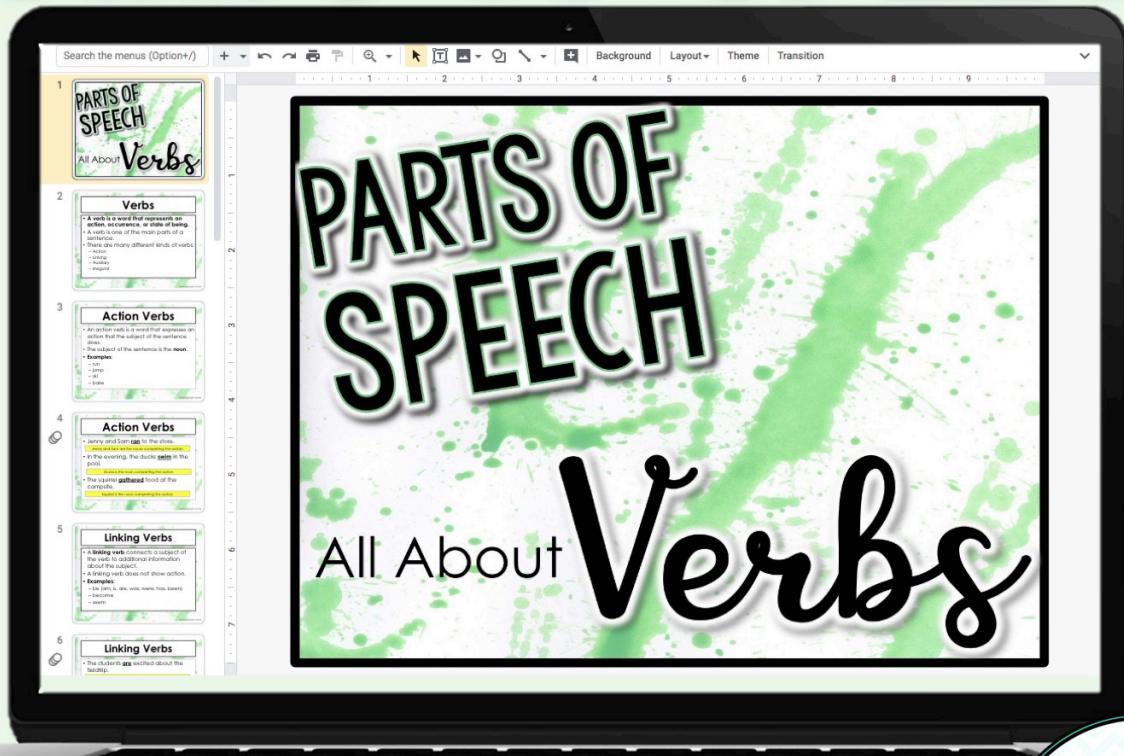


PARTS OF SPEECH



FOR GOOGLE DRIVE

A paperless resource
to use with students
via Google Drive



PARTS OF SPEECH - VERBS

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You will find your digital links on this page
The link will prompt you to make a copy of the file
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12. Suggested highlighted quotes for answers
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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



© The Daring English Teacher

Terms of Use

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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

