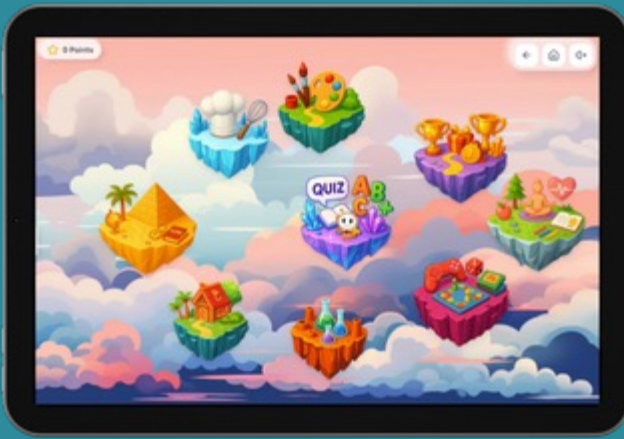


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Adverbial Phrases - Year 4

Table of Contents	
Presentation: Adverbial Phrases	
Displays & Reference: Adverbial Phrases	
Activity: Phrase Detectives	
Game: Detail Dash	
Worksheet: Spot and Sort	
Worksheet: Place It and Punctuate	
Worksheet: Add Precise Detail	
Worksheet: Plan & Craft a Detailed Paragraph	
Picture Writing: Creek & Storm Scenes	
Worksheet: Phrase Repair Lab	
Quiz: Adverbial Phrases	
Assessment: Analyse, Craft & Edit	
Rubric: Adverbial Phrases	



Adverbial Phrases - Adding the Details!

An adverbial phrase is a group of words that acts like an adverb.



WHERE?

The hikers rested
beside the waterfall.



WHEN?

Before the first bell,
the library opened.



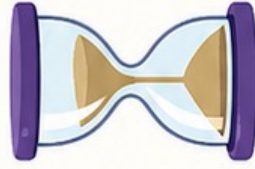
WHY?

The team stayed late
to finish its model.



HOW?

The orchestra played
with great care.



HOW LONG?

For nearly an hour,
the rain continued.



HOW OFTEN?

Twice each week,
the club meets.



Six Questions for Adverbial Phrases



An adverbial phrase is a group of words that acts like an adverb.



WHERE?

beside the science lab



WHEN?

after the meal



WHY?

to collect more evidence



HOW?

with remarkable patience



HOW LONG?

for almost twenty minutes



HOW OFTEN?

every second Friday

POSITION AND COMMAS

Beginning:

add a comma
after the phrase.

Middle:

place commas
on both sides.

End:

usually no comma
is needed.



Remember: A phrase needs a main clause to make a complete sentence.



Phrase Detectives

Sorting Challenge

YOU WILL NEED

- ★ 6 sorting mats
- ★ 24 phrase cards



HOW TO PLAY

1. Work with a partner or small group.
2. Sort out and match the phrase cards.
3. Read each phrase aloud.
4. Decide which question the phrase answers.
5. Place it on the matching sorting mat.
6. Check tricky choices by using the phrase in a complete sentence.

FAST FINISHER

Choose one card from each category.
Write six complete sentences. If a phrase begins a sentence, add a comma after it.



Phrase Detectives Sorting Mat

WHERE?

tells place

WHEN?

tells time

HOW?

tells manner

Place each phrase card in the zone that matches the detail it adds.



Phrase Detectives Sorting Mat



WHY?

tells reason or purpose

HOW LONG?

tells duration

HOW OFTEN?

tells frequency



Place each phrase card in the zone that matches the detail it adds.



Phrase Detectives – Phrase Cards A



beneath the old
footbridge



near the vegetable
garden



beyond the red
gate



along the rocky
shoreline



before the lights
dimmed



at the end of
rehearsal



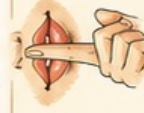
while the rain
eased



after the first
announcement



with patient
concentration



as quietly as
possible



without any
hesitation



in a carefully
measured way

Cut along the dotted lines. Mix the cards before sorting.



Phrase Detectives – Phrase Cards B



to protect
the seedlings



because the
path was slippery



so the class
could hear



in order to solve
the mystery



for the entire
afternoon



throughout the
school holidays



until the timer
sounded



since the start
of winter



once every
fortnight



three times
each season



whenever the
siren sounds



on alternate
Tuesdays

Cut along the dotted lines. Mix the cards before sorting.



