Adverbs Ending with -ly

Objectives

In this mini-lesson, students will:
• Identify adverbs ending with -ly.
• Brainstorm adverbs ending with -ly.
• Use adverbs ending with -ly in sentences.

Preparation

Materials Needed
• Chart paper and markers
• Adverbs Ending with -ly (BLM 5)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and the Adverbs anchor chart onto chart paper prior to the mini-lesson.

1. Focus

Explain Adverbs Ending with -ly

Say: We use adverbs to tell more about the verb in a sentence and how the action takes place. Adverbs that end with -ly tell how something is done. Adverbs give our writing more detail and make it more interesting. For example, if I say “I ran,” that doesn’t give you any information about how I ran. If I include the adverb quickly in the sentence, it gives you a better description of how I ran: “I ran quickly.” The adverb quickly helps you form a more vivid picture in your mind. Adverbs are important in a personal narrative because they help the reader picture the events you write about.

Model Using Adverbs Ending with -ly

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

He looked closely at my chin.
So I lay there bravely.
I hardly breathed.

Modeling Text

Say: As I read this excerpt from a personal narrative, I notice several adverbs in the sentences. I’ll underline each adverb as I find it. In the first sentence I see a word that ends with -ly. The -ly ending is a signal that this word is an adverb. The adverb closely tells me how the person in the sentence looked at the chin. He looked at the chin like this. (Act out looked closely.) Then, I see the word bravely in the second sentence. Since bravely ends with -ly and tells me how the person was laying there, I know that bravely is an adverb. The person appeared like this. (Act out bravely.) The adverb hardly is used in the last sentence to tell how this person breathed. Without the adverb, the sentence would say, “I breathed.” The sentences “I breathed” and “I hardly breathed” are very different. Without the adverb hardly, I would not understand the writer’s meaning. The person breathed like this. (Act out hardly breathed.)
2. Rehearse

**Practice Using Adverbs Ending with -ly**

**Say:** Let’s think of a few more adverbs and use them in sentences.

Have students form small groups. Invite groups to think of five adverbs. Have groups share their results with the class. Record their adverbs on an Adverbs anchor chart.

<table>
<thead>
<tr>
<th>closely</th>
<th>bravely</th>
<th>hardly</th>
<th>quickly</th>
<th>happily</th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>loudly</td>
<td>smoothly</td>
<td>softly</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Adverbs Anchor Chart**

Invite students to form pairs and use two adverbs from the chart in sentences.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Practice Sentences**

Invite pairs to share their sentences with the class. Ask pairs to role-play their sentences to show that the adverbs tell how something is done.

3. Independent Writing and Conferring

**Say:** Remember to use adverbs in your writing to tell how something is done. When we use adverbs, our sentences have more detail and are more interesting to read. Adverbs will help readers of your personal narrative better understand the events you write about.

If you would like to give students additional practice recognizing and using adverbs ending with -ly, have them complete BLM 5.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 5. Ask students to share what they learned about adverbs ending with -ly.

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**Strategies to Support ELs**

**Beginning**

Help beginning ELs understand that adverbs tell how something is done. Write simple sentences using -ly adverbs on chart paper (for example, “I talk loudly,” “I talk quietly.”) Act out the meaning of the sentence, showing how the adverb tells you how to do the action. Have students read the sentences with you and act out their meanings.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the practice activity. Make sure students understand the meaning of each word on the anchor chart before they begin.