

Lesson Pack: Adverbs	Lesson 2
Lesson Topic: Adverbs Review	

<p>Objective</p> <p>Students will be able to write a paragraph that correctly includes 4 adverbs of manner.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Review: Identifying an adverb in a sentence 2. Individual Practice: Combine sentences using an adverb 3. Discuss the lesson objective 4. Individual Review: List adverbs 5. Paired Practice: Add an adverb to a sentence 6. Paired Practice: Add an adverb to a paragraph 7. Individual Practice: Write a sentence with an adverb 8. Individual Practice: Write a paragraph with adverbs 9. Wrap-up
<p>Common Core Standards</p> <p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	
<p>Prerequisites</p> <p>Students can identify a word that describes the action of the sentence (covered in Lesson 1: Adverbs of Manner, found in the Adverbs Lesson Pack).</p>	

Slide 1/9

The pilot **nervously** entered the center of the hurricane.

Review

Review the example sentence.

Say: You've been learning how to use describing words to tell more about how an action happened. Take a look at this example sentence.

Ask a student to read the sentence out loud.

Say: In this sentence, the word *nervously* describes the action word *entered*.

Slide 2/9

The hurricane shook the plane.
The shaking was violent.



Students Input Sentences

Individual Practice

Ask students to combine the sentences on their own.

Say: To get started, review combining sentences using this type of describing word by completing the activity on your screen.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- What needs to be revised in this sentence?
- According to the prompt, what is *violent* describing?
- How do we change *violent* so it can be used to describe an action instead of a person or thing?
- Where does the word *violently* need to go in the sentence?

Slide 3/9

By the end of class today, you will be able to:

- Write a paragraph that includes at least four words that describe actions.

Objectives

Introduce the objective for the lesson.

Say: Great work everyone! You've learned how to combine sentences using describing words, so today you're going to practice adding them to your own writing. Take a look at today's objectives.

Read the objective out loud.

Slide 4/9: Interactive Slide

List 3 words that can be used to describe actions.



Students Input Sentences

Individual Review

Ask students to list words that can be used to describe actions.

Say: Let's start by reviewing some of the words you can use to describe actions. Come up with 3 different words like *mysteriously* that can be used to tell *how* something happened. Remember, often this type of describing word ends in -ly.

Discussion

Select and display 4 correct responses and 1 incorrect response. Discuss how to correct the incorrect response.

Ask students to identify the incorrect response and to suggest ideas for how to transform them into words that could be used to describe an action.

To help students understand why the responses are incorrect, you may choose to write an example sentence on the whiteboard that uses one of the incorrect student responses.

Ask students to create a sentence out loud using one of the correct words on the list.

Say: Great job! These words can be used to describe actions in sentences. Let's practice adding these words to sentences.

Slide 5/9: Interactive Slide

Add a word to the sentence to describe the action.

The hurricane hunter gripped his steering wheel.



Students Input Sentences

Paired Practice

Ask pairs to add a describing word to the sentence.

Say: With your partner, rewrite the sentence, adding in a word to describe the action. Remember, it helps to find the action word first. Then think of how you could describe that action.

Discussion

Select 2 correct responses and 2 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Which word needed to be described in this sentence?
- Which word do we need to revise so it can accurately describe the action?
- Where does the describing word need to go in this sentence?

Slide 6/9: Interactive Slide

Choose a sentence from the paragraph. Add a describing word that fits in with the mood of the paragraph.

The pilot took a deep breath and headed into the storm. Lightning flashed in the sky. Dark clouds swirled around the plane.



Students Input Sentences

Paired Practice

Ask pairs to add a describing word to a sentence in the paragraph.

Say: Great work! Last time, we talked about how adding in these describing words helps bring writing to life. It helps the reader picture what you're saying. Let's revise a paragraph to include more of these describing words.

Ask a student to read the directions out loud.

Say: With your partner, read the paragraph. Add a describing word to one of the sentences. Rewrite the new sentence in the box. Make sure that the describing word you choose fits the feeling of the paragraph.

Discussion

Select 4-5 correct responses to display and discuss.

Lead a discussion about the responses, focusing on the structure of the sentences and the meaning the describing words create.

Ask the following questions:

- What do you notice about the placement of the describing words in these sentences?
- Which action word is being described in this sentence?
- How does the describing word fit in with the mood or feeling of the paragraph?
- Which other words in the paragraph also help create that mood (i.e. *deep breath, dark clouds*)?

Slide 7/9: Interactive Slide

Write a sentence with a describing word.



Students Input Sentences

Individual Practice

Say: Now you're going to practice writing your own sentence. Try to use a describing word that hasn't been used already today.

Provide a topic for students based on their reading or other content they're studying, or allow them to choose their own topics.

Discussion

Select 2 correct responses and 1-2 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct responses.

- Does each of these sentences have a word that describes an action?
- What revisions or edits do we need to make to improve this sentence?

Slide 8/9: Interactive Slide

Write a paragraph.

Include at least 4 words that describe actions.



Students Input Sentences

Individual Practice

Say: The last step is to see if we can meet our goal for the day. The objective was to write a paragraph with at least four words that describe different actions.

Provide a topic for students based on their reading or other content they're studying, or allow them to choose their own topic.

Slide 9/9

Today, I learned:

- To make my writing more descriptive by using words that describe actions.

Wrap-up

Review what the students learned today.

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.