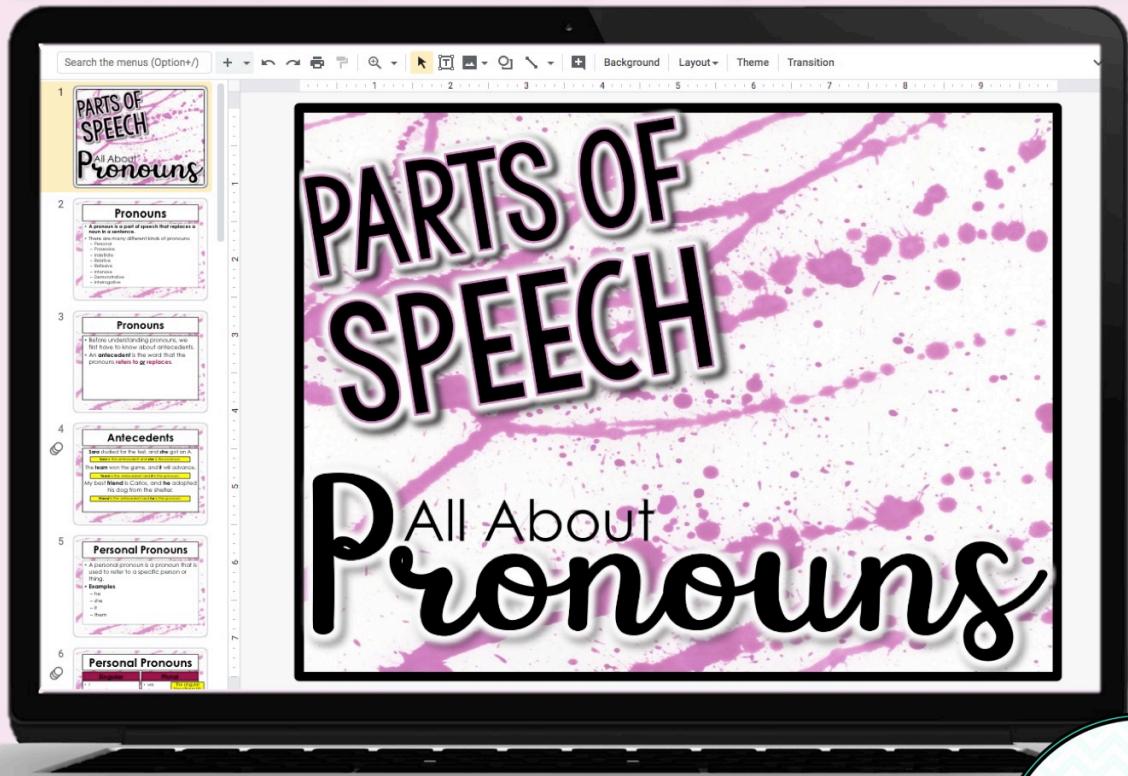


PARTS OF SPEECH



FOR GOOGLE DRIVE



**A paperless resource
to use with students
via Google Drive**

PARTS OF SPEECH - PRONOUNS

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

Thank you for your cooperation,

The Daring English Teacher

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 21st 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

