

CLASSIFYING ADVERBS

It is important for students to understand where and when to use adverbs, because they add electricity to one's writing. They also require proper punctuation, especially, when they introduce a sentence; student's are only aware of this if they understand the components within the sentence. In this section we will focus on students getting accustomed to identifying adverbs and the words they modify. Adverbs are often classified according to the questions they answer. Instruct your students that adverbs answer the questions: where, when, why, how, to what degree. They are classified as follows:

Classification

Time

Place

Degree

Manner

Affirmation or Negation

Question answered

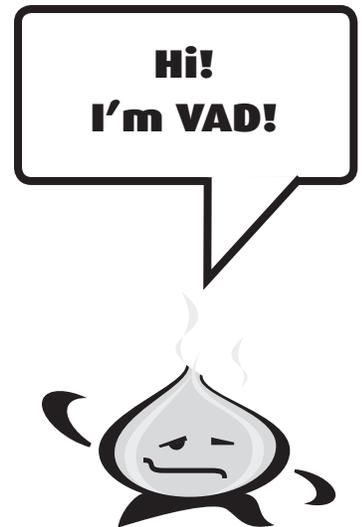
when, how often

where

how much, how little, to what degree

how, in what manner

true or false



Despite what many students believe, adverbs do not always end in *-ly* and all words that end in *-ly* are not adverbs. Having stated this, how are adverbs identified in the sentence? The first method is deciphering the questions they answer and the words they modify.

The students' classification chart also includes adverb examples; they should save that in their binders for future reference. Below are the same samples of the classifications above as the students have on their guides:

Kaden walked **early** in the morning. (When did she walk? *Early, of course*)

Kaden walked **outside**.

(Where did she walk? *Outside, there is more room out there!*)

Kaden **barely** arrived on time.

(She arrived alright, but just *barely*. *Barely* states the degree of her arriving on time)

Walking **slowly** is definitely an obstacle to her timely arrival.

(How is she walking? *Slowly* answers the question, how?)

Truly, she needs to work on her pacing.

(*Truly* is an affirmation, that she might want to try speed walking.)

INTRODUCING TYPES OF ADVERBS

Objectives:

Students will learn to identify adverbs and the words they modify, and integrate this knowledge to enhance their writing.

Level One: Students will identify adverbs which answer *when* and *where*.

Level One-2: Students will identify adverbs answering *how much*, *how*, and *affirmation/negation*.

Level One-3: Students will identify all classifications and label manner, degree, etc...

Level Two: Students will identify and classify adverbs.

Level Two-2: Students will identify and classify more adverbs.

Level Two-3: Students will identify, classify and cite the word being modified.

Level Three: Students will identify and classify adverbs/part of speech of the word modified.

Level Three-2: Students will identify and classify adverbs/part of speech of the word modified

Level Three-3: Students will write descriptions using various types of adverbs.

Materials: Teacher Introduction, projectable student Introduction, adverb question flashcards, 15 adverb cards, verb list (for charades), 9 interactive reproducible worksheets, charades activity, introducing adverb activity.

Introducing Adverbs to Your Class

Pick a willing volunteer (or volunteers) to come to the front of the class. Show them a verb and ask them to act it out for the class. Allow the class to guess the action being performed; once a classmate has guessed the verb, write the verb on the board.

Next, show the acting student(s) an adverb qualifying question (flashcards provided with *how*, *when*, *where*, etc...). Have the student(s) then act out the verb in a new way that the adverb card dictates.

For instance: The actor may have demonstrated the verb, *swim*. The adverb qualifying question might be (HOW), so the actor swims *frantically*. The seated students then must guess the adverb based on the actor's performance. As the adverbs are guessed correctly, write those on the board next to the verb. The student who guesses the adverb may be the next to perform or may select someone else to perform.

Once you have gone through this introductory exercise, ask the students what they think an adverb's function is in a sentence? Which questions do adverbs answer? Why is it important to include them in one's writing?

Once you've discussed their function, it's a good time to put the student guide on the overhead to walk through the questions they answer and their classifications.

Then, you're ready for your level activities.

Hi!
I'm VAD!



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VOLUME 3: ADJECTIVES AND ADVERBS