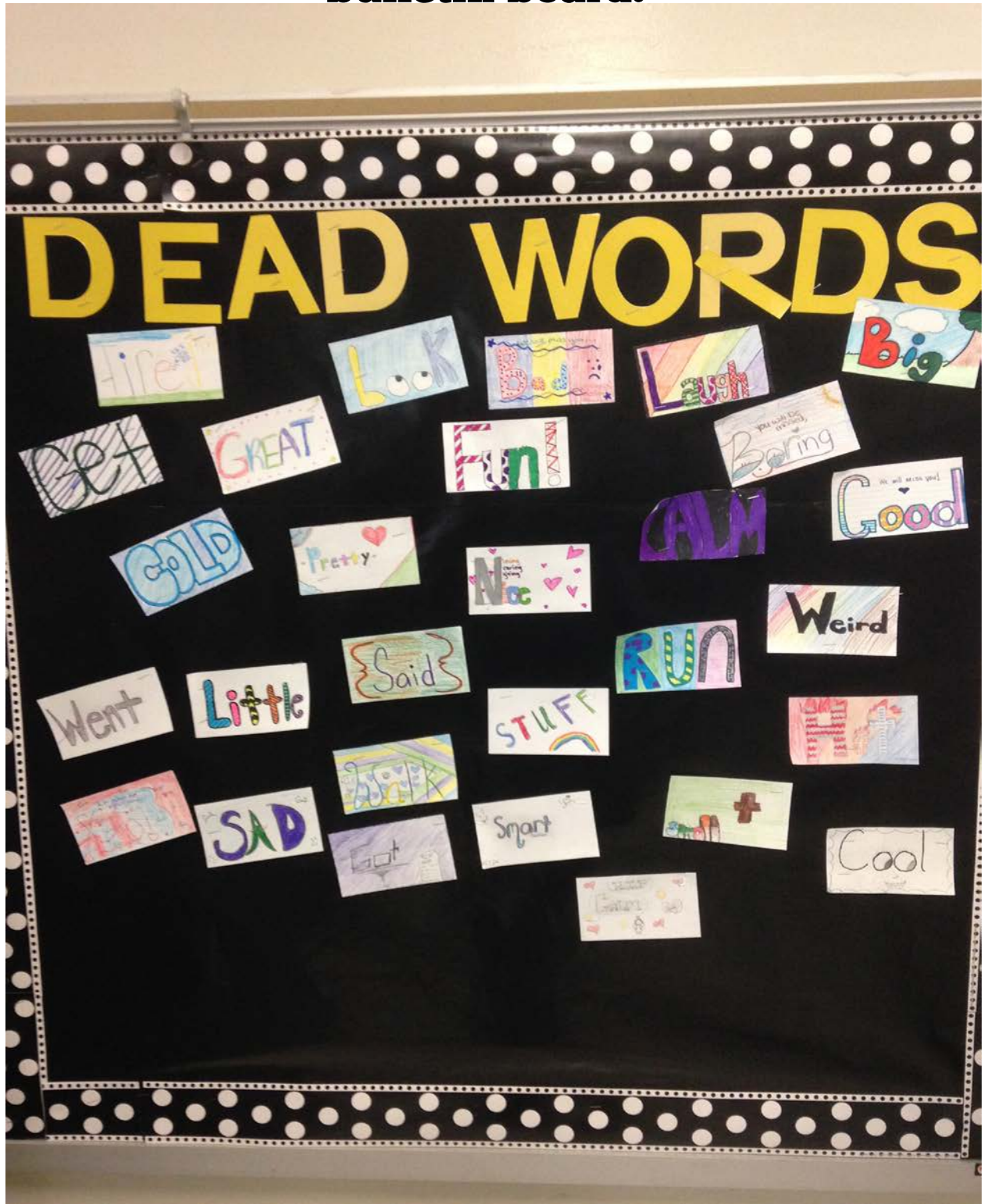
Run was a remarkably fun-loving verb, but above all, Run believed in action. He always said, “We as verbs must find a way to become stronger.” Those are words of wisdom that I will always cherish.

In closing, I would like to send my condolences to the strong family survivors of Run: Tiptoe, Sprint, Bolt, and Dash.

Sample Pictures of the Deceased



You could also display deceased words on a bulletin board!



This serves as a reminder of the words students should no longer use in their writing.

