

## Identifying Adverbs

*Content includes:*

- An adverb answers one of these questions: *When?*, *Where?*, *Why?*, *How?*, *How often?* or *To what degree?*
- Many adverbs are movable.
- Warning: Don't rely on the -ly ending as an adverb indicator.

*Discussion Questions & Activities*

- It is a common misconception that words ending in -ly are adverbs. Have students consider words like "friendly" and "lonely." Ask them to use the words in a sentence. Do they answer any of the adverb questions? Explain.
- Celebrate adverbs and the questions they answer by having students create their own crossword puzzles made up entirely of adverbs. Encourage students to choose a variety of adverbs that answer the adverb questions. Visit [www.readwritethink.org/materials/crossword/](http://www.readwritethink.org/materials/crossword/) for an interactive crossword puzzle-making tool.

## Using Adverbs

*Content includes:*

- Overview of adverb questions
- Confusing adjectives and adverbs
- Warning: Avoid using too many adverbs.

*Discussion Questions & Activities*

- Words like "hard" and "fast" can function as either an adjective or an adverb in a sentence. Discuss with students how they can use adverb questions to determine when a word is functioning as an adverb. What other strategies can they use? To help to differentiate between adjectives and adverbs, share the "Descriptive Adjectives" clip with students.
- As the saying goes, "Too much of anything can't be good." Discuss with students why it is helpful to avoid using too many adverbs in their writing. Does the same idea apply to other parts of speech? Explain.

## Suggested Print Resources

- Haussamen, Brock, Amy Benjamin, Martha Kolln & Rebecca S. Wheeler. *Grammar Alive! A Guide for Teachers*. National Council of Teachers of English, Urbana, IL; 2003.
- O'Conner, Patricia T. *Woe is I Jr.: The Younger Grammarphobe's Guide to Better English in Plain English*. Putnam Juvenile, New York, NY; 2007.

## Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)  
The Online Writing Lab (OWL) at Purdue University provides a variety of resources and instructional materials for students worldwide. Click on "Grammar and Mechanics" for detailed explanations and examples of grammar concepts.
- [grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)  
The Guide to Grammar & Writing provides in-depth explanations of grammar concepts. Quizzes are also provided to test understanding.
- [www.chompchomp.com/](http://www.chompchomp.com/)  
Grammar Bytes is a useful resource for grammar terms, definitions, tips, handouts and exercises.



## USING ADJECTIVES, ADVERBS & OTHER MODIFIERS Grades 5–12

Effective communication, in both the classroom and the real world, is important and grammar is a key element of communication. All students should understand how word choice, word order and punctuation work together to express thoughts in a clear and accurate way. *Grammar Tips for Students* is designed as brief mini-lessons that highlight specific grammar topics by using clear explanations and specific examples and by offering useful tests and tips to avoid confusion and misuse.

Because each show contains a series of independent clips, clips can be viewed individually or in groups. Teachers can also choose to show the clips in an order that works for them and their curriculum.

### TEACHER'S GUIDE

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### TITLES IN THIS SERIES

- COMMON USAGE ERRORS
- SENTENCE STRUCTURE
- USING ADJECTIVES, ADVERBS & OTHER MODIFIERS
- USING CAPITALIZATION & PUNCTUATION
- USING CLAUSES & PHRASES
- USING END MARKS & COMMAS
- USING NOUNS & PRONOUNS
- USING VERBS

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## Program Overview

This video program is a tip-filled exploration of adjectives, adverbs and determiners. All students should understand the role these types of words play in a sentence. Adjectives, adverbs and determiners can be identified by the kind of questions they answer. For example, determiners, which include definite and indefinite articles, demonstratives, possessive nouns and pronouns, and number words, can tell “which one,” “how many,” or “whose.” Students will step beyond traditional definitions and investigate examples that showcase how these words are effectively used in speech and writing.

### Supporting English Language Learners (ELLs)

- ELLs may not make the same type of grammar errors as native speakers. Native speakers often rely on their ability to determine if a sentence “sounds right.” This is difficult for ELLs. They should be encouraged to practice the tests and tips provided and may benefit from additional teaching and reinforcement.
- Remember, some words can be used in more than one way and can function as different parts of speech. When you discuss a word, put it in a sentence and write it down for students to consider. Otherwise, you and your students may be thinking of different meanings of the same word.
- While sharing grammar tips with ELLs is helpful, it is also important for them to develop reading fluency. By exposing ELLs to texts written in English and encouraging them to read extensively, they can increase their comfort and familiarity with the language and how words are used.

