Student: Katie Marsala Professor: Professor Kraemer

Course: EDU 329 02 Date: April 16th 2014

Grade 2 Topic: Adverbs Content Area: ELA

Lesson #2

**INSTRUCTIONAL OBJECTIVE (*Lesson Objective*\*)**

After a lesson on adverbs, the students will create an adverb tree with no less than four sentences including appropriate adverbs for each.

**CCLS/NYS STANDARDS AND INDICATORS**

[CCSS.ELA-LITERACY.L.2.1.E](http://www.corestandards.org/ELA-Literacy/L/2/1/e/):

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**Indicator:**

* This will be evident when the students construct an adverb tree consisting of no less than four sentences including the appropriate adverb in each sentence.

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Indicator:**

* This will be evident when the students answer questions and interact with the SMARTboard based on adverbs.

**MOTIVATION (*Engaging the learners*\*)**

The teacher will read aloud the book “Dearly, Nearly, Insincerely: What is an Adverb?” by Brian P. Clearly. The students will turn and talk to their partners on what they learned about adverbs from the book, then discuss as a class.

**MATERIALS**

* Book “Dearly, Nearly, Insincerely” by Brian P. Cleary
* Smart-Board
* Glue
* Cut-out adverb tree
* Eating with Adverbs Worksheet

**STRATEGIES (*Learning strategies*\*)**

Independent study: This will be evident when the students work independently to create an adverb tree consisting of four sentences with appropriate adverbs.

Group Discussion: This will be evident when the students discuss adverbs and interact with the SMARTboard by playing games and “turn and talk” with their partners.

Teacher Demonstration: This will be evident when the teacher instructs the students on adverbs on the SMARTboard notebook then demonstrates an example of an adverb tree.

**ADAPTATIONS (*Exceptionality*\*)**

* The student with ADHD tendencies will be monitored by the classroom aid for understanding and reteach if necessary. Directions will be repeated, as well.
* The student with an I.E.P for speech and language will also work with the aid to complete the adverb tree.

**DIFFERENTIATION OF INSTRUCTION**

Tier I: Students will work with the teacher in a small group to complete the adverb tree.

Tier II: The students will create an adverb tree with no less than four sentences including appropriate adverbs for each.

Tier III: After the students successfully completed the adverb tree they will complete a worksheet on adverbs titled *Eating with Adverbs* with a partner of their choice.

**DEVELOPMENTAL PROCEDURES**

* Students will listen carefully to the definition and examples of adverbs on SMART lesson notebook. (*What do adverbs do to a sentence? What is the difference between an adverb and verb?)*
* The students will play an interactive game with adverbs on the SMARTboard. (http://www.eslgamesplus.com/adjectives-adverbs-ly-rally/)
* The students will turn and talk with their pair-share partners to answer questions written on the SMARTboard. (“*She will visit Tim later” is what type of adverb? What are types of adverbs that tell when and where?*)
* Students will go back to their seats where they will create an adverb tree using no less than four sentences with appropriate adverbs.
* Students who finish the adverb tree will work on an adverb worksheet.

**ASSESSMENT (Artifacts and [formal & informal]\*)**

Students will create an adverb tree with no less than four sentences including appropriate adverbs for each.

**INDEPENDENT PRACTICE**

Following the lesson on adverbs, students will write a story including no less than six appropriate adverbs throughout.

**FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: The teacher and student will, together, work with a list of sentences including adverbs as a reference for constructing their adverb tree.

Academic Enrichment: The student will play an online game including all of the previous grammar skills learned such as: adjectives (superlative and comparative), verbs, nouns, and adverbs.

**TEACHER REFERENCES**

Adverb Worksheets. (2008). *Reading Worksheets Grammar Comprehension Lesson Plans*. Retrieved March 30, 2014, from http://www.k12reader.com/subject/adverbs/

Afflerbach, P. (2013). *Reading street common core*. Glenview, Ill.: Pearson.

Cleary, Brian P. (2003). *Dearly, Nearly, Insincerely: What is an adverb?.* Minneapolis, MN: Carolrhoda Books.

ESL Games (n.d.) *Adjectives Adverbs -ly Rally Game*. Retrieved March 30, 2014, from http://www.eslgamesplus.com/adjectives-adverbs-ly-rally/

New York State Board of Regents. (2011). Retrieved from

http://www.p12.nysed.gov/ciai/common\_core\_standards/