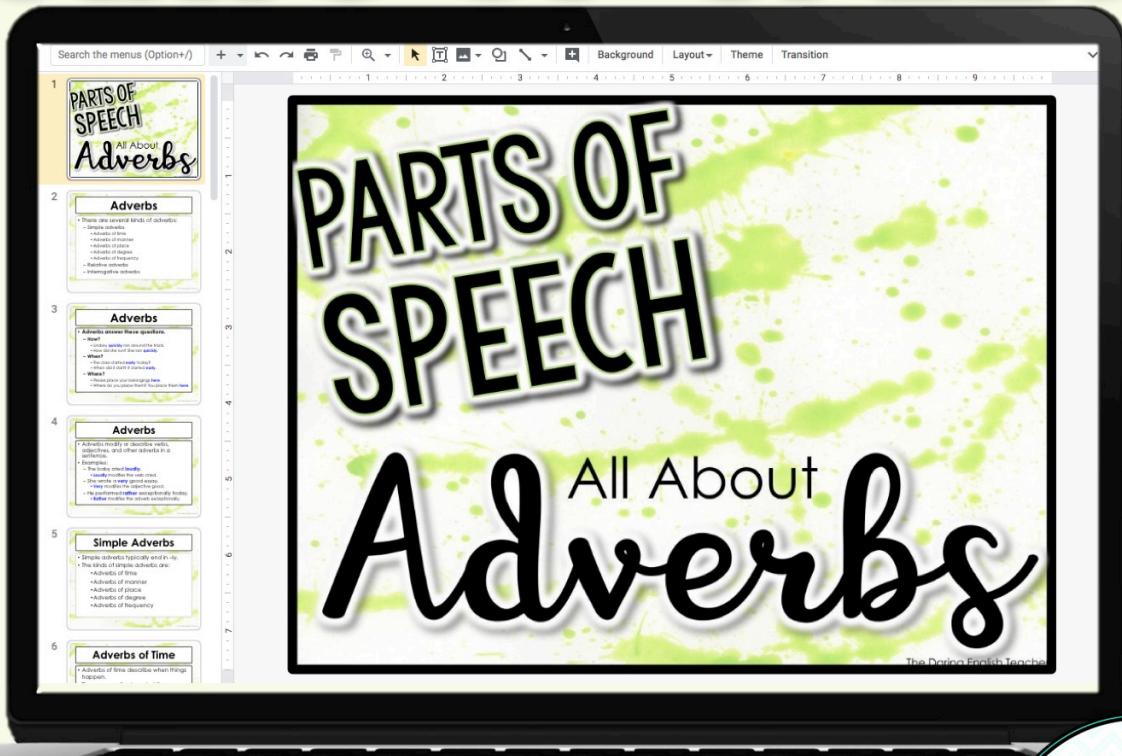


# PARTS OF SPEECH



## FOR GOOGLE DRIVE

A paperless resource  
to use with students  
via Google Drive



# PARTS OF SPEECH - ADVERBS

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## SHARE & CONNECT WITH ME ON SOCIAL MEDIA!

I would absolutely LOVE to see the beautiful work your students complete with this resource. Post pictures of your students working on these activities or the final product and mention me in the comments.

**INSTAGRAM:** @TheDaringEnglishTeacher

**TWITTER:** @DaringEnglish



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# Terms of Use

**Thank you for purchasing this resource.**

**Please read the terms of use before accessing these materials.**

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Please feel free to contact me if you have any questions.

