Adverbial Phrases (Place)

1. Focus

Explain Adverbial Phrases (Place)

Say: A phrase is a group of words acting as a single part of speech. Some phrases act as adverbs. An adverbial phrase tells us more about the action in a sentence. Adverbial phrases can tell us where something takes place or is located. Let’s look at some sentences and identify the adverbial phrases that tell us where.

Model Using Adverbial Phrases (Place)

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

1. We stayed in a house right next to the beach.
2. At home, we don’t have much time together.

Objectives

In this mini-lesson, students will:
• Identify adverbial phrases.
• Understand that some adverbial phrases tell about place.
• Identify adverbial phrases related to place in sentences.

Preparation

Materials Needed
• Adverbial Phrases (Place) (BLM 3)
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

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

Modeling Text

After sentence 1. Say: In the first sentence, the adverbial phrase is in a house right next to the beach. This group of words functions as an adverb. It modifies the verb stayed. The adverbial phrase tells me where we stayed. I see the preposition in at the beginning of the phrase. Many adverbial phrases begin with prepositions. (Underline the phrase in a house right next to the beach.)

After sentence 2. Say: In the next sentence, the adverbial phrase is in a different place. It’s at the beginning of the sentence. The phrase At home tells me more about the verb don’t have. Now I know where the narrator and his father don’t have much time together—at home. (Underline the phrase At home.) Writers use adverbial phrases when they write personal narratives. The adverbial phrases make the narrative clearer by telling the reader where things happened.
2. Rehearse

Practice Using Adverbial Phrases (Place)

Display the practice text on chart paper or using the interactive whiteboard resources. Ask students to work with a partner to identify the adverbial phrase in each practice sentence. Ask them to think about the purpose of each adverbial phrase in the sentences. (Students do not need to copy the sentences.)

| 1. We swam and ate in local restaurants. |
| 2. He made a living selling watermelons on the beach. |
| 3. My dad took me to their graves. |

Practice Text

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

Share Sentences with Adverbial Phrases (Place)

Invite pairs to share their results with the class. Discuss their responses. Ask the following questions:

- **Sentence 1:** What does the adverbial phrase in local restaurants tell you? What is the preposition?
- **Sentence 2:** Take out the adverbial phrase on the beach. Does the sentence mean the same thing? Why or why not?
- **Sentence 3:** Take out the adverbial phrase to their graves. What happens to the meaning of the sentence?
- **All sentences:** What happens if you move the adverbial phrase to another place in the sentence? Does the sentence still make sense?

3. Independent Writing and Conferring

**Say:** We learned that adverbial phrases can help us tell where an action took place. Remember to include adverbial phrases in your personal narratives to help readers understand the events you describe.

If you would like to give students additional practice using adverbial phrases (place) in sentences, have them complete BLM 3.

4. Share

Bring students together. Invite volunteers to read aloud their answers and the sentences they wrote on BLM 3. Use students’ answers to provide corrective feedback. Ask students to share what they learned about adverbial phrases (place).

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**Strategies to Support ELs**

**Beginning**

Model using the prepositions to and on to tell where. Place a pencil on a table. **Say:** The pencil is on the table. Then point to the pencil. **Say:** I am pointing to the pencil. Write these sentence frames on chart paper:

The pencil is ______. I am pointing ______.

Ask students to place the pencil on the table and use the sentence frame to tell where it is. Then have them point to the pencil and tell where they are pointing.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the practice activity. Make sure students understand the sentences before beginning the activity. Point out the preposition in each sentence.