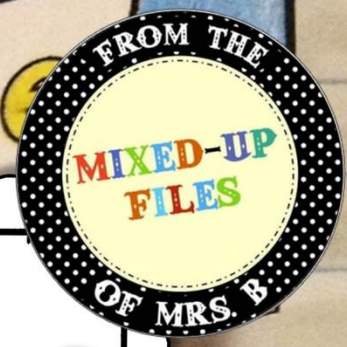


actions in a sentence

predicate



parts of speech Interactive Notebook

Grades 6 - 9

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www.teacherspayteachers.com/Store/Mixed-Up-Files

object

For the Teacher

Quick Reference Guide flipbook (pp. 13 – 16)

Duplicate one copy of each page per student. Have students cut and assemble the flipbooks according to instructions on page 16. The flipbook is intended to be a review and reference resource, rather than comprehensive instruction. You may have students record additional notes as needed on the backs of the pages.

Notebook Foldable Pieces (pp. 17 – 22)

Nouns (pp. 17 - 18) Have students cut out the flip-flap pieces along solid lines and glue the ½ inch margin strip into the notebook. I have found it easier to glue the pieces into the notebook before cutting the flaps apart. They may add notes, including definitions and examples on the back of the flaps as well as on the notebook paper underneath the flaps.

For the Compound Noun puzzle pieces, I have students record several common examples of each type of compound by writing the nouns on the two flaps and writing the compounds correctly on the notebook paper beneath. Cutting the puzzle pieces along the lines may be difficult; I let students just cut them apart in a straight line, but we talk about how the jigsaw pieces symbolize the words acting as one unit.

Pronouns (pp. 18 -19) The Types of Pronouns foldable can be cut, glued into the notebook, and folded accordion-style. You might provide a paperclip to hold the piece closed, or you can just have students create the paper carefully.

Have students cut out the Personal Pronouns chart and glue it onto a notebook page. They can then add labels and the title by gluing those pieces in place.

Verbs (pp. 20 – 21) The Types of Verbs and the Verbals flip-flap pieces can be used the same way as the Nouns pieces listed above, with students recording definitions and examples on the backs of the flaps and on the notebook paper.

The Verbs tab booklet should be assembled by cutting the pieces out, stacking them with the cover on top, and then gluing or stapling the top edge. This piece can also be glued into the notebook, and extra notes can be added on the backs of the pages.

Sentence Patterns (p. 22) Have students cut these foldable pieces out and glue the top strip into their notebooks. You may choose to have students cut the puzzle pieces apart to make flaps (straight cuts are easier). Under the flaps, students can record sample sentences for each basic sentence/clause pattern. I use this to reinforce which parts of speech perform each role in the sentence.

To Assemble Quick Reference Flipbook

1. Cut along solid lines.
2. Stack with longest page (prepositions) on bottom and cover on top.
3. Staple above dashed line.
4. Glue or staple into notebook.

I have students take additional notes throughout the year by writing on the back of the previous page in their flipbooks.



QUICK Reference Guide



Noun

pronoun

Adjective

verb

Adverb

conjunction

Interjection

preposition

*Linking verbs - am, is, are, was, were, be, being, been
looks, sounds, smells, tastes, feels
seems, appears
becomes, grows, remains
sentence patterns #2 or #3

*Helping verbs - am, is, are, was, were, be, being, been
has, have, had, do, does, did,
may, might, must
can, could, will, would, shall, should
with a main verb (action or linking)

Tells an action or state of being

Answers the question: Does what?

