

# *Adverbs*

**Age Level: 3**

**Subject(s) Area: Language Arts**

**Materials Needed: anchor chart, paper, pencils**

## **S** standards:

**3.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

## **O**bjectives:

Students will be able to define the function of adverbs and develop sentences using adverbs.

**Cognitive Level of Lesson (Bloom's Taxonomy):** Remember and Applying

## **L**earning Activities:

### **Opening Element:**

- Bring all students to front of the class facing the whiteboard and paired up with their thinking partners.
- Write two example sentences on the board and circle the two adverbs
  - "This weekend I went to the grocery store."
  - "Mr. Nutting secretly loves carrots."
- Students will be asked to turn to their thinking partner and talk about what the two circled words have in common.

### **Reflective Questions:**

- How do the underlined words describe the action/verb?
- What is an adverb?
- What do the words have in common?

**Required Vocabulary:** Adverb

### **Instructional Methods:**

- Explain that the two words are adverbs and define adverbs.
  - An adverb is an article of speech that modifies other adverbs, verbs, adjectives, clauses, or sentences.
  - That's just a fancy way of saying that an adverb is a part of a sentence that describes an action, or a verb.
- Ask students to point out the verbs and nouns in the sentences
- Students turn and talk to their partners about how the underlined words describe the action or verb in the sentence.

- Adverbs help a sentence answer questions like how, when, where and how often. Ask students to raise their hands and explain what question the first sentence is answering.

#### **Guided Practice Strategies:**

- Prepare an anchor chart ahead of time displaying some questions that adverbs answer in sentences. Write 4 example sentences on the anchor chart for each question. How? When? Where? How often?
- As a class determine the adverb in each sentence.
- Ask the students to discuss with their learning partners what category each sentence falls under.
  - How: Mrs. Wards class quietly got ready for recess.
  - When: In the morning I brush my teeth.
  - Where: I played outside this weekend.
  - How often: Mr. Nutting will never cut his hair.
- By raising hands students will come up to the white board and put the sentences in the right group

#### **Independent Concrete Practice/Application: (5-10min)**

- Students will return to their seats and write their own sentences using adverbs that fit into the four categories
- When students are finished they will turn over their piece of paper to signal they are done and wait patiently for the rest of the class to finish. They can read or draw as they wait.
- Once all students are done give each a chance to share by instructing them to share with four different people the sentences they wrote.

#### **Differentiation:**

#### **Wrap-Up: (2 Minutes)**

- Once they are done sharing have each student turn in their work to Mr. Nutting and return to their seats quickly and quietly.

## **Assessment:**

**Formative:** Assessing the students work as they turn and talk and share their sentences

**Summative:** Paper with their sentences

## **Reflection:**