The Parts of Speech

Secondary Edition

Moving Beyond the Basics

Grades 4-6

By David S. Dye
M.ED.

Possessive Nouns and Pronouns

Good vs. Well / Bad vs. Badly

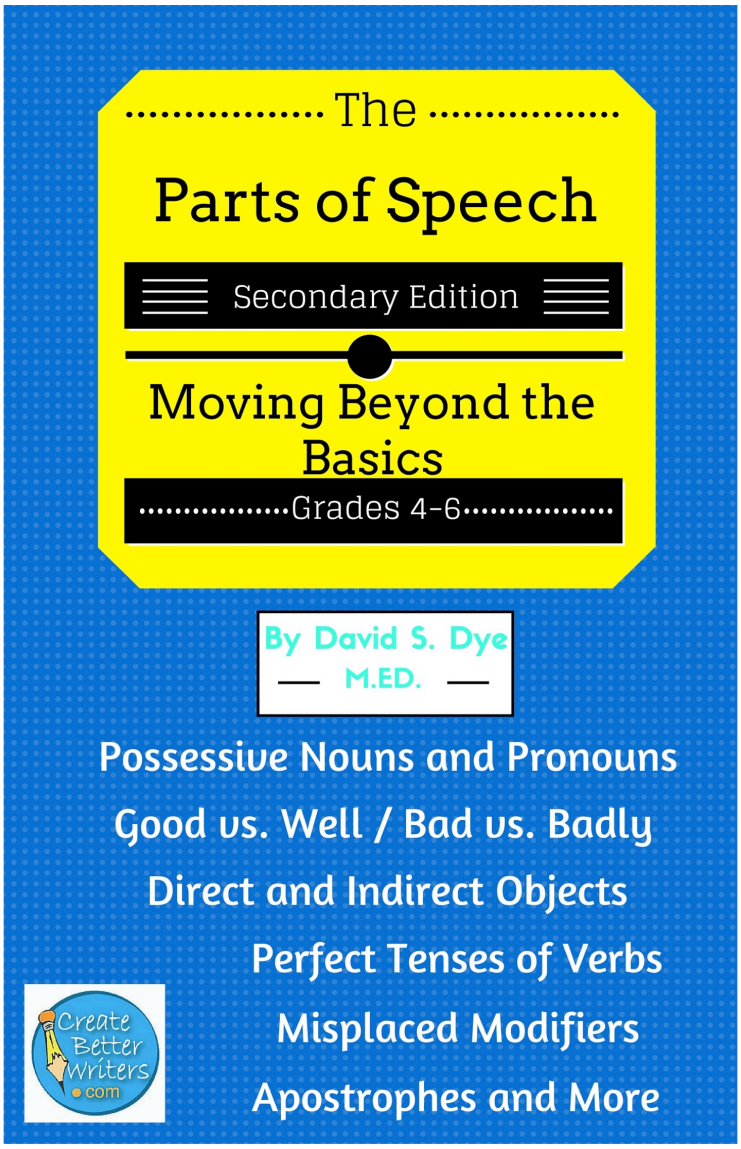
Direct and Indirect Objects

Perfect Tenses of Verbs

Misplaced Modifiers

Apostrophes and More

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Objective: The objective of these worksheets is to help students move past the basic understanding of the parts of speech. With this book, students will move on to more advanced topics and learn the parts of speech on a deeper level.

Throughout the book students will be asked to practice using their knowledge of the parts of speech within the context of writing. In this way, students will see the practical purposes of learning these skills.

Introduction:

Thank you for purchasing this eBook. These worksheets come from *Standards Based Grammar: Grades 4, 5 and 6* and are organized in a way to maximize learning. Here are the main features of this book:

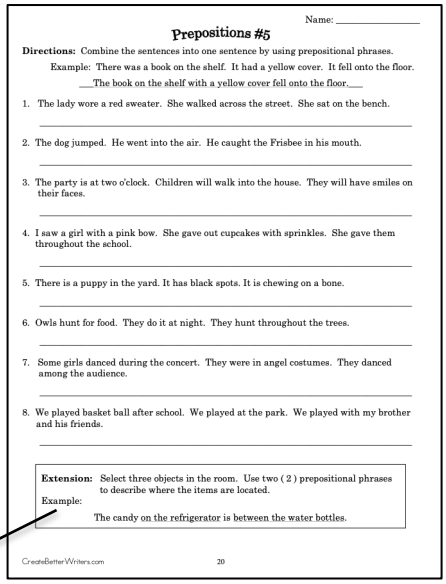
Memory Tricks

The first section begins with a review of the parts of speech. Just like the Primary Edition, the students learn tricks to help memorize each part of speech. The students may draw a study picture or chant a phrase that contains the definition and a sample word. For example, a clown will represent a noun. A clown at a circus in the center ring helps them remember that a noun is a person (clown), place (circus), or thing (ring). Note that if you say the previous sentence in a certain way, it rhymes which again, is a trick to help the students learn the definition of a noun. Throughout the unit on nouns, the students expand on the noun/clown concept and add dimensions representing common-proper, singular-plural, and possessive nouns. There is a trick for each part of speech.