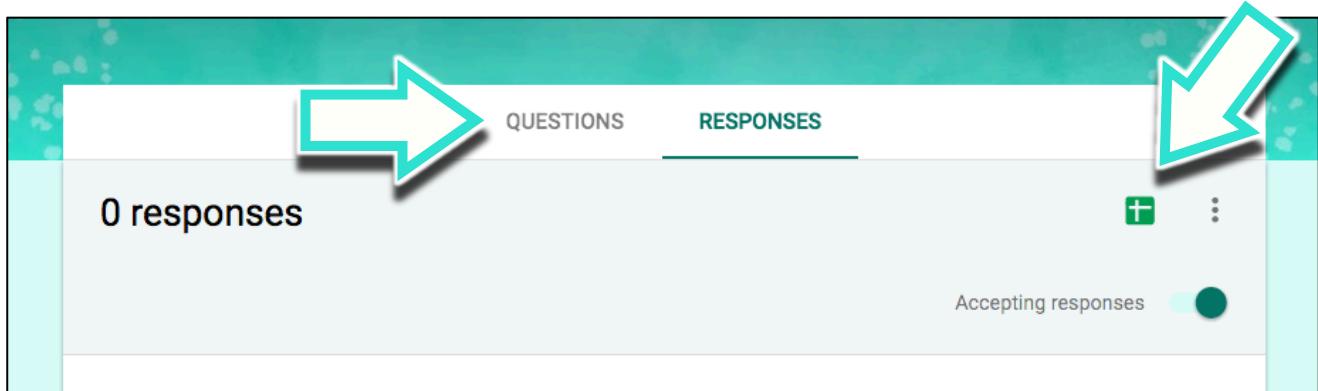
GRADING THE GOOGLE FORM

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 Question		
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.

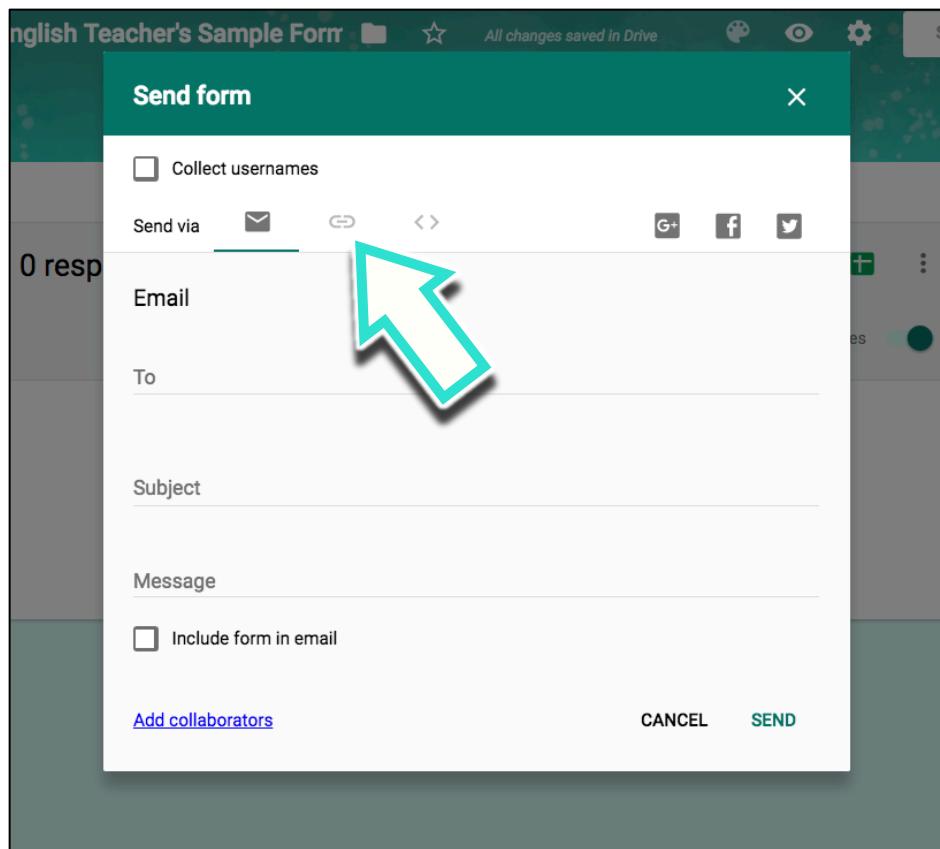
How to use ePlans?

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.