## Vocabulary

**adverb** — A word, phrase or clause that can reveal more about a verb, adjective or another adverb. An adverb can answer one or more of these questions: *When?*, *Where?*, *Why?*, *How?*, *How often?* and *To what degree?*

**article** — A type of determiner. “A” and “an” are **indefinite articles**. “The” is a **definite article**.

**comparative adjective** — An adjective form that typically ends in *-er* or is preceded by “more.” This form is used when two nouns or pronouns are being compared.

**count noun** — A common noun that has a plural form and can be used with number words. “Chair” and “skirt” are examples.

**degree word** — Also known as an intensifier, a word that heightens or reduces the intensity of meaning of an item. These words function as adverbs to modify adjectives and other adverbs. “Very” and “somewhat” are examples.

**demonstrative** — A determiner that answers the question, “Which one?” “This,” “that,” “these” and “those” are demonstratives.

**descriptive adjective** — A word that modifies a noun and answers the question, “What kind?” Most descriptive adjectives have comparative and superlative forms.

**determiner** — A word that signals or limits a noun. A determiner can answer one of the following questions: *Which one?*, *How many?*, or *Whose?*

**modifier** — A word, phrase or clause that provides description in a sentence. A descriptive adjective is a modifier that reveals more about a noun by answering the question, “What kind?”

**possessive noun** — A noun with an ‘s’ or ‘s’ ending that functions as a determiner to answer the question, “Whose?”

**possessive pronoun** — A pronoun that is often used to show a relationship and has two forms. One form can be used as a determiner in place of a possessive noun. (e.g., I borrowed Emily’s bike. I borrowed her bike.) The other form can be used as a pronoun that stands in place of a noun or noun phrase. (e.g., The teacher read the students’ reports. The teacher read theirs.)

**superlative adjective** — An adjective form that typically ends in *-est* or is preceded by “most.” This form is used when more than two nouns or pronouns are being compared.

## Descriptive Adjectives

*Content includes:*

- Descriptive adjectives as noun modifiers
- Descriptive adjectives answer the question, “What kind?”

*Discussion Questions & Activities*

- Conduct a descriptive adjective scavenger hunt around the classroom or around the school! Give students a list of descriptive adjectives and have them search for items that can be described by those adjectives. Students can write sentences that link the items they found to their related descriptive adjectives. Use student-written sentences to reinforce how an adjective can precede a noun or function as a predicate adjective.
- A participle is a verb that is present participle or past participle in form but functions as an adjective in a sentence (e.g., the excited dog, the barking dog). Introduce students to participles and practice applying the descriptive adjective question (“What kind?”) to phrases and sentences that contain these words.

## Comparative & Superlative Adjectives

*Content includes:*

- The comparative form: *-er/more*
- The superlative form: *-est/most*
- Irregular comparative and superlative forms

(Continued)

*Discussion Questions & Activities*

- It may help to reinforce with students how the endings of *-er* and *-est* are attached to words in their comparative and superlative forms. For example, if an adjective ends in *y* preceded by a consonant, change the *y* to *i* before adding *-er* or *-est*. Have students look through books and magazines for comparative and superlative adjectives in use. Keep a list of found words and then sort them by their endings. Which are comparative? Which are superlative? What are their base forms? Which must end with *-ier* and *-iest*?
- Some descriptive adjectives take irregular comparative and superlative forms. Discuss specific examples of these adjectives, such as “good,” “better” and “best.” Generate a list of other adjectives that take irregular forms and post it in the classroom as a reference aid for students. Do other parts of speech have irregular forms as well? Explain.

## Determiners

*Content includes:*

- Determiners signal nouns.
- Types of determiners: definite and indefinite articles, demonstratives, possessive nouns and pronouns, and number words

*Discussion Questions & Activities*

- Compare and contrast determiners and descriptive adjectives. As a review, students can watch the “Descriptive Adjectives” clip.
- This clip is composed of many helpful tips for using different types of determiners. Have students work in small groups to summarize what they learned by creating a tip sheet or poster for one type of determiner. Post the different tip sheets around the room for quick reference.

## Definite & Indefinite Articles

*Content includes:*

- The definite article “the”
- The indefinite articles “a” and “an”
- Determining when to use “a” and “an”

*Discussion Questions & Activities*

- The indefinite articles “a” and “an” can be used with singular count nouns. Review with students what a count noun is. In contrast, discuss how noncount nouns are used with articles.
- The indefinite article “an” is used with singular count nouns that begin with a vowel sound. Remind students that a word that begins with a vowel may not have an initial vowel sound (e.g., university). Challenge students to generate a list of nouns that can be used with the indefinite article “an.”