Session 16: Verbs and Adverbs – Actions and How They Happen

Session Title	Verbs and Adverbs – Actions and Happen
Objective	1. Understand verbs (action words) an (how the action is done). 2. Use verbs and adverbs in real-life a expressions. 3. Enhance emotional expression, tea vocabulary through drama and SEL
Topics	1. Verb: A word that shows what some (e.g., jump, talk, eat) 2. Adverb: A word that tells how, when the action is done. (e.g., quickly, slo happily) Examples: 1. She runs fast. 2. They sing beautifully. 3. I eat quickly. 4. The baby sleeps peacefully. 5. He talks loudly. 6. The dog barks angrily. 7. She dances gracefully.

Material Required	1. Verb and adverb flashcards 2. Emotion/mood cards 3. Theatre props (scarves, hats, signs) 4. Whiteboard and markers 5. Chart with examples 6. Worksheets 7. Emoji SEL cards or mirrors
Methodology	1. Theatre-based learning 2. Movement + expression 3. SEL-based group interactions 4. Multi-sensory learning, visual, audit kinesthetic)
Session Duration	90 Minutes

Introduction Activity (40 minutes):

“Watch, Feel, and Tell” (25 minutes)

Objective: Help students grasp the concept of verbs and adverbs in a fun, interactive way.

Step-by-step:

Teacher silently acts out actions with different adverbs.

Example:

Pretend to eat slowly → Ask: What am I doing? How am I doing it?

Pretend to walk angrily, clap happily, yawn sleepily

Discussion Prompts:

1. What is the verb? → The action
2. What is the adverb? → How the action is done
3. Write both words on the board after each round

Group Mimic Game (15 mins):

1. Students form pairs or small groups
2. Each group picks an action and a mood
3. They perform it, others guess: “Is it jump happily? Or walk sadly?”
4. Board examples built together:

- The boy jumps high.
- I read quietly.
- We play noisily.
- She smiles sweetly.

Main Topic/ Activity (65 minutes):

Activity 1: “Verb & Adverb Walk” (25 minutes)

Objective: To help students physically and verbally understand how adverbs describe actions.

Method: Prepare flashcards with verbs (run, jump, eat, talk) and adverbs (slowly, happily, loudly, sadly).

A student picks one verb + one adverb and performs the action while saying it aloud:

- “I am running quickly.”
- “I am speaking softly.”

Others guess the adverb used and the feeling it shows.

Example Pairings:

- Jump joyfully
- Write neatly
- Cry quietly
- Sing loudly

Activity 2: “Adverb Acting – Mini Skits” (30 minutes)

Objective:

To creatively use verbs and adverbs in real-life contexts through group theatre.

Method:

1. Divide students into small groups.
2. Each group gets a situation card (e.g., classroom, playground, home) and selects or is given a verb and adverb.
3. They create and perform a mini skit using those words.
4. Example Scenes:

- “In the kitchen” → “Mom cooks quickly.”
- “At school” → “She reads quietly.”
- “In the park” → “They play happily.”

After each skit:

- The audience identifies the verb and adverb.
- Discuss how the adverb changed the action.

Wrap-Up & Reflection (10 minutes)

Objective:

Reinforce the day’s learning and connect it to students’ thoughts and emotions.

Instructions:

Review key points

- What is a verb? What is an adverb?
- How do adverbs describe the action?

Review Questions/Assessment/Tasks

Written exercise (worksheet):

Fill in the blanks with suitable adverbs:

He speaks ____.

They play ____.

Follow up Tasks:

Expected Learning Outcome:

Knowledge building:

- Students will understand the role of adverbs in describing verbs.
- They will be able to identify and use both parts of speech correctly.

Skill Building:

- Improved sentence construction
- Better emotional vocabulary
- Increased confidence through group activities and performance

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