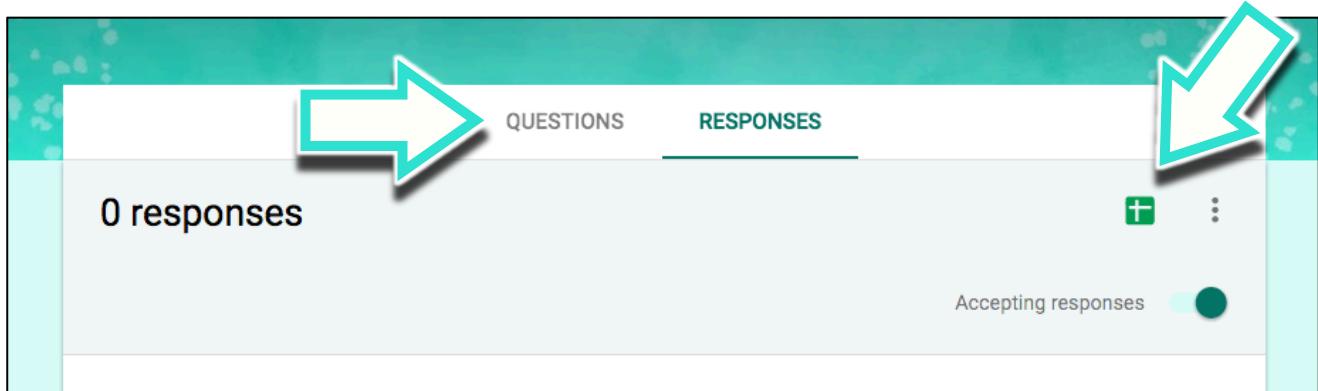
GRADING THE GOOGLE FORM

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.

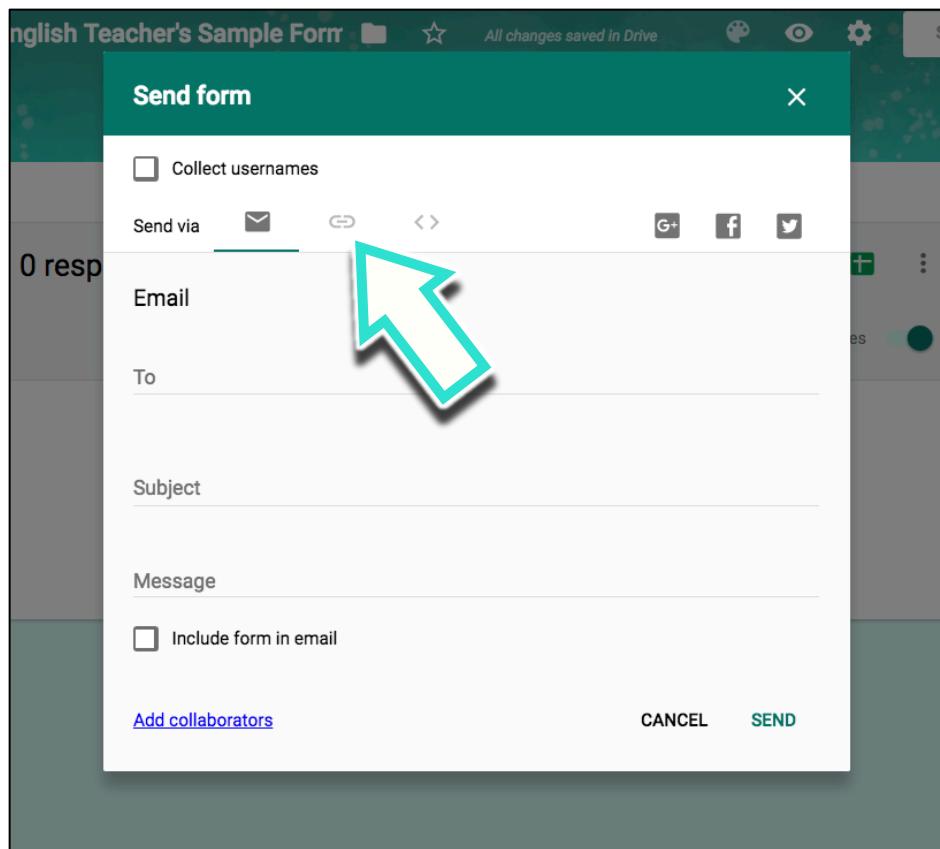
How to use ePlans?

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.