Worksheets

As you teach the worksheets, it helps to write each part of speech on a poster along with their definitions and a sample of it. The students are able to use this as a reference as they complete the worksheets and as they write.

There may be more worksheets on a given topic than you actually need. Many of these worksheets come from multiple editions of Standards Based Grammar. It is better to have too much than not enough so I've included as many worksheets as possible. Use your own discretion when deciding how much is needed for your students to master each skill.



Name: _____

Prepositions #5

Directions: Combine the sentences into one sentence by using prepositional phrases.

Example: There was a book on the shelf. It had a yellow cover. It fell onto the floor.
___The book on the shelf with a yellow cover fell onto the floor.___

1. The lady wore a red sweater. She walked across the street. She sat on the bench.
2. The dog jumped. He went into the air. He caught the Frisbee in his mouth.
3. The party is at two o'clock. Children will walk into the house. They will have smiles on their faces.
4. I saw a girl with a pink bow. She gave out cupcakes with sprinkles. She gave them throughout the school.
5. There is a puppy in the yard. It has black spots. It is chewing on a bone.
6. Owls hunt for food. They do it at night. They hunt throughout the trees.
7. Some girls danced during the concert. They were in angel costumes. They danced among the audience.
8. We played basket ball after school. We played at the park. We played with my brother and his friends.

Extension: Select three objects in the room. Use two (2) prepositional phrases to describe where the items are located.
Example:
The candy on the refrigerator is between the water bottles.

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Extensions

One of the goals for these worksheets is to have the students apply their knowledge of the parts of speech within their writing. Many of the worksheets require that the students practice the parts of speech within an actual writing situation. The extensions will give them immediate practice and help them see the practical application of the parts of speech.

Extension: Select three objects in the room. Use two (2) prepositional phrases to describe where the items are located.
Example:
The candy on the refrigerator is between the water bottles.

Does this book meet the Common Core State Standards?
Because this book is covering the parts of speech as a whole, the standards covered will span multiple grade levels. As such, this book makes a great resource for teachers of grades 3, 4, 5, and 6 to use as a review for the standards from previous grade levels as well as a resource for meeting the needs of their current grade level.

While many of the worksheets directly meet several of the Common Core State Standards, especially from grades 2 through 6, I've discovered a more important advantage of this book. The CCSS has a heavy emphasis on rigor. Because of this, many students are not prepared for the standards required for their grade level. Teachers are forced to reteach (often it is more like re-introducing) students to many concepts. I've used many of these worksheets with students who have yet to master the grammar skills from previous grades. Consequently, these students seem to grasp the more challenging topics of our grade level more easily.



The rigor continues into middle school. As I have prepared new lessons for my seventh and eighth grade students, it is obvious that without a solid grasp of the basics of grammar, the students are going to fall further and further behind. Trying to teach gerunds and participles to students who have not mastered the basics of grammar will be like trying to teach quantum physics to kindergarteners. They are completely unprepared.

Should I begin with the Primary Edition of The Parts of Speech?
Students who struggle with grammatical concepts will definitely need to start with the primary edition. It moves through each part of speech at a much slower pace and gives students the time and practice they need to achieve mastery. However, by fifth grade, even struggling students should have been exposed to the parts of speech enough to have a basic idea of the concepts.

For students from fifth grade and up, I would go ahead and begin with the secondary edition. This edition does offer the students an opportunity to learn and master each of the parts of speech. The proficiency of the students will dictate the speed at which you, the teacher, progress through the book. The students can continue to review the basic concepts such as definitions and identifying the parts of speech as they work on the more challenging concepts.

Enjoy! 

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Unit 1

Parts of Speech Overview

Define the Parts of Speech

Identify the Parts of Speech

Name: _____

Parts of Speech

Take this **practice test** to see how much you know. Fill in the blanks with the correct words.

