Use Adverbs for *How* and *When*

**Objectives**

In this mini-lesson, students will:

- Identify adverbs that describe how and when actions occur.
- Discuss the meanings of adverbs in text.
- Write using adverbs to tell how and when things happen.

**Preparation**

**Materials Needed**

- Chart paper and markers
- *How* and *When* Adverbs (BLM 3)
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the Adverbs chart, modeling text (without the underlining), and practice text (with the underlining) onto chart paper prior to the mini-lesson.

**1. Focus**

**Explain Adverbs**

**Say:** Adverbs are words that describe an action. We use adverbs in a sentence when we want to tell when something has happened or how it happened. If I say, “Get ready for recess quickly,” the word *quickly* tells how we need to get ready. *Quickly* is an adverb. If I say, “We’ll go to recess later,” the word *later* tells us when we will go to recess. *Later* is also an adverb. Many adverbs that tell how something happened end with *-ly*, which makes it easier for us to recognize them in our reading.

Display the following chart on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>How Adverbs</th>
<th>When Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>carefully</td>
<td>politely</td>
</tr>
<tr>
<td>quickly</td>
<td>loudly</td>
</tr>
<tr>
<td>softly</td>
<td>now</td>
</tr>
<tr>
<td></td>
<td>today</td>
</tr>
<tr>
<td></td>
<td>later</td>
</tr>
<tr>
<td></td>
<td>before</td>
</tr>
</tbody>
</table>

**Example Adverbs Chart**

**Say:** Look at the adverb *carefully*. This adverb tells us that something is done with care, as in “I walked the balance beam carefully.” Next, look at the adverb *politely*. This word describes how someone acts, as in the sentence, “He behaved politely.”

**Say:** Next, let’s look at the adverbs that describe when. If I say, “I’m going for a walk now,” the word *now* describes when I’m going for a walk. The word *today* can also be used as an adverb. If I say, “I’m going for a walk today,” the word *today* tells when I’m walking—on or during this present day. Model using the remaining *how* and *when* adverbs in sentences.

**Model Using Adverbs**

Display the modeling text on chart paper (without the underlining) or using the interactive whiteboard resources. Read the text aloud to students.

I had heard that panting sound *before*. I whistled and Tucker whimpered and whined *softly*. I leaned down and petted him, and he barked *loudly*.

**Modeling Text**

**Say:** I can look for and underline the adverbs that help explain how the dog, Tucker, acted. I look first at the words that end in *-ly*, and I also look near the verbs in case there are other words that describe how actions happened. I see
the word softly. This word is an adverb that tells how Tucker whimpered and whined. I see the adverb loudly. This word tells me how Tucker barked.

Say: I can also look for adverbs that tell when something happened. The adverb before in the first sentence tells me when the narrator heard that sound. Adverbs are important for describing how and when actions happen.

2. Rehearse

Practice Using Adverbs

Display the practice text on chart paper or using the interactive whiteboard resources. Ask students to work with a partner to tell whether the underlined adverbs in the sentences tell how or when. Ask each partner to think of a sentence that uses an adverb to tell how or when something happens.

Practice Text

1. “Who says?” Jake asked huffily as he folded his arms.
2. Then she started shouting Maria’s name.
3. “I’ll go later,” she stated.
4. I suddenly realized what was happening.

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

Share Sentences with Adverbs

Invite students to share their sentences and explain the meaning of each adverb.
• Which adverbs told how an action happened? How could you tell?
• Which adverbs told when an action happened? How could you tell?
• Which adverbs did you use in your own sentences?

3. Independent Writing and Conferring

Say: We learned why adverbs are important, how to find them in text, and how to use them to tell when and how things happen. When we use adverbs in our writing, they help to describe actions. Adverbs make our writing more interesting for readers.

If you would like to give students additional practice recognizing and using adverbs, ask them to complete BLM 3.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 3. Use students’ answers to provide corrective feedback.

Strategies to Support ELs

Beginning

Help beginning ELs understand how writers use adverbs to describe how we do something. Model walking slowly. Say: I walk slowly. Then model walking quickly. Say: I walk quickly. Write the sentences on chart paper, underline the adverbs, and read the sentences with students.

Intermediate and Advanced

Pair students with fluent English speakers. Encourage them to work together to develop sentences using the how adverbs happily and sadly and the when adverbs now and today.

All Levels

If you have ELs whose first language is Spanish, share this English/Spanish cognate: adverb/el adverbio.