

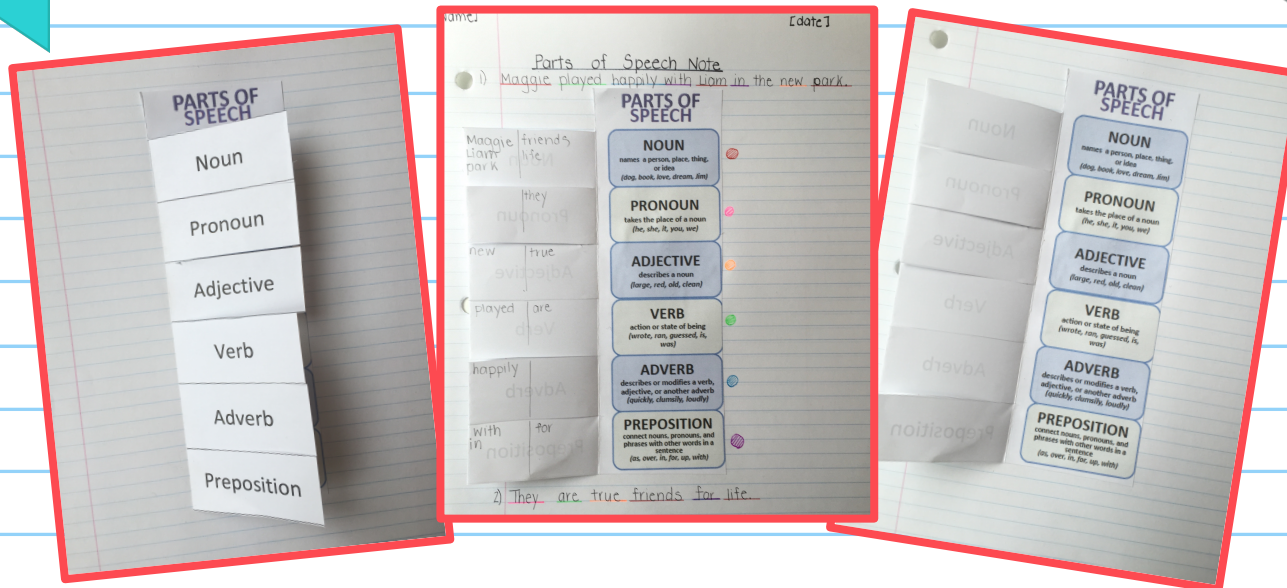
**Grade
3-8**

Easy to use and versatile
Common Core and Ontario Curriculum correlated
Full colour & black and white versions included
2 foldables per page to save paper
Simple instructions for use
Instructional suggestions included

Effective Learning Tools

by Mrs. Fish

mrsfish.ca



An effective student learning tool

PARTS OF SPEECH FOLDABLE

Use in notebooks, as a study tool, or as a lesson handout

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mrsfishonTPT@gmail.com

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Common Core ELA Standards

GRADE 3: CCSS.ELA-LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

GRADE 4: CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

GRADE 5: CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE 6: CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., myself, ourselves).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

Ontario Curriculum Language Arts Expectations

GRADE 3: Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., *of businesses, teams*); the possessive pronouns *my, mine, your, yours, his, her, hers, its*; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., *when, where, why, how*)

GRADE 4: Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., *since, through, until*)

GRADE 5: Grammar: 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., *courage, hope*); collective nouns (e.g., *flock of birds*); adjectives, including comparative adjectives (e.g., *bigger, more expensive*); the helping verb *have*; adverbs modifying verbs (e.g., *when, where, how*); comparative adverbs (e.g., *faster, slower*)



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Assembly/Use Instructions

1. Items needed:
 - a. Scissors
 - b. Glue
 - c. Optional: pencil, pen, coloured pencils/pens, ruler
2. Print and copy
 - a. Select the pages you'd like to use with your students
 - i. Pages 4-5 for colour
 - ii. Pages 6-7 for black & white
 - b. When printing/copying select the double-sided option
 - i. For my printer I need to select the "Double sided on short edge" option under the "Layout" drop-down menu in my print window
3. Prepare
 - a. There are two copies of the foldable on each page - I don't usually do the cutting for my students, but I do find it saves time for me to separate the two copies
 - i. Cut them apart down the middle of the page on the dotted line
4. Instruct students to cut and fold
 - a. Make sure all students are looking at the front of the foldable (the side with the note "[Glue this section to notebook]")
 - b. Let students know they will cut along the dotted lines and fold on the solid line
 - c. After cutting, students will glue the foldable down in their notebook or on a lined piece of paper
 - i. Instruct students to apply glue to the panel labeled "[Glue this section to notebook]" then to press this panel only to their notebook page

Instructional Suggestions

1. Use to introduce
 - a. After students have assembled their foldable in their notebook use it as a springboard to discuss the definitions and the example words provided
2. Use to review
 - a. Allow students to assemble their foldable to help activate prior learning
 - b. Go over definitions and example words listed to remind students of concepts they've learned in order to consolidate this information
 - c. This foldable provides a great visual summary for students, summarizing everything they've learned about parts of speech
 - d. Students can "quiz" themselves by closing the flaps then challenging themselves to think of:
 - i. The definition for each part of speech
 - ii. A few examples of each part of speech
3. Use as a part of a guided lesson
 - a. Write an example sentence (or two or three) on the board for students to copy down in their notebook page on which they have glued their foldable (see center photo on product cover page) then have students identify and/or colour code each part of speech using the foldable as a guide/reminder
 - i. I really like this strategy as students not only have a reference for the definitions and example words for each part of speech, but they also have a guide as to how to identify each part of speech in context thus layering levels of learning
4. Use as a reference for students
 - a. The more students see and review material the better they can remember and apply that material moving forward
5. Use as a supplement to worksheets
6. Use to differentiate your lesson for students whom need reminders about concepts taught in class

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[remove]

Noun

Pronoun

Adjective

Verb

Adverb

Preposition

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[Glue this section to notebook]

[remove]

Noun

Pronoun

Adjective

Verb

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[Glue this section to notebook]

PARTS OF SPEECH

NOUN

names a person, place, thing, or idea
(dog, book, love, dream, Jim)

PRONOUN

takes the place of a noun
(he, she, it, you, we)

ADJECTIVE

describes a noun
(large, red, old, clean)

VERB

action or state of being
(wrote, ran, guessed, is, was)

ADVERB

describes or modifies a verb, adjective, or another adverb
(quickly, clumsily, loudly)

PREPOSITION

connect nouns, pronouns, and phrases with other words in a sentence
(as, over, in, for, up, with)

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[remove]

Noun

Pronoun

Adjective

Verb

Adverb

Preposition

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[Glue this section to notebook]

[remove]

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[Glue this section to notebook]

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