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## Adverb for class 2

Sample grade 2 adverbs worksheet So far we've learned about nouns, verbs, and adjectives. Nouns are words for people, places or things. Verbs are action words. Every sentence has one. They tell what the subject is doing, or how it's being. Adjectives are words that describe nouns. Now let's learn about one more important part of speech: adverbs! What are Adverbs? Say adverb out loud. What do you hear? Add + verb Adverbs add more to a verb! Take a look at the adverb quickly: The adverb quickly tells about how the verb ran is done. Adverbs that Tell How Many adverbs tell how a verb is done. They usually end in -ly. happily easily quickly Sarah stacked the books carefully. Tip: Not all words that end in -ly are adverbs. For example, family is not an adverb. It's a collective noun. Adverbs that Tell When and Where Adverbs can also tell when and where a verb happened. alwaysWe always play hide and seek. backRun back for your sunglasses. hereStay here. Look at this sentence: I sometimes eat my peas at dinner. What's the adverb above? First, find the verb. Eat is the verb. What adverb tells when or where you eat? sometimes Sometimes is an adverb that describes when you eat your peas. You sometimes eat them! Great job! Let's practice! Practice Identifying Adverbs What is the adverb in the sentence? Bill searched everywhere for his lucky hat. Yes! Everywhere is telling where Bill looked for his lucky hat. The verb is searched. Bill searched everywhere. Let's try another one. ☺ What is the adverb in the sentence? Maria tied her roller skates slowly. What's the adverb? Good job! Slowly is the adverb that is telling how Maria tied her roller skates. Tied is the verb. Let's try one more! What is the adverb in the sentence? We built my treehouse yesterday. That's right! Yesterday is telling when your treehouse was built. Built is the action word, the verb. Yesterday is the adverb. It adds more to the verb. Watch and Learn Great job! Learning about adverbs that tell how, where, and when. Now try the practice! ☹ Alert: You are not allowed to copy content or view source International Spell Bee Registration Open Click here | IEO Result Declared Check here | IEO Level 2 Exam Timing & Guidelines Check here | Register for Maths, Science, English, GK Olympiad Exam Click here | Check Olympiad Exam Dates here | Buy Practice Papers for IEO, IOEL, HEO, IOEL etc here | Login here to participate in all India free mock test on every Saturday The words which denote action in a sentence, or simply the action words are called verbs. Some Examples: Ram is playing cricket. She is watching movie. Both words written in bold are verbs. They are telling about action on the subject (doer). It is interesting to note that basic formula of a sentence has 3 fundamental parts:- Subject + Verb + Object And verb is one of them! Forms of Verb:- V1 (Infinite) = First form of Verb Lik- Play, Swim V2 (Simple past) = Second form of Verb Like- Played, Swam V3 (Past participle) = Third form of Verb Like- Playing, Swimming Adverbs These are words which are used to qualify verbs. In other words, just as adjectives tells about nature of noun, adverb tells about verbs! Some Examples He drives carefully. She always arrives late. Both words above in bold are Adverbs and we can see here how they qualify verbs. Typically it answers HOW an action is taking place, i.e How he drives = carefully How many times she arrives late = always Let's Find Out Identify verbs/Adverbs in the following sentences He was driving the car breathlessly. Ram always beats Shyam. Rajni ate heartily in the party. She was running fastly. Answers Verb Adverb Driving. Breathlessly Beats. Always Ate. Heartily Running. Fastly Recap Verbs are the words referring to the action of the subject. Adverbs are the words which are used to qualify verbs in the sentence. Q.1 Find the correct verb for the given sentence. Humans.....applying knowledge of genetics in prehistory with the domestication and breeding of plants and animals. a) Begin b) Will begin c) Began d) Are beginning Q.2 Find out the correct adverb for the given sentence: That pit bull looks (angry). a) angry b) anger c) was angry d) is angry Q.3 Find the correct verb for the given sentence: All pilots \_\_\_\_\_ speak English so that other pilots and air controllers \_\_\_\_\_ them. a) have to / understand b) had to / will understand c) have to / would understand d) will have to / understand Q.4 Find out the correct adverb for the given sentence: She spoke..... (quiet) a) Quit b) Quietly c) Was quietly d) Is quit Q.5 Find the correct verb for the given sentence: With a tornado on the way, Jesse.....he.....safer under a mattress. a) was deciding / will be b) is deciding / was c) would decide / will be d) decided / would be Q.6 Find out the correct adverb for the given sentence: Erica listened