

Adverbs: Student Read Sheet with Sentences

For this activity, students will practice reading sentences with adverbs and answer the questions "When?", "Where?", "Why?", and "How?" Students will decode words, build accuracy and fluency, and strengthen their vocabulary. In this read sheet, we will use words with r-controlled vowels but you can use any phonics pattern that you are teaching your students.

Materials:

- "When?", "Where?", "Why?", and "How?" Read Sheet (R-Controlled Vowel Sentences) for each student
- pencil or marker for each student

Teacher Tip: Store each student's read sheet in a folder or binder so they can use them for additional practice, if needed.

Directions:

This activity can be used with a whole class or in a small group. Here are two options for modeling and delivering the practice. The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

Option A

1. Read one sentence at a time with students and make sure that they can accurately decode each word in the sentence.
2. After a sentence has been decoded, have the students reread the sentence, this time trying to read the whole sentence without segmenting the sounds in each word.
3. For the third reading, ask the following questions before reading each sentence:
 - "Who or what is this sentence about?"
 - "Did what?"
 - Then, depending upon what adverb is in the sentence, ask:
 - "When?"
 - "Where?"
 - "Why?"
 - "How?"
4. Have students scoop under the parts of the sentence and then read it a third time.



5. Follow this procedure with each sentence on the activity page.

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Option B

1. For the first reading, read each sentence and have students follow along (track) as you read.
2. For the second reading, read each sentence together with the students.
3. Before the third reading, ask the following questions before reading each sentence:
 - "Who or what is this sentence about?"
 - "Did what?"
 - Then, depending upon what adverb is in the sentence, ask:
 - "When?"
 - "Where?"
 - "Why?"
 - "How?"
4. Have students scoop under the parts of the sentence and then read it a third time.
5. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
6. Repeat the process with the sentences.
7. For the final reading, which can be done during the lesson or at a later time, have students partner-read or independently whisper-read the entire page.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

For example, students may not know the meaning of the word *sped*. You can say, "*Sped* means to go really fast."

Name _____ Date _____



My arm hurt when I fell.

The car sped there.

He ran first.

The worm hid here.

He got in the car to go.

Her cat jumps to hunt birds.

The fur felt soft.

Mark runs fast to win.