Use Adverbs for *Where* and *How Often*

**Objectives**

In this mini-lesson, students will:
- Identify adverbs that tell where or how often actions occur.
- Discuss the meanings of adverbs in text.
- Write using adverbs to tell where and how often things happen.

**Preparation**

**Materials Needed**
- Chart paper and markers
- *Where* and *How Often* Adverbs (BLM 7)
- Interactive whiteboard resources

**Advanced Preparation**

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

**1. Focus**

**Explain Using Adverbs**

*Say:* Adverbs can be used to help describe where something happens or how often something happens. If I say that that ball fell down to the ground, the word *down* tells me where the ball fell. If I say that I will never do something, the word *never* tells me how often something may or may not happen.

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

<table>
<thead>
<tr>
<th>Where Adverbs</th>
<th>How Often Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>never</td>
</tr>
<tr>
<td>inside</td>
<td>sometimes</td>
</tr>
<tr>
<td>here</td>
<td>usually</td>
</tr>
<tr>
<td>nowhere</td>
<td>always</td>
</tr>
</tbody>
</table>

**Example Adverbs Chart**

*Say:* The adverb *inside* tells where something happened, as in this sentence, “I went inside the house.” The adverb *here* also shows where something happens; for example, “We are playing here.” The adverbs *usually* and *sometimes* tell how often we do something, as in these sentences: “We *always* play here.” “We *sometimes* play here.”

**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.

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She and the other kids from the Oak Street Apartments *always* walked home together. But today, Jamal was *nowhere* in sight.
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**Modeling Text**

*Say:* I see that in the first sentence, the adverb *always* tells me how often the kids walk home together. They *always* do this. They do this same thing every day. The adverb *nowhere* in the second sentence lets me know that the kids can’t see Jamal, and they don’t know where he is.
2. Rehearse

Practice Using Adverbs

Ask students to work with a partner to choose two adverbs from the anchor chart and use them in written sentences.

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 some of their sentences using adverbs for where and how often. Ask them to explain the meaning of each of their adverbs.

- How did adverbs make your sentences better?
- Which adverbs showed where something happens?
- Which adverbs showed how often something happens?

3. Independent Writing and Conferring

Say: We learned that using adverbs in our writing can often help to make our writing more interesting for the reader. It’s important for the reader to understand where something is taking place. It’s also important to understand the time frame of how often something is happening or could happen.

If you would like to give students additional practice recognizing and using adverbs, ask them to complete BLM 7.

4. Share

Bring students together. Invite volunteers to share the sentences they wrote on BLM 7. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning

Model using adverbs that tell where. Sit on a chair. Say: I sit down. Then stand up. Say: I stand up. Write the sentences on chart paper and underline the adverbs. Read the sentences with students.

Intermediate and Advanced

Pair students with fluent English speakers. Encourage them to work together and select two adverbs that tell where and two adverbs that tell how often something happened. Ask them to create oral sentences for each adverb.

All Levels

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