Detail Dash - Three in a Row



- 
- Mix the clause cards and place them face down. Take turns drawing a card. Find an adverbial phrase that creates a complete, logical sentence. Read the sentence aloud, then cover the phrase. The first player to cover three spaces in a row wins.



during the
science fair

beside the
climbing wall

to avoid
missing the

with
impressive
balance

for nearly
two hours

every second
weekend

before the
storm arrived

under the
old fig tree

because
the trail was
flooded

as carefully
as possible

until the
final whistle

three times
each term

after the
lights went out

to test the
new design

with quiet
determination

near the
community
garden



Detail Dash – Clause Cards

the students
displayed their
inventions



the coach
placed the
equipment



Maya packed
her bag early



the gymnast
completed
the routine



the researchers
observed
the nest



our family
visits
the market



the campers
recycled
the tent



the class
shared
lunch



the hikers
chose another
route



Loah prepared
a new ingredient



the teams
continued
playing



the council
inspects
the playground



everyone
reached for
a torch



the engineers
rebuilt
the bridge



Leila finished
the difficult
climb



volunteers
planted native
shrubs



Cut along the dotted lines. Mix the cards and place them face down.

Spot and Sort



Name: _____

1. Underline the adverbial phrase in each sentence. Write its type: where, when, why, how, how long or how often.

1. Before the gates opened, the crowd waited quietly. Type: _____

2. The lizard disappeared beneath the warm rock. Type: _____

3. Priya solved the puzzle with careful reasoning. Type: _____

4. The rehearsal continued for almost forty minutes. Type: _____

5. Every second Friday, our class visits the library. Type: _____

6. The volunteers wore gloves to protect their hands. Type: _____

7. As for the how the cyclists rode in single file. Type: _____

8. The team practised twice each week. Type: _____

2. Choose one sentence. Explain what extra detail its adverbial phrase adds.

Spot and Sort



Name: ANSWERS

1. Underline the adverbial phrase in each sentence. Write its type: where, when, why, how, how long or how often.

1. Before the gates opened, the crowd waited quietly. Type: when

2. The lizard disappeared beneath the warm rock. Type: where

3. Priya solved the puzzle with careful reasoning. Type: how

4. The rehearsal continued for almost forty minutes. Type: how long

5. Every second Friday, a class visits the library. Type: how often

6. The volunteers wore gloves to protect their hands. Type: why

7. Along the new track, the cyclists rode in single file. Type: where

8. The team practised twice each week. Type: how often

2. Choose one sentence. Explain what extra detail its adverbial phrase adds.

Sentence 1: It tells when the waiting happened.

Place It and Punctuate



Name: _____

A. Beginning

Rewrite each sentence with the bracketed phrase at the beginning. Add punctuation.

1. The band tuned its instruments. [before the concert]

2. We packed the samples. [after the experiment]

3. The dog waited. [beside the garden gate]

B. Middle

Insert the bracketed phrase in the middle. Use a comma on both sides.

4. The principal announced the winners. [with a broad smile]

5. The cyclist crossed the finish line. [after a difficult climb]

6. The researcher recorded the result. [with great care]

C. End

Add the phrase at the end. Use no unnecessary comma.

7. The players trained [twice each week]

8. The owls called [from the tallest gum tree]

9. The class stayed inside [because the oval was flooded]

Place It and Punctuate



Name: **ANSWERS**

A. Beginning

Rewrite each sentence with the bracketed phrase at the beginning. Add punctuation.

1. The band tuned its instruments. [before the concert]

Before the concert, the band tuned its instruments. _____

2. We packed the samples. [after the experiment]

After the experiment, we packed the samples. _____

3. The dog waited. [beside the garden gate]

Beside the garden gate, the dog waited. _____

B. Middle

Insert the bracketed phrase in the middle. Use a comma on both sides.

4. The principal announced the winners. [with a broad smile]

The principal, with a broad smile, announced the winners. _____

5. The cyclist crossed the finish line. [after a difficult climb]

The cyclist, after a difficult climb, crossed the finish line. _____

6. The researcher recorded the result. [with great care]

The researcher, with great care, recorded the result. _____

C. End

Add the phrase at the end. Use no unnecessary comma.

