

Introduction to Adverbs

Adding detail, volume, and control to your action verbs.

If a verb is the **engine** of a sentence, an **adverb** is the **volume control or steering wheel**. It paints a clear picture of *how*, *when*, *where*, or *to what extent* an action takes place.

1. WHAT IS AN ADVERB?

An adverb modifies or describes a verb, an adjective, or another adverb. Most adverbs answer key questions about the action:

The "How" Test

Ask yourself: *How is the action being performed?*

Example: She **flew gracefully** across the sky. → How did she fly? *Gracefully*.

2. HOW ADVERBS ARE FORMED

Adverbs come in a few common forms:

Type	Pattern / Rule	Examples
Regular Adverbs	Add <i>-ly</i> to an adjective	quick → quickly , neat → neatly
Irregular Adverbs	Change form completely	good → well
Same-Form Adverbs	Identical to the adjective form	fast → fast

3. ADVERBS IN ACTION

Notice how changing the adverb completely changes the tone of the verb:

- Speak:** The teacher spoke **clearly**. / He spoke **softly** to the baby.
- Write:** She writes **neatly** in class. / She writes **quickly** when taking notes.
- Scream:** She screamed **loudly** at the spider. / He screamed **desperately** for help.
- Feed:** She fed the baby **gently**. / The zookeeper fed the animals **regularly**.

SAMPLE LESSON PLAN

The Volume Control of the Sentence (Adverbs)

Objective

Help the learner identify and use *-ly* adverbs to modify simple action verbs, using physical volume/speed demonstrations and sentence building.

Preparation

Have an index card, a pencil, and a list of familiar action verbs (e.g., *write, speak, walk, scream*).

Learn

Read through the foundational rules together:

- **The Action Tuner:** Verbs tell us *what* happens (e.g., *speak*), but adverbs tell us *how* it happens (e.g., *softly* or *clearly*).
- **The -LY Clue:** Many adverbs end in **-ly** because they are built from describing words (*quick* → *quickly*, *gentle* → *gently*).
- **The "How?" Question:** To spot an adverb, find the verb first, then ask: "*How are they doing it?*"

Do Together

1. Pick a verb together, such as **speak** or **write**.
2. Act out two contrasting adverbs with simple physical cues:
 - Speak **softly** vs. Speak **clearly**
 - Write **neatly** vs. Write **quickly**
3. Notice how the action changes completely when you change the adverb steering it!

Practice

1. Give the learner 3 base sentences with strong verbs:
 - "*The bird flew...*"
 - "*The baby cried...*"
 - "*She voted...*"
2. Have them choose an adverb from a word bank (**gracefully, loudly, wisely, enthusiastically, silently**) to complete each sentence.
3. **The "How" Check:** Ask the learner: "*How did the bird fly?*" or "*How did the baby cry?*" to highlight the exact job the adverb is doing.

Wrap-up

Ask the learner to summarize:

- What question does an adverb answer about a verb?
- What two letters do many regular adverbs end with?
- Can you change the adverb in "*She walked quickly*" to make it mean something completely different?

Coach's Notes

- **Contrast Creates Clarity:** Showing how two different adverbs change the same verb (e.g., *cried silently* vs. *cried loudly*) makes the concept instantly clear.
- **Focus on Manner First:** Adverbs can answer *when*, *where*, and *why*, but sticking strictly to "How" (adverbs of manner) in this first pass keeps the lesson accessible and concrete.