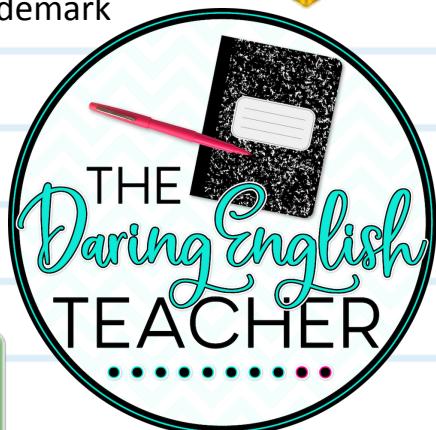
**Thank you for your cooperation,**

The Daring English Teacher

[TheDaringEnglishTeacher@gmail.com](mailto:TheDaringEnglishTeacher@gmail.com)

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# Why use ePlans?

Right now, education is experiencing a huge shift. As technology becomes more abundant and accessible, schools are acquiring the means to create a 1:1 classroom – an educational setting that places an electronic device in the hands of every student. Using SMARTePlans in your classrooms provides you with the ability to provide your students with engaging, interactive, top-notch educational resources.



Students CRAVE technology. For them, using technology is second-nature. It is what they know. Going digital allows students to thrive in a 21<sup>st</sup> century learning environment.



Students have access to the materials anywhere, anytime as long as they are connected to a mobile device. Students can download the Google Drive app, which allows them to work on classroom materials anywhere.



Students can upload their word to Turnitin.com directly from Google Drive.



Using Google Drive fosters collaboration and prepares students for college and their careers.

# How to use ePlans?

## Utilizing Google Drive

**1.**

Read **ALL** of the directions first!

**2.**

If you haven't created a free Google account, you will need to do that before beginning the project. Each student will need their own Google account to work on their individual SMARTePlans lessons or activities.

**3.**

Make sure you have Internet access and download the link for your SMARTePlans lesson. This link will automatically create a copy of the Google Slide for you.

**Please Note:**  
The Pre-Test  
and Test are  
the same.  
The only  
difference is  
the label.

[Click here for the Slides presentation.](#)

[Click here for the Google Doc.](#)

[Click Here for the Pre-Test](#)

[Click Here for the Test](#)

[Click Here for the Final Test](#)

**4.**

Share the link/files with students. [Instruct each student](#) to save a copy of the file to their own Google Drive before editing the assignment. If you are using Google Classroom, simply assign a copy for each student. This will ensure that students are editing their own documents. If you are using Google Classroom, upload the assignment and create a copy for each student.

If you would like to assign only one page of the file to students, create a copy the file in your Google Drive. Rename the newly made copy to the name of the page(s) you would like to assign. In the newly created file, delete the rest of the slides. This is a good way to assign only certain pages to your students. Keep the original copy together, and make as many copies as you need!

# How to use ePlans?

## Utilizing Microsoft OneDrive

1

Go to the shared link you received in your product file. This link will bring you to the SMARTePlans activity. Open the Google Slides file.

2

From the menu go to **FILE> Download as> Microsoft PowerPoint (.pptx)**. You will need to download the file to your own computer before the next step.

3

Open your OneDrive. Create a folder for your new digital interactive notebook. This step is recommended to keep you and your students organized.

4

From the menu, select **Upload>Files**

You can drag and drop the file from your computer or select the file and upload it here.

5

Instruct your users to interact with the digital notebook in the “edit mode.” This allows your students to add their own text and move pieces. The user will be prompted to choose to edit the file in PowerPoint or online. Select online. It will then open in a browser.

6

Follow your normal steps in sharing the file with your students. Go to **Share> Share with people**

Choose the option to View only. Then require your students to make a copy on their own drive before editing the file. This ensures your students do not edit your file.

# Why use Google Forms?

Out of all of the different resources available to teachers in the Google Apps for Education platform, Google Forms is, in my opinion, one of the most valuable resources.

Ever since I started using Google Forms in my own classroom earlier this year, I am hooked. There are so many different ways to use Google Forms in the classroom. The possibilities are endless. **I use Google Forms most often for quizzes because its self-grading capabilities are AMAZING!**

Google Forms can be used for so many different reasons. The possibilities are endless!

