

Grade 5 English Language Arts
Week of October 5 – October 9

Lesson 4: Parts of Speech 2

Pick Powerful Verbs

A verb is an action or a state of being.



Vivid Verbs: <https://youtu.be/aD4KcZMw9rE>

You want to use powerful action verbs to make your descriptive writing pop.

Ex.) With her hands in fists, Vaya went across the street. (This works, but the verb could be stronger.)

Try instead...

With her hands balled in fists, Vaya stomped across the street. (You get a much more vivid image of Vaya crossing the road.)

Try to minimize your use of *being* verbs.

Ex.) The children are hungry. (This is - yawn - a bit boring to read.)

Try instead...

The children gobbled every morsel, licked their plates clean, and begged for seconds. (This is more active and interesting; it clearly shows the children are hungry.)

Now complete Journal #3: Concrete Nouns, Active Adjectives, and Vivid Verbs

Name: _____

Date: _____



Journal #3: Concrete Nouns, Active Adjectives, and Vivid Verbs

Directions: You will be going on a **powerful parts of speech** scavenger hunt. Look through books, magazines, short stories, listen to audiobooks – anything with words. You must find at least one excellent example of each of the following:

- 1.) Specific, concrete nouns (as many as possible in a sentence)
- 2.) Active adjectives (descriptive adjectives that “decorate” the nouns they describe)
- 3.) Vivid verbs (strong verbs that give great visuals of the action)

Here are three example sentences from the course:

Noun Example

Kaloni threw a sword, her dragon-hunting manual and a parachute into her backpack.

Adjective Example

This is a hyperactive, tail-chasing, three-legged dog.

Verb Example

The children gobbled every morsel, licked their plates clean and begged for seconds.

The examples can come from the same source or different sources. You must include the name and author of the source you found the sentence(s) in. Set your journal up like the examples shown above. Be sure to underline, **bold**, or *italicize* all the nouns in the noun example, the adjectives in the adjective example, and the verbs in the verb example.

Once you have found at least three sentences, write about which sentence you found to be the most effective for creating a picture in your mind. Remember to EXPLAIN why this is the case.

Adverbs

An adverb describes a verb. It tells you how something is done. It can also tell you when or where something happened. Adverbs often end in -ly.

Example: The garter snake slithered swiftly into the safety of the fern foliage.

Example: Mei heroically dove for the baseball.

Example: The crow squawked crossly as the seagull greedily swallowed the piece of salmon.

Example: They are headed to Lillooet today.

Example: The cedar trees will be planted there.



Adverb Song: https://youtu.be/FQPDk_fMcs0

Use adverbs to spice up your verbs and add more detail to your descriptive writing.

Complete Help the Weak Sentences!

Help the Weak Sentences

Directions: Find a more powerful and vivid verb (that makes sense in the sentence) to replace the underlined verb.

Example: The cats left the couch. deserted

1. The astronaut looked at the alien. _____

2. The doctor walked over to the sick patient. _____

3. A thief went into the house. _____

4. The hungry dragons ate the food. _____

5. Asif said, "Help! Call 911!" _____

An adverb describes a verb.

Directions: Add an adverb (that makes sense in the sentence) to go with the underlined verb. Helpful hint: Adverbs often end in *-ly*.

Example: The cats crankily left the couch.

1. The astronaut looked _____ at the alien.

2. The doctor walked _____ over the sick patient.

3. A thief went _____ into the house.

4. The hungry dragons ate the food _____.

5. Asif said _____, "Help! Call 911!"

Prepositions



“Preposition” by The Bazillions: <https://youtu.be/byszemY8Pl8>

A preposition introduces information like where, when, or why something takes place. It connects more details to a sentence. Use prepositions to help beef up your descriptive writing with tasty details.

Example: Parminder drove. (This is a simple sentence and doesn't tell us much.)

Parminder drove to grandma's house in the space buggy. (The prepositions *to* and *in* help add on more details. Now we know where Parminder is going and by what method -- space buggy!)