Types of verbs:

action
linking
helping (auxiliary)

Verb tenses:

past, present, future
past perfect, present perfect, future perfect
past progressive, present progressive, future progressive

verb

Adverb

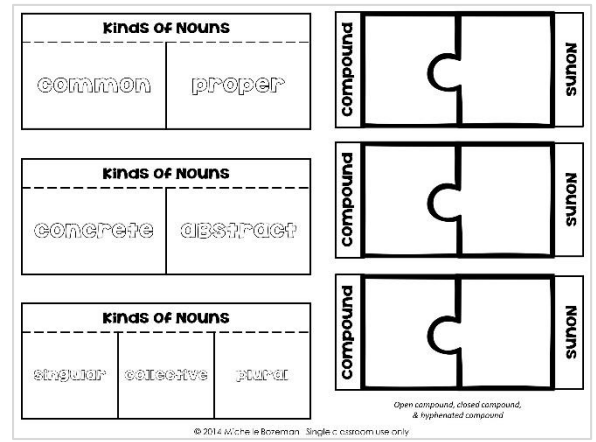
conjunction

Interjection

preposition

To Assemble Types of Nouns Flaps

1. Cut along solid lines.
2. Fold on dashed lines.
3. Place four or five dots of glue on back of the "spine," the narrow strip with the title.
4. Glue into notebook.



We write definitions and useful reminders on the flaps.

The students write their own examples on the notebook paper under the flap.

I walk around and monitor for understanding by reading their examples.

A **noun** is just a word that **NAMES** a **PERSON, PLACE, THING, or IDEA**.

KINDS OF NOUNS	
common	proper

KINDS OF NOUNS	
concrete	abstract

KINDS OF NOUNS		
singular	collective	plural

NOT MUTUALLY EXCLUSIVE CATEGORIES

- a word can be singular + concrete + common, collective + concrete + proper, etc.

Under the flaps

just a

names a general person, place, thing, idea use lowercase	names a specific person, place, thing, idea Capitalize it
actor city phone religion	Leonardo DiCaprio New York City Samsung Galaxy Christianity
common	proper

concrete

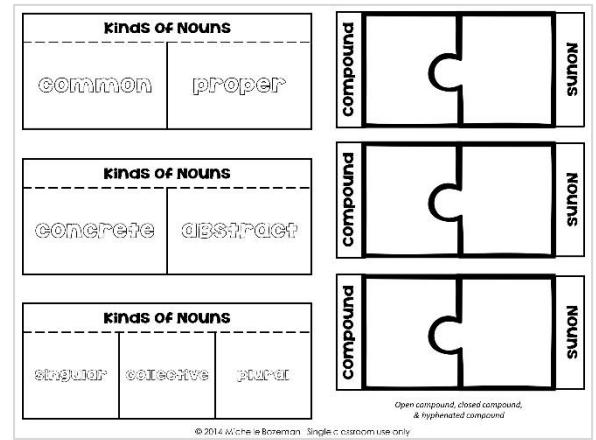
names a person, place, thing You can touch, see, hear, etc. (sense)	names an idea or emotion You might see symptoms or results, but can't see it
Mom stadium puppy	anger love freedom
concrete	abstract

singular

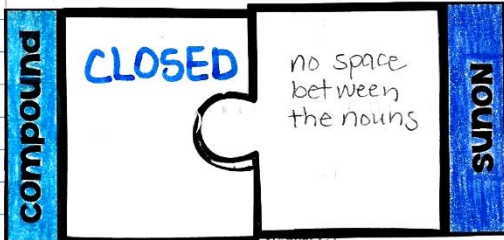
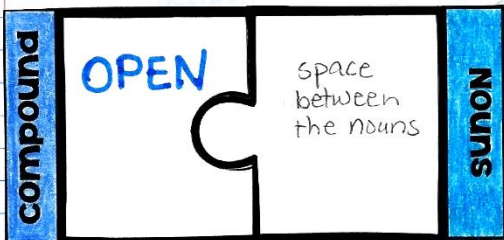
one	name for a group Singular if you mean the group acting together	more than 1
brother song wheel monkey	plural if you mean the individuals in the group Tribe; Team	meet -s s, x, z, sh, ch -es (some) F -ves consonant Y -ies vowel Y -ies
singular	collective	plural

To Assemble Compound Nouns Flaps

1. Cut outside edges and cut apart the two puzzle pieces that make each foldable. If cutting apart the puzzle pieces is too challenging, students can cut these in a straight line.
2. Place four or five dots of glue on back of the "spine," the narrow strip with the title.
3. Glue into notebook, lining up the matching puzzle pieces.

