



YOUTH ART PROJECT FOR:

ADVERBS

OBJECTIVE

Students will demonstrate an understanding of adverbs as a part of speech through creating their own artwork.

Set up/prep time:

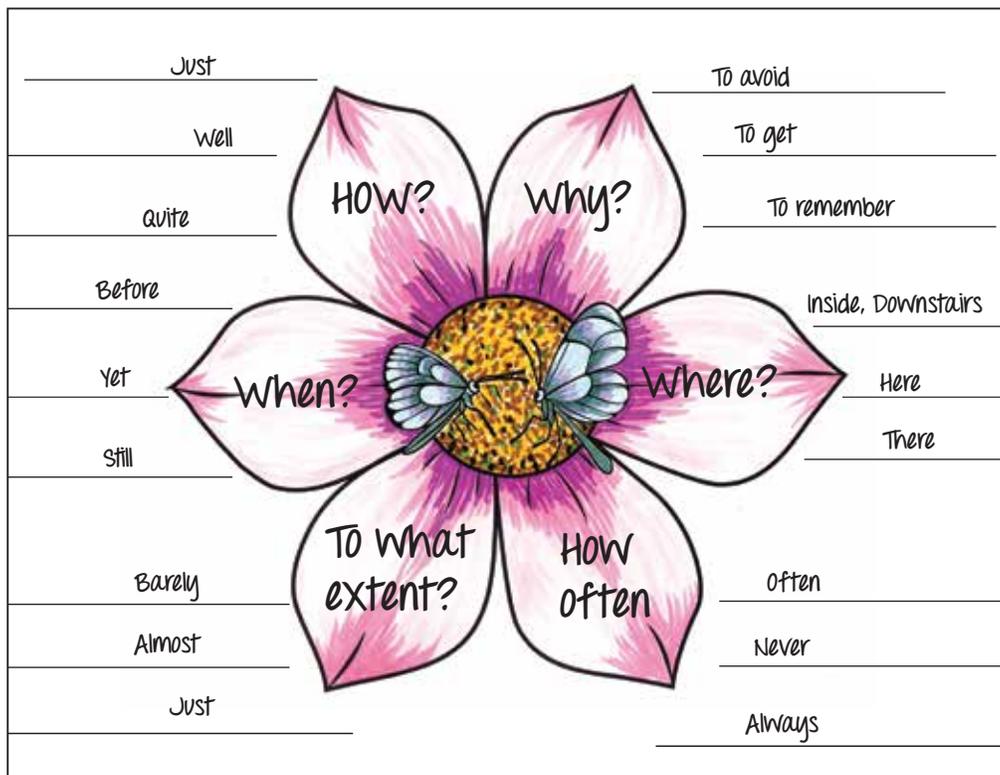
30 minutes

Activity time:

2-3 hours

Materials Needed:

Colored pencils, black fine point pen, pencil, eraser, paper





COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PRE LESSON ASSESSMENT

Administer a pre lesson assessment to determine what the students already know about adverbs as a part of speech.

VOCABULARY

Adverb, adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, and adverbs of degree

RELEVANT RESOURCES

Content

<http://en.wikipedia.org/wiki/Adverb>
<http://www.enchantedlearning.com/grammar/partsofspeech/adverbs/>
<http://www.esldesk.com/grammar/adverbs>

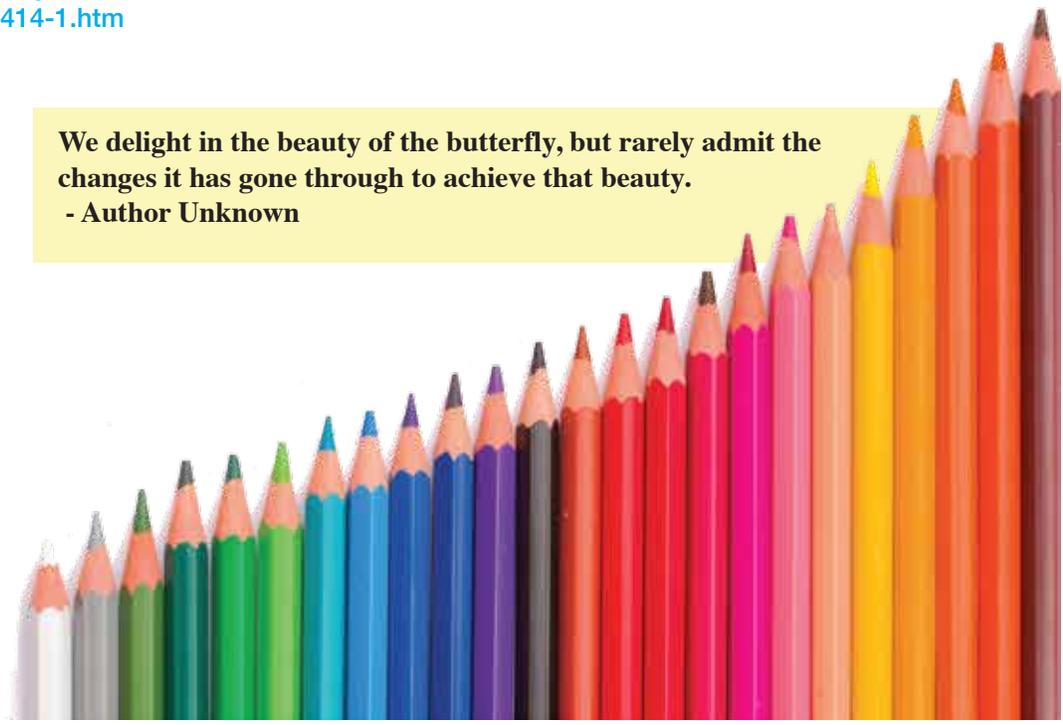
Art

<http://www.my-how-to-draw.com/how-to-draw-flowers.html>
<http://www.wikihow.com/Draw-a-Butterfly>
<http://www.dragoart.com/butterflies-c414-1.htm>