1. Noun – A noun names a _____, _____, or _____.

   List three examples: _____, _____, _____

2. Pronoun – A pronoun takes the place of a _____.

   List three examples: _____, _____, _____

3. Verb – A verb shows _____ or states a _____.

4. Adjective – Adjectives describe _____. They answer the questions:

   _____? / _____? / _____?

   Big car **Two** cars **Several** cars

5. Adverb – Adverbs describe _____, _____, and other _____.
   They answer the questions:

   _____? _____? _____? _____?

   Ran **slowly** ran **early** ran **there** ran **too** slowly

Thank you for previewing

Parts of Speech:

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Name: _____

Nouns



Noun: A noun names a person, place, or thing.

_____

_____

The Trick: Whenever you think of a noun, think of a "clown". A clown is a person. Think of a clown at a circus. A circus is a



place. Now think of a clown, at a circus wearing a ring. A ring is a thing.



In the box, draw a picture of a **clown**, at a **circus**, wearing a **ring**. As you draw, think of the definition of a noun. At the bottom of the picture write: "The clown went to the circus wearing a ring: person, place or thing."

Nouns Practice

Directions: Write "Person", "Place", or "Thing" next to each noun below.

1. waiter - _____
2. zoo - _____
9. field - _____
10. ball - _____
17. tire - _____
18. friend- _____

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Parts of Speech:

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Name: _____

Adverb Practice #1

Adverbs describe verbs, adjectives, and other adverbs. They answer the questions:

How? / **When?** / **Where?** / **To What Extent?**

quickly today here very

I. Directions: Below is a list of adverbs. Write How? When? Where? or To What Extent? next to each word.

1. slowly - _____
2. here - _____
3. too - _____
4. tonight - _____
5. happily - _____
9. yesterday - _____
10. quietly - _____
11. up - _____
12. early - _____
13. calmly - _____

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Parts of Speech:

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Name: _____

Prepositions
#3

Earlier you learned that a preposition connects one word in a sentence to another word in a sentence. Below is a list of the most common prepositions. It is important to recognize prepositions and understand how they are used. The activities in this section will help you do that.

1. above 2. across 3. after 4. against 5. along
6. among 7. around 8. at 9. before 10. behind 11. below
12. beneath 13. beside 14. between 15. beyond 16. by
17. down 18. during 19. for 20. from 21. in 22. inside
23. into 24. near 25. of 26. off 27. on 28. onto
29. out 30. outside 31. over 32. through 33. throughout
34. to 35. toward 36. under 37. underneath 38. until
39. up 40. upon 41. with 42. within 43. without

Preposition Review: A preposition connects one word in a sentence to another word in a sentence. They are used in phrases.

Example: The **cat** climbed **up** the **tree**.
Preposition

Remember two facts about prepositions:

1. Prepositions are used in phrases. The last word in the phrase is called the **object** of the preposition.
2. They connect two words. The object of the preposition is one of the words being connected.

Activity: Write the 43 prepositions from above in phrases. Draw an arrow from the preposition to the object of the preposition. Write "obj" below the object.

Examples: above the garage across the street
obj **obj**

Name: _____

Captain Preposition

Directions: Circle the prepositions and underline the prepositional phrases in the story below. Remember, it must be used in a phrase to be a preposition.



About forty miles above the clouds lived a mighty space traveler who journeyed across the galaxy repairing broken lives after an enemy had come against them.

It happened that, along a busy galaxy, amid millions of stars and among thousands of planets, was a giant monster named Zork who weighed around four thousand pounds. At 5 A.M. every morning, Zork would sit atop the trees, before anyone was awake, and plot his next horrible crime.



One day, Zork spotted a cargo ship hidden behind the Sierra Nevada Mountains, below the Central Valley, and beneath the desert's morning sun. Zork watched as a strange man stood beside the ship taking camouflage from between the plane's wings.

Suddenly, the ship shot beyond the clouds, but Zork was ready. By

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Extension: Write your own story using all forty-four (44) prepositions from worksheets #1 and #2.

Name: _____

Parts of Speech
Chapter Review #1

I. Write the definitions of the parts of speech listed below.

1. Noun: _____
2. Pronoun: _____
3. Verb: _____
4. Adverb: _____
5. Adjectives: _____
6. Preposition: _____
7. Conjunction: _____
8. Interjection: _____

II. For each word below, write the part of speech. Each word will be either a noun, pronoun, verb, adverb, adjective, preposition, conjunction, or interjection. If a word can be more than one part of speech, list both.

1. we - _____
2. carefully - _____
3. snake - _____
4. slide - _____
13. desert - _____
14. red- _____
15. stop - _____
16. Ouch! - _____
25. play - _____
26. loud - _____
27. easily - _____
28. car - _____

Thank you for previewing

Parts of Speech:

Secondary Edition

Name: _____

Possessive Noun Rules
Apostrophe

Definition: A possessive noun shows ownership by using an apostrophe.