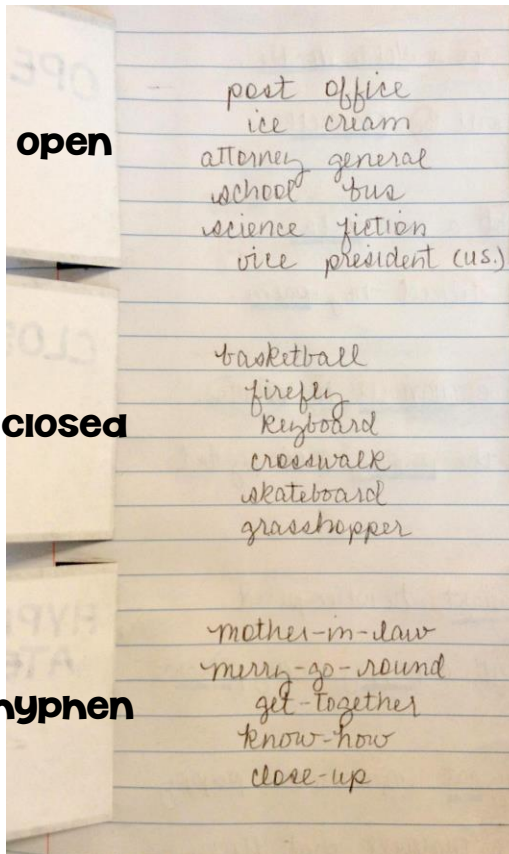


A **COMPOUND NOUN** is made of 2 or more nouns combined to form a single noun



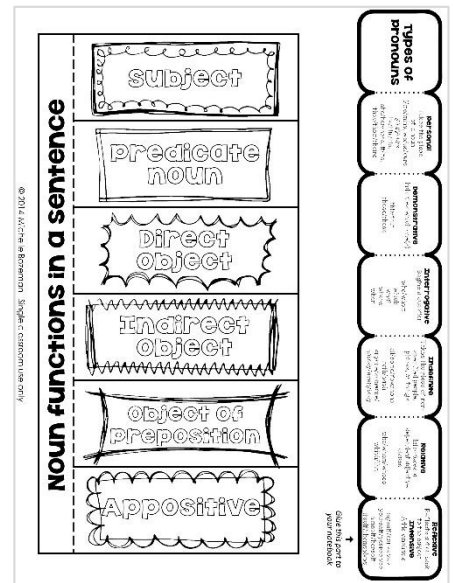
**THERE IS NO RULE OR PATTERN;
YOU JUST HAVE TO KNOW OR LOOK IT UP!**

Under the flaps



To Assemble Noun Jobs Flaps

1. Cut along solid lines.
2. Fold on dashed lines.
3. Place eight to ten dots of glue on back of the "spine," the narrow strip with the title.
4. Glue into notebook.



* REMEMBER * A PRONOUN CAN DO ANYTHING A NOUN CAN DO!