to her mother..... (careful) a) Careful b) Was careful c) carefully d) Is carefully Q.7 Find the correct verb for the given sentence: The Internet \_\_\_\_\_ computer users easily to connect to other computers and stores information wherever they \_\_\_\_\_ across the world. a) allowed / will be b) allows / are c) are allowing / were d) will allow / would be Q.8 Find out the correct adverb for the given sentence: Mary makes \_\_\_\_\_ mistakes. a) was careless b) is careless c) will careless d) careless Q.9 Find the correct verb: Mrs. Grant absentmindedly \_\_\_\_\_ the umbrella that \_\_\_\_\_ on the seat before her. a) was taking / will hang b) will take / would hang c) is taking / would hang d) took / was hanging Q.10 Find out the correct adverb for the given sentence: Children grow..... (quick) a) Quickly b) Was quickly c) Quick d) Will quick Your Score: 0/10 These grammar worksheets help kids learn to recognize and use adverbs. Adverbs are words that describe or modify verbs. All worksheets are free, printable pdf files Identifying adverbs and adjectives identify adverbs and the verbs they describe in sentences Use adverbs to complete sentences Writing with adjectives and adverbs Identifying adverbs and verbs in sentences Completing sentences and longer texts with adverbs "How, when or where" adverbs Comparative adverbs (-ly, -er, -est) Where, why and when Relative adverbs Adverb phrases Prepositional phrases as adverbs Comparative and superlative adverbs K5 Learning offers free worksheets, flashcards and inexpensive workbooks for kids in kindergarten to grade 5. We help your children build good study habits and excel in school. An adverb is a word that tell us in what way someone does something. It modifies a verb, an adjective or another adverb. Examples: Maria speaks quietly. (the adverb "quietly" modifies the verb "speaks") Paul is really handsome. (the adverb "really" modifies the adjective "handsome") Yumi is working too slowly. (the adverb "too" modifies the adverb "slowly") This lesson focuses on the first type of adverb (adverbs which modify verbs). Adverb forms Adverbs come in regular and irregular forms: regular = adjective + ly (quick → quickly, soft → softly, loud → loudly) irregular e.g. fast → fast, high → high, low → low, good → well Notes: In this lesson students will use practice saying adverbs to modify verbs. It is an action-packed lesson with lots of action activities. Lesson Procedure: Warm Up and Maintenance: See our "Warm Up & Wrap Up" page. New Learning and Practice: 1. Introduce the adverbs – do the "Train Ride" activity To begin, get everybody standing in a long line with their hands on the shoulders of the student in front of them – forming a train (it is worthwhile moving all desks and tables to the edge of the classroom before doing this). The teacher can go at the front of the train. Start off by choo-chooing around the classroom at a nice, easy pace. Then stop and say, "Let's go again! This time count 1 and 2". As you snake around the classroom, everyone shouts, "1, 2, 1, 2, ..." together in time. Now comes the fun part – introducing the adverbs. As the train is moving around the classroom, shout out the following commands and have everyone follow what you do: "Let's go quickly!" – speed up - also speed up chanting "1, 2, 1, 2, ...". "Let's go slowly!" – slow right down to a very slow pace and also slow down chanting "1 ... 2 ... 1 ... 2 ...". "Let's go high!" – put your hands high up in the air as the train moves around the class. "Let's go low!" – bring your hands down low and stoop your head low as the train moves around the class. "Let's count loudly!" – shout "1, 2, 1, 2, ..." as the train moves around the class. "Let's count quietly!" – whisper "1, 2, 1, 2, ..." as the train moves around the class. "Let's stomp hard!" – stomp your feet as the train moves around the class. "Let's walk softly!" – walk as softly as you can as the train moves around the class. Keep moving around the class and changing the instructions. It is great fun and an exciting way to begin the lesson. 2. Play "Follow my actions" For this activity you are going to introduce the verbs from the song (which we'll sing next). Your students should know some of the verbs (e.g. run, jump) and the others are easy to pick up quickly. Get everyone to stand up and find a bit of space in the room. Teacher stands at the front of the classroom with everyone facing you. You are going to shout out the verbs from the song and act out the verbs, with everyone following you (doing the actions on the spot): run (on the spot) walk (on the spot) jump crouch down (on the spot) stomp (on the spot) tip-toe (on the spot) pat our heads clap Each time you shout out the verb, students should chorus the verb and do the action with you, for example: Teacher: "run" Students: "run" (everyone starts running on the spot) Teacher: "crouch down" Students: "crouch down" (everyone crouches down) Teacher: "tip-toe" Students: "tip-toe" (everyone tip-toes on the spot) etc. We'll do this activity in rounds: Round 1: the teacher does each activity with the students (until everyone can understand the verbs) Round 2: this time the teacher shouts out each action but only the students do the actions (and chorus the verbs). Teacher watches and helps out of necessary. Round 3: this time the teacher does the actions again and introduces the adverbs from the song – everyone must chorus each verbs + adverb and copy the teacher (e.g. "run quickly", "pat our heads softly", "jump high", etc.) Round 4: finally, the teacher shouts out the verbs + adverbs from the song without doing the actions and the students chorus and do the actions. Teacher watches and helps out if necessary. 3. Sing "Let's Have Some Fun!" song By now, your students should have a good grasp on the target vocab which will be used in the song. To help, place the song poster on the board so that everyone will be able to see which order to sing and do the actions. Quickly elicit the vocab. Play the song and sing along doing the actions as you sing. The song speeds up for verses 3 and 4 which adds to the fun. Play 2 or 3 times. Lyrics for "Let's have some fun" Chorus: What shall we do? Let's have some fun! Verse 1. Let's run, run quickly (quickly, quickly) Let's walk, walk slowly (slowly, slowly) Let's jump, jump high (high, high) Let's crouch down low (low, low) Chorus Verse 2: Let's stomp, stomp loudly (loudly, loudly) Let's tip-toe quietly (quietly, quietly) Let's pat our heads (softly, softly) Let's clap, clap hard! (hard, hard) Chorus Verse 3: Let's run, run quickly (quickly, quickly) Let's walk, walk slowly (slowly, slowly) Let's jump, jump high (high, high) Let's crouch down low (low, low) Chorus Verse 4: Let's stomp, stomp loudly (loudly, loudly) Let's tip-toe quietly (quietly, quietly) Let's pat our heads (softly, softly) Let's clap, clap hard! (hard, hard) (download MP3 here) Gestures and activities for "Let's have some fun!" The gestures for this songs are straight forward - simply have everyone do the actions as they sing them. The 3rd and 4th verses are faster versions of the 1st and 2nd verses (the song tempo speeds up). We also have a video that you can stream in class to sing along with (Internet connection required): 4. Do the "Adverbs Match" worksheet Give out the worksheets and have everyone match up the pictures with the adverbs. Circulate as everyone is working away, and ask lots of questions (e.g. What's this?, Can you pat your head softly?, etc.). When everyone has finished, go around the class asking everybody to do some actions from their worksheets. 5. Read classroom reader "The Haunted Hotel" Before starting the last activity let's have story time! Before class, download and print off the reader "The Haunted Hotel". As you go through each page, point to the pictures and elicit what each ghost likes to do and also ask for the adverb to go with the action, for example: Teacher: (pointing at the picture on page 3) What does this ghost like to do? Students: Pat people! Teacher: Yes, that's right! Where is he patting them? (pointing to head and shoulder) Students: On heads and shoulders! Teacher: Yes! That's right! Is he patting them hard? Students: No, softly! Teacher: Ok, let's check (reading from page 3) "I like to pat people softly on their heads and shoulders to scare them!". Yes, good job! Get the students really involved in the story by asking lots of questions about different objects in the pictures and have them copy the actions that the ghosts are doing. After reading the story, give out a reader worksheet to each student and have everyone fill in the missing adverbs/words. Then go through the answers as a class. -- Alternatively, watch our video version of the reader (Internet connection required): 6. Play "Adverbs Charades" Before class, write out the target verbs and adverbs on slips of paper and place in 2 boxes or hats: in one box place the verbs and in the other place the adjectives. You can also add more verbs that you have covered in previous lessons (e.g. dance, cook, sing, hop, eat, etc.). Start by modeling the game: pull out one slip of paper from the verbs box and another from the adverbs box. Then mime the action and everyone has to guess what the two words are. The combinations can be quite strange but this makes it even more fun. Split the class into 2 teams. Each time a student mimes the verbs + adverbs students can shout out the answer with the first correct one winning a point for their team. The winning student can then do the next charade. For younger students who have trouble reading, help by whispering in their ear. Wrap Up: 1. Assign Homework: "Adverbs Write" worksheet. 2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" page.

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