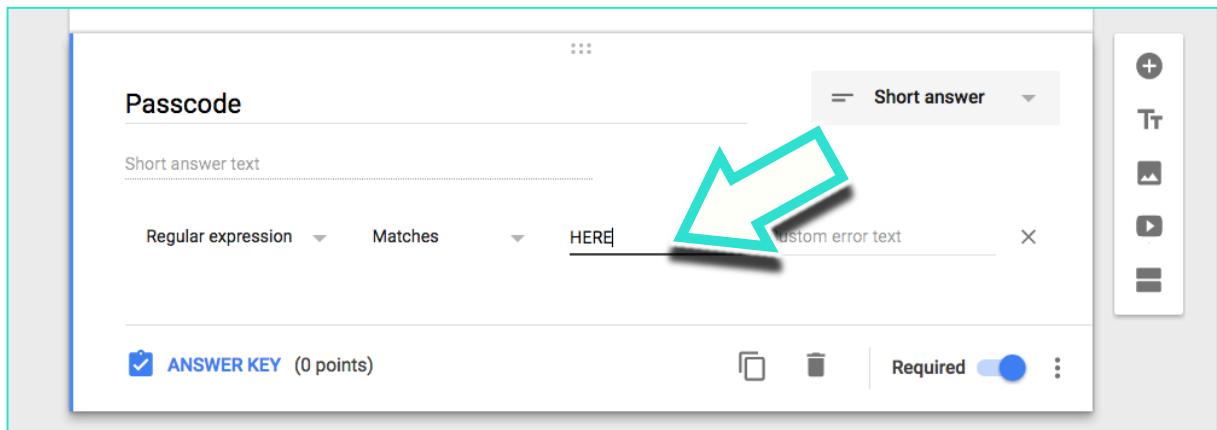
If you select the email option, students will receive an email with a link to click to access your form.

How to use ePlans?

Utilizing Google Forms

SECURING THE TEST

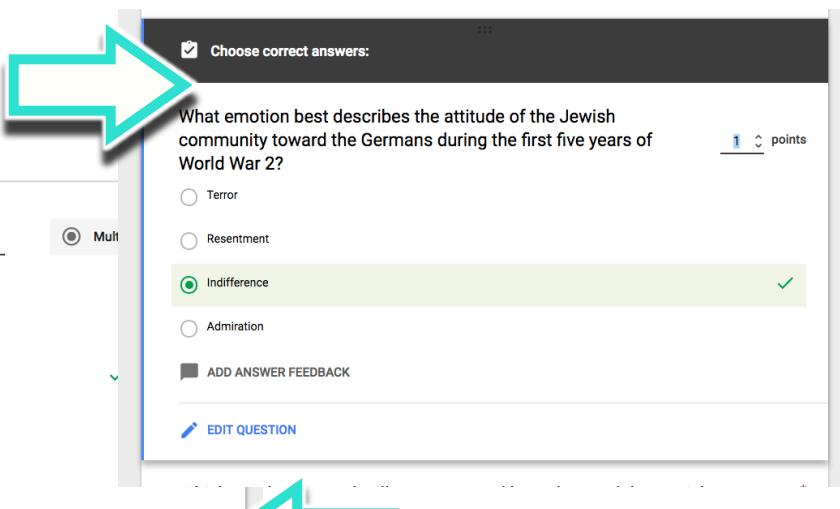
For every Google Form Test I create, I add a passcode to the first section of the test so that my students can only access the questions in class. The passcode is the last question of the information section of the test. Type in your own passcode before sending the quiz out to students.



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.



What emotion best describes the attitude of the Jewish community toward the Germans during the first five years of World War 2?

- 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

Lesson 11: PRONOUNS

Pronoun Identification

III. A pronoun is a word that can take the place of another noun.

Antecedent: An antecedent is the noun that the pronoun refers to or replaces.

Example: **Sara** stubbed **her** toe on the dresser.

Sara is the antecedent and her is the pronoun.

The **team** won **its** game against Valley.

Team is the antecedent and its is the pronoun.

PART 1:

Directions: Circle the correct pronoun to make the sentence grammatically correct.

Example: Mary likes chocolate because (it / they) is delicious.

1. The bananas are (theirs/ its).

2. (She / they) attentively listen in class to the teacher.