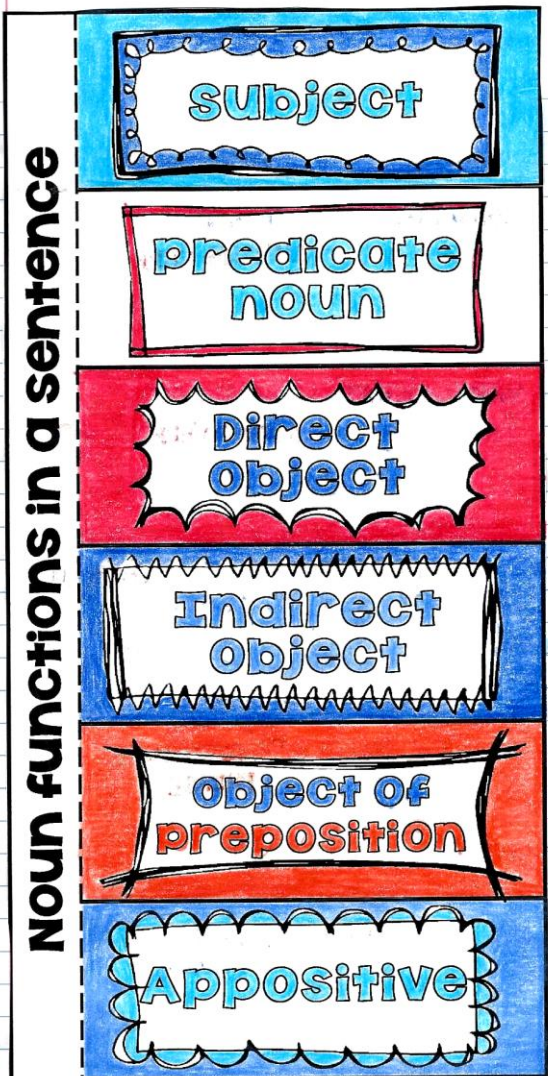


DIAGRAM & EXAMPLES

S | V

S | LY | PN

S | V | DO

S | V | IO

S | V | OP | OP

S (A) | V

Under the flaps

WHO or WHAT the sentence is about
 who or what did the action? (active voice)

RENAMES the SUBJECT
 follows after a **LINKING VERB**

WHO or WHAT receives the action
 follows after an **ACTION VERB**

Comes **BETWEEN** an **ACTION VERB** and its **DIRECT OBJECT**

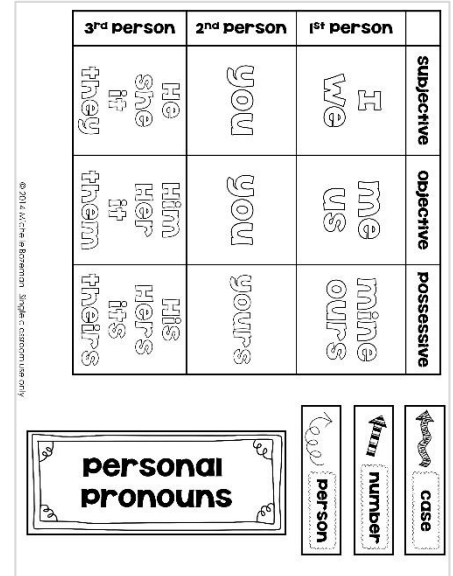
the final word of a **PREPOSITIONAL PHRASE**

Comes **IMMEDIATELY AFTER** another noun and **RENAMES** that noun; gives added info

My family adopted a new p
 Pets require a lot of atten
 The puppy is a Golden retriever
 His name will be Maxwell.
 We bought a new collar.
 Maxwell licked my pa
 She net gave Maxwell his
 I made the puppy a co
 (Until midnight), he whimpe
 I woke with a puppy.
 Bella, my cat, ignores t
 She thinks Maxwell, that
bundle of energy, is a r

To Assemble Personal Pronouns Flaps

1. Cut around outside edge of each piece.
2. Glue chart (and title if desired) into notebook.
3. Glue labels for case, person, and number onto chart. (In later versions of this with my class, we glued just one end of the labels so that they become mini-flaps. Then we write the definitions on the back of the flaps.)



