

Lesson Pack: Adverbs	Lesson 1
Lesson Topic: Adverbs	

<p>Objective</p> <p>Students will be able to combine sentences using adverbs of manner.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Review: Identify Adjectives 2. Read Objectives 3. Introduction: Identifying adverbs 4. Paired Response: Why use adverbs? 5. Introduction: Changing adjectives to adverbs 6. Teacher Model: Combine sentences with adverbs 7. Paired Practice: Combine sentences with adverbs 8. Individual Practice: Combine sentences with adverbs 9. Wrap-up
<p>Optional Follow-up Activity</p> <p>Adverbs of Manner (Intermediate)</p>	
<p>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 adjectives in a sentence (covered in Lesson 1: Single Adjectives, found in the Adjectives Lesson Pack).</p>	

Slide 1/9: Interactive Slide

What is the describing word in this sentence?

The large falcon swooped in the air.



Students Input Sentences

Individual Practice

Ask students to complete the fill-in-the blank on their own.

Say: To begin, read the sentence. Fill in the blank with the describing word.

Discussion

Select 1 correct answer to display. Discuss what *swift* is describing.

Say: *large* is the describing word. What word is it describing?

Anticipated Student Response: falcon

Say: Yes! You've already learned how to use describing words to tell about people, places, things, and animals, like in this sentence. Today, you're going to learn how to describe actions.

Slide 2/9

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

- Pick out words that describe the action in a sentence
- Add new describing words to a sentence

Objectives

Introduce the objective for the lesson.

Say: Take a minute to read today's objective out loud to your partner.

Wait for students to finish reading.

Say: Okay! Today, we're going to talk about describing actions.

Slide 3/9

The eagle easily catches the squirrel.

Introduction

Ask students to identify the describing word and explain that it describes the action.

Say: There are many different ways to describe an action. You can describe *when* the action happened or *where* the action happened. Today, we're going to focus on describing *how* the action happened. Take a look at this sentence.

Ask a student to read the sentence out loud.

Say: What is the action word in this sentence?

Anticipated Student Response: catches

Say: What word describes *how* the eagle catches the mouse?

Anticipated Student Response: easily

Say: Yes. *Easily* is a word that describes the action happened. It tells the reader *how* the action happened. That's the kind of describing word you're going to practice using today.

Slide 4/9: Interactive Slide

What is one reason to use action describing words in your writing?



Students Input Sentences

Paired Response

Ask pairs to discuss the prompt and have each student submit a response.

Say: What are some reasons you might want to use this type of describing word in your writing?

Say: With your partner, come up with one reason to use describing words. Once you've decided on a reason, you both need to type your response out and check each other's work. Then you both need to submit the response.

Discussion

Lead a class discussion by displaying 2-3 responses and asking follow-up questions.

Choose 2-3 responses to display. Read each response out loud.

*Then ask **how**, **why**, and **what do you mean by** questions about each response to help students clarify or expand on the ideas.*

After you have discussed the students' reasons, explain other reasons to use describing words.

Discuss additional reasons to use describing words.

- They give the reader a more clear picture of what's happening.
- They make writing more interesting to read because the reader can imagine what's happening.
- They help make our ideas more clear and detailed.

- They help create style and tone.

Slide 5/9

Take a word that describes a person, and turn it into a word that describes an action.

sad → sadly
nervous → nervously
brave → bravely

Introduction

Explain that you can add -ly to words that describe people so they can be used to describe actions instead.

Say: Now let's talk about how to use words to describe actions. These describing words tell us how something happened. We can turn any word that describes a person into a word that describes an action instead.

Ask a student to read the three words in the left column.

Say: All these words can be used to describe a person. Can anyone give me an example sentence using one of these words?

Ask a student to share an example sentence. Point out that the word is describing a person.

Ask a student to read the three words in the right column.

Say: What do all the words that describe actions have in common?

Anticipated Student Response: They all end in -ly.

Say: Yes. Often, words that describe how something happened end in -ly. Can anyone give me an example sentence using one of these words?

Ask a student to share an example sentence. Point out that the word is describing an action.

Slide 6/9: Interactive Slide

The falcon soars through the air.
The soaring is graceful.



Teacher Models Response

Teacher Model

Read the sentences out loud and model each step of how to combine the sentences using *powerfully*.

Say: Let's try combining two sentences together into one stronger sentence.

Ask a student to read the sentences aloud.

Say: First, we look for the action in the first sentence. The action in this first sentence is *soars*.

In the Model Your Answer box, underline "soars."

Say: Next, we ask ourselves which word describes that action. The second sentence tells us about the action--it says the the soaring is graceful.

In the Model Your Answer box, underline "graceful."

Say: To combine the sentences, first I need to change *graceful* to *gracefully* so I can use it to describe the action. Then I need to add *gracefully* to the first sentence.

In the Model Your Answer box, write: The falcon gracefully soars through the air.

Say: What do you notice about where I put the describing word?

Anticipated Student Response: It's right before the action word.

Say: Yes.

In the Model Your Answer box, underline "gracefully soars."

Say: To combine the sentences, I first changed *graceful* to *gracefully*, and then I put *gracefully* right before the action it describes..

Slide 7/9: Interactive Slide

The eagle builds his nest.
The building is careful.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Now, practice with your partner. Together, decide the best way to join the sentences. Then, each of you should submit a response from your own computer.

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 *silent* describing?
- How do we change *careful* so it can be used to describe an action instead of a person?
- Where does the word *carefully* need to go in this sentence?

Example Discussion: When the describing word can come after the action and when it can't.

Display a correct response and an incorrect response that includes "builds carefully his nest."

Say: Sometimes the describing word can come before *or* after the verb. Sometimes it can even come at the end of the sentence. Other times, we have to be more careful.

Ask a student to read both sentences out loud.

Ask students to vote on the sentence they think is stronger.

Say: The describing word can almost always go before the action like in our example here. That's a safe bet. But in this sentence, it sounds awkward to put *carefully* right after *builds*.

Say: The eagle builds carefully his nest.

In this case, *carefully* sounds awkward there because it is interrupting information that tells *what* the eagle builds. *Carefully* is really describing not just how the eagle builds, but how he builds his nest. Instead of interrupting the action, builds, and what the eagle builds, his nest, put the describing word before the action.

Say: The eagle carefully builds his nest. Let's take a look at another example.

On the whiteboard, write: The eagle waits for a fish.

Ask a student to read the sentence out loud.

Say: I want to add *quietly* to my sentence. Where should I put it?

Anticipated Student Response: before *waits*.

Say: Yes, in this case, I want to put *quietly* before the action word instead of interrupting *catches* and *what* the eagle catches.

On the whiteboard, add "quietly" to the sentence.

Say: If the information that comes after the action isn't telling *what* the eagle waits for, we could put the describing word right after the action.

On the whiteboard, write: The eagle waits quietly for three days.

Ask a student to read the sentence out loud.

Say: Now we can put right after the action, waits. That's because *for three days* doesn't tell us *what* the eagle waits for.

Slide 8/9: Interactive Slide

A falcon dives to snatch up a fish.
The dive is sudden.



Students Input Sentences

Individual Practice

Ask students to combine the sentences on their own.

Say: Now try combining the sentences by yourself.

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 *sudden* describing?
- How do we change *sudden* so it can be used to describe an action instead of a person?
- Where does the word *suddenly* need to go in this sentence?

Slide 9/9**Today, I learned:**

- Describing words can be used to tell *how* something happened.
- I can add -ly to words that describe people to make them describe actions instead.
- Most of the time, the describing word can come before or after the action word.

*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.