3. A teenager silenced his phone because (he / it) was too loud.

4. A teenager silenced his phone because (he / it) was at the movie theater.

5. There are two choices, and only (both / one) is correct.

PART 2:

Directions: Identify the antecedent. Circle the noun that the bolded pronoun is referring to.

Example: Mary likes **chocolate** because **it** is delicious.

1. Many times my younger **brothers** can help, but **they** also can annoy me.

2. Please turn **it** down because the **volume** is too loud.

3. **Lupe** wants to tell him how **she** really feels.

4. Those **pennies** are ours, and we save **them** in the milk jug.

5. The **boys** on the team enjoy watching baseball because **they** are also baseball players.

6. This is **Henry**, and **he** has a dog.

7. **I myself** am going to finish this project tonight.

8. Before the **band** signed its first record deal, **they** sent out many demo tapes.

9. The **car** **that** I drive is blue.

10. **Mrs. Johansson**, **who** is very strict, is my geometry teacher.

Answer Key

PRONOUNS All-in-the-Pronoun

Pronoun: A pronoun is a word that can take the place of another noun.

Antecedent: An antecedent is the noun that the pronoun refers to or replaces.

Directions: Read the passage below and fill in all of the blanks with correct pronouns.

It was supposed to be an ordinary school day as Jennifer's alarm clock went off. At 5 a.m. precisely,

It buzzed with a loud, annoying sound. Jennifer slowly sat up and she lingered in bed for a few moments trying to wake up. Suddenly, there was a bright flash of light that startled Jennifer.

She quickly jumped out of bed and ran to her open window to look outside. Right there in her own backyard she saw an aircraft unlike anything she ever saw before. Staring out her window, she could not believe it. Slightly frightened, she went to the other room and woke up her sister. Together, the two girls went outside themselves. As they approached the aircraft, it started to give off a neon orange glow. And as they ventured even closer, the girls realized that it was the aircraft itself that gave off an intense heat. It was almost too much to stand. “What is this strange aircraft?” Jennifer thought to herself.

As soon as they were within two feet of the aircraft, a small hatch on the top opened up. As it was opening, Jennifer heard that same familiar loud and annoying buzzing sound that she heard earlier. She herself recognized this sound, and it seemed to come from the aircraft. As the buzzing sound continued, it grew stronger and stronger.

Listening to the sound, Jennifer felt warm hands grab her arm. “Jennifer, Jennifer,” she heard her sister cry. Slowly she realized that the sound she heard was her alarm clock. It was all a dream. Jennifer woke up, got ready, and left for school just like any ordinary day.

Answer Key

Personal vs. Possessive Pronouns

A pronoun is a word that can take the place of another noun. Two types of pronouns are personal pronouns and possessive pronouns.

Personal pronouns refer to a person. Possessive pronouns are possessive forms of personal pronouns.

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	
I	us	my	mine
me	you	our	ours
we	him, her	their	theirs

PART 1:

Directions: Circle the correct pronoun to make the sentence grammatically correct.

Example: Mary likes chocolate because (it / they) is delicious.

- Those three small puppies in the backyard are (our / ours).
- Sally purchased new tennis shoes, but those old ones in the closet are also (her / hers).
- Will you please go to the park with (I / me)?
- After reading William's paper, the teacher decided that (we / he) did a great job on it.
- Personally, (I / me) am very excited for the new restaurant to open.

PART 2:

Directions: Identify the underlined pronoun as either a personal or a possessive pronoun. In the space provided, write personal if it is a personal pronoun or write possessive if it is a possessive pronoun.

- personal When it rains in the spring, they will wear raincoats.
- possessive The hidden flower pots belong to her.
- personal In the spring, she likes to spend her time in the garden.
- personal He likes to bake chocolate cupcakes because it makes him happy.
- personal The students looked out the window to see if they could see the butterflies.
- personal I asked Luis to bring the snacks and he said he would.
- personal The teachers collaborated on the lesson because they needed similar resources.
- possessive Those borrowed pants are mine.
- personal She borrowed my pants and sweater the other day.
- possessive The silliest cat in the neighborhood is mine.
- possessive Those dirty plates in the sink are ours.
- personal After going to the bank, we also need to stop by the grocery store.

