

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

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

Material Required	<ul style="list-style-type: none"> • Verb and adverb flashcards • Emotion/mood cards • Theatre props (scarves, hats, signs) • Whiteboard and markers • Chart with examples • Worksheets • Emoji SEL cards or mirrors
Methodology	<ul style="list-style-type: none"> • Theatre-based learning • • Movement + expression • • SEL-based group interactions • • Multi-sensory learning (visual, audit kinesthetic)
Session Duration	90 Minutes

Intro Activity

“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:

- What is the verb? → The action
- What is the adverb? → How the action is done
- Write both words on the board after each round

Group Mimic Game (15 mins):

Students form pairs or small groups

Each group picks an action and a mood

They perform it, others guess:

“Is it jump happily? Or walk sadly?”

Board examples built together:

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

Main Topic/ Activity

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:

- Divide students into small groups.
- Each group gets a situation card (e.g., classroom, playground, home) and selects or is given a verb and adverb.
- They create and perform a mini skit using those words.
- 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?

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

Review Questions/Assessment/Tasks

Written exercise (worksheet):

Fill in the blanks with suitable adverbs:

He speaks ____.

They play ____.

Follow up Tasks

Revision #1

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