Rule #1 Singular Nouns – add (’**s**)

Singular Noun		Possessive	
dog	dog + ’**s**	the dog’s dish	The dog owns the dish.
man	man + ’**s**	a man’s car	A man owns the car.

Rule #2 Plural Nouns – add (’)

Plural Nouns		Possessive	
boys	boys + ’	the boys’ team	Several boys own the team.
owners	owners + ’	the owners’ meeting	Several owners own the meeting.

Rules #1 and #2 are the basic rules to follow. However, sometimes tricky situations arise and these rules no longer work. Below are a couple more rules to follow.

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Parts of Speech:
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Apostrophe
Possessive Nouns #3

Try this trick: If the (s) in the word is NOT normally there, then add ('s).
If the (s) IS normally there, just add (').

Example:

toy - no s, so add ('s) = **toy's** **toys** – the s is there, so just add (') = **toys'**

child – no s, so add ('s) = **child's** **children** – no s, so add ('s) = **children's**

* Don't forget the one and two syllable rule for singular words that end in (s).

Part I - Write the possessive form for each word. Use ('s) or just (') as needed.

1. toys - ___toys'___
2. toy - ___toy's___
3. man - _____
4. men - _____
5. actress - _____
6. calendar - _____
7. calendars - _____
8. dogs - _____
9. dog - _____
10. Mr. Cruz - _____
11. book - _____
12. books - _____
13. child - _____
14. children - _____
15. dress - _____

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Parts of Speech:
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Name: _____

Apostrophe
Possessive Nouns #6

Directions: Rewrite the phrase with an apostrophe showing the possessive.

Example: ___the pool's water___ the water from the pool

1. _____ the milk from the glass
2. _____ a field for some players
3. _____ a letter for Mom and Dad
4. _____ stories from Mr. Cortez
5. _____ the weapons for the soldiers
6. _____ a lesson from history

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Name: _____

Pronouns
Subject vs. Object vs. Possessive
#1

we	your	them	she	me	their	you	whom	my
us	his	ours	they	I	her	it	theirs	hers
yours	he	who	mine	its	him	our	whose	

I. Directions: Put each pronoun from the box above in the correct section on the chart below.

Subject	Object	Possessives
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Parts of Speech:

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Name: _____

Indefinite Pronouns #1

Johnny took the book.

Do you know who took the book?

Definitely! Johnny took the book.

Somebody took the book.

Do you know who took the book?

We are **indefinite** about who took the book

because somebody, we don't know who, took the book.

Indefinite Pronoun:
When the people or items are not named or known, the pronoun is indefinite.

Indefinite Pronouns:

all	both	everything	neither	one
another	each	few	nobody	several
any	either	many	none	some
anybody	everybody	most	no one	somebody
anyone	everyone	much	nothing	something

Directions: Fill in the blanks below with an indefinite pronoun.

1. She wouldn't give _____ dessert until _____ cleaned up the mess.

Thank you for previewing

Parts of Speech:

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Name: _____

Good vs. Well
Bad vs. Badly
#1

The Problem: Many beginning writers misuse the words good and well.

Incorrect: I don't sing good. I sing bad.

Correct: I don't sing well. I sing badly.

The Solution: Unless you learn why you should use good or well / bad or badly, you will always be guessing when you write or speak. Here is the rule:

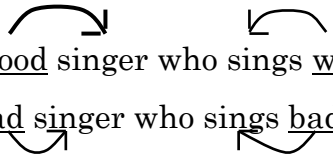
Good and Bad are **adjectives** – They describe nouns and pronouns.

good day, bad day / good worker, bad worker / good game, bad game

Well and Badly are **adverbs** – They describe verbs.

plays well, plays badly / acts well, acts badly / works well, works badly

The Trick: Here is a way to trick yourself into remembering the difference. Memorize the two sentences below:



She is a good singer who sings well.

He is a bad singer who sings badly.

Thank you for previewing

Parts of Speech:

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Name: _____

Misplaced Modifiers #1

Do you notice anything funny about this sentence?

Running down the street, I watched my dog.

According to this sentence, who is running down the street? Was I running down the street or was the dog? The phrase "Running down the street" describes (modifies) the word dog. However, because of the way it was used, the reader is unsure about who is being described.

The sentence needs to be rewritten:

I watched my dog as he ran down the street.

Directions: On a separate sheet of paper, rewrite the following sentences so that they are not confusing.

1. Singing in the shower, I heard my dad.
2. My teacher is a tall, skinny man with a mustache weighing only one hundred and fifty pounds.
3. Walking to school, the sky looked like it was going to rain.
4. When throwing a fit, Mom puts my baby sister in time-out.