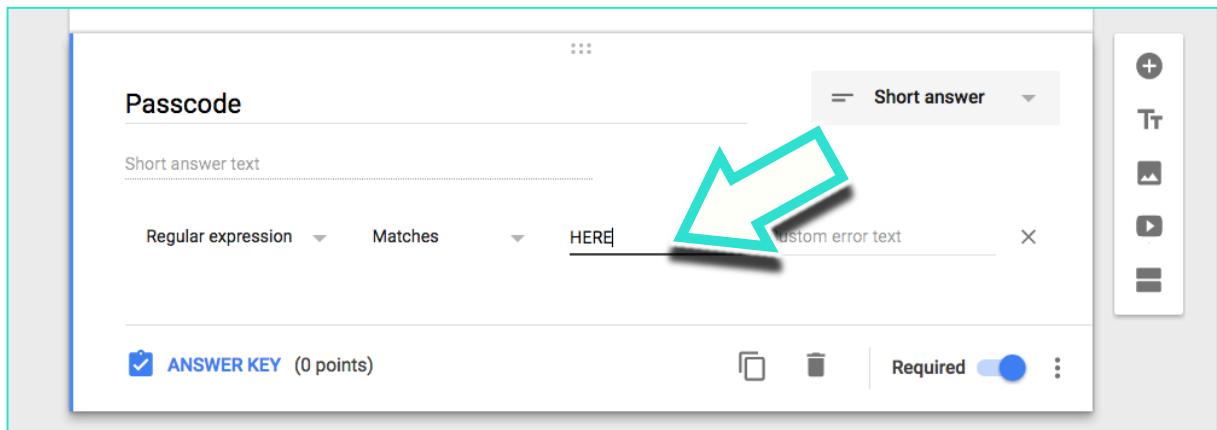
If you select the email option, students will receive an email with a link to click to access your form.

How to use ePlans?

Utilizing Google Forms

SECURING THE TEST

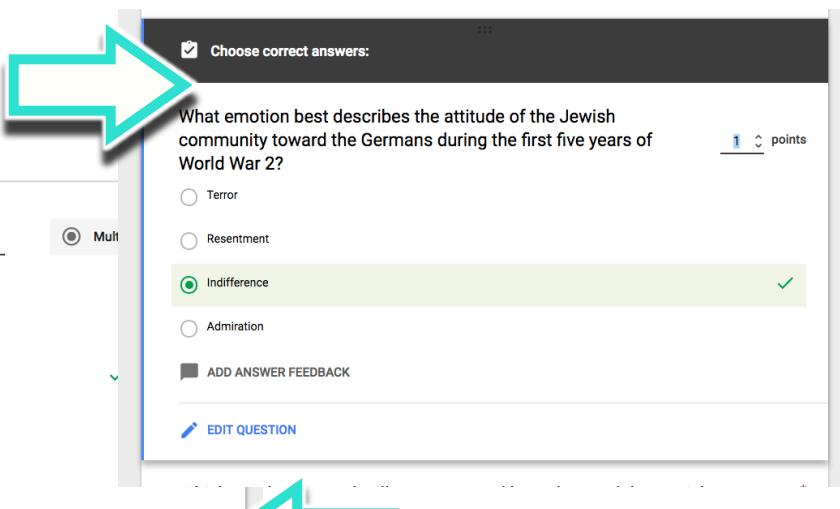
For every Google Form Test I create, I add a passcode to the first section of the test so that my students can only access the questions in class. The passcode is the last question of the information section of the test. Type in your own passcode before sending the quiz out to students.



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

- 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

SUBJECT: VERBS

Subject Verb Agreement

Subject: The topic of the sentence. This is what the sentence is about.

Verb: The action of the sentence that the subject participates in.

The subject and its verb in a sentence **MUST** agree with each other in terms of being singular or plural. A singular noun must be accompanied by a singular verb, and a plural noun must be accompanied by a plural verb.

SINGULAR NOUNS	SINGULAR VERBS	PLURAL NOUNS	PLURAL VERBS
he	runs	they	run
she	sits	dogs	sit
team	plays	both	play

DIRECTIONS: Underline the subject and circle the correct verb to make the verb agree with the subject.

Example: Mary (like / likes) chocolate.

