

## 06.28.2019

<b>Subject</b>	<b>Overview</b>		
English	This lesson plan covers teaching content for;		
<b>Prepared By</b>	1. Learning the adverbial clause of Time “when” 2. Identifying the adverbial clause of Time in a sentence		
[Instructor Name]			
<b>Grade Level</b>			
3			
<b>Objectives</b>	<b>Activity Starter/Instruction</b>	<b>Teacher Guide</b>	<b>Materials Required</b>
Students should be able to;	1. Tell students that today you will be talking about Adverbial clause of Time	<b>Day 1/ Lesson 1: 25 Mins</b>	- Worksheet
- identify adverbial clause of Time	2. Tell students that today you will be talking about using the “when” Statement	1. On a piece of chart paper write the heading “Adverbial Clause of Time”	- Marker
- Construct sentences with the adverbial clause “when”	3. Tell students that today you will talking about how to identify the adverbial clause of Time in a sentence	2. Tell the students that an adverb does what it sounds like	- Board
		3. Tell the students that it adds information to the verb, adjective or another adverb in a sentence.	- Course Book
		4. Tell the students that an adverb tells us when, where, why, and/or how something happens in the sentence.	- Flash cards
	<b>Guided Practice</b>		
	<b>Day 2/ Lesson 2: 25 Mins</b>		
	1. Tell the student that you will be talking about adverbial clause of Time “when”	5. Tell the students that a clause is a group of words that has both a subject and a verb.	<b>Additional Resources</b>
	2. Tell the students that an adverbial clause is the subordinate, Beta or dependent clause that performs the function of an adverb in a <b>sentence</b> .	6. Tell the students that Clauses can stand alone, and if they express a complete thought, they are complete sentences.	- <a href="https://examples.yourdictionary.com/exampl...">https://examples.yourdictionary.com/exampl...</a>
	3. Tell the students that an <b>adverb</b> modifies the <b>verb</b> in a <b>sentence</b> (the verb must be stated). It answers the questions: ‘where’, ‘when’, ‘why’, ‘how’, etc	7. Tell the students that if a clause does not express a complete thought, it is called a dependent clause, and it is added on to a complete sentence, giving that sentence additional information.	- <a href="https://www.englishgrammar.org/adverb-cla...">https://www.englishgrammar.org/adverb-cla...</a>
	4. Tell the students that the adverbial clauses of Time answers the question <b>when</b> .	8. Tell the students that an adverb clause is a	- <a href="https://www.engvid.com/adverb-clauses/">https://www.engvid.com/adverb-clauses/</a>
			- <a href="http://www.answers.com/Q/An_adverb_cla...">http://www.answers.com/Q/An_adverb_cla...</a>
			- <a href="https://www.google.com/imgres?imgurl=htt...Clauses&amp;docid=7_8OgKLxvqD8LM&amp;tbnid=X9=8">https://www.google.com/imgres?imgurl=htt...Clauses&amp;docid=7_8OgKLxvqD8LM&amp;tbnid=X9=8</a>
			<b>Additional Notes</b>

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*than, since, until, when, or while.* Here is an example: **After the game has finished**, the king and pawn go into the same box. (Italian Proverb)

3. Ask the students to brainstorm and construct sentences with the adverbial clause of Time.
4. Assist the students to identify the adverbial clause of Time in their students practice worksheet

### Summary

- Encourage students to practice more adverbial clause Time “when”

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5. Tell the students that **these clauses** say *when* something happens by referring to a period or point of time, or to another event.
  6. Tell the students that conjunctions answering the question “when?”, such as: when, before, after, since, while, as, as long as, till, until, etc.; or the paired (correlative) conjunctions: hardly...when, scarcely...when, barely...when, no sooner...than

### Assessment Activity

1. Give the students series of sentences to identify the adverbial clause of Time “when”.

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group of words that has both a subject and a verb that provides additional information in a sentence.

9. Tell the students that the adverbial clause does not stand alone as a complete thought, so it serves as a dependent clause. It tells us when, where, why, and how.

Summary		
1.		