1. Collect Data
2. Pre Assessment Tool
3. Class Survey
4. Bell Ringer/Exit Slip
5. Final Assessment
6. Digital Restroom Pass
7. Flipped Classroom activity
8. Parent Feedback

# How to use ePlans?

## Utilizing Google Forms

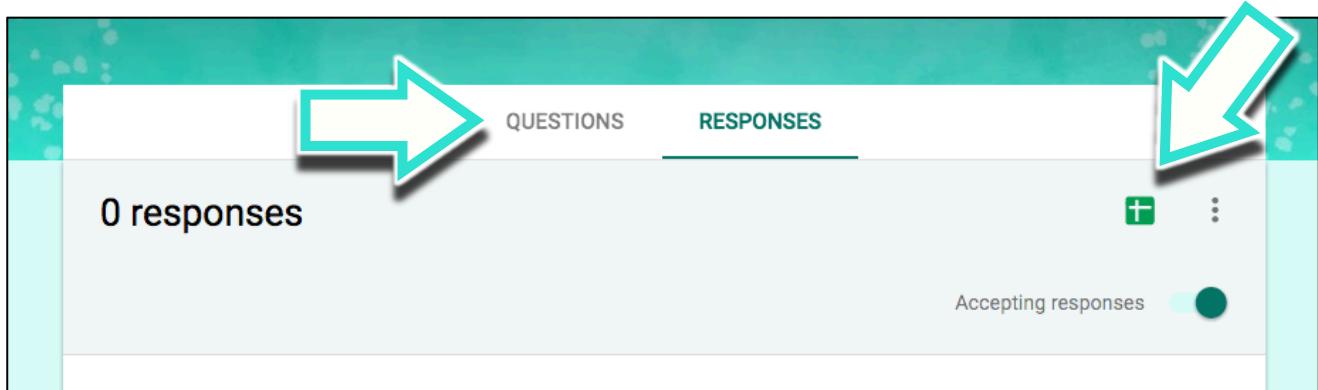
### GRADING THE GOOGLE FORM

Once you've assigned your Google Form, it's time to link it to a Google Sheet. When your students take your test/quiz/survey/etc., the whole purpose was to self-grade, so answers and grades are easy to find and sort.

You will notice above your test name there are two links: Questions and Responses.

The questions tab is where you create questions and the Response tab is where you view who has submitted their responses.

ALSO, you will notice in the top right corner a green colored shape. When you hover over this shape, it will say "Create Spreadsheet".



Once you click the green colored shape, it will ask if you want to create a new spreadsheet for the test/quiz/poll/survey you are working on. You click "create new spreadsheet" and then "create."

It will automatically open up a new Google Sheet spreadsheet which will have the name of your test already filled in. It will then create columns based upon your specific test style.

# How to use ePlans?

## Utilizing Google Forms

### GRADING THE GOOGLE FORM CONTINUED

Untitled form (Responses)		
1	Timestamp	Score
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		

At the top, you will see “[Title of Form] (Responses)”. In ROW 1, you will also notice pre-filled in column headers.

In Column A, you will see Timestamp. As your students complete and submit their Form, the time and their name will be transferred to this Sheet. This is how I check when the assignment was completed.

For multiple choice, checkbox, and dropdown style tests, their score will be in Column B. From Column C forward, you will see your question and their response.

Google Forms creates this Google Sheet for you. The benefit is that the two are linked together and are both located together in your Google Drive.

