***ADVERBS***

***3RD Grade***

***Estimated Time:*** This is the first day of a five day unit

***Day One:*** 45 minutes

***Instructional Model:*** *Concept Attainment****-****A type of instructional strategy that focuses on the decision-making and categorization processes leading up to the creation and understanding of a concept. This model helps students achieve a deeper understanding of important concepts and ideas. By using examples and non-examples the students are able to arrive at a definition that enables the concept to be applied consistently to different skills.*

***Goal:*** *To help students develop a definition of the role/function of adverbs*

***Objectives:*** The students will be able to:

* Identify, define, and demonstrate correct usage of adverbs
* Locate and correctly apply adverbs in simple sentences
* Articulate that adverbs modify verbs by telling how something is done, when something is done, where something is done, or modify adverbs or adjectives by telling to what extent.
* Compare and Contrast examples and non-examples of adverbs, while organizing them onto a graphic organizer
* Extend their learning by silently acting out a variety of adverbs through a game titled Adverb Charades

***National Standards/Common Core Standards:***

* [CCSS.ELA-Literacy.L.3.1a](http://www.corestandards.org/ELA-Literacy/L/3/1/a/) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

***ALCOS Standards (2010):***

* 37.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]

***Counseling and Guidance (2003):***

* 1.) A:A1.1 - articulate feelings of competence and confidence as learners
* 4.) A:A1.4 - accept mistakes as essential to the learning process
* 11.) A:A3.2 - demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

***Materials:***

* Internet Resources via SMARTboard (YouTube video/Practice Questions on adverbs)
* Adverbs Handout
* Adverbs Graphic Organizer (cut & paste)
* 19 sticks of glue
* 19 adverb cards (Game Activity/Charades)
* Adverbs Assessment/ Quiz

***Special Education Accommodations:*** Lesson was planned with the Special Education Teacher to ensure that IEP goals were being met.

* ***Learning Disorder***

-Repeat Directions as needed

-Provide extra time

-Allow instructor/student to give additional assistance

-Use modified worksheets (multiple-choice)

-Use praise and/or positive reinforcement

* ***Behavior Disorder***

-Repeat Directions as needed

-Allow instructor/student to give additional assistance

-Call on student/students for feed-back

-Use praise and/or positive reinforcement

***Procedures:***

***Preplanning:***

* + Gather all materials
  + Ensure students have some background knowledge or are somewhat familiar with the topic

***Whole class:***

* + Teacher begins the lesson by introducing the topic.
  + Set Induction: Present class with a question…”Has anyone ever heard of an adverb” or “Can anyone tell me why adverbs are important”?
  + Teacher defines the true definition of an adverb and informs the students about its importance in writing.
  + Teacher reads and writes the following sentences on the white-board:

1. **The fish *swims*.**
   * + Ask student/s to identify the verb in the sentence.
     + With the sentences below, students are required to insert an adverb that would tell how, how often, when, or where the fish swims.
2. **How does the fish swim?** / (ex. The fish swims quickly.)
3. **When does the fish swim?** / (ex. The fish swims before the sharks appear.)
4. **How often does the fish swim? /** (ex. The fish swims every day.)
5. **Where does the fish swim? /** (ex. The fish swims inside of the sea.)

***Individual work:***

* Have students to complete the graphic organizer while comparing and contrasting examples and non-examples of adverbs.

***Whole class/Review:***

* Teacher shows a video on adverbs via YouTube.
* Review the definition
  + - What is an adverb?
    - What does it modify or tells more about?
* Begin the matching activity which requires students to select the correct adverb and place them in the appropriate sentences/ Completed via web.

***Closure (whole class/group):***

* Teacher introduces Adverb Charades
  + - Explain directions/Rules of the game
    - Form groups of 4 teams/ Heterogeneously mixed
    - Teacher/student selects a team leader within each group. This student will be responsible for coming to the front of the class and selecting a word from the list of adverbs. Once a word is selected, the group leader is required to assign 1-2 members to imitate the word.
    - Students in each group will cooperatively work together to create an action fit for the adverb/ each team-member is required to participate.

***List to be used in Adverb Charades (game)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Greedily*** | ***Selfishly*** | ***Blindly*** | ***Weakly*** | ***Tightly*** |
| ***Quickly*** | ***Beautifully*** | ***Shyly*** | ***Surprisingly*** | ***Shakily*** |
| ***Crazily*** | ***Painfully*** | ***Sleepily*** | ***Slowly*** | ***Cheerfully*** |
| ***Smilingly*** | ***Sadly*** | ***Loudly*** | ***Angrily*** | ***Laughingly*** |

***Assessment:***

* Teacher will distribute quizzes (2)/ one is modified for the students with learning disabilities.
* Teacher will observe and monitor individual work and when necessary, teacher will facilitate discussion by questioning and providing examples, making sure not to give the correct answer.
* At the conclusion of the assessment, students will write 1-2 sentence response to the question “What have you learned today”?
* Teacher will take up quizzes and provide feedback