

ADVERBS

Sentence Fluency & Grammar

EVERYTHING You Need!

 Digital Learning
Independent Student Work

 Classroom Ready
Print & Go or Google Slides

 Instructional Video
Watch at School or at Home

 Step-by-Step Practice

Middle School
GOOGLE Slides
READY!!



Ready to Assign! Independent Student Instruction



GOOGLE SLIDES:

Worksheets, Step-by-Step **Instructional Video**, **PowerPoint**, and **Answer Keys**

Instructional Video



Video MP4 available for
download through Google Drive

Show in class or send this entertaining, **Instructional Video** to students. Use it to introduce or teach the lesson or show in segments to emphasize each part of writing using **Adverbs**. The video is approximately **20 minutes long**.

Classroom Ready



ADVERBS "At their best, adverbs spice up a verb or adjective. At their worst, they express a meaning already contained in the sentence."

Showcase your **WORD CHOICE** and increase your **SENTENCE FLUENCY**

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Write On! Lesson Plan

Common Core State Standards (Highlighted)

Write On! Lesson Plan

Common Core State Standards (Highlighted)

Write On! Lesson Plan

Common Core State Standards (Highlighted)

Write On! Lesson Materials

Subject: Vocabulary, Grammar, Reading/Writing

Everything is Done

for you!



ADVERBS

Let's practice identifying the Adverbs in each sentence and telling the type of description. Circle the Adverbs and write the type of description.

1. What is an Adverbial Clause?

2. What is an Adverbial Phrase?

3. What are other types of Adverbs?

4. What are the different functions of Adverbs used as **intensifiers**?

5. What happens when a Modifier is attached to and this modifies a word? What does it modify?

Let's practice using Adverbs in your writing to improve your sentence fluency and voice. Rewrite each sentence, beginning it with an Adverb.

1. I approached the haunted house cautiously.

2. The small child got slowly to his feet.

ADVERBS

Starting a sentence with an **adverb** is another method you can use to help develop the fluency of your writing. This will help eliminate sentences that do not easily flow into the next sentence, and it will add to your "voice."

Definition: An **adverb** is a word that **modifies** (describes) a verb, adjective, or another adverb. It answers the questions: **When? Where? How? In what manner? To what extent?**

The **underlined word** in each sentence is an adverb.

1. Suddenly, I remembered my report was due on Monday.

2. Unfortunately, I missed my train to take me to the library.

3. Luckily, she agreed to leave me after breakfast.

Adverb of Location where **Adverb of Time** when **Adverb of Manner** how **Adverb of Degree** to what extent

1. What is an Adverbial Clause?

2. What is an Adverbial Phrase? A **type of words that answers a part of the sentence.**

3-7. What are other types of Adverbs?

8-10. What are the different functions of Adverbs used as **intensifiers**?

11. What happens when a Modifier is attached to and this modifies a word? **not to modify**

12. I approached the haunted house cautiously.

13. The small child got slowly to his feet.

14. The teacher was in a hurry to get to class.

15. The small child got slowly to his feet.

Now It's Your Turn

Let's practice identifying the Adverbs in each sentence and telling the type of description. Circle the Adverbs and write the type of description.

14. The mail carrier quickly arrived.

15. We can hardly meet her.

16. Maggie gladly opened her hands generously.

17. We won the contest readily.

18. He keeps his collection carefully.

19. He works on it often.

20. Sometimes friends send Bush new stamps.

21. He buys unusual stamps regularly.

22. He buys unusual stamps regularly.

Read the sentences. Then, write each adverb and the word or words it modifies.

1. The hiker quickly climbed up the very steep trail.

2. Suddenly, we found a garden where vegetables had been carefully planted.

3. Spring always seems nicer after a really cold winter.

4. Our football team easily defeated our cross-town rivals.

5. The meadow looked especially beautiful on that incredibly sunny day.

6. Eventually, the kids learned that the plans they had quickly made wouldn't work.


7. My sister gently placed the puppy directly behind my father.

8. Noisily, the students rushed toward the recently completed playground.

PowerPoint

ADVERBS "At their best, adverbs spice up a verb or adjective. At their worst, they express a meaning already contained in the sentence."

Showcase your **WORD CHOICE** and increase your **SENTENCE FLUENCY**



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ADVERBS **What is an ADVERB?**

A word that modifies a verb, an adjective, or another adverb

It answers the following questions: Where? When? How? In what manner?

Frequently ends in -ly

Examples:

1. **Suddenly**, I remembered my report was due on Monday.
2. **Immediately**, I asked my mom to take me to the library.
3. **Luckily**, she agreed to take me after breakfast.

