

ADVERBS

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Identifying and using adverbs as modifiers to express time, place, manner, degree, and frequency.

Objectives

Students should be able to;

- Identify and use adverbs as modifiers
- Construct sentences with the adverbs

Teacher Guide

Day 3/Lesson 3: 30 mins

1. Hand out the All Kinds of Adverbs worksheet.
2. Review the top section of the worksheet with the class, reading each definition aloud to reinforce student understanding.
3. Model how to complete the first sentence by filling in the blank with an adverb that expresses

Activity Starter/Instruction

1. Tell students that today you will be talking about Adverbs.
2. Tell students that today you will be assisting in identifying the various types of adverbs.
3. Tell students that today they will be identifying adverbs on worksheet.

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Tell students that an **adverb** is a descriptive word that modifies or qualifies a verb, adjective, or another adverb.
2. Adverbs express a time, place, manner, degree, or frequency.
3. Write the definition on the board.
4. Use a projector to display the Make a Deposit in Your Adverb Word Bank worksheet.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Write a sentence on the board with no modifiers (e.g. The kid walks.)
2. Ask a student to come act out the sentence.
3. Add an adverb to the sentence (e.g. The kid walks quickly), and have the student act it out again.
4. Change the adverb and, once more, have the student act it out.
5. Underline the adverb in the sentence and label it as an adverb.
6. Ask students how adding an adverb changed the initial sentence. Support them to understand that adverbs made the sentence more specific

Guided Practice

Day 4/ Lesson 4: 20mins

1. Hand out a sheet of lined paper to each

Materials Required

- One copy of the Make a Deposit in Your Adverb Word Bank worksheet
- Class set of the All Kinds of Adverbs worksheet
- One sheet of lined paper per student
- One index card per student
- Computer or tablet with internet access
- Projector to display documents and play videos

Additional Resources

- <http://guideline.live/adverb-games>
- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/50403-fun-grammar-activities-for-teaching-adverbs/>
- <https://grammar.yourdictionary.com/for-teachers/activities-with-adverbs.html>
- <https://study.com/academy/lesson/modal-adverbs-definition-interpretation-examples.html>
- <https://www.wikihow.com/Teach-Adverbs>

manner.	5. Read through each section aloud.	student.
4. Show students how you can use the word bank to find an adverb to complete the sentence (e.g. cheerfully).	6. Label the first section <i>manner</i> , the second section <i>time & frequency</i> , the third section <i>place</i> , and the final section <i>degree</i> .	2. Have students fold or divide their paper into four sections.
5. Ask a student volunteer to choose a word from the appropriate section in the word bank to complete the second sentence.	7. Ask your students to volunteer other adverbs that can be added to each section and write them on the word bank. (Tip: Keep the word bank displayed through the remainder of the lesson.)	3. Instruct students how to label each section: Label the first section 'manner', the second section 'time & frequency', the third section 'place', and the final section 'degree'.
6. Support the student as needed so that they are successful.	8. Write an example sentence in each section (e.g. Joe cheerfully jumped out of bed; I'll take out the garbage later; The dog is playing outside; She is very excited for the party.)	4. Instruct students to independently write a sentence in each section, using an adverb in the way specified. Remind students to underline the adverb in each sentence.
7. Instruct students to work with an elbow partner to complete the remainder of the worksheet, using the word bank as a tool to complete each sentence.	9. Underline the adverb in each example sentence.	5. Circulate and offer support as needed
8. Invite a student to read a sentence aloud from their completed worksheet. Repeat with several sentences.	Assessment Activity <ol style="list-style-type: none"> 1. Check Hand out a blank index card to each student. 2. Have students write their name on one side of the card and a simple sentence with no adverbs on the other side (e.g. I ran to class). 3. Collect and shuffle the cards. Hand them out to students so that they do not have their own card. 4. Instruct students to add an adverb to 	

Summary

- Allow students to continue using the word bank as a tool while they work independently.
- Offer students additional practice with a basic worksheet that includes pictures, such as the All About Adverbs: Describing How, When, and Where worksheet.
- Use this and other adverb lesson plans (such as the Pantomime: An Adverb Game lesson plan) to reinforce struggling students' understanding of grammar.
- Have students read a piece of text and underline each adverb that they find.
- Play an ad-lib game or provide a similar style activity that focuses on adverbs, such as the Ad-Lib Stories: Comparative and Superlative Adjectives and Adverbs worksheet.

the sentence they received (e.g. I ran downstairs to class).

5. Collect the cards and shuffle them again. Then hand them out so that, again, students receive a new card.
6. Tell students to identify *how* the adverb was used in the sentence they received (i.e. to express manner, place, frequency, or degree).
7. Return the cards to the original student (whose name is on the back).
8. Invite students to read the sentences on their cards aloud.

