

BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS

“ADVERBS”

Children’s Literature Sources:

1. “Belle’s Journey” by Marilyn Reynolds
(illustrated by Stephen McCallum)
2. “Rhinos for Lunch and Elephants for
Supper!” by Tololwa M. Mollel (illustrated
by Barbara Spurrll)
3. “Maple Moon” by Connie Brummel Crook
(illustrated by Scott Cameron)
4. “The Frog Princess” by Rosalind Allchin
5. “Raising a Little Stink” by Colleen Sydor
(illustrated by Pascale Constantin)

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GENERAL TEACHING PRINCIPLES:

- The basic principle behind these activities is to use **children's literature** to teach the grammatical structures of written language (English).
- Children learn best when they **discover** the rule themselves, rather than being told the rule and then practicing it in meaningless drills.
- Our role as teachers is to make sure children have lots of **exposure** to the target structure in different contexts, and to **direct** their attention to how it is used.
- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
- It is not enough to simply read the books in this activity kit to children during story time – the books must be the focus of **extended and repeated study** and this difference should be emphasized and made clear to both teachers and students right from the outset.

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TEACHING “ADVERBS”

- 1. Adverbs** are describing words, but they describe how something **happens** or **is done** (describe **actions**, not people, places, or things).
Adverbs:
He closed the door **angrily**.
She spoke **kindly**.
Adjectives:
He felt **angry**.
She is **kind**.
- 2.** Adverbs are easily identified because they often end with “**-ly**”, but there are exceptions and not all words that end with “**-ly**” are adverbs.
- 3.** Adverbs that express **frequency** (e.g., always, often, usually, never) and **certainty** (e.g., definitely, probably) go with the verb. “You are **usually** right”, “She has **probably** forgotten”, “I can **never** go home”.
- 4.** Adverbs that come at the end of the sentence express **how, where, and when**. “The children were playing **quietly**”, “Let’s go to bed **early**”, “He’s working **now**”.

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SUGGESTED ACTIVITIES FOR: “BELLE’S JOURNEY” (REYNOLDS & MCCALLUM)

Vocabulary: prairie, mare, miles, trudged, bareback, saddle, resumed, measured gait, prance gallop, plough, journey, satchel, urging, trot, hurling, blizzard, barriers, imprisoned, canter, clung, distance, useless, deliberate plodding, prickle, struggled, lunged, vanes, laboured, silhouettes, staggered, shuffled, nostrils, groped, continued, pasture.

1. This is a wonderful story about the prairies and our fierce winter blizzards – the children should be familiar with this experience, but will learn what it was like out on the farm before there were cars for transportation.
2. Have the children look for the adverbs in the story – wait **patiently**, **slowly** set out, snowing **steadily**, **hardly** move her mouth, **suddenly** the wind died, gazed **intently**, **quickly** the wind picked up, hung on **fiercely**, coal oil lamp shone **dimly**, **slowly** led, shuffled **quietly**, **gently** stroked, warmth **slowly** return.

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SUGGESTED ACTIVITIES FOR: “RHINOS FOR LUNCH AND ELEPHANTS FOR SUPPER!” (MOLLEL & SPURLL)

Vocabulary: pleasant, cave, den, roast, peaceful, rustling, rhinos, dare, terrified, shrieked, boasted, bared, bully, echoing, fled, leopard, promised, brute, rumbled, poke, marched, snorted, massive, boomed, thrashing, ought, bellowing, stampeded, foolish, confident, caterpillar, mischievous, sauntered, disbelief, crack a smile, glowered, uninterrupted.

1. Although this story includes lots of descriptive words, it is quite repetitious, so is an excellent teaching tool.
2. Adverbs included in the story – cheerfully, happily, hardly, merrily.
3. Draw the students’ attention to some of the unique verbs used in the story – led, rumbled, marched, thundered, bellowed, thrashing, stampeded, crashing, storming.
4. Act out the story with the students – encourage the students to demonstrate the actions in the way that the adverbs indicate. Have the students come up with their own adverbs to describe their actions.

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SUGGESTED ACTIVITIES FOR: “MAPLE MOON” (BRUMMEL CROOK & CAMERON)

Vocabulary: clearing, wigwams, Missisauga, sloping, wild rice, injured, healed, limped, taunt, timber wolf, supply, Great Creator, haunches, bounded, glancing, somersault, managed, continued, birchbark baskets, returned, hatchet, containers, slant, dusk, chattered, twitched, demanded, precious, slopped, downcast, shaming, cedar boughs, simmered, startled, punish, collected, offered, rivulets, starve, discovery, celebration, festival.

1. This story can be used in studies of history, discoveries, or Aboriginal people.
2. Have the students look for the adverbs in the text – danced happily, limped slowly, stayed completely still, immediately, laughed loudly, filled nearly to the top, lifted the full one carefully, chattered happily, burned brightly, said firmly, limped sadly, smiled down at him proudly, looked at his son sadly, shone fully, truly is, proudly led.
3. This story can also be used to discuss differences and how everyone has value.

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SUGGESTED ACTIVITIES FOR: “THE FROG PRINCESS” (ALLCHIN)

Vocabulary: palace, Royal Family, round of golf, official duties, daydream, interrupted, wretched, clutching, quivered, approached, horror, break his word, shudder, midnight, arrived, whisked, wardrobe, admire, bustled, balcony, commanded, courtyard, drooped, parapet, moat, hustled, public, launching, enormous, champagne, tournament, proper, jousting, behave, confusing, victorious, relief, selected, dismay, parlor, gurgled, swallowing, poised, puzzle it out, panic, platter, abandoned, overturned, fluttering, faintest.

1. This story is an excellent example of a revised fairytale – use this to encourage students to create their own versions of fairytales.
2. Adverbs in the story – ate quickly, suddenly, silently she slipped, knew exactly, replied slowly, finally dressed, looked nervously, suddenly started to rain, asked hopefully, shook his head wearily, took Frog firmly by the arm, turned reluctantly.

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SUGGESTED ACTIVITIES FOR: “RAISING A LITTLE STINK” (SYDOR & CONSTANTIN)

Vocabulary: performing, escaped, lion tamer, wriggled, breast pocket, stinkbug, deserted, cottage, muttered, grumbled, collapsing, hammock, porch, facedown, toadstool, whined, exclaimed, stenciled, chiseled, plaque, repaired, faucet, soufflé, flambé, ablaze, mantle, irritated, remote control, realized, boundless, geraniums, tremendous, craving, chum, perky, loafers, whimpered, ferocious, chamomile tea, perspiring, intention, fascinated, thrumming, tremendous, encountered, disagreeable odor, satisfied.

1. This story is a good example a story with a “moral” or “lesson”, and can also be used to teach figurative language.
2. Adverbs in the text – rubbed his eyes mightily, yawned widely, bowed mightily, stretched widely, grinned widely, scratched his ear mightily, surely, positively perfect, took to bed immediately, said happily, eventually, stopped his work immediately, looking slightly less than perky, added the mouse craftily, perspiring heavily, was definitely, reluctantly, slowly, very slowly, fanned the air widely, plugged their noses mightily.
3. Follow the pattern in the story (e.g., “widely” and “mightily”) and have the students use the same adverbs to describe a variety of different actions.
4. This story is fun to act out – make sure all students get a chance to play the Stinkbug!