

Lesson Plan on Reduced Adverb Clauses: Incorporating Student-Created Material

The following represents the major stages of a two-part lesson in which I incorporate my students' work. It also shows samples of students' ideas.

Part I

1. Ask students what verbs can illustrate mannerisms or actions often seen when we are: **angry**, **embarrassed**, or **sneaky**.

** If there's an artist in class, I ask him or her to draw simple pictures which illustrate the verbs from the list.*

Examples of Students' Ideas:

Angry: *frown, grind teeth, sigh, rip one's hair out*

Embarrassed: *blush, giggle, lower one's eyes*

Sneaky: *tiptoe, sneak, hide*

2. Ask students to imagine a situation which would make a person angry, embarrassed, or sneaky. Then have them create a four-sentence story about it. In the story, students must use at least one of the verbs from the list created earlier, and write sentences using:

1. *before*
2. *when/while*
3. *because*
4. *after*

Examples of Students' Ideas:

Angry:

***Before** John went home, he drove to a gas station. **While** he was sitting in his car, he heard that the gas station had run out of gas. **Because** he was very angry, he started to rip his hair out. **After** he saw people laughing at him, he calmed down and did not mind the long line.*

Embarrassed:

Before Amanda went to the party, she put on some make up. *While* she was going to the party, she was thinking about Jake. *Because* she wanted him to talk to her, she was thinking about how to start a conversation. *After* she said hi to Jake, she giggled and lowered her eyes.

Sneaky:

Before John left his office, he took the secret documents. *When* he was leaving his office, he was hiding them under his coat. *Because* nobody noticed him, he felt happy. *After* he got into his car, he realized they were the wrong documents.

3. Collect students' work.

* I take my students to a computer lab in order to I collect material for lessons. There they can email me their work. It is then easy for me to reformat.

4. Introduce and practice reduced adverb clauses.

* I use one of [my discovery-based lessons](#) here.

Part II**1. Review the structure of reduced adverb clauses.**

2. Inform students that they will be working in small groups and that they will be reading their peers' short stories. Distribute sheets with the stories.

* I usually take students to a computer lab so that they can use electronic versions of the stories, but hard copies work just as well. I make sure each group works with a different set of stories.

3. Ask students to change the sentences they created by using *before, after, when, because*, etc. into reduced adverb clauses.

Examples of Students' Ideas

Angry:

Before going home, John drove to a gas station. While sitting in his car, he heard that the gas station had run out of gas. Being very angry, he started to rip his hair out. After seeing people laughing at him, he calmed down and did not mind the long line.

Embarrassed:

Before going to the party, Amanda put on some make up. While going to the party, she was thinking about Jake. Wanting Jake to talk to her, she was thinking about how to start a conversation. After saying hi to Jake, she giggled and lowered her eyes.

Sneaky:

Before leaving his office, John took the secret documents. When leaving his office, he was hiding them under his coat. Because nobody noticed him, he felt happy. After getting into his car, he realized they were the wrong documents.

4. Ask the students to form several groups and to exchange their new stories with one another. Inform them that they are now acting as peer reviewers and that their task is to check if the sentences were written correctly. If they find mistakes, they should correct them.

5. Have students select the most interesting story. Ask a representative from each group to read it out loud.

6. Collect the new and reviewed stories.

** If we are in a computer lab, I ask students to email me the new and edited stories so that I can prepare a "collection" of them for everyone.*