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ADVERBS **ADVERBS modify Verbs**

Adverbs that modify **verbs** answer one of the following questions: Where? When? In what way? To what extent?

Negative adverbs, such as **not**, **never**, and **nowhere**, also modify **verbs**.

Examples:

1. We **saw** the bird **there**.
2. **Yesterday** we **went** to school.
3. I **mostly** **agree** with you.

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ADVERBS **ADVERBS modify Verbs**

Adverbs that modify **verbs** answer one of the following questions: Where? When? In what way? To what extent?

Negative adverbs, such as **not**, **never**, and **nowhere**, also modify **verbs**.

Examples:

1. The students **never** **arrived** at the pep rally.
2. I **could not** **answer** the question I was asked about the homework assignment.
3. The trail through the forest **led nowhere** and caused the hikers to become lost.

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ADVERBS **ADVERBS modify Adjectives**

Adverbs that modify **adjectives** answer the following question: To what extent?

Examples:


1. National parks are often considered to be **very** **beautiful**.
2. The basketball player looked **extremely** **tall** standing next to the other students.
3. The cruise ship is **definitely** **huge**.

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Included as
PPT &
Google Slide



PLUS 14 SLIDES
Using Adverbs
in Writing
Step-by-Step Instruction



Step-by-Step Instruction

ADVERBS

ADVERBS

modify other **Adverbs**

 **Adverbs** that modify other **adverbs** answer the following question:

To what extent?


Examples:


1. My sister runs **very fast**.
2. **Almost daily** my teacher gives us a quiz.
3. The student **quite easily** solved the problem.

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ADVERBS

TYPES OF ADVERBS

 If a group of words containing a subject and verb acts as an **adverb** (modifying the verb of a sentence), it is called an **Adverb Clause**:
When this class is over, we're going to the movies.

 When a group of words **NOT** containing a subject and verb acts as an **adverb**, it is called an **Adverbial Phrase**:

He went **to the movies**.

She works **on weekends**.


They live in Florida **during the winter**.


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ADVERBS

TYPES OF ADVERBS

 **Adverbs of Manner – How?**
The student moved **slowly** and spoke **quietly**.


 **Adverbs of Place – Where?**
She has lived **in this state** all her life.
She still lives **there** now.


 **Adverbs of Frequency – When?**
She takes the bus to school **every day**.
She **often** goes out with her best friend.

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ADVERBS

TYPES OF ADVERBS

 **Adverbs of Time - When?**
She tries to get back **before dark**.
It's starting to get dark **now**.
She finished her dinner **first**.
She left **early**.

 **Adverbs of Purpose – To what extent?**
She drives her car slowly **to avoid getting a ticket**.
She shops in several stores **to get the best buy**.

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Step-by-Step Instruction

ADVERBS

Adverbs often function as **Intensifiers**



Adverbs can convey a greater or lesser emphasis to something. Intensifiers are said to have different functions; they can emphasize or amplify.

Emphasizers:

I **really** don't believe him.
He **literally** wrecked his mother's car.
She **simply** ignored me.
They're going to be late, **for sure**.

Amplifiers:

The teacher **completely** rejected her proposal.
I **absolutely** refuse to attend any more faculty meetings.
They **heartily** endorsed the new restaurant.
I **so** wanted to go with them.
We know this city **well**.

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ADVERBS

Positions of **ADVERBS**



One of the hallmarks of **adverbs** is their ability to move around in a sentence.

Beginning of a sentence

Solemnly, the teacher addressed her class.

End of a sentence

The teacher addressed her class **solemnly**.

Before a verb

The teacher **quietly** walked into the class.

After a verb

The teacher walked **quietly** into the class.

Between parts of a verb phrase

The teacher had **quietly** walked into the class.

Before an adjective

The teacher was **always** happy to see the students.

Before another adverb

The teacher spoke **rather** quietly.

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ADVERBS

Positions of **ADVERBS**



The following **adverbs** of frequency appear in various points in these sentences:

Before the main verb:

I **never** get up before nine o'clock.

Between the auxiliary and the main verb:

I have **rarely** written to my brother without a good reason.

Before the verb used to:

I **always** used to see him at his summer home.

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ADVERBS

Inappropriate **ADVERB** Order



Modifiers can sometimes attach themselves to and thus modify words that they ought not to modify.

They reported that John Smith, the noted author, had died on the six o'clock news.

Clearly, it would be better to move the underlined **modifier** to a position immediately after "they reported" or even to the beginning of the sentence — so the poor man doesn't die on television.

They reported on the six o'clock news that John Smith, the noted author, had died.


On the six o'clock news, they reported that John Smith, the noted author, had died.