	subjective	objective	possessive
1 st person	I we	me us	mine ours
2 nd person	you	you	yours
3 rd person	He she it they	Him Her it them	His Hers its theirs

personal pronouns

case
"job" in the sentence

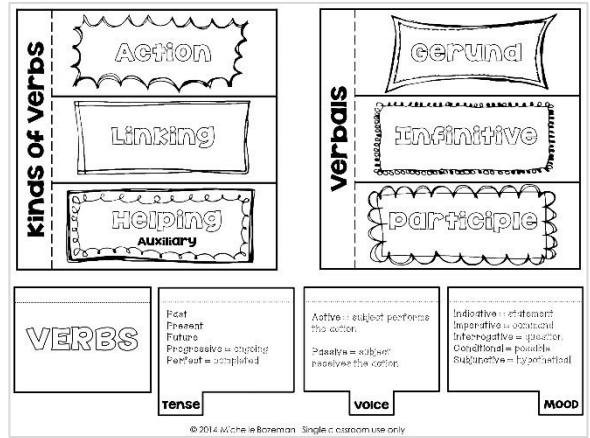
person
speaker, listener, or other?

number
Singular or Plural?

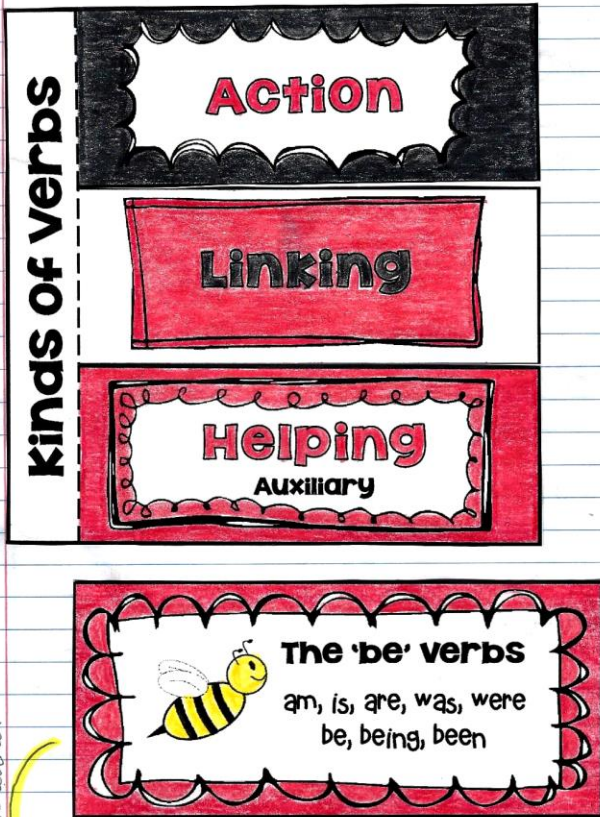
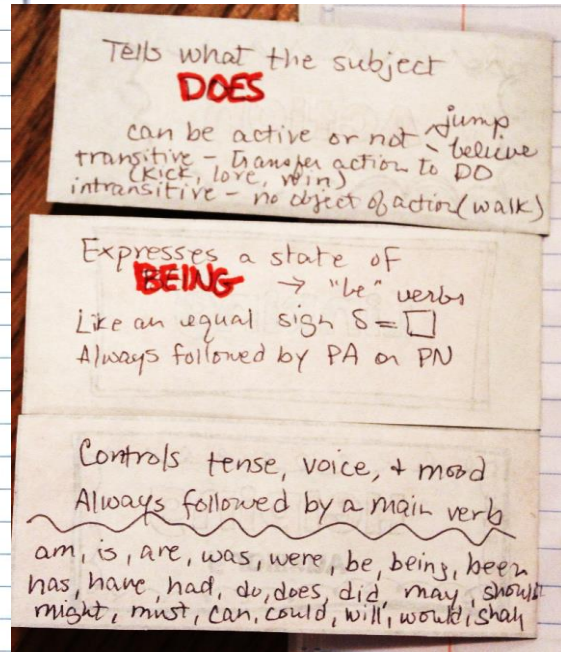
We add dashed lines to the chart to show singular and plural when we add the label for number.

To Assemble Kinds of Verbs Flaps

1. Cut along solid lines.
2. Fold on dashed lines.
3. Place four or five dots of glue on back of the "spine," the narrow strip with the title.
4. Glue into notebook.
5. Cut out "be" verbs list and glue into notebook.



Under the flaps

