

Active Adverbs and Adjectives

Pillar: Active Living

Division I

Grade Level: 2-3

Core Curriculum Connections: Language Arts

I. Rationale: This lively, charade-like activity reinforces the relationship between action verbs and adverbs in a physical way. Through creative movements, students learn what adverbs are and how they differ from their commonly confused counterpart: adjectives. By dramatizing adverb/verb pairs, students are sure to remember that adverbs are words that most often modify verbs, making the actions more descriptive and interesting. This activity will help students to identify how these modifiers improve the quality of stories they read and how they can incorporate specific adverbs and adjectives into their own writing to do the same.

II. Curriculum Outcomes: Language Arts

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcome: Attend to grammar and usage

Grade 2

- identify adjectives and adverbs that add interest and detail to stories

Grade 3

- use adjectives and adverbs to add interest and detail to own writing

III. Materials:

- index cards (half with verbs, half with adverbs)

IV. Procedure:

1. Introduce action verbs as words that indicate some form of action.
2. introduce “adverb” as a modifier that tells how the action is performed.

3. Pass out index cards or spread them on the ground.
4. Have the students each pick one card. They must then decide if the word that is written on the card is an action verb or an adverb.

The children will each partner up with someone who has the other type of word and the two of them will act out the phrase (ex: hop quickly). The words must make sense together.

V. Variations:

1. If this is a fairly new concept or if several students are struggling, the action verbs could be denoted by using all capital letters and the adverbs could be written in lower case letters to help students differentiate between the two during the activity.
2. Difficulty of word choice for the index cards may be modified for different groups of students to correspond to their ability level.
3. For an odd number of students, have each student pick out one card (verb or adverb) and then ask them to find as many matches to act out as they possibly can in one minute. Students will most likely be bouncing, crawling, clapping, and doing numerous other actions that keep them physically active for the entire time.
4. Use index cards with adjectives and nouns to match-up. Since students cannot act out adjectives, have them draw their match and share with the rest of the class. They can still get active challenging them to make as many matches and drawings as possible in a pre-determined time frame. This could also be done on the board in a "Win, Lose, or Draw" game format.

VI. Assessment Ideas:

- Following the activity, have each student write a few sentences describing the adverb/verb they acted out. Challenge more capable students to write completely new sentences applying the adverb/verb pairs to other contexts.
- Students could complete cloze activities where adverbs or adjectives are left out of the sentences and students select their own adverb or adjective to add more detail and interest to the sentence.
- Have students review a story or journal entry that they have written recently and add specific adverbs and adjectives into their writing to make it more lively and descriptive.

VII. Source:

- Adapted from the web site: PECentral.org