1. People go to the bank to (deposit / deposits) their checks.
2. There (is / are) many different breeds of dogs at the dog show today.
3. She (was / were) going to go to the store today, but decided not to.
4. There (is / are) only one popsicle left in the freezer.
5. The group of girls (walk / walks) to the convenience store after school on Tuesdays to buy candy.
6. Students in Mrs. Potter's geography class (work / works) on their continent projects.
7. A student in Mrs. Potter's geography class (work / works) on her continent project.
8. The group of students in the quad (is / are) practicing a dance routine.
9. The students in the gymnasium (is / are) practicing for the volleyball tournament.
10. Both Sara and Jean (is / are) sitting on the bench.
11. After winning the big game, the team (celebrate / celebrates) its victory.
12. The movie theater (was / were) packed on the opening night of the film.
13. Please make sure that Alma (has / have) all of her belongings.
14. Please make sure that both of the children (has / have) all of their belongings.

Answer Key

SUBJECT: VERBS

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Subject: The topic of the sentence. This is what the sentence is about.

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SINGULAR NOUNS	SINGULAR VERBS	PLURAL NOUNS	PLURAL VERBS
he	runs	they	run
she	sits	dogs	sit
team	plays	both	play

PART 1:

Directions: Underline the subject and circle the correct verb to make the verb agree with the subject.

Example: Mary (like / likes) chocolate.

1. The football team (play / plays) every Friday night.
2. The girls in the choir will (sing / sings) at the concert this Tuesday.
3. In the morning, a flock of birds (fly / flies) to the pond.
4. Before school starts, he (put / puts) his belongings in his backpack.
5. Each player on the team needs to (stretch / stretches) before the game starts.

PART 2:

Directions: Read each sentence and determine if the subject and verb agree. Then write *C* for correct or *I* for incorrect on the line. If the sentence is incorrect, rewrite it so that the subject and verb agree.

Example: I Mary like to bake chocolate chip cookies.

Mary likes to bake chocolate chip cookies.

1. C The small, young puppy enjoys a game of fetch.

2. I Before class starts, Sara and Jenny likes to practice playing their violins together.
Before class starts, Sara and Jenny like to practice playing their violins together.

3. I A small toddler in the preschool class refuse to take a nap after lunch.
A small toddler in the preschool class refuses to take a nap after lunch.

4. C Each member on the debate team must participate in the final round.

5. I The flower bouquet smell wonderfully.
The flower bouquet smells wonderfully

Answer Key

Irregular vs. Regular Verbs

A verb is a part of speech that shows action or state of being. Regular verbs follow the same form and can be made past tense by adding -ed, whereas irregular verbs do not fit this mold.

Regular Verbs	Irregular Verbs
walk	swim
smile	dive
laugh	break

PART 1:

Correctly categorize the words in the word box by writing them in the correct column.

call	find	write	give	beg
spell	swing	kiss	bite	jog
win	twist	keep	ask	carve

REGULAR VERBS

call
carve
kiss
beg

IRREGULAR VERBS

write
find
give
keep
swing
win
bite
write

PART 2:

Identify the underlined verb as either a regular or an irregular verb by writing R for regular or I for irregular in the space provided.

- Upon entering the witness stand, the witness swore to tell the whole truth to the judge and jury.
- I Upon entering the witness stand, the witness swore to tell the whole truth to the judge and jury.
- R The school values integrity, honesty, and courage.
- I The researchers made progress last night in the fight against diseases.
- I The cross country team ran three warm-up laps before practice started.
- I She was holding the three golden tokens at the beginning of the night.
- I She was holding the three golden tokens at the beginning of the night.
- R During the comedic performance in the school's auditorium, the audience laughed at the joke.
- R Between classes, the students like to talk to each other in the hallway.
- I The construction crew built a sturdy frame for the new schoolhouse.

Answer Key

LESSON: VERBS

LINKING vs. Auxiliary Verbs

A verb is a part of speech that shows action or state of being. A linking verb connects a subject of a verb to additional information about the subject, and an auxiliary verb helps another verb to express its tense, mood, or voice.

