

Adverbs

This was a good lesson and lead well into the second day. 9/10

Descriptive Data

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Team: Challenger
Teacher: Ms. Asperheim
Date of lesson(s): March 7, 2006
Topic: Adverbs

Standards

Standards

- | | |
|-----------------------------|--|
| ND-K12.ELA.4-8.3 | STANDARD: Students engage in the writing process Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically. |
| ND-K12.ELA.4-8.3.B.2 | > Use strategies to write for a variety of purposes and audiences |
| ND-K12.ELA.4-8.3.B.6 | > Present* written work |
| ND-K12.ELA.4-8.4 | STANDARD: Students engage in the speaking and listening process. |
| ND-K12.ELA.4-8.4.B.5 | > Give and receive feedback |

Resources

Resources/Unitedstreaming

No resources added.

Details

Gail's Websites

Attachments [educational_websites.doc](#)

Learning Objectives

You list a number of standards that seem very relevant but do your objectives address those standards adequately? For example, I know that the each student was called upon to address a sentence structure regarding adverbs but I don't see that addressed in your objectives.

The students should be able to identify adverbs within a sentence.
The students should be able to create sentences that contain adverbs.

Assessment

I like the use of a "word-web". That allows all the students to participate and provides you with a good means for evaluation. Worksheets also assist with assessment as long as they are not redundant (I realize that Nicole wants you to do the worksheet).

The assessment will be done on the 8 sentences the students create as a group. Each student will create 2 sentences in a different color than their group members and this will enable the teacher to identify and assess their individual sentences. Teacher will be looking for the correct use of adverbs in the sentence. (Formative)

The will also be a second assessment. The worksheet will be corrected as a class on Wednesday and will be assessed as a worksheet. (Formative)

Procedures

Great activities! They match the standards and address your objectives. You model the concept and then involve the students in the learning process. The students learn, create, share and review the concept. Nice job.

Introduction: 5-7 minutes-Adverb Poem

Following the reading of the poem, ask the students to define an adverb. Next the students will brainstorm.

(2-3 minutes) Brainstorming activity where the students (in groups of four--seating arrangement allows for this) create a list of words (5-10) they believe are adverbs. We will share these as a group. Teacher will write the students' suggestions on the overhead.

Activity: 15-25 minutes -Modifying Rather Well Activity

Introduce students to list of adverbs (this will be established on overhead using their list and teacher will hand out a pre-made list that the students will be required to fill in as they are discussed in class). Explain to the students that these adverbs can be used to describe verbs, adjectives, and other adverbs and that they answer the questions how? when? where? and to what extent? Then ask for an example or suggestion of how to use one of the words correctly in a sentence, such as "She sings *loudly*." Have another student

give a different example. Repeat.

The students challenge will be to choose a famous person to write about. They will have to create 8 sentences about the famous person without naming him or her. Each sentence will have to include at least one adverb. Finally, each group will share with the class their sentences aloud and the class will then try to identify the person being described. Share the teacher example.

Based on the Activity found in Parts of Speech. Motivating Activities to Teach Basic Skills. Andrews, Becky. The Education Center: New York, 2000. page 35.

Activity: 15 minutes- Mini-lesson on Adverbs

As a class, we will go over the overhead which discusses what adverbs modify and what questions adverbs answer. We will refer to the list of adverbs we created as a class. We will also go over the example worksheet doing some problems as a class and some individually. Teacher will randomly call on students or ask for volunteers to share their answers.

Closure: 5 minutes- Review what questions adverbs answer

Assign Worksheet 127 and 128 due tomorrow, Wednesday, March 8, 2006.

Accommodations

How do you assure that the peers are providing assistance? Your observations and assistance were quite helpful.

By working in groups, the students will be able to provide peer assistance to the struggling learners. I will also be walking around the room providing directions and guidance.

Materials/Equipment

Example worksheets
Homework worksheets
Overheads of the poem, adverb definitions, my example activity
Poster board
Markers

Reflection

Sounds like you had a very successful individual teach. You recognize successes as well as areas for improvement. Continue to search for additional ways to share your knowledge with the students beyond note taking (group outlining, jigsaws, etc). You overcame some obstacles and still experienced success. I enjoyed your second day lesson. Very nice job.

I felt that this lesson went extremely well. I clearly met my standards and objectives and the assessment was simple and easy. I really enjoyed seeing the students work in groups and I enjoyed viewing their final creation.

The poem seemed like a very successful strategy in gather their attention. They were able to brainstorm adverbs without prior knowledge just by looking at the poem.

During the activity, it got somewhat noisy in the classroom, but I think that it was just because they were excited and eager to try something new. Some of the students had difficulty narrowing down their choice of “celebrity” that took a majority of the time. I don’t know how else I could have eliminated the wasted time and still allowed them their own choice. Also, one of the celebrity choices bordered on inappropriate. Although I strictly moderated that group, I should have made it clearer to all that questionable celebrities were not allowed.

After the activity and the sharing with the class, we got into the overhead and note taking. Although this was the low point of the lesson, it needed to be covered. I don’t know how I can get through the material (which is essential) and still maintain their interests. I need to work on that aspect more.

Finally I gave them the worksheet for homework. Third period didn’t receive the worksheet until the final minutes of class which caused confusion and chaos. I was unaware of the correct dismissal time and therefore I needed to adjust the lesson for the next day. Things turned out okay though and I was pleased with the active engagement and participation of the class as a whole.