7. The players trained [twice each week]

The players trained twice each week. _____

8. The owls called [from the tallest gum tree]

The owls called from the tallest gum tree. _____

9. The class stayed inside [because the oval was flooded]

The class stayed inside because the oval was flooded. _____

Add Precise Detail



Name: _____

A. Match the question

Complete each sentence with an adverbial phrase that matches the question.

1. _____, the rescue team checked its equipment. (when)

2. The kayakers rested _____. (where)

3. The artist mixed the colours _____. (how)

4. The choir rehearsed _____. (how often)

5. The students stayed after school _____. (why)

6. The rain continued _____. (how long)

B. Improve the sentence

Improve each blank sentence by adding two different adverbial phrases.

7. _____ the robot moved.

8. The audience cheered.

Add Precise Detail



Name: **ANSWERS**

A. Match the question

Complete each sentence with an adverbial phrase that matches the question.

1. **Before sunrise**, the rescue team checked its equipment. (when)

2. The kayakers rested **beside the jetty**. (where)

3. The artist mixed the colours **with smooth, even strokes**. (how)

4. The choir rehearsed **three times each week**. (how often)

5. The students stayed after school **to finish the mural**. (why)

6. The rain continued **for most of the afternoon**. (how long)

B. Improve the sentence

Improve each blank sentence by adding two different adverbial phrases.

7. The robot moved.

Before lunch, the robot moved with careful steps.

8. The audience cheered.

At the final whistle, the audience cheered with enormous excitement.

Plan a Detailed Paragraph

Name: _____

Scenario

"A storm is approaching during a school sports carnival."



1. Topic sentence

What is happening?

2. Plan four adverbial phrases

Where?

When?

How?

Why?

3. Choose the best position

beginning

☐

middle

☐

end

☐

Comma check

☐

Beginning phrase: comma after it

☐

Middle phrase: comma on both sides

☐

End phrase: no unnecessary comma

Craft a Detailed Paragraph



Name: _____

Scenario

"A storm is approaching during a school sports carnival."

Write 6–8 sentences. Include:

- at least five adverbial phrases
- details about where, when, how and why
- a phrase at the beginning, in the middle and at the end
- correct commas
- underlining beneath every adverbial phrase



PREVIEW

Reflection

My strongest adverbial phrase is _____

It improves my paragraph because _____

Picture Adventure: Creek Crossing

Name: _____



Study the scene. Write an adverbial phrase for each question.

Where? _____

When? _____

How? _____

Why? _____

How often? _____

Choose three of your phrases. Write three vivid sentences and underline each adverbial phrase.

Picture Discovery: After the Storm

Name: _____



Observe the scene. Write a prepositional phrase for each detail.

Where? _____

When? _____

How? _____

What? _____

Write a five-sentence mini-story. Use at least four of your phrases. Place one at the beginning, one in the middle and one at the end. Underline each adverbial phrase.



Phrase Repair Lab



Name: _____

A. Fix the punctuation

Rewrite each sentence correctly.

1. Before the bell rang the students packed their bags.

2. The science team, worked with great care.

3. The runner after a slow start won the race.

4. Across the oval the excited puppy ran.

B. Build a complete sentence

Turn each phrase into a complete sentence.

5. During the long rain festival.

6. Under the old wooden bridge.

C. Improve the paragraph

Rewrite the paragraph with at least three adverbial phrases and correct punctuation.

The gates opened. People entered. The musicians played. The festival began.



Phrase Repair Lab



Name: **ANSWERS**

A. Fix the punctuation

Rewrite each sentence correctly.

1. Before the bell rang the students packed their bags.

Before the bell rang, the students packed their bags.

2. The science team, worked with great care.

The science team worked with great care.

3. The runner after a slow start won the race.

The runner, after a slow start, won the race.

4. Across the oval the excited puppy ran.

Across the oval, the excited puppy ran.

B. Build a complete sentence

Turn each phrase into a complete sentence.

5. During the long rehearsal.

During the long rehearsal, the actors refined each scene.

6. Under the old wooden bridge.

Children sheltered under the old wooden bridge.

C. Improve the paragraph

Rewrite the paragraph with at least three adverbial phrases and correct punctuation.

