

Name _____ Date _____

Adverbs That Tell How, When, and Where

LAFFF
 Grammar: Adverbs

An **adverb** is a word that usually describes a verb. Adverbs tell *how*, *when*, or *where* an action happens. Many adverbs end with *-ly*.

adverbs

how: They played the music **loudly**.

when: He came **early**.

where: He went **inside**.

Thinking Questions

What is the verb? What word tells how, when, or where about the verb?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how*, *when*, or *where*.

1. Nola hoped that she would go far in her career as an engineer. _____
2. She eagerly worked on her designs. _____
3. One day, she finally allowed her friend to look at her drawings. _____
4. Her friend jumped ahead in the pages to look at the final design.

5. She thought Nola thought inventively. _____
6. Nola closed her eyes and soon envisioned herself at an awards ceremony. _____
7. She dreamily imagined her parents saying how proud they were of her. _____
8. Nola picked up her pen and practiced hard for her future goal. _____

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Adverbs of Frequency and Intensity

LAFFF
 Grammar: Adverbs

An **adverb of frequency** tells *how often* something happens. An **adverb of intensity** gives information about *how much*. Adverbs of intensity can describe a verb, an adjective, or another adverb.

adverbs
of frequency I **often** forget to bring my lunch to school.

of intensity I am **almost** finished with my invention.

 That idea is **too** strange!

Thinking Questions
Which word is the verb?
Which word tells how often or how much?

Activity Underline the adverb in each sentence. Write whether the adverb tells *how often* or *how much*.

1. Katie could barely believe she had won the science prize. _____
2. She had never achieved such an honor before. _____
3. She thought about how sometimes hard work paid off. _____
4. She had just about given up on her invention at one point. _____
5. She was completely out of new ideas. _____
6. Adam was very encouraging, though. _____
7. He wanted her to win the prize almost as much as she wanted to win it.

8. Katie will always remember what a good friend he was to her.

Lesson 17
READER'S NOTEBOOK

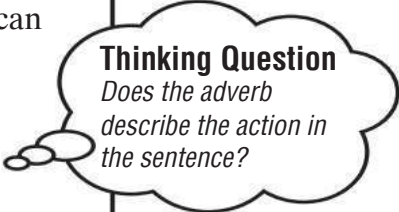
LAFFF
Grammar: Adverbs

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Using Adverbs in Different Parts of Sentences

An **adverb** usually gives us more information about the verb in the sentence. When it is used with a verb, it can come in front of the verb or after it.

He **sometimes** works **late** in the laboratory.
 Jenny **often** works **alone**.
 Do you think Howard will do **well** in the competition?
 Since he works **hard**, he **usually** does **brilliantly**.



Activity Read the sentence and the adverb in parentheses. Decide where the adverb belongs in the sentence. Then rewrite the sentence with the adverb.

1. Roger went to sleep one night. (early)

2. He was dreaming of time machines and space capsules when he awoke. (suddenly)

3. He saw a red line streaking across the yellow moon. (quickly)

4. Roger blinked and then leapt out of bed. (bravely)

5. He had no idea what he had just seen. (really)

6. He leaned out his window and looked for the thing to return. (everywhere)

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Lesson 17
 READER'S NOTEBOOK

LAFFF
 Grammar: Spiral Review

Simple Verb Tenses

Present Tense	Past Tense	Future Tense
The alien <u>visits</u> Earth. The author <u>writes</u> about aliens.	The alien <u>visited</u> Earth. The author <u>wrote</u> about aliens.	The alien <u>will visit</u> Earth. The author <u>will write</u> about aliens.

1–6. Write which tense of the verb in parentheses correctly completes the sentence. Then write the correct tense of the verb.

1. The author (use) Pluto as the setting of his next book.

2. For his last book, the author (choose) Venus for the setting.

3. My brother (read) a chapter of his favorite science book every day.

4. He now (enjoy) reading stories about space travel.

5. Last year, he (like) books about dinosaurs.

6. I wonder what type of books he (like) next.

7–10. This paragraph contains four errors in verb tense. Underline each error. On the line below, correct the errors and tell which verb tense is correct.

The famous science fiction author signed copies of her book later today at 4:00 p.m. I can't wait! Yesterday my mom tells me about the book signing. I finish reading the book last night. In the book, all the characters live on Earth, but Earth is very different. The characters' things are very small. Their cars and computers are tiny. The characters can enlarge and shrink themselves to fit into their cars or use their computers. When I meet the author, I ask her if she really thinks we will be able to change our own size in the future. Sometimes the work of science fiction authors inspires inventors to create new technologies.

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Connect to Writing

LAFFF
 Grammar: Connect to Writing

Less Precise Adverb	More Precise Adverb
The spaceship crew cheered <u>loudly</u> when they saw Earth.	The spaceship crew cheered <u>ecstatically</u> when they saw Earth.

Activity Look at the underlined adverb in each sentence. Write a more precise adverb on the line.

- The scientist stood on the street and slowly looked around. _____
- He then walked quietly toward the corner.

- At the entrance to a building, he quickly stopped and looked around. _____
- As he went up the front steps, the scientist smoothly brushed off the front of his coat. _____
- When he finally pushed a buzzer, he did it firmly. _____
- After waiting a while, he softly placed the palm of his hand on the glass door. _____
- Strangely enough, his hand passed right through the glass!

- A woman who had observed the use of this amazing invention retreated quickly back into her apartment. _____

Lesson 17
READER'S NOTEBOOK

Name _____ Date _____

LAFFF
Writing: Narrative Writing

Focus Trait: Elaboration

Using Concrete Words and Sensory Details

Basic Description	Description with Concrete Words and Sensory Details
Tara had blonde hair.	Tara's <u>long, straight</u> hair was the color of <u>sunlit wheat</u> .

A. Think about the characters Angela and Peter from LAFFF. Read each sentence. Make it more vivid by adding descriptive words and details.

Basic Description	Description with Exact Words
1. Angela felt odd when she looked into the room.	Angela felt _____ when she _____
2. Peter waited to hear about what Angela did.	Peter _____ to hear about _____

B. Rewrite each description, adding details to make it more precise and interesting.

Pair/Share Work with a partner to brainstorm concrete words and sensory details to elaborate on each sentence.

Basic Description	Description with Exact Words
3. Angela saw something in the kitchen.	
4. Peter laughed at the funny thing.	
5. Angela ran away.	