

Reflections/Notes:

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Clarify language arts concepts using pantomime!

## Acting Out the Adverb,

In this lesson, students will compare and contrast adjectives and adverbs. We will explore how acting out an adverb is easier than an adjective. While we can reach for the adjective, they are often difficult to physically demonstrate. As a trick for identifying the difference, we teach students to try to imagine acting them out.

### Essential Question:

How can the arts help to clarify language arts concepts?

### Process

- We are going to play with adjectives and adverbs. I am going to ask you to act out things as I say them. It is important that you not lose control, that you participate and that you stay within your space.
  - Let's make a space ball around us. Place your hands on your hips. This is how big your space bubble is. Let's get inside of it...now let's blow it up. One, two, three...blow. Oh good, it is getting bigger and bigger. Great! Now let's notice what it feels like in there. Careful, don't break it...just tap it. Good.
  - This is your acting bubble. Now, we cannot crash our bubbles into each other or they will pop. If you can't keep your bubble safe you will have to sit out. Your bubble is what keeps you safe.
  - Today we will be pantomiming – acting without talking, just using your bodies.
  - Now everyone close your eyes...when you open them again, you will be an actor. One, two, three...
- Ask the students to pantomime:
  - Eating an ice cream cone
  - Eating a pickle
  - Shuffling a deck of cards
  - Playing an instrument
  - Reading a book
  - Walking a dog
- Now discuss that everyone pantomimed differently because I did not describe it very much. Now let's try it this way.
  - Eating a vanilla ice cream cone
  - Eating a sour dill pickle
  - Shuffling a small deck of cards
  - Playing a loud instrument
  - Playing a quiet instrument
  - Reading an exciting book
  - Reading a boring book
- Notice that while these words helped us to more clearly decide how we could do the pantomime, we all still did them very differently.
- In each one of the examples I described the object using adjectives.
- Now let me try it another way. Show me:
  - Eating a vanilla ice cream cone quickly.
  - Eating a sour dill pickle loudly.
  - Shuffling a small deck of cards badly.
  - Playing a loud instrument beautifully
  - Playing a quiet instrument poorly.
  - Reading an exciting book eagerly.
  - Reading a boring book sleepily.
- Notice that now you could all clearly picture not only what you were using but how you were using it.
- Now let's come up with some of our own.
- Take suggestions and have everyone try them.
- Let's identify the adjective and the adverb.
- Discuss that the adjective describes what you are using, and is not always easy to act out:
  - Playing with a red ball.
  - Watching a black and white TV
  - Riding an old bike
  - Holding a cute baby.

### Materials

- Phrases using adjectives and adverbs

### Vocabulary

#### Pantomime

Conveying a story by body movements or facial expressions only

#### Adjective

Words that describe or modify another person or thing

#### Adverb

Words that modify a verb, adjective, or another adverb. Adverbs often tell when, where, why, or under what conditions something happens or happened

### Classroom Tips

This lesson will have to be carefully delivered so as not to further confuse students. Using adjectives and adverbs can help us to better act out a sentence. But adverbs, because they focus on the action word are more helpful than the adjectives. However, we have to describe what we are using in order to imagine it.

- Now discuss that an adverb describes the action word and is much easier to act out:
  - Playing with a red ball happily.
  - Watching a black and white TV excitedly.
  - Riding an old bike quickly.
  - Holding a cute baby fearfully.
  - Eating six French fries hungrily.
  - Swing a short golf club smoothly.
- To close, ask students to stand quietly and close their eyes. Imagine that you are floating high in the air, but you are safe. You are drifting down to the earth, gently. When you open your eyes you will be on the earth again, you will be you, and you will no longer be acting.

### Assessment

- Students should be able to correctly differentiate between adjectives and adverbs.
- Students should be able to correctly provide examples of adjectives and adverbs.
- Students should participate in pantomime exercise while maintaining control of their bodies and personal space.

## Academic Knowledge and Skills Gwinnett County Public Schools

### LANGUAGE ARTS

#### GRADE 2

#### F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (2LA\_F2012-35/ELACC2L1)

## Common Core Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE 2

**ELACC2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

## National Standards

### THEATRE ARTS

**Standard 2:** Acting by assuming roles and interacting in improvisations