Example: The dog barked. (This is pretty boring.)

The dog barked at the burglar breaking the window with a hammer. (*at* and *with* help add more details. Aha! Now we know why the dog is barking.)

Check out this [list of prepositions](#).

Complete Peppy Preposition Addition!

+ Peppy Preposition Addition +

A preposition **introduces** information like where, when, or why something takes place. It connects more details to a sentence.

Directions: Below are a series of incomplete sentences with underlined prepositions. Add in creative and interesting details.

Example: Parminder drove to grandma's house in the space buggy.

1. The car zoomed through...

2. The children ate spaghetti with...

3. The treasure was hidden behind...

4. Pat was afraid to go near...

5. The students didn't know what to do without...

6. The killer whale dove into...

Conjunctions

A **conjunction** joins words, phrases, or sentences together. It makes a simple sentence more complex and interesting -- and this helps you create more complex and interesting descriptive writing.



Fanboys: Coordinating Conjunctions: https://youtu.be/-catJZm_2TI

Coordinating conjunctions join two ideas.

Remember the acronym FANBOYS:

for, and, nor, but, or, yet, so

Example: He polishes up quartz crystals. (a simple sentence)

He polishes up quartz crystals, so they can wink at the moon on a dark night. (This is a much more interesting sentence!)

- *The Elevator Ghost* by Glen Huser

Example: I smiled and nodded. (a simple sentence)

I smiled and nodded, but inside, my gut was churning. (Aha! So even though the character is smiling, they are feeling stressed.)

- *I Owe You One* by Natalie Hyde

Complete the task titled Conjunction Creativity!



Conjunction Creativity!



A conjunction is a word that joins together sentences, phrases, or words. Ex.) because

Directions: Below are a series of incomplete sentences, each with an underlined conjunction. Add a creative and interesting ending.

Ex.) Ruaraidh was late for school because his flying unicorn kept stopping to snack on rainbows.

1. Dayah looked out the window when...

2. The birds chirped until...

3. The astronomer has never been the same since...

4. The kids were excited to go to Mars, but...

5. The scuba diver saw the shark swim closer, so...

6. The hero could not win unless...

Use More Conjunctions



A subordinating conjunction shows a relationship between two parts of a sentence.

after	although	as	as if	as long as	as though
because	before	even if	even though	if	if only
in order that	now that	though	till	unless	until
when	whenever	where	whereas	whenever	while

Example: Ruairaidh was late for school. (This is a simple sentence.)

Ruairaidh was late for school because his flying unicorn kept stopping to snack on rainbows. (Woah! That's a more complex and tasty sentence.)

Now complete "Journal #4: Active Adjectives, Prepositions, and Conjunctions".

Name: _____

Date: _____



Journal #4: Active Adverbs, Prepositions, and Conjunctions

Directions: You will continue your parts of speech scavenger hunt. Look through books, magazines, short stories, listen to audiobooks – anything with words. You must find at least one excellent example of each of the following:

- 1.) Active adverbs (descriptive adverbs that “decorate” the verbs they describe)
- 2.) Prepositions (as many as possible in a sentence)
- 3.) Conjunctions (find a sentence that connects unexpected or interesting information together)

Here are three example sentences from the course that show how you can set up your “finds”:

Adverb Example

The crow squawked crossly as the seagull greedily swallowed the piece of salmon.

Preposition Example

Parminder drove to grandma’s house in the space buggy on Wednesday.

Conjunction Example

Ruaraidh was late for school because his flying unicorn kept stopping to snack on rainbows.

The examples can come from the same source or different sources. You must include the name and author of the source you found the sentence(s) in. Set your journal up like the examples shown above. Be sure to underline, **bold**, or *italicize* the adverbs in the adverb example, the prepositions in the preposition example and the conjunctions in the conjunction example.

Once you have found at least three sentences, write about which sentence you found the most effective for creating a picture in your mind. Remember to **EXPLAIN** why this is the case.