The gates opened. People entered. The musicians played. The festival began.

When the gates opened, people entered the park. Near the stage, the musicians played with lively energy. At midday, the festival began.

Assessment: Analyse Adverbial Phrases



Name: _____

Date: _____

A. Identify and classify

Underline the adverbial phrase. Write its type: where, when, why, how, how long or how often.

1. At dawn, the research team entered the cave. Type: _____
2. The hikers waited beside the marked trail. Type: _____
3. Mira handled the fragile shell with extreme care. Type: _____
4. The rescue helicopter circled for nearly an hour. Type: _____
5. Our team practises every Tuesday afternoon. Type: _____
6. The ranger closed the path because of the fallen branch. Type: _____

B. Place and punctuate

Rewrite each sentence using the bracketed phrase as directed.

7. Beginning: The audience fell silent [when the lights dimmed]

8. Middle: The coach explained the strategy [before the final match]

End: The class met [in the shaded courtyard]

C. Explain

“During the long voyage, the crew recorded weather changes carefully.”

10. What does the adverbial phrase tell the reader?

11. Why is the comma needed?

Assessment: Analyse Adverbial Phrases



Name: ANSWERS

Date: _____

A. Identify and classify

Underline the adverbial phrase. Write its type: where, when, why, how, how long or how often.

1. At dawn, the research team entered the cave. Type: when
2. The hikers waited beside the marked trail. Type: where
3. Mira handled the fragile shell with extreme care. Type: how
4. The rescue helicopter circled for nearly an hour. Type: how long
5. Our team practises every Tuesday afternoon. Type: how often
6. The ranger closed the path because of the fallen branch. Type: why

B. Place and punctuate

Rewrite each sentence using the bracketed phrase as directed.

7. Beginning: The audience fell silent [when the lights dimmed]
When the lights dimmed, the audience fell silent.

8. Middle: The coach explained the strategy [before the final match]
The coach, before the final match, explained the strategy.

- End: The class met [in the shaded courtyard]
The class met in the shaded courtyard.

C. Explain

"During the long voyage, the crew recorded weather changes carefully."

10. What does the adverbial phrase tell the reader?

It tells when the recording happened.

11. Why is the comma needed?

It separates the opening adverbial phrase from the main clause.

Assessment: Craft and Edit

Name: _____

Date: _____



A. Add precise detail

Complete each sentence with an adverbial phrase that matches the question.

1. _____, the koala climbed higher. (when)



2. The engineers tested the bridge _____. (how)

3. The rehearsal continued _____. (how long)

4. The visitors moved indoors _____. (why)

B. Improve a paragraph

Rewrite this paragraph as 4–5 vivid sentences. Add at least four adverbial phrases. Use one at the beginning, one in the middle and one at the end. Underline each phrase.

The whistle sounded. The runners moved. The crowd watched. The race ended.

C. Find and explain

“After the race the tired athletes rested, beneath the shade trees.”

5. Rewrite the sentence correctly.



6. Explain both punctuation changes.

Self-check

☐ four or more phrases ☐ varied positions ☐ correct commas ☐ phrases underlined

Assessment: Craft and Edit

Name: ANSWERS

Date: _____



A. Add precise detail

Complete each sentence with an adverbial phrase that matches the question.

1. At sunrise, the koala climbed higher. (when)



2. The engineers tested the bridge with specialised equipment. (how)

3. The rehearsal continued for two full hours. (how long)

4. The visitors moved indoors because rain was approaching. (why)

B. Improve a paragraph

Rewrite this paragraph as 4–5 vivid sentences. Add at least four adverbial phrases. Use one at the beginning, one in the middle and one at the end. Underline each phrase.

The whistle sounded. The runners moved. The crowd watched. The race ended.

At the starting signal, the whistle sounded. The runners, with powerful strides,
moved along the track. From the shaded stands, the crowd watched with
growing excitement. After three fast laps, the race ended near the finish banner.

C. Find and explain

“After the race the tired athletes rested, beneath the shade trees.”

5. Rewrite the sentence correctly.



After the race, the tired athletes rested beneath the shade trees.

6. Explain both punctuation changes.

A comma follows the opening phrase. The unnecessary comma before the ending phrase is removed.