Answer Key

INDEFINITE PRONOUNS

Indefinite Pronouns

A pronoun is a word that can take the place of another noun. An indefinite pronoun refers to people or things in general.

Example: **Everyone** had a great time at the birthday party.

INDEFINITE PRONOUNS

few	anything
everyone	nobody
all	some

PART 1:

Directions. Circle the indefinite pronoun in the sentence.

- I do not have **any** game tokens left.
- Ezra ate **all** of his pizza and some of his salad.
- The cashier at the grocery store asked us to help bag **some** of the groceries.
- When Kamari went back to the classroom, **nobody** was in there.
- Anyone** can learn a new language; it just takes practice and patience.
- All** of Henry's lizards escaped last night.
- Very **few** people in the world know how to ride a unicycle and juggle at the same time.
- The doctor told her not to worry and that **everything** would be okay.
- Someone** fell asleep in the movie theatre during the final showing of the night.
- Abigail earned 100 percent on **some** of her math tests.

PART 2:

Directions: Complete the sentence by writing in an indefinite pronoun that makes sense.

- The young child had to clean up _____ of his mess. **Some/all/none**
- _____ was late to the surprise party. **Everyone, No one, Everybody, Nobody**
- My best friend forgot _____ of the gift cards at home. **Some, none, all**
- Remember to put _____ of the perishables away in the refrigerator. **Some, none, all**
- The teacher wanted _____ to feel welcomed on the first day, so he greeted students at the door. **Everyone, everybody**
- There is a blizzard right now, so **none** of the kids can go outside to play.
- The inexperienced chef burnt **all** of the food in the oven.

Answer Key

INTENSIVE vs. REFLEXIVE PRONOUNS

A pronoun is a word that can take the place of another noun. Two types of pronouns are intensive pronouns and reflexive pronouns.

Intensive pronouns are used to emphasize a noun or a pronouns. Reflexive pronouns are used with another noun or pronoun when something does something to itself. Both pronouns end in “self” or “selves.”

Intensive: They *themselves* bought plenty of pizza.

Reflexive: They bought *themselves* plenty of pizza.

Intensive: I *myself* read the book.

Reflexive: I read the book to *myself*.

PART 1:

Directions: Read the sentence that includes an intensive pronoun. Then, rewrite the sentence to change the pronoun from intensive to reflexive. Use the examples above for reference.

- She *herself* packed up the entire house.

She packed up the entire house *herself*.

- They *themselves* climbed to the top of the mountain on a rainy day.

They climbed to the top of the mountain on a rainy day *themselves*.

- He *himself* solved the riddle.

He solved the riddle *himself*.

- We *ourselves* prepared and cooked this meal from scratch.

We prepared and cooked this meal from scratch *ourselves*.

- The cat *itself* caught the rat that was hiding in the attic.

The cat caught the rat that was hiding in the attic by *itself*.

PART 2:

Directions: Identify the underlined pronoun as either an intensive or a reflexive pronoun. In the space provided, write intensive if it is an intensive pronoun or write reflexive if it is a reflexive pronoun.

- reflexive I gave myself plenty of time in the morning to get ready for school.
- reflexive Steve bought himself a shirt at the store the other day.
- intensive I myself am sick of this inclement weather.
- reflexive The cat cleaned itself after basking in the warm sunlight.
- reflexive The children were able to dress themselves.
- intensive The musician herself wrote the lyrics and the music for the song.
- reflexive When you get here, please let yourself into the house.

Answer Key

Lesson 1: PRONOUNS

Demonstrative vs. Interrogative Pronouns

A pronoun is a word that can take the place of another noun. Two types of pronouns are demonstrative and interrogative pronouns.

Demonstrative pronouns focus their attention on the nouns they are replacing. There are five demonstrative pronouns: this, these, those, that, and such.