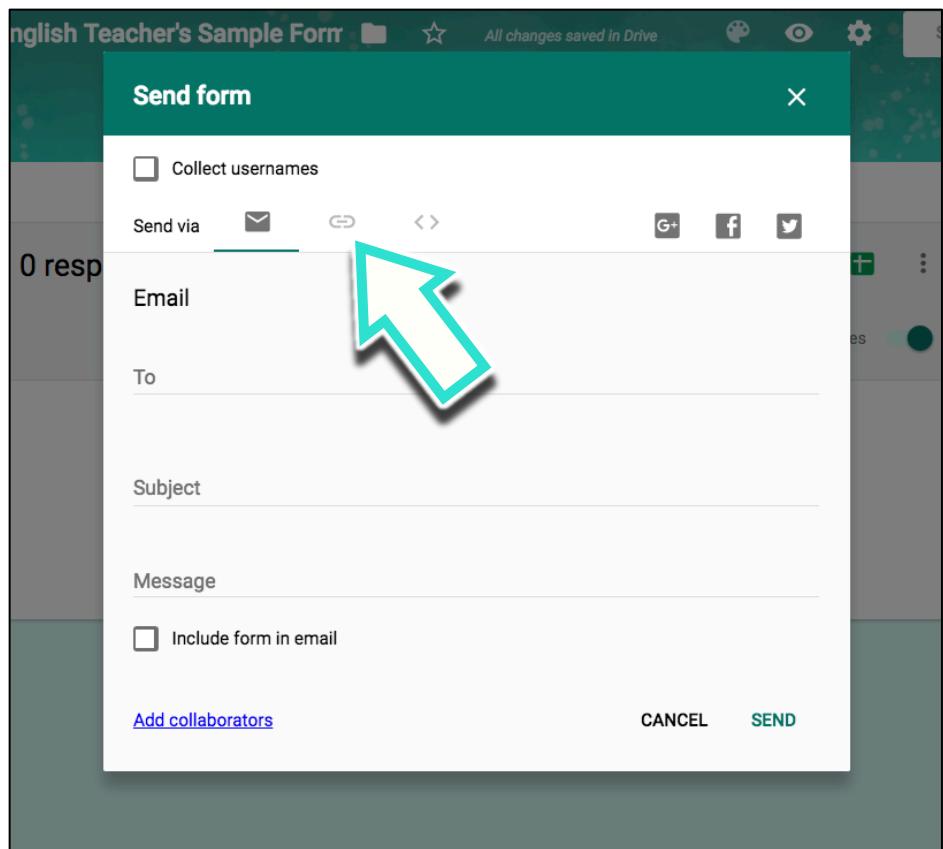
# How to use ePlans?

## Utilizing Google Forms

### SENDING THE FORM TO STUDENTS

Now that you've created your Form and linked it to a Google Sheet, you will need to send it to your students. This is very simple.

Look at the top right corner of your screen. There is a big button that says "send". Click send. You will see this screen:



From this screen, you can send the Form via email, link, or embedded html. The easiest way to send the Form to your students is to send it via a link. You can post the link in Google Classroom, on a classroom website, or place it in a document.

You can also share the Form via Google+, Facebook or Twitter if you were sending out a poll to many people.

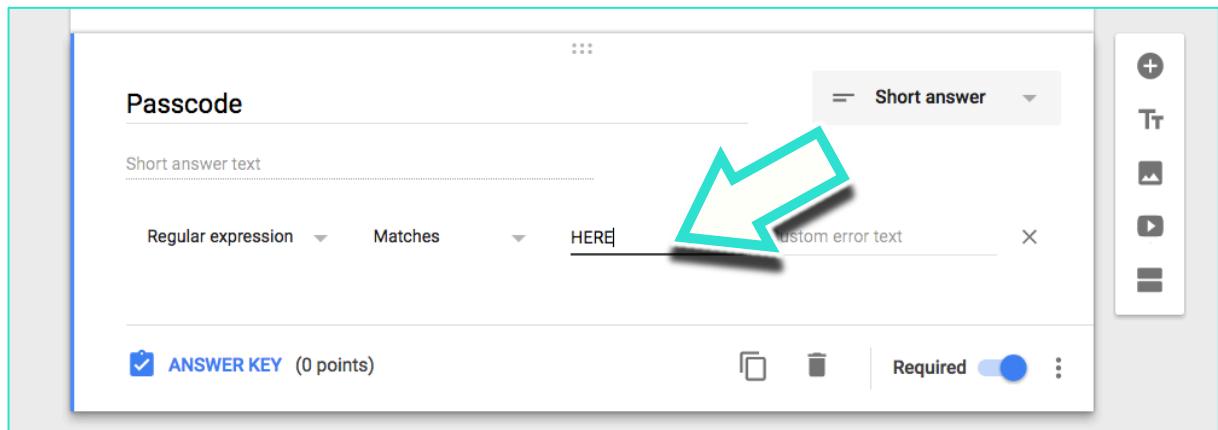
If you select the email option, students will receive an email with a link to click to access your form.

