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**Georgia Performance Standards Framework for ELA Unit 5 – 5th Grade**

**Grade:** 5  
**Topic:** Adverbs  
**Instructional unit:** Unit 5, “Responding to Literature: Responding to What We Read”  
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**The task:**

**Task 1:** The teacher begins by defining adverbs (adverbs are designed to provide more information about verbs) and explaining that adverbs answer 3 questions: how, when, and where. The teacher will write a sample sentence on the board such as “The dog barked.” The dog barked ________. (How) The dog barked __________. (Where) The dog barked __________. (When). Then the teacher will select students to identify the verb in each sentence and to answer each of the questions. The students should note that the adverbs added in the blanks provide more information about the verb. At this time, the teacher will divide students into small groups and select a recorder for each group. Students will receive copies of the attached organizer and 4 simple sentences. Students are to add an adverb to each sentence that will answer one of the 3 questions (How, when, where). The groups will share their sentences; if the adverb they placed in the sentence is used correctly, the group will earn one point. As an incentive, the group will receive an award of 2 points if the group uses an unusual adverb that no one else used.

**Task 2:** Have students cut action pictures out of a magazine and paste to a piece of construction paper. Under the picture, the student will write 3 sentences using an adverb to answer each of the 3 questions (how, when, where).

**Differentiated Instruction:**
- Teacher will give students a worksheet containing sentences with adverbs. Students will need to underline the adverb.

**Modifications/Accommodations:**
- After the students cut an action picture and glue it to the construction paper, the teacher will write three sentences and leave a blank in each sentence where an adverb can be placed. Students will fill in the blanks.

**Focus Standard:**

ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).

d. Recognizes that a word performs different functions according to its position in the sentence.