Interrogative pronouns are used when you are asking a question. Some interrogative pronouns are who, whom, which, what, and whatever.

Demonstrative: Whose baseball bat is **this**?

Interrogative: Whose baseball bat is this?

PART 1:

Directions: Complete the sentence with the correct demonstrative pronoun.

1. Martha pointed to those items on the bulletin board across the room.
2. This/That used to belong to my grandpa.
3. I will never forget that!
4. These are nice shoes, and they look very comfortable.
5. Such was the King's way of conducting business.
6. The shopper wanted to know if those were rotting.
7. That looked like the car I used to drive.
8. Please give me one of those.
9. This smells disgusting!
10. Is this yours?

PART 2:

Directions: Complete the sentence with the correct interrogative pronoun.

1. Who is bringing the dessert to the potluck?
2. What are you looking at?
3. To whom are you speaking?
4. What is your favorite food?
5. Whose pencil is this?
6. Which of these two options do you prefer?
7. What do you want to do this weekend?

Answer Key

Lesson 17. PRONOUNS

Relative vs. Interrogative Pronouns

A pronoun is a word that can take the place of another noun. Two types of pronouns are interrogative and relative pronouns.

Interrogative pronouns are used when you are asking a question. Some interrogative pronouns are who, whom, which, what, and whatever.

Relative pronouns are used to connect a phrase or clause to a noun or pronoun.

Interrogative: Who is your math teacher this year?

Relative: Ms. Jones, who is the smartest math teacher in the school, just received her Doctorate degree.

PART 1:

Directions: Complete the sentence with the correct relative pronoun.

1. The marathoner who won the race trained hard.
2. The market on the corner, where we usually buy our fruit, is closing.
3. The chocolate that I bought yesterday is already gone.
4. The library book, when it was finally returned, had water damage.
5. The movie, that was three-hours long, took forever.
6. The detective asked the witness who saw the crime.
7. I want to take you to a restaurant that serves my favorite food.
8. The toddler, whose nap was interrupted when the doorbell rang, was quite cranky.
9. The leftovers that I ate must have been bad.
10. You can choose one person, whomever you like, to be your partner for the project.

PART 2:

Directions: For the pronoun provided, write a sentence. Then state whether the pronoun you used is interrogative or relative.

1. That

Answers Vary

2. Who

Answers Vary

3. When

Answers Vary

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SMARTePlans DIGITAL RESOURCE

ARGUMENT Writing INFORMATIVE Writing NARRATIVE Writing

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CHARACTER ANALYSIS

Digital Interactive Notebook

CHARACTER ANALYSIS DIGITAL Interactive Notebook

use with ANY TEXT

SMARTePlans™ DIGITAL RESOURCE

SENTENCE COMBINING

Sentence Combining

Mount Vesuvius is a volcano.

Mount Vesuvius is located near the Bay of Naples, Italy.

The volcano erupted in 79 A.D.

This was its most famous eruption.

The eruption covered a city in volcanic ash.

The city was Pompeii.

Bell Ringers

for REMOTE LEARNING

SMARTePlans™ DIGITAL RESOURCE

CONTROVERSIAL ISSUE Argument Essay Unit

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)

SMARTePlans™ DIGITAL RESOURCE

Future Career RESEARCH PAPER

Career Research Paper

Job Interview

Job Description

Job Requirements

SMARTePlans™ DIGITAL RESOURCE

PARTS OF SPEECH PAPERLESS Task Cards

PARTS OF SPEECH

Each of the bolded words.

most beautiful

old cannot be

touched - they

in the heart."

LER

SMARTePlans™ DIGITAL RESOURCE

LORD OF The Flies

DIGITAL STUDENT NOTEBOOK

Lord of the Flies

SMARTePlans™ DIGITAL RESOURCE

Essay Outline

Five Paragraph Essay Outline

Write the Essay

Essay Outline

Digital

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Romeo & Juliet DIGITAL UNIT Bundle

Romeo and Juliet Character Map

Romeo and Juliet

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