Funeral Order

- Students walk to designated funeral site. (music playing) Students gather in a circle.
- Sample Introduction (Read by teacher) - *We are gathered here today to celebrate the lives of several adjectives and the lives of many bland and weak action verbs. Oh, how these words helped. They helped us all at times, and we will always hold their memories as keepsakes in our hearts. We know that they would not want us to mourn today- but to look forward to the vivid and detailed writing that lies ahead of us. As we stand here, we miss you, but not with a burdened heart and a bowed head. We will miss how easy you came to our minds, how we never had to use a thesaurus when you were around. We will always remember just how simple you made our sentences. In the **tomorrows** still to come you will walk beside us in the sunshine and the rain; we will speak your names often...and we will close our eyes and smile...because you lived!*
- Students take turns reading their eulogies and/or poems.
- Sing the two hymns - the first in remembrance of the deceased words, the second for hope of the vivid writing that lies ahead.
- Students place words in the casket as they leave .(music)
- Serve cake squares or snacks.

Hymns for Dead Word Funeral

To the tune of “Amazing Grace”

Goodbye, dead words
You'll make no sound.
We'll miss you most, verb *See*
We once were bland. Strong words now found.
Great writers now are we.

To the tune of “Wade through the Water”

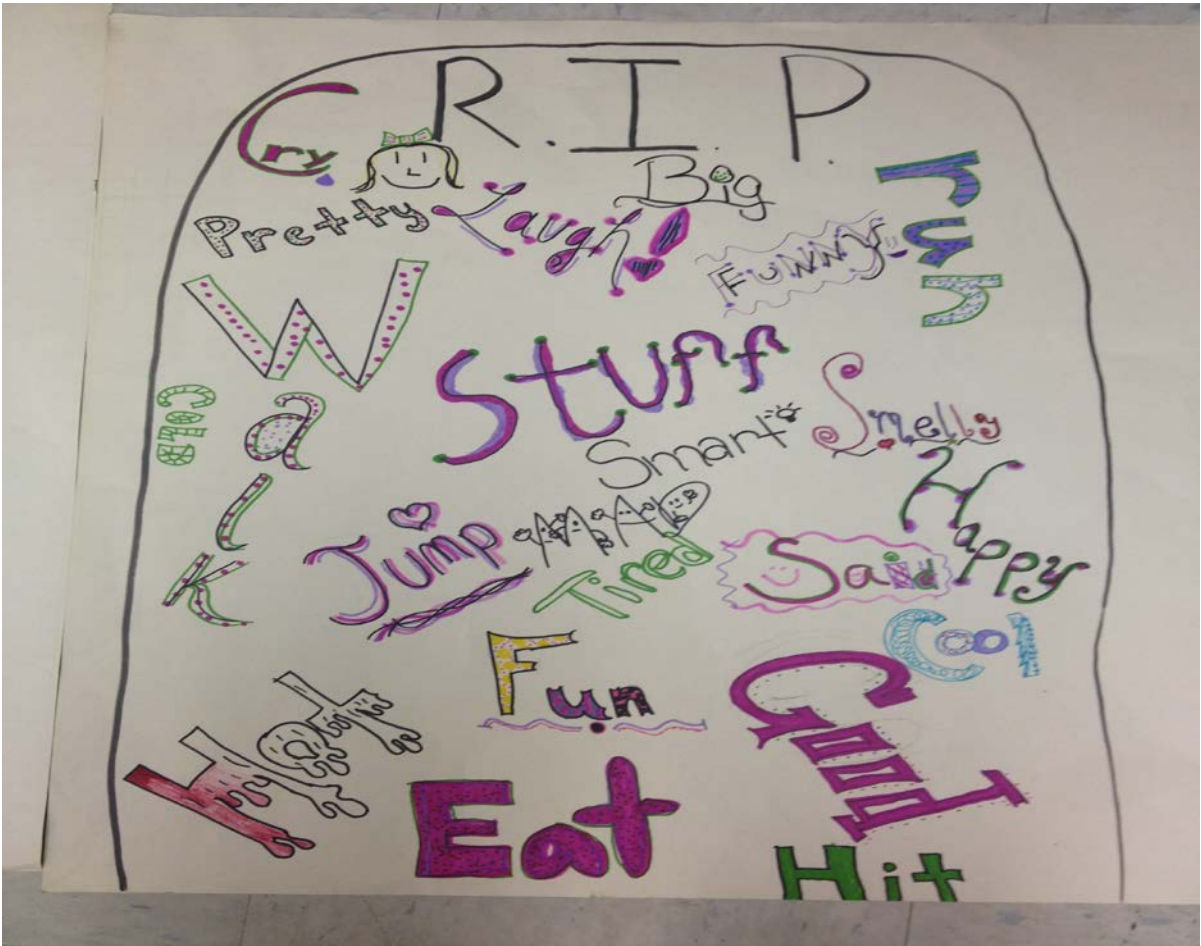
Wade through our writing
Wade through our writing, vivid words
Wade through our writing
You're coming to make our writing strong!