Self-check

- ☒ four or more phrases ☒ varied positions ☒ correct commas ☒ phrases underlined

Adverbial Phrases - Year 4 Rubric



Use this rubric with both assessment pages. Circle one level for each criterion.

Name: _____ Date: _____

Criterion	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Identifies and classifies	Rarely finds adverbial phrases or confuses them with other parts of a sentence.	Finds some adverbial phrases and sometimes classifies them.	Finds and classifies most adverbial phrases correctly.	Finds and classifies adverbial phrases accurately and consistently.	Accurately finds and classifies all adverbial phrases, including tricky examples.
Uses varied phrases	Uses few adverbial phrases. Ideas are simple and repetitive.	Uses some adverbial phrases to add detail.	Uses a range of adverbial phrases to add clear detail and meaning.	Uses varied and interesting adverbial phrases that enhance the writing.	Uses a wide range of precise and creative adverbial phrases for strong impact.
Places and punctuates	Adverbial phrases are often in the wrong place. Punctuation is frequently incorrect.	Places adverbial phrases with support. Some punctuation errors.	Places adverbial phrases in most positions. Punctuation is mostly correct.	Places adverbial phrases effectively. Punctuation is accurate and secure.	Places adverbial phrases skillfully for impact. Punctuation is accurate and well chosen.
Crafts detailed writing	Writing has little detail. Adverbial phrases add limited information.	Adds some detail with adverbial phrases. Writing is growing.	Adds clear detail with adverbial phrases. Writing is well developed and easy to follow.	Adds rich detail with well-chosen adverbial phrases. Writing flows smoothly.	Adds vivid, precise detail that brings writing to life using adverbial phrases expertly.
Edits and explains	Needs a lot of support to edit. Explanations are missing or unclear.	Edits some parts with support. Gives a simple explanation.	Edits most errors independently and gives a clear explanation.	Edits accurately and explains choices clearly.	Edits with precision and explains choices in depth.

Total: _____ / 25

Teacher feedback: _____

Adverbial Phrases



Learning Intention

We are learning to use adverbial phrases to add precise details to clauses and sentences.

Success criteria

- identify an adverbial phrase
- classify the detail it adds
- move and construct phrases correctly

For example, we can write controlled sentences



What Is an Adverbial Phrase?

An adverbial phrase is a group of words that holds information about an action.

It can tell where, when, why, how long or how often.

Example: The class worked with complete focus.



Why Writers Use Them

Adverbial phrases make even clearer, more precise and more vivid.

The bird landed.

The bird landed on the highest branch before sunset.

The adverbial phrases answer where? and when?



Six Questions to Ask

Where? beside the creek

When? before sunrise

Why? to protect the seedlings

How? with steady hands

How long? for nearly an hour

When? every second Tuesday



Where, When and Why

Where? The campers rested beneath the old gum trees.

When? After the briefing, teams began.

Why? The trees closed because of the strong wind.

Each passage adds a new kind of detail.



How, How Long and How Often

How? The scientist lifted the sample with great care.

How long? The rehearsal continued for forty minutes.

How often? Our class visits the library every second Friday.

Ask the question and give phrase answers.



Find the Main Clause

An adverbial phrase adds to a main clause; it does not replace it.

During the long rehearsal, the actors refined each scene.

Phrase: During the long rehearsal

Main clause: the actors refined each scene



At the Beginning

Before the gates opened, the crowd waited quietly.

When a longer prepositional phrase begins the sentence, place a comma after it.

opening phrase + comma + main clause



In the Middle

The coach, before the final match, explained strategy.

A phrase inserted in the middle must be set off with a comma on both sides.

Main clause, inserted phrase, continued clause



At the End

The team practised twice each week.

An adverbial phrase at the end usually needs no comma.

Avoid separating a verb from a necessary ending detail with an

necessary comma.



A Phrase Is Not a Sentence

During the long rehearsal.

This is not a complete sentence because it does not contain a complete main clause.

During the long rehearsal, the actors refined each scene.



Classify the Phrases

Identify each phrase and decide what it is.

1. At dawn, the cave team emerged.
2. The lizard hid beneath the warm rock.
3. Priya solved the problem with careful reasoning.
4. The hearing continued for nearly an hour.