# How to use ePlans?

## Utilizing Google Forms

### SECURING THE TEST

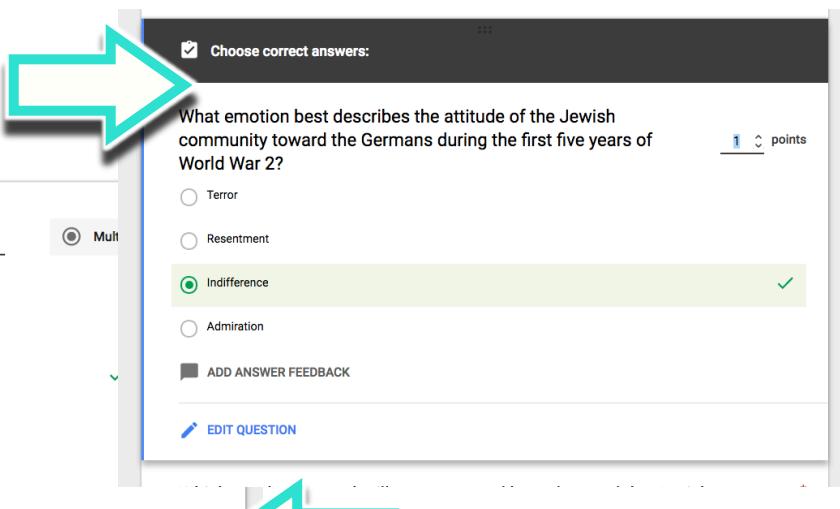
For every Google Form Test I create, I add a passcode to the first section of the test so that my students can only access the questions in class. The passcode is the last question of the information section of the test. Type in your own passcode before sending the quiz out to students.



### EDITING THE TEST

One of the benefits of using Google Forms for assessments is that you can edit all of these questions to suit your own needs. Currently, each question is worth 1 point, and the entire test is worth 50 points. You can change the values if you would like.

Select the correct answer and change the points value here.



A screenshot of a Google Form showing a multiple-choice question. The question is: "What emotion best describes the attitude of the Jewish community toward the Germans during the first five years of World War 2?". There are five options: "Terror", "Resentment", "Indifference" (which is selected), "Admiration", and "Add option". A cyan arrow points from the "Indifference" option to the right side of the screen where the "points" field is located, which currently shows "1". Another cyan arrow points to the "Required" toggle switch at the bottom of the question card, which is turned on.

What emotion best describes the attitude of the Jewish community toward the Germans during the

- Terror
- Resentment
- Indifference
- Admiration
- Add option

ANSWER KEY (1 point)

Click this slider on to make a test question required!

# How to use ePlans?

## Utilizing Google Forms

### CREATING THE ASSESSMENT FOR STUDENTS

#### Google Classroom

Once you have logged into your Google Classroom account, you will want to create an assignment like you normally would. Paste the Google Form link from the “SEND” menu (from the previous page in this document) in the link space and click assign.

#### Extras

One extra you may want to experiment with is the color schemes. When in Forms, at the top right of the screen, locate the paint palette. This will let you customize your Form. This is a great option if you want to color-code your exams by unit or class.

Another option you can experiment with is supplying a confirmation message when the students submit their Form. It could say a multiple of things, from a simple “thank you for your submission” to anything you really want to say.

