

# IDENTIFICATION AND USE OF ADVERB

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

4

## Overview

This lesson plan covers teaching content for;

1. Learning to the definition of adverbs
2. Learn to identify and use adverbs in a sentence

## Objectives

- Students should be able to;
- identify adverbs and their role in the sentence
  - categorize the different type of adverbs
  - form sentences using adverbs

## Assessment Activity

- Have the students create their own sentences using adverbs from the lists created.
- Have them write: 2 sentences that tell how
- Have them write 2 sentences that tell when
- Have them write 2 sentences that tell where
- Have them write 2 sentences that tell to what extent

## Activity Starter/Instruction

1. To open lesson, read adverbs randomly from an Adverb
2. List from one of the resources above.
3. As you are reading the words, ask students what each of the words have in common.
4. Be sure to mix up the -ly words and other words.
5. Allow for responses and discussion as you are reading the words.
6. If no one guesses, give a hint to the students telling them they are somewhat like ads, telling people about something.
7. A second hint could include they are one of the parts of speech.

## Teacher Guide

### Day 2/ Lesson 2: 20 Mins

1. Ask students what they think is the function of adverbs
2. Tell them that adverbs have different kinds but we will discuss Manner, Time, Place and Frequency.
3. Draw four columns on the board and ask the students to copy them in their notebooks.

## Guided Practice

### Day 1/ Lesson 1: 20mins

1. Give the students several minutes to put the words into their selected categories.
2. Then begin allowing the students to share their lists with the rest of the class.
3. Write the lists, including the categories on the whiteboard as the students share.
4. Fairly quickly, duplicate categories will begin to appear.
5. Feel free to consolidate the lists as much as possible.
6. Once every possible configuration has been shared and listed, ask the student to take time and look at the many different ways they chose to categorize the words.
7. Ask them, "Do you see a pattern to these lists?"
8. Immediately, they will recognize that the lists fall into five categories: action words, where, when, "ly" words, and "extras."
9. Then explain to them that they have defined the role of an adverb:
10. Tell them an adverb is a word that modifies a verb, adjective or another adverb

## Materials Required

- Interactive White board
- Students notebooks
- Pens or pencils
- marker

## Additional Resources

- <https://www.education.com/lesson-plan/ca-find-the-adverbs/>
- <https://grammar.yourdictionary.com/for-teachers/fourth-grade-adverb-lessons.html>
- <https://betterlesson.com/lesson/526242/ad>
- <https://www.brighthubeducation.com/lesso-grades-3-5/50125-teaching-adverbs/>
- <https://www.instructorweb.com/lesson/adv>

## Additional Notes

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## Summary

1. Review what adverbs are
2. Write a list of adverbial words on the board
3. Ask a volunteer to categorize them in their type
4. When doing the review make sure you erase the lesson on the board.

Manner	Time	Place	Frequency
Slowly Sadly Happily	Now Yesterday Today	Here There Inside	Always Often Again

4. Explain that adverbs of manner usually end in "ly".
5. Through examples clarify their concept of different types of adverbs.
6. Adverbs of manner answers the question 'how the action is done'
7. Adverb of time answers the question when the action takes place.
8. Adverb of place answers the question where the action takes place.
9. Adverb of frequency answers the question how often somebody does something

## Guide Practice

### Day 3/ Lesson 3 20 Mins

1. The teacher will write a list of adverbial words on the board.
2. Instruct students to create four columns on their books
3. Ask students to name each column according to the four types of adverbs.
4. Teacher will ask students to categorize the adverbial words on the board into their respective types
5. For example, now will be categorized under time, friendly will be under manner, etc.
6. Teacher will walk round the class to help students that may have difficulties doing the practice.

11. it is done by telling how something is done, (the "ly" words) when something is done, where something is done, and the "extras", to what extent something is done

## Guided Practice

### Day 4/ Lesson 4: 20mins

1. Teacher will tell student that they will learn to make sentences using adverbs.
  2. With the class, brainstorm a list of adverbs they know.
  3. For example: late, early, fast, quickly, sadly, lovely, happily, noisily, etc.
  4. Now have students select one of the adverbs from the list
  5. Students should take turns constructing a sentence that ends with that adverb in a notebook.
  6. You can model the first sentence as an example, such I eat breakfast quickly.
  7. The students continue giving sentences with the same adverb
  8. For example: run quickly, I get dressed quickly, I finish my homework quickly, etc.
  9. When students run out of sentence ideas with the chosen adverb, have them select a new adverb from the list
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7. Teacher will end the practice at a specified time.
  8. Teacher will correct mistakes made by students.
  9. Teacher will then instruct students to try the practice at home and submit in the next class.
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