

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

Session Title	Verbs and Adverbs – Actions and How They Happen
Objective	<ol style="list-style-type: none"><li>1. Understand verbs (action words) and adverbs (how the action is done).</li><li>2. Use verbs and adverbs in real-life expressions.</li><li>3. Enhance emotional expression, teaching vocabulary through drama and SEL.</li></ol>
Topics	<ol style="list-style-type: none"><li>1. Verb: A word that shows what someone or something does (e.g., jump, talk, eat)</li><li>2. Adverb: A word that tells how, when, or where the action is done. (e.g., quickly, sleep, happily)</li></ol> <p>Examples:</p> <ol style="list-style-type: none"><li>1. She runs fast.</li><li>2. They sing beautifully.</li><li>3. I eat quickly.</li><li>4. The baby sleeps peacefully.</li><li>5. He talks loudly.</li><li>6. The dog barks angrily.</li><li>7. She dances gracefully.</li></ol>

Material Required	<ol style="list-style-type: none"> <li>1. Verb and adverb flashcards</li> <li>2. Emotion/mood cards</li> <li>3. Theatre props (scarves, hats, signs)</li> <li>4. Whiteboard and markers</li> <li>5. Chart with examples</li> <li>6. Worksheets</li> <li>7. Emoji SEL cards or mirrors</li> </ol>
Methodology	<ol style="list-style-type: none"> <li>1. Theatre-based learning</li> <li>2. Movement + expression</li> <li>3. SEL-based group interactions</li> <li>4. Multi-sensory learning, visual, audit kinesthetic)</li> </ol>
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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Revision #3

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