Adverbs Ending with -ly

1. Focus

Explain Adverbs Ending with -ly

Say: Adverbs are words that tell more about a verb. They tell how something is done. Many adverbs end in -ly, like the word slowly. When adverbs are used in a sentence, they help to make the sentence more interesting. If I say, “I rode my bike,” without using an adverb, you don’t know how I rode my bike. But I can use an adverb to give you a more complete picture of what happened. I can say, “I rode my bike slowly.” The adverb slowly tells you more about how I rode my bike. Adverbs make our writing clearer and more interesting.

Model Using Adverbs Ending with -ly

Display the modeling text on chart paper or using the interactive whiteboard resources. Read aloud the modeling text. Then discuss the use of adverbs and underline the adverbs in the modeling text.

| My tooth felt funny, so I touched it lightly. |
| The tooth wiggled slightly. |
| I wondered excitedly if it was going to fall out! |
| Then I was calmly eating a banana. |
| I was hardly chewing, but the tooth came out suddenly! |

Modeling Text

Say: This is a personal narrative about how I lost my first tooth. I explain that at first, I touched the tooth lightly. I give more information about how the tooth moved: it wiggled only slightly. You can tell how I felt about having a loose tooth: I wondered excitedly if it was going to fall out. You can see in your mind the scene when the tooth finally fell out. I was calmly eating a banana and hardly chewing, so I wasn’t expecting it to fall out at all. But it did fall out—suddenly. Using adverbs makes a big difference when you write a personal narrative.

Objectives

In this mini-lesson, students will:

- Identify adverbs that end with -ly in sentences.
- Understand that adverbs ending with -ly tell how something is done.
- Write sentences using adverbs that end with -ly.

Preparation

Materials Needed

- Chart paper and markers
- Adverbs Ending with -ly (BLM 7)
- Interactive whiteboard resources

Advanced Preparation

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

Practice Using Adverbs Ending with -ly

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to add adverbs to the sentences to make them more clear and interesting. (Students do not need to copy sentences.)

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

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The sun was shining ______. We were singing songs ______ as we hiked. The breeze blew ______, cooling us off. I ran ______ up the trail. Then we heard something crashing ______ in the forest. We stopped ______. My dad said ______, "We almost saw a bear!"
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Practice Text

Share Sentences with Adverbs Ending with -ly

Invite students to share how they used adverbs. Discuss their responses. Ask the following questions:

• What adverb did you choose?
• Why did you choose that adverb?
• What other adverb would also fit the sentence? How would it change the meaning of the sentence?

3. Independent Writing and Conferring

Say: Remember to use adverbs in your writing. When you write a verb, ask yourself, “How was this action done?” Think of an adverb that tells more about what happened and use it in the sentence. Adverbs give more details about your narrative and help make your writing more interesting.

If you would like to give students additional practice recognizing and using adverbs ending with -ly, have them complete BLM 7.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 7.

Strategies to Support ELs

Beginning

Focus on pairs of adverb opposites that ELs are likely to use in oral language (for example, softly/loudly, quickly/slowly). Model or act out the meanings of the adverbs and use them in simple sentences, such as “The music plays softly,” “The music plays loudly.” Have students say the sentences with you. Then have students act out simple actions using the adverbs. Help them say sentences describing their actions.

Intermediate and Advanced

Pair ELs with fluent English speakers during the practice activity. Make sure students understand the meaning of each sentence before they begin. Remind them that they will be using adverbs that end in -ly.