Since this assessment is in Google Forms, it is entirely editable! You can alter the questions to fit your particular needs.

You can also select the “required question” option on each question to make sure students answer the question.

#### Conclusion

Google Forms is so beneficial for a classroom teacher due to its variety of options. It will surely save you time and aggravation in grading. Your students will like it better than a paper exam because it's technology-based and accessible from their own devices.

# Answer Key

## Part 1: ADVERBS

### Adverb Identification

An adverb is a word that describes or modifies a verb, adjective, or other pronoun.

**Example:** He ate the **amazingly** delicious dessert **very** **quickly**.

- The adverb **quickly** modifies the **verb** ate.
- The adverb **amazingly** modifies the **adjective** delicious.
- The adverb **very** modifies the **adverb** quickly.

### PART 1: MODIFYING VERBS

Underline or circle the adverb that modifies the bolded verb.

- The young puppies **thoroughly** enjoy a game of fetch.
- They **traveled** eagerly down the bumpy road.
- I **really** want the biggest suite available.
- At the assembly, the band **suddenly** performed a cheerful song.
- Happily**, the newlywed couple **danced** around the dance floor.

### PART 2: MODIFYING ADJECTIVES

Underline or circle the adverb that modifies the bolded adjective.

- The **very** young ducklings swam in the clear pond.
- This is **really** spicy hot sauce.
- The **amazingly** shocking story surprised them all.
- I want the **brightly** colored dress at the store.
- She spilled her **rather** messy dinner on the clean counter.

### PART 3: MODIFYING OTHER ADVERBS

Underline or circle the adverb that modifies the bolded adverb.

- Quite** slowly, the waiter greeted the family with a forced smile.
- The children at the birthday party devoured the birthday cake **very** quickly.
- She danced **more** beautifully tonight than she has before.
- The baby smiles **very** often.
- This information about adjectives will **most** certainly be on a test.

# Answer Key

## Part 1: ADVERBS

### Adverb Identification

An adverb is a word that describes or modifies a verb, adjective, or other pronoun.

**Example:** He ate the **amazingly** delicious dessert **very** quickly.

- The adverb **quickly** modifies the **verb** ate.
- The adverb **amazingly** modifies the **adjective** delicious.
- The adverb **very** modifies the **adverb** quickly.

**Directions:**

Draw a line from the underlined adverb to the word it describes or modifies. Then, write in whether the underlined adverb modifies a verb, adjective, or adverb.

Example: Verb The litter of puppies carelessly destroyed my favorite shoes.

1. Verb They cautiously traveled down the bumpy road.

2. Adjective The really tall volleyball player spiked the ball.

3. Adverb The volleyball player was really, really tall.

4. Adverb She left very soon after her arrival.

5. Adjective I want the very biggest suite available.

6. Adjective Jennifer sang a very sad song.

7. Verb At the assembly, the band cheerfully performed a song.

8. Verb I will probably never go to the circus again.

9. Adverb I will probably never go to the circus again.

10. Adjective She wants the gorgeously decorated birthday cake right now.

11. Verb She wants the gorgeously decorated birthday cake right now.

12. adverb She wants the gorgeously decorated birthday cake right now.

13. Verb The ducks always swim happily in the pond.

14. Verb The ducks always swim happily in the pond.

15. Verb Cautiously, the fierce lioness hunted its prey.

# Answer Key

## Simple Adverbs

An adverb is a word that describes or modifies a verb, adjective, or other pronoun. Simple adverbs describe the time, manner, place, degree, or frequency in which an action takes place.

- **Adverbs of Time:** describes when something happens.
- **Adverbs of Manner:** describes how something is done or how something happens.
- **Adverbs of Place:** indicates where the action occurs.
- **Adverbs of Degree:** explains the extent in which something is done or happens.
- **Adverbs of Frequency:** explains how often an action occurs.