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Step-by-Step Instruction

ADVERBS

Inappropriate ADVERB Order

 Misplacement can also occur with very simple modifiers, such as *only* and *barely*:

She only grew to be four feet tall.

 It would be better if:

"She grew to be only four feet tall."

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ADVERBS

Let's Practice

Rewrite each sentence to begin with an adverb.

1. I approached the haunted house cautiously.

Cautiously, I approached the haunted house.

2. The small child got slowly to his feet.

Slowly, the small child got to his feet.



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ADVERBS

Let's Practice

Identify the **Adverb** in each sentence.
Tell the type of description.
(*how, when, where*).

The mail carrier **finally** arrived.

When?

We ran **out** to meet her.

Where?



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ADVERBS

Let's Practice

Identify the **Adverb** in each sentence.
Tell the type of description.
(*how, when, where*).

Maggie clapped her hands **excitedly**.

How?

I **quickly** opened the gold envelope.

How?



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Step-by-Step Instruction

ADVERBS

Let's Practice 

Identify the **Adverb** in each sentence.
Tell the type of description.
(**how, when, where**).

He keeps his collection **upstairs.**

Where?

"We won the contest!" she
shouted **proudly.**

How?

He works on it **often.**

When?



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ADVERBS

Let's Practice 

Identify the **Adverb** in each sentence.
Tell the type of description.
(**how, when, where**).

Sometimes friends send Butch
new stamps.

When?



He buys unusual stamps **downtown.**

Where?

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Google Links Pages

HOW TO USE THIS RESOURCE


To get started, you will need:

- #1: Internet Access
- #2: Google Account

To access Google Slides & Worksheets:

- #1: Click on the links provided on the next two pages
- #2: Make a copy of the slides (this will save to your Google account)
- #3: Share the link by clicking 'Share'
- #4: Students will need to follow the instructions on the first page of the student worksheets

To create a Google Account, Click on the icon



Sentence Fluency

for Google Classroom

Click on the icon to download:

PowerPoint



Video





Sentence Fluency

for Google Classroom

Click on the icon to download:

Student Worksheets



Simply **Click** on the **Icon** next to the resource you want, and you are **ready to go!**

Lesson Plans

Includes:

- ✍️ Instructional Focus
- ✍️ Instructional Procedures
- ✍️ Objective/Goals
- ✍️ Guided Practice
- ✍️ Differentiation
- ✍️ Enrichment Activities
- ✍️ I Can Statement
- ✍️ Essential Question
- ✍️ CCSS
- ✍️ ESE & ELL Strategies
- ✍️ Includes 6th, 7th, & 8th

Write On! Lesson Plan

Vocabulary Acquisition and Use
 CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 CCSS.ELA-Literacy.L.6.4 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Write On! Lesson Plan

Text Types and Purposes
 CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis, and presentation of relevant facts, definitions, concrete details, quotations, or other relevant media.
 CCSS.ELA-Literacy.W.6.2a Introduce a topic or general idea and state a main purpose or thesis.
 CCSS.ELA-Literacy.W.6.2b Organize ideas and related information into paragraphs that are supported by relevant facts, definitions, concrete details, quotations, or other relevant media.
 CCSS.ELA-Literacy.W.6.2c Analyze how relevant facts, definitions, concrete details, quotations, or other relevant media are used to support a main purpose or thesis.
 CCSS.ELA-Literacy.W.6.2d Analyze how relevant facts, definitions, concrete details, quotations, or other relevant media are used to support a main purpose or thesis.

Write On! Lesson Plan

Lesson Title: Incorporating Adverbs

Instructional Focus: The instructional focus of the Adverbs lesson is for students become familiar with and confident in incorporating Adverbs in their writing to effectively add organization and fluency to their essays.

Goals: The teacher will review the lesson and then decide whether to use a class set of worksheets, individual copies of worksheets, or upload to Google Classroom for interactive use of the worksheets. Make copies as needed. Next, present the PowerPoint during class.

Direct Instruction: The students will incorporate sentences using adverbs in multiple locations in sentences as an integral part of their essays. The students will be able to produce paragraphs with evidence of incorporating adverbs to add organization and sentence fluency to their essays.

Guided Practice: Show students through where adverbs can be located in sentences and the benefits and drawbacks of each type of location. Review examples of types of adverbs and at types of questions they answer. Students will practice writing body paragraphs with adverbs highlighted and used in different locations in various sentences.

Enrichment Activities: As a class, revisit previously written essays and add in adverbs for more descriptive language. Have the students write paragraphs with different types of adverbs.