Dead Words Memorial Service Project Rubric

Name: _____

Criteria	Possible Points	Points Earned
Obituary is complete, neat and answers all questions.	20	
Eulogy is complete, neat, shows creativity, and contains all necessary information.	20	
Word is written neatly, creatively on a sheet of paper or index card.	20	
Participation as an audience member was appropriate yet not disruptive.	20	
Overall creativity, neatness, and acting skills	20	
TOTAL	100	

Once the funeral is over, have each student write his/her deceased word on a poster. Hang the poster in your room. Or, create a dead word bulletin board. Tell the students they can no longer use the words in their writing.



Verb Practice

Name Answer Key

Directions: Underline the verb phrases in the following sentences. Remember, a verb phrase contains a helping verb and an action verb. Circle the helping verbs.

1. The pink elephant was eating peanuts.
2. The goat was chewing grass.
3. The little rabbit can hop up on the bench.
4. If you own a cat, the mice might be hiding.
5. My red high heel shoes are always hiding under my bed.
6. The chewing gum has been left in my desk.
7. The team will be receiving trophies tonight.
8. If you give a mouse a cookie, he might eat it.
9. You must give your mom your report card.
10. Adam has been singing for us today.
11. Under the bridge, a bird did sit.
12. The pencil point might break when you write.
13. I may have lost my keys.
14. I wonder if he has been calling for me.
15. The plant might die if I do not water it.
16. You shall run laps.
17. The turkey will be served for lunch tomorrow.
18. The toad should be released.

Verb Practice

Name **Answer Key**

Linking verbs can make our writing dull. With linking verbs, writers tell and not show. Whenever possible, use action verbs to show instead of linking verbs that tell.

Part 1

Identify the linking verbs in the following sentences by underlining them.

1. He is athletic.
2. My friend looks mad.
3. The fried chicken tasted good.
4. You seem upset.
5. The flowers smell great.

Part 2 **Sample Answers**

Rewrite each of the following sentences. Do not use a linking verb or any of the twenty-three helping verbs. Instead, use action verbs that paint a picture for the reader. Numbers one and two have been done for you.

1. She was mad. She stomped away, screamed at me, then slammed the door behind her.
2. The boy was hot. Sweat dripped from the boy's face as he gulped down water.
3. The little girl was tired. The tired little girl yawned.
4. The doctor looked confused. The doctor scratched his head in confusion.
5. My locker is full of spiders. Tiny spiders filled my locker and crawled everywhere.
6. My neighbor is crazy. My crazy neighbor
7. My lawn mower is a piece of junk. My junky lawnmower backfired a cloud of smoke.
8. The house is big. The big house stood on the hill.
9. The big dog is mean. The mean dog growled at me.
10. The birthday party was fun. We played games at the fun birthday party.

Verb Practice

Name Answer Key

Directions: Underline the verb or verb phrase in each of the following sentences. Then write what kind of verb is used on the blank. Write Action, Linking, or Verb Phrase. Remember, if you have a helping verb and an action verb, you have a verb phrase.

1. The smell was wonderful! Linking verb
2. The boy ate the sandwich quickly. Action verb
3. I dyed the shirt blue. Action verb
4. Bill and Sam are throwing the ball at each other. Verb phrase
5. My grandfather lived on a farm. action
6. She was trying her best. Verb phrase
7. He is flying in an airplane. Verb phrase
8. Sue and Sam were running and laughing in the hall. Verb phrase (compound)
9. We have finally found our prize. Verb phrase
10. You must remember the test. Verb phrase
11. She is a great teacher. Linking verb
12. The angry man stomped to the door. Action verb

Name Answer Key

Directions: Read each of the following sentences. All of them use linking verbs. Underline the verb and then write another sentence using the same verb as an action verb. Number 1 has been completed for you.

1. The new school looks nice.

I looked at the new school.

2. The cookies in the oven smell delicious.

I smell delicious cookies!

3. The rabbit feels soft.

I feel the soft rabbit.

4. The peanut butter tastes sweet.

I tasted the sweet peanut butter.

5. The band sounds great.

The trumpets sounded and the great band played.

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