Linking Verb: The students **are** excited about the fieldtrip.

Auxiliary Verb: The students **are** *going* on a fieldtrip.

Linking Verb: Louisa **is** a student.

Auxiliary Verb: Louisa **is** *writing* the paper.

DIRECTIONS: Identify the underlined verb as either a linking or an auxiliary verb by writing L for linking or A for auxiliary in the space provided.

1. L The soccer players look exhausted.
2. L The students in Mr. Lewis' science class are dreading the upcoming test.
3. A In the afternoon, we are going to the mall to look for clothes for the dance.
4. L She is happy.
5. A She is traveling to Europe this summer.
6. L The puppies seem irritated with all of the noise outside.
7. A The group should make its decision soon.
8. A Did you know that Suzy can eat ten pies in one sitting?
9. A They will not be attending the assembly today.
10. L The chickens in the farmer's coop were very hungry.
11. A Did he do the homework that is due in Mrs. Avila's class today?
12. A After recess, the students should be exhausted.
13. L The old cheese in the refrigerator smells rotten.
14. L The chocolate éclairs taste divine.
15. L Celia acted nervous when the teacher took their note.

Answer Key

Irregular Verbs

Regular Verb: A verb is a part of speech that shows action or state of being. An irregular verb is a verb that does not follow the normal verb pattern. You cannot just add -ed to the end of an irregular verb to make it past tense.

Regular Verb: to walk, walk(s), walked, walked, walking

Irregular Verb: to swim, swim(s), swam, swum, swimming

Irregular Verb: to write, write(s), wrote, written, writing.

DIRECTIONS: Write the correct form of the irregular verb in the space provided to make the sentence grammatically correct.

1. (break) The glass vase broke last Wednesday when Chris played ball in the house.
2. (fall) All of the leaves have fallen from the trees.
3. (write) That book was written more than 200 years ago!
4. (speak) When she speaks to her mother, please tell her to say hello for me.
5. (sing) The choir sang five songs at the regional concert competition last Tuesday.
6. (eat) After dinner, the family ate a chocolate pie for dessert.
7. (write) The students are writing their essays on Monday.
8. (tell) They told the teacher about the incident at the bus stop.
9. (be) The students in the class are studying for their exam.
10. (be) At the end of the day, I am going to get some ice cream.
11. (be) Yesterday, he was sad, but today he is happy.
12. (dig) At the archeology site, the researchers dug in hopes of finding fossils.
13. (hide) Last Halloween, the teenagers hid in the dark and frightened the children.
14. (know) Please tell me that this is something you already _____.
15. (lose) At the waterpark yesterday, I think I lost my wallet.
16. (outgrow) Small children will frequently outgrow their clothes.
17. (outgrow) Last summer she outgrew her favorite shoes.

Parts of Speech: Verbs

Verb Forms: Regular Verbs

Verb Forms: All verbs have five forms. These forms are often referred to as principal parts. The five forms are infinitive, simple present, simple past, past participle, and present participle.

Directions: Fill in the chart with the correct form of each verb.

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to walk	walk(s)	walked	walked	walking
	smile(s)			
TO SMILE		smiled	smiled	smiling
to laugh				
	laugh(s) use(s)	laughed	laughed	laughing
TO USE		used called	used	using
TO CALL	call(s)		called	calling
TO BELONG	belong(s)	belonged obtained	belonged	
TO OBTAIN	obtain(s)		obtained	obtaining
to last				
	last(s) move(s)	lasted	lasted	lasting
TO MOVE		moved followed	moved	moving
TO FOLLOW	follow(s)		followed	following
				stopping
TO STOP	stop(s)	stopped	stopped	
to live				
	live(s)	lived	lived	living
TO CONTINUE	continue(s)	continued		continuing
to open			continued	
	open(s)	opened	opened	opening
TO REMEMBER	remember(s)	remembered	remembered	remembering

Parts of Speech: Verbs

Verb Forms: Irregular Verbs

Verb Forms: All verbs have five forms. These forms are often referred to as principal parts. The five forms are infinitive, simple present, simple past, past participle, and present participle.