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

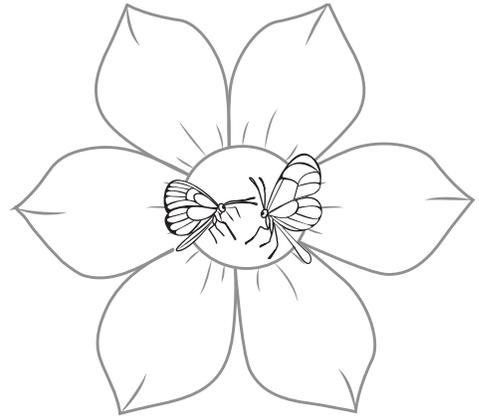
We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty.
- Author Unknown





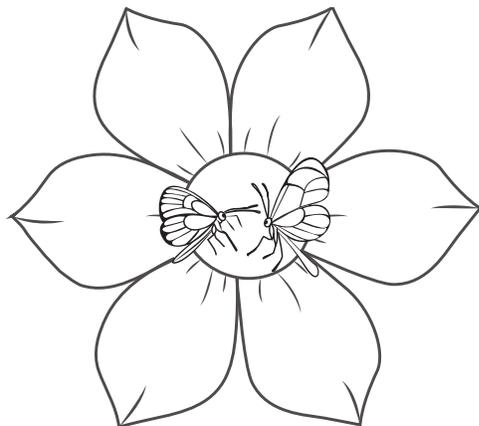
STEP 1

This is the sixth lesson in a unit created to teach the parts of speech. Prior to this lesson, the students should have completed the “Introduction to the Parts of Speech” lesson, at which time the students should have constructed their Parts of Speech booklets. Students will use their Parts of Speech booklets during this lesson and should have their booklets opened to the pages they previously labeled “10” and “11.” Have the students use a pencil to draw, on page 10, a symbol which can be associated with what an adverb is. Instruct the students to use a pencil to write the word, “ADVERBS,” on the top of page 11.



STEP 2

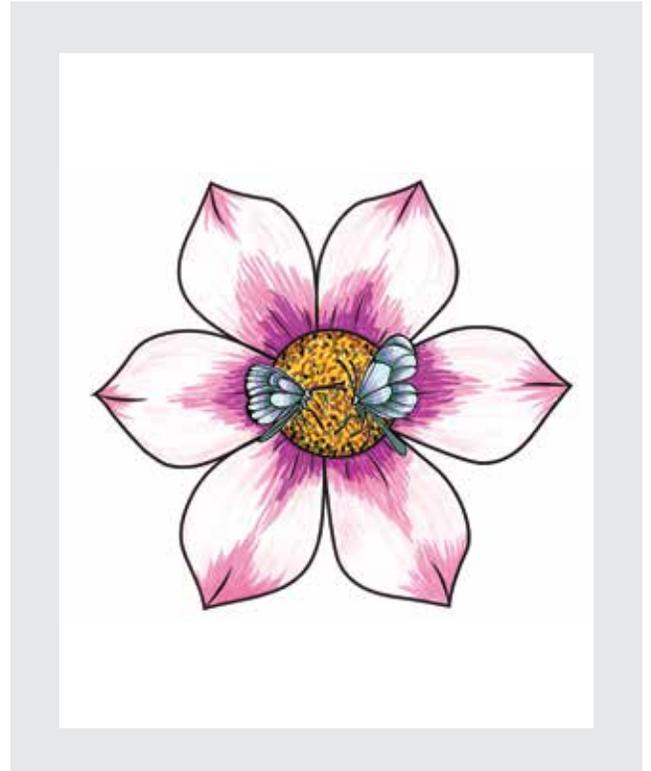
Have the students trace their pencil markings with a black fine point pen and then erase any remaining pencil markings. On page 10, have the students use colored pencils to color the symbol they drew to represent what an adverb is.





STEP 3

Instruct the students to write, on page 11 in their booklet or on a sticky note, the definition of the word, “adverb;” explanations of adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, and adverbs of degree; examples of at least four of each of these five types of adverbs; and three sentences using different adverbs. Have the students use colored pencil to underline the adverbs in their sentences. Students should also write any other information, from instruction or their own research, which they consider interesting and/or important in understanding adverbs as a part of speech. The students may add color to page 11 by using colored pencils to add embellishment to the word, “ADVERBS,” at the top of the page, and/or draw small artwork on this page to represent adverbs as a part of speech.



POST LESSON ASSESMENT

Administer a post assessment to determine what new knowledge the students have gained.



Just		To avoid
Well		To get
Quite	HOW?	To remember
Before		Inside, Downstairs
Yet	When?	Here
Still		There
Barely	To what extent?	Often
Almost		Never
Just	How often	Always