Adverbial Phrases (Time)

Objectives

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

Preparation

Materials Needed
• Adverbial Phrases (Time) (BLM 7)
• 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.

1. Focus

Explain Adverbial Phrases (Time)

Say: A phrase is a group of words that is not a complete thought. Phrases act as a single part of speech. An adverbial phrase acts as an adverb, telling us more about the action in a sentence. Adverbial phrases can tell us when or at what time something takes place. Let’s look at some sentences with adverbial phrases that tell us when.

Model Using Adverbial Phrases (Time)

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

Modeling Text

1. During our trip, I found that I could talk to him about anything.
2. After a while I was breathing quickly and needed to stop.

After sentence 1. Say: When I read the first sentence, I see that it tells me at what point in time the narrator discovered he could talk to his dad. It happened during the trip. I will underline the adverbial phrase During our trip.

After sentence 2. Say: The second sentence tells me when the narrator was breathing quickly and needed to stop: After a while. I will underline the adverbial phrase. This phrase begins with the preposition after. Adverbial phrases often, but not always, begin with a preposition. Adverbial phrases that tell when something happened help the reader follow events in a narrative. They help clarify the order in which things happened.
2. Rehearse

Practice Using Adverbial Phrases (Time)

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

Ask students to work with a partner to complete each sentence with an adverbial phrase. Remind students that some adverbial phrases begin with prepositions. (Students do not need to copy the sentences.)

1. ______, we saw many wildflowers.
2. We had a great time ______.
3. ______, we crossed the finish line.

Practice Text

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

Share Sentences with Adverbial Phrases (Time)

Invite pairs to share their sentences with the class. Discuss their responses. Ask the following questions:
- What adverbial phrase did you use?
- What does the adverbial phrase tell you?
- How does adding an adverbial phrase affect the meaning of the sentence?

3. Independent Writing and Conferring

Say: We learned that adverbial phrases can tell us when or at what time an action took place. Using adverbial phrases will help make clear the chronology in your personal narrative.

If you would like to give students additional practice using adverbial phrases (time) in sentences, have them complete BLM 7.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 7. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning

Write the following sentence frames on chart paper:

In ______, I eat breakfast.
In ______, I eat dinner.

Model completing the adverbial phrase in each sentence. Use pantomime to communicate the meanings of the sentences. Say: In the morning, I eat breakfast. In the evening, I eat dinner. Help students use adverbial phrases to tell when they do certain things, and write their sentences on chart paper.

Intermediate and Advanced

Pair students with fluent English speakers during the practice activity. Make sure that students understand the meaning of each sentence before they begin.