Directions: Fill in the chart with the correct form of each verb.

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to drive	drive(s)	drove	driven	driving
TO SWIM	swim(s)	swam	swum	swimming
to sing	sing(s)	sang	sung	singing
TO PUT	put(s)	put	put	putting
to feel	feel(s)	felt	felt	feeling
TO bite	bite(s)	bit	bit/bitten	biting
to be	am/is/are	was/were	been	being
to feed	feed(s)	fed	fed	feeding
TO write	write(s)	wrote	written	writing
TO forget	forget(s)	forgot	forgotten	forgetting
TO strive	strive(s)	strode	striven	striving
to send	send(s)	sent	sent	sending
TO mean	mean(s)	meant	meant	meaning
to know	know(s)	knew	known	knowing
TO lay	lay(s)	laid	laid	laying

Parts of Speech: Verbs

Verb Forms: Regular Verbs Continued

Verb Forms: All verbs have five forms. These forms are often referred to as principal parts. The five forms are infinitive, simple present, simple past, past participle, and present participle.

Directions: Fill in the chart with the correct form of each verb.

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to change	change(s)	changed	changed	changing
to believe	believe(s)	believed	believed	believing
TO watch	watch(es)	watched	watched	watching
TO create	create(s)	created	created	creating
TO offer	offer(s)	offered	offered	offering
TO consider	consider(s)	considered	considered	considering
to want	want(s)	wanted	wanted	wanting
TO work	work(s)	worked	worked	working
TO need	need(s)	needed	needed	needing
TO reduce	reduce(s)	reduced	reduced	reducing
TO share	share(s)	shared	shared	sharing
to accept	accept(s)	accepted	accepted	accepting
TO avoid	avoid(s)	avoided	avoided	avoiding
TO imagine	imagine(s)	imagined	imagined	imagining
to improve	improve(s)	improved	improved	improving

YOU MAY ALSO LIKE...

DIGITAL RESOURCE

DIGITAL WRITING BUNDLE

SMARTePlans™ © The Daring English Teacher

ARGUMENT Writing

INFORMATIVE Writing

NARRATIVE Writing

DIGITAL RESOURCE

CHARACTER ANALYSIS

Digital Interactive Notebook

SMARTePlans™ © The Daring English Teacher

CHARACTER DIALOGUE

ACTION

INFO

CHARACTER

ANY TEXT

DIGITAL RESOURCE

SENTENCE COMBINING

Bell Ringers

FOR REMOTE LEARNING

SMARTePlans™ © The Daring English Teacher

Use the information in these simple sentences to craft longer, more complex sentences.

- 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.

DIGITAL RESOURCE

CONTROVERSIAL ISSUE

Argument Essay Unit

SMARTePlans™ © The Daring English Teacher

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

SMARTePlans™ © The Daring English Teacher

Career Research

Safety First

Leadership

Community

DIGITAL RESOURCE

PARTS OF SPEECH

PAPERLESS

Task Cards

SMARTePlans™ © The Daring English Teacher

ARTS OF SPEECH

Each of the bolded words.

most beautiful

old cannot be

touched - they

in the heart."

LER

DIGITAL RESOURCE

LORD OF THE FLIES

DIGITAL STUDENT NOTEBOOK

SMARTePlans™ © The Daring English Teacher

LORD OF THE FLIES

DIGITAL STUDENT NOTEBOOK

DIGITAL RESOURCE

Essay Outline

Digital

SMARTePlans™ © The Daring English Teacher

Essay Outline

Five Paragraph Essay

Write the Essay

Digital

DIGITAL RESOURCE

Romeo & Juliet

DIGITAL UNIT

Bundle

SMARTePlans™ © The Daring English Teacher

Romeo and Juliet Character Map

Romeo and Juliet Plot Map

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