

**Discipline:** Reading, Writing, Speaking, and Listening

**Standard Category:** Quality of Writing

**Lesson Focus:** Adverb grammar: total physical response (TPR)

<b>PA Standard(s):</b>	<b>Related TESOL Standard(s):</b>
1.5.8D: Write with an understanding of the stylistic aspects of composition. 1.5.3F: Edit writing using the conventions of language.	Goal 1: To use English to communicate in social settings. Standard 3: Students will use learning strategies to extend their communicative competence.

**Key Objectives in Accordance with TESOL Level:**

<b>Pre-Conversational/ Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
Students will be able to: <ul style="list-style-type: none"><li>Identify and point to appropriate adverb or word card when looking at a TPR activity.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Use appropriate adverbs from an adverb word bank in context.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>Understand and write several complete sentences using adverbs correctly.</li></ul>

**Materials:**

1. Collect large, bright *action* pictures
2. Adverb Word Web Worksheet
3. Large flash cards of adjectives on one type of colored paper and adverbs written on another colored paper. (teacher/student-created)
4. TPR activities to demonstrate how adverbs affect the verb's actions.

**Procedures:**

1. Use TPR to review the concept of how adverbs affect verbs.  
Examples: The boy ran slowly (pantomine running "slowly"). The dog snarled viciously. (pantomine a "vicious" snarl).
2. Have students complete the Adverb Web Activity as directed.
3. Brainstorm more adverbs for building up vocabulary word bank.
4. Pair work: Students write various sentences using new grammar.

**Assessment:**

1. Uses many new adverbs to describe action pictures.
2. A writing- descriptions- test assessed by a teacher- created rubric which counts the number of adverbs used.

**Notes:**

1. The adverb web and developing a word bank is great for all language speakers. Students often enter "ruts" and over use common words.
2. Beginning English language learners may need to show understanding first of specific vocabulary by drawing pictures or answering the question How? Students may also complete a pre-written cloze form that will include the Adverb Word Bank.
3. The adverb web can also be used with adjectives.

**Suggested**

**Level:**

Middle

**Lesson Focus:**

Adverb grammar

**Teaching**

**Strategies:**

Whole group instruction

Total physical response (TPR) activities to demonstrate how adverbs affect action verbs

**Assessment**

**Strategies:**

Orally compare/contrast

Written test

Teacher created rubric which counts the number of adjectives and adverbs used in student's written piece

# Adverb Word Webs

Name \_\_\_\_\_ Date \_\_\_\_\_

Write an action word in the middle circle of each web.

Write adverbs that describe the verb in the outer circles. Include adverbs that have both positive and negative connotations. An example has been provided.

Verb: run

Adverbs: athletically, gracefully, fast, smoothly; negative, awkwardly slowly, and clumsily

## Positive Connotations

## Negative Connotations