Practice Answers

1. At dawn — when
2. beneath the warm rock — where
3. with careful reasoning — how
4. for nearly an hour — how long

A person can appear at the beginning or end and still perform the same job.



Move the Phrases

Start: After the experiment, the researchers packed the samples.

Middle: The researchers, after the experiment, packed the samples.

End: The researchers packed the samples after the experiment.

Choose the position that sounds clear and natural.



Compare the Reverses

Basic: The band tuned its instruments

Beginning: Before the concert the band tuned its instruments.

Middle: The band before the concert tuned its instruments.

End: The band tuned its instruments before the concert.

Each position changes the emphasis.



A Bland Paragraph

The gates opened. People entered. The musician played. The festival began.

The events were clear, but the reader cannot picture when, where or how they happened.

Which details would make this paragraph more precise?



Add Precise Details

When the gates opened, people entered the park.

Near the stage, the music was played with lively energy.

At midday, the festival began.

The phrases connect events and build a clearer scene.



Find the Added Details

Near the stage, the musicians played with lively energy.

Where? near the stage

How? with lively energy

A sentence may contain more than one adverbial phrase.



Compose Your Own

Write one strong sentence for each prompt.

- a rescue team — where and when
- a robot — how and how often
- a class — why and how long

Underline each central phrase and check the commas.



Review

Adverbial phrases answer where, when, how, how long or how often.

They can appear at the beginning, in the middle or at the end.

Use commas after opening phrases and around inserted phrases. Avoid

unnecessary commas at the end.





Well Done!



DRIVE

Advertisement Phrases Quiz



Question One

Which words form the adverbial phrase?

The lizard disappeared beneath the warm rock.

A The lizard

B disappeared

C beneath the warm rock

D warm



Answer One

C – beneath the warm rock

The phrase tells where the lizard disappeared.



Question Two

True or False

Before sunrise to when the volunteers met.

Choose True or False.



Answer Two

True

Before sunrise to when the meeting happened.



Question Three

Which sentence uses the opening phrase correctly?

- A Before the concert the band tuned its instruments.
- B Before the concert the band tuned its instruments.
- C Before, the concert the band tuned its instruments.
- D Before the concert band, tuned its instruments.



Answer Three

B — Before the concert, the band needed instruments.

A comma separates the opening adverbial phrase from the main clause.



Question Four

Which sentence correctly places “with great care” in the middle?

- A The scientist with great care lifted the sample.
- B The scientist, with great care lifted the sample.
- C The scientist with great care, lifted the sample.
- D The scientist with great care, lifted the sample.



Answer Four

C – The scientist, with great care, lifted the sample.

A middle phrase needs a comma on both sides.



Question Five

Which sentence avoids an unnecessary comma?

- A The class practised twice each week.
- B The class practised twice each, week.
- C The class practised twice each week,
- D The class practised twice, each week.



Answer Five

B — The class practised twice each week.

An ending adverbial phrase usually needs no comma.



Question Six

True or False

In the sentence below, because of the fallen branch tells why the ranger closed the path.

The ranger closed the path because of the fallen branch.

Choose true or false.



Answer Six

True

Because of the function being given the reason the path was closed.



Question Seven

Which option is a complete sentence?

- A During the long rehearsal.
- B Beneath the bridge.
- C During long rehearsal, the actors refined each scene.
- D With steady hands.



Answer Seven

C – During the long rehearsal, the actor defined each scene.

It contains an opening phrase and a complex main clause.



Question Eight

Which sentence adds both where and how?

- A The robot moved.
- B In the laboratory, the robot moved with careful steps.
- C The robot moved up today.
- D The robot moved for two minutes.



Answer Eight

B — In the laboratory, the robot moved with careful steps.

In the laboratory tells with careful steps how.



Question Nine

Short answer

Move after the experiment to the beginning of the sentence.

We packed the samples after the experiment.

Write the correctly punctuated sentence.



Answer Nine

After the experiment, we packed the samples.

The moved phrase begins the sentence, so a comma follows it.



Question Ten

Short answer

Edit the sentence below.

After the race the athletes rested, and they shade trees.

Write the corrected sentence.



Answer Ten

After the race, the tired athletes rested beneath the shade trees.

Add a comma after the opening phrase and remove the unnecessary comma before the ending phrase.





Well Done!



DRIVE