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English

5th Grade



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ADVERBS

Adverbs are words that add meaning to verbs and tell us how a thing is done, when it is done, where it is done, how often or why it is done.

Eg: Anil walked slowly, my grandfather smiled cheerfully



OBJECTIVES

- Students identify adverbs in a sentence
- Students are able to meaningfully use an adverb in a sentence of their own





PRE-ASSESSMENT



- From the explanation above, if the students can correctly identify the verbs, they can be categorized into Level 2, if not they will be Level 1 students.
- Instructions: From the box below, select the adverb that best completes each sentence.





PRE-ASSESSMENT



| | | | | |
|----------|-----------|-------------|----------|---------|
| Abruptly | Usually | Loudly | Famously | clearly |
| Angrily | Anxiously | Reluctantly | Urgently | closely |

1. Liam walker _____ waited to hear whether he was accepted into the soccer team.
2. Kelechi usually gets along _____ with his friends.
3. My neighbors play their music too _____.
4. I can see _____ now that the windows are clean.
5. Further research is _____ needed if we are to find a cure for the COVID-19.
6. Owen shouted _____ for his dog to go back home.
7. Barika _____ admitted to stealing her friend's eraser.
8. The leader was asked to _____ monitor the class.
9. The truck stopped _____ causing the driver behind it to slam brakes.
10. Classes are _____ held at school however, due to COVID-19, all classes are now virtual



PRE-REQUISITES

- No materials required



ACTIVITY:

- Gather the students in a circle and give each child a verb to enact.
- Now you have to describe how well they have performed and therefore displayed the verb.
- For ex: If you have asked a child to enact running, you can describe it to be fast or slow or that the child runs often or rarely.
- This activity can be highly engaging if you give the students fun verbs to enact. This also revises their concepts of verbs and can help them describe them better.
- Following are a list of verbs that can be used for the students and some suggestions for adverbs.



LEVEL-1 & 2

ACTIVITY:

Verbs:

1. Run: Fast, slow, often, quickly
2. Sleep: Noisily, peacefully, soundly
3. Sit: Quietly, angrily
4. Watch: Carefully, attentively
5. Dance: Gracefully, beautifully, slowly
6. Sing: Loudly, silently



ACTIVITY:

Types of Adverbs:

1. Adverb of Manner: How an action is performed
2. Adverb of Place: Where the action takes place
3. Adverb of time: When the action takes place
4. Adverb of Frequency: How often a task is done
5. Adverb of Degree: Much of the work is done
6. Adverb of Reason: Why the work is done

For this activity you can continue with the same game above and add certain additional elements like students identify the type of adverb.



ACTIVITY:

1. The thief ran out quietly (Adverb of manner)
2. The ring was found nowhere (Adverb of Place)
3. I wake up early (Adverb of time)
4. He never tells a lie (Adverb of Frequency)
5. I am extremely/very sorry (Adverb of Degree)
6. He could not come because he is ill (Adverb of Reason)

Enacting parts of these sentences can be a fun and highly engaging activity for the kids.



POST ASSESSMENT

A. Pick out the adverbs in each of the following sentences and mention to which kind each belongs:

1. The boy wrote his test badly _____

2. Every soldier fights bravely _____

3. Our team played well and won the game easily

4. The tortoise ran slowly and steadily and won the race

5. John worked hard and did the exercises carefully today



POST ASSESSMENT

B. Use the adverbs given in the brackets in the suitable place and rewrite the following sentences:

1. He goes to see movies

(never)

2. Sita disobeys his elders.

(seldom)

3. She goes to the temple

(frequently)

4. I see Mohan these days in the park

(rarely)

5. He comes to my house in the evening

(often)



POST ASSESSMENT

C. Choose the correct answer:

1. How many types of adverbs are there _____

a) Four b) Six c) five d) Seven

2. Adverb of Manner means _____

a) Show the place where action is done

b) Show the time of action

c) How an action is done

d) Show how often an action is done



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