

IDENTIFICATION OF ADVERBS AND USES

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Introduction to Adverb and their functions.
2. Identifying adverbs and demonstrating their function.

Objectives

Students should be able to;

- Learn Adverbs and their functions
- Identify adverbs and demonstrate their functions.

Activity Starter/Instruction

1. Tell students that today you will be talking about Adverbs
2. Tell students that today you will be talking about the use of Adverb
3. Tell students that today you will be working on students practice on Adverb

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. On a piece of chart or board, write each of the following sentences.
2. Read each one aloud and underline the adverbs.
3. Tell the students which word the adverb is modifying and in what way.
4. Ask the students to think of other words like the adverb in the sentence listed below:
5. "He ran quickly to the park." Explain that "quickly" tells how he ran and that many adverbs explain how something happened. Ask for examples of other adverbs.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. On a piece of chart paper write the heading "Adverb"
2. Tell the students that an adverb is a word that describes an action verb.
3. Tell the students that an adverb gives more information about a word and changes it slightly.
4. Tell the students that an adverb can modify a verb, adjective, or other adverb.
5. Tell the students that an adverb can describe how an action happens.
6. Tell the students that an adverb can describe when an action happens
7. Tell the students that an adverb can describe where an action happens

Materials Required

- Worksheet
- Marker
- Board
- Course Book
- Students practice Worksheet

Teacher Guide

Day 3/Lesson 3: 25mins

1. Summarize by going over the four categories of adverbs: how, when, where, and how much.
2. Instruct the students to use the students practice below
3. Instruction: Tell the students to circle the adverbs in the following sentences.

Additional Resources

- <https://www.grammarbook.com/grammar/a>
- <https://www.k5learning.com/free-grammar-worksheets/third-grade-3/adverbs>
- <https://www.khanacademy.org/humanities/of-speech-the-modifier/introduction-to-adverbs>
- <https://www.youtube.com/watch?v=NWerff>
- <https://www.englishgrammar.org/identify-a>

Additional Notes

<p>HINT: There are two adverbs in each sentence.</p>		
<p>A. These sentences have adverbs which tell HOW something was done.</p>	<ol style="list-style-type: none"> "I came to school yesterday." Explain that "yesterday" tells when and ask for examples. "We can play inside." Explain that "inside" tells where and ask for examples. "That was very nice of you." Explain that "very" tells how much and ask for examples. 	
<ol style="list-style-type: none"> She sang joyfully but he sang sadly. He quickly finished so he could slowly eat his dessert. 		
<p>B. These sentences have adverbs which tell WHEN something was done.</p>	<p>Assessment Activity</p> <p>Instruct the students to underline the adverb in each sentence and answer each question by filling in the blank.</p>	
<ol style="list-style-type: none"> Yesterday I called the store so I could pick up my order today. We can go now or we can go later. 	<ol style="list-style-type: none"> She played the tuba loudly. How did she play the tuba? _____ I never eat meat. When do you eat meat? _____ He lives upstairs. Where does he live? _____ 	
<p>C. These sentences have adverbs which tell WHERE something happened.</p>	<ol style="list-style-type: none"> They are totally confused. How much are they confused? _____ 	
<ol style="list-style-type: none"> The bird is flying here and there. Walk forward and sit there. 	<ol style="list-style-type: none"> Sarah waited patiently. How did Sarah wait? _____ The plane is flying away. Where is the plane flying? _____ 	
<p>D. These sentences have adverbs which tell HOW MUCH.</p>	<ol style="list-style-type: none"> I graduated from college recently. When did you graduate? _____ Tom is slightly irritated. How much is Tom irritated? _____ 	
<ol style="list-style-type: none"> He was extremely brave and very smart. She was totally surprised and almost fainted. 	<ol style="list-style-type: none"> They walked briskly to the park. How did they walk? _____ He washes the car weekly. When does he 	

ANSWERS: A: 1. joyfully, sadly, 2. quickly, slowly, B.1. Yesterday, today, 2. Now, later, C: 1. Here, there, 2. forward, there, D: 7. extremely, very, 2. totally, almost	wash the car? _____	
Summary - Adverb tell more about a word they modify. Advice the students to work more on their practice sheet	11. Give the students series of sentences and instruct them to identify the modal auxiliaries	
Summary 1.		