**Directions:**

Circle the adverb, and then draw a line from the adverb to the verb it describes or modifies. Then, identify if it is an adverb of time, manner, place, degree, or frequency.

Example: Manner

The litter of puppies carelessly destroyed my favorite shoes.

1. Manner

Cautiously, they entered the abandoned cave.

2. Frequency

The volleyball team frequently wins their matches against the opposing team.

3. Time

The garbage truck collects the trash today.

4. Degree

I nearly failed my math exam.

5. Manner

The tomatoes in my aunt's garden grew quickly.

6. Place

On the final lap of the race, Carlos fell down and lost his lead.

7. Manner

At the assembly, the band cheerfully performed a song.

8. Frequency

I visit my cousins in Quebec often.

9. Place

At the ice cream parlor, the child looked around at all the different flavors.

10. Degree

She really wanted a cone of rocky road ice cream.

11. Time

I will visit my cousin in Quebec next month.

12. Time

She wants the delicious birthday cake now.

13. Frequency

Occasionally, the father and son attend a baseball game.

14. Frequency

The ducks always swim in the pond.

15. Place

"I am going inside," said Marla.

# Answer Key

## Relative and Interrogative Adverbs

An adverb is a word that describes or modifies a verb, adjective, or other pronoun.

A **relative adverb** is used to introduce a clause or group of words.

Example: where, when, why.

This is **where** I bought my cake.

An **interrogative adverb** is placed at the beginning of the sentence to ask a question.

Example: why, where, how, and when

**Where** is the pencil sharpener?

### Directions

Identify the relative or interrogative adverb in the sentence and circle it. Then, write whether it is a relative adverb or an interrogative adverb in the space provided.

Example: relative I remembered **where** I left my keys.

1. Interrogative **How** are you getting home this evening?
2. Interrogative **When** does the baking competition begin?
3. Relative They are going to the place **where** they first met.
4. Interrogative **Why** is Mrs. Sallas always early to class?
5. Relative I like to plant butternut squash in a place **where** there is plenty of sun.
6. Relative She wanted to know **why** she needed to bring an extra backpack.
7. Interrogative **When** is the band performing at the competition?
8. Relative Can you tell me **why** you didn't RSVP to my party?
9. Relative There must be a reason **why** you didn't make it last weekend.
10. Interrogative **Where** are you going in such a hurry?
11. Relative I will visit my cousin **when** she moves to Quebec next month.
12. Relative **Wherever** you go, stay away from Smith house.
13. Interrogative **How** do you plan to fit 25 balloons in your car?
14. Interrogative **Why** do you need 25 balloons for baseball practice?
15. Relative Please tell me **how** you plan to get home this evening.

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**ARGUMENT Writing** **INFORMATIVE Writing** **NARRATIVE Writing**

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**CHARACTER DIALOGUE**  
use with  
**ANY TEXT**

**DIGITAL RESOURCE**

**SENTENCE COMBINING**

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**Bell Ringers**  
FOR REMOTE LEARNING

**DIGITAL RESOURCE**

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**Controversial Issue Thesis Organizer**

Directions: Follow steps 1-3 to help you write your thesis statement.

Step 1: Identify a topic. Collect and evaluate evidence.

Position 1 (Pro) Position 2 (Con)

**DIGITAL RESOURCE**

**Future Career RESEARCH PAPER**

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**Career Research Paper**

**DIGITAL RESOURCE**

**PARTS OF SPEECH PAPERLESS Task Cards**

**SMARTePlans™** © The Daring English Teacher

**PARTS OF SPEECH**  
Each of the bolded words.

most beautiful  
old cannot be  
touched - they  
in the heart."

**SET TWO**

**DIGITAL RESOURCE**

**LORD OF The Flies DIGITAL STUDENT NOTEBOOK**

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**LORD OF The Flies**

**DIGITAL RESOURCE**

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