Thank you for previewing

Parts of Speech:

Secondary Edition

Name: _____

Objects of Verbs and Prepositions Overview

In this chapter you will be learning about **objects** and their job in a sentence.

What is an object?

An **object** receives action from verbs.

or

An **object** can be connected to a preposition.

Examples:

Object of the Verb: painted the house

What was painted? house

"House" receives the action from the verb "painted".

Object of the Preposition: The cat is in the house

A preposition is a connecting word.

Where is the cat? "In" connects cat to its object, "house".

I. Below are verbs. Give each verb an object. Draw an arrow from the verb to its object.

1. wash - wash the car
2. clean - _____
3. drink - _____
4. follow - _____
5. hide - _____
6. write - _____
7. watch - _____
8. sing - _____

II. Below are prepositions. Give each preposition an object. Draw an arrow from the preposition to its object.

1. up - up the tree
2. over - _____
3. above - _____
4. with - _____
5. toward - _____
6. into - _____
7. by - _____
8. down - _____

Name: _____

Objects of Verbs and Prepositions #6

Directions: 1. Underline all the verbs and prepositions that have objects.
2. Circle the objects. 3. If it is the object of the verb, write "Verb."
If it is the object of the preposition, write "Preposition".
The number in ( ) tells you how many objects are in the sentence.

1. Maria flew her kite high into the air for an hour. (3)

_____

2. Warren watched the plane take off and fly into the clouds. (2)

_____

3. Dad put the lights around the tree while we made gingerbread cookies. (3)

_____

4. Snow White sang a song during the movie. (2)

_____

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Name: _____

Direct Objects #4
Transitive or Intransitive Verbs

Directions: Underline all the verbs in each sentence. Write "trans" if the verb is transitive or "intrans" if the verb is intransitive. If the verb is transitive, draw an arrow to the direct object and write DO above.

1. I dusted while Martha made the beds.
2. The sun is shining in the big blue sky.
3. As the fire burned, the reporter told the story.
4. The water is gushing into the street and destroying the cars.
5. Some animals catch and maul their prey before they eat them.
6. The lifeguard took our picture while we played in the sand.

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Name: _____

Indirect Objects
#1

Indirect objects take the action indirectly from the verb.
They tell <u>to whom</u> the action is being given.

Verb **Direct Object**
My mom <u>asked</u> *me* a <u>question</u>.
Indirect Object

"Question" is taking action directly from the verb "asked."
<u>To whom</u> was the question asked? *Me*

Directions: In the following sentences, draw an arrow from the verb to the direct object. Write DO above the direct objects and IO above the indirect objects.

1. The teacher wrote my mom a note about conferences. (IO: my mom; DO: a note)
2. The city gave the mayor an award when he retired.
3. Mom bought me a computer, but bought my brother a car.
4. Michael sang her a song at the wedding.

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Name: _____

Verb Tenses #3
Perfect Tenses

What are Perfect Tenses? By now, you should understand past, present, and future verbs. The perfect tenses deal with the completion of an activity. The **perfect tense** tells when some action has been or will be completed.

Present and past tense verbs do not have helping verbs. By adding had, has, or have you show that some action has been or will be completed.

Examples:

A) **Past Perfect** – She had finished her shopping.

B) **Present Perfect** – She has finished her shopping. / They have finished their shopping.

C) **Future Perfect** – She will have finished her shopping.

As you can see:

Using had with a verb makes the verb phrase **past perfect**.

Using has or have with a verb makes the verb phrase **present perfect**.

Using will have with a verb makes the verb phrase **future perfect**.

Directions: Explain the tense of the verbs or verb phrases below.

1. has washed – present perfect tense
   will wash – future tense
   had washed – past perfect tense
   wash – present tense

5. will sign – _____
   had signed – _____
   sign – _____
   have signed – _____

Thank you for previewing

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Name: _____

Unit 5
Test

I. Perfect Tense Verbs

Directions: Write the past perfect, present perfect, and future perfect tenses of the verbs below.

	Past Perfect	Present Perfect	Future Perfect
1. walk -	_____	_____	_____
2. write -	_____	_____	_____
3. clean -	_____	_____	_____
4. start -	_____	_____	_____

Directions: Explain the tense of the verbs or verb phrases below.

1. has driven – _____
   will drive – _____
   had driven – _____
2. has wanted – _____
   want – _____
   had wanted – _____
3. will ask – _____
   had asked – _____
   asked – _____
4. pay – _____
   will have paid – _____
   had paid – _____

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