Differentiation: 1. Choose several paragraphs written by students with examples of strong adverb usage. Put them on a Smartboard, overhead projector, LCD projector, or Elmo for the class to view (remember to use examples that were not as strong. Practice making sentences more descriptive with adverbs.)
 2. Follow the same procedures as above but use examples with different types of adverbs. Practice making sentences more descriptive with different types of adverbs used in different parts of sentences.
 3. Have students revise their own body paragraphs with different types of adverbs used in peer groups assigned by the teacher and evaluate the body paragraphs for adverb usage.
 4. Place students in peer groups assigned by the teacher and evaluate the body paragraphs for adverb usage.
 5. Finish Incorporating Adverbs worksheet for homework if not completed during class time.
 6. Assign a Write On! Partner, and revise body paragraphs using Adverbs.

I Can Statement: I can use adverbs effectively to increase my sentence fluency stronger?

Essential Question: How can using adverbs make my sentence fluency stronger?

Write On! Lesson Materials: Student Worksheet Video PowerPoint Presentation

Common Core State Standards (highlighted): CCSS.ELA-Literacy.W.6.2a Introduce a topic or general idea and state a main purpose or thesis. CCSS.ELA-Literacy.W.6.2b Organize ideas and related information into paragraphs that are supported by relevant facts, definitions, concrete details, quotations, or other relevant media. CCSS.ELA-Literacy.W.6.2c Analyze how relevant facts, definitions, concrete details, quotations, or other relevant media are used to support a main purpose or thesis. CCSS.ELA-Literacy.W.6.2d Analyze how relevant facts, definitions, concrete details, quotations, or other relevant media are used to support a main purpose or thesis.

Page 1 of 3



Student Worksheets

These 4 pages of worksheets allow the students to practice Note-Taking, identify various types of Adverbs, and implement the Skills they have learned.



ADVERBS

Starting a sentence with an **adverb** is another method you can use to help develop the fluency of your writing. This will help eliminate sentences that do not easily flow into the next sentence, and it will add to your "voice."

Definition: An **adverb** is a word that **modifies (describes)** a verb, adjective, or another adverb. It answers the questions: *Where? When? In what manner? To what extent?*

The **underlined word** in each sentence is an **adverb**.

- ✓ **Suddenly**, I remembered my report was due on Monday.
- ✓ **Immediately**, I asked my mom to take me to the library.
- ✓ **Loudly**, she agreed to take me after breakfast.

1. What is an **Adverb Clause**?

2. What is an **Adverbial Phrase**?

3 - 7. What are other types of **Adverbs**?

8 - 9. What are the different functions of **Adverbs** used as **Intensifiers**?

10. What happens when a **Modifier** is attached to and thus modifies a word it ought not to modify?

Let's practice incorporating **Adverbs** in your writing to improve your sentence fluency and voice: Rewrite each sentence, beginning it with an **Adverb**.

11. I approached the haunted house cautiously.

12. The small child got slowly to his feet.

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Let's practice identifying the **Adverb** in each sentence and telling the type of description. Circle the **Adverb** and write the type of description.

- The mail carrier finally arrived.
- We ran out to meet her.
- Maggie clapped her hands excitedly.
- I quickly opened the gold envelope.
- "We won the contest!" she shouted proudly.
- He keeps his collection upstairs.
- He works on it often.
- Sometimes friends send Butch new stamps.
- He buys unusual stamps downtown.

Now It's Your Turn

Read the sentences. Then, write each adverb and the word or words it modifies.

- The hiker quickly climbed up the very steep trail.
- Suddenly, we found a garden where vegetables had been carefully planted.
- Spring always seems nicer after a really cold winter.
- Our football team easily defeated our cross-town rivals.
- The meadow looked especially beautiful on that incredibly sunny day.

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- Eventually, the kids learned that the plans they had quickly made wouldn't work.
- My sister gently placed the puppy directly behind my father.
- Noisily, the students rushed toward the recently completed playground.
- The cross-country team crossed the finish line wearily.
- My family often returns to the site where we had luckily found a camp site.

Read the sentences. Write the adverb in each sentence and list what question it answers. (When? Where? In what way? To what extent?)

- I hope our friendship never ends.
- Squash will grow well in this garden.
- My English teacher seemed extremely excited at the book fair.
- Yesterday, I saw a student kicking his locker in frustration.
- The principal seemed very upset when he saw the same student.
- My brother did his chorus carefully.
- My best friend's mother can take me home later.
- You should leave your muddy shoes outside.

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- My sister worked on her literary fair project happily.
- Bring the books here.

Read the sentence. Write the word that each underlined adverb modifies. Write whether that word is a verb, an adjective, or an adverb.

- By noon, we had successfully completed our treehouse.
- We washed my older brother's car very carefully.
- The two teachers were extremely precise when calculating grades.
- In the early days of flying, airplane travel was quite dangerous.
- Some students have been studying rather seriously when preparing for exams.
- When we finally located a gas station, our car was very nearly empty.
- My mother returned safely from her first zip-line experience.
- The book on extinct species was incredibly interesting.
- Did you know you can fly nonstop from New York to Los Angeles?
- My brother hardly ever forgets to do his homework.

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Included as PDF and Google Slides



Answer Keys

Included as PDF

Read the sentence. Write the word that each underlined adverb modifies. Write whether that word is a verb, an adjective, or an adverb.

21. By noon, we had successfully completed our treehouse.

Completed - verb

22. We washed the dishes carefully.

Carefully - adverb

23. The two teams played precisely.

Precise - adverb

24. In the early morning, the hiker was dangerously tired.

Dangerous - adjective

25. Some students were seriously bored.

Seriously - adverb

26. When we finished, the room was empty.

Empty - adjective

27. My mother returned home late.

Returned - verb

28. The book was interesting.

Interesting - adjective

29. Did you know he flew there?

Fly - verb

30. My brother ever goes to the beach.

Ever - adverb

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9. The cross-country team crossed the finish line wearily.

Wearily - crossed

10. My family often returns to the city where we had luckily found a good site.

Often - returns

Read the sentences. Write the adverb answers. (When? Where? In what way?)

11. I hope our friendship never ends.

Never - when

12. Squash will grow well in this climate.

Well - in what way

13. My English teacher seemed amazed.

Extremely - to what extent

14. Yesterday, I saw a student knapping.

Yesterday - when

15. The principal seemed very upset.

Very - to what extent

16. My brother did his chores carefully.

Carefully - in what way

17. My best friend's mother can wait.

Later - when

18. You should leave your muddy shoes outside.

Outside - where

19. My sister worked on her letter happily.

Happily - in what way

20. Bring the books here.

Here - where

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Let's practice identifying the **Adverb** in each sentence and telling the type of description. Circle the **Adverb** and write the type of description.

14. The mail carrier finally delivered the letter.
15. We ran out to meet her.
16. Maggie clapped her hands excitedly.
17. I quickly opened the goody bag.
18. "We won the contest!" she cried.
19. He keeps his collection in a box.
20. He works on it often.
21. Sometimes friends send me postcards.
22. He buys unusual stamps everywhere.

Now It's Your Turn!

Read the sentences. Then, write each adverb answer.

1. The hiker quickly climbed up the very steep mountain.
Quickly - climbed
2. Suddenly, we found a garden where the flowers were blooming.
Suddenly - found
3. Spring always seems nicer after a really cold winter.
Always - seems really - cold
4. Our football team easily defeated our opponents.
Easily - defeated
5. The meadow looked especially beautiful in the morning.
Especially - beautiful in - morning
6. Eventually, the kids learned that their teacher was right.
Eventually - learned quick -ly
7. My sister gently placed the puppy down, but he barked directly at her.
Gently - placed directly - beh-aved
8. Noisily, the students rushed toward the teacher's desk.
Noisily, toward - rushed recently -ly

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ADVERBS

Starting a sentence with an **adverb** is another method you can use to help develop the fluency of your writing. This will help eliminate sentences that do not easily flow into the next sentence, and it will add to your "voice."

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The underlined word in each sentence is an **adverb**.

- ✓ Suddenly, I remembered my report was due on Monday.
- ✓ Immediately, I asked my mom to take me to the library.
- ✓ Luckily, she agreed to take me after breakfast.

1. What is an **Adverb Clause**?

A group of words containing a subject and a verb that acts as an adverb modifying the verb of the sentence

2. What is an **Adverbial Phrase**? A group of words NOT containing a subject and verb that acts as an adverb

- 3 - 7. What are other types of **Adverbs**?

Adverbs of Manner
Adverbs of Place
Adverbs of Frequency
Adverbs of Time
Adverbs of Purpose

- 9 - 10. What are the different functions of **Adverbs** used as **Intensifiers**?

To emphasize
To amplify

11. What happens when a **Modifier** is attached to and thus modifies a word it ought not to modify?

Creates confusion, meaning not clear, etc.

Let's practice incorporating **Adverbs** in your writing to improve your sentence fluency and voice. Rewrite each sentence, beginning it with an **Adverb**.

12. I approached the haunted house cautiously.

Cautiously, I approached the haunted house.

13. The small child got slowly to his feet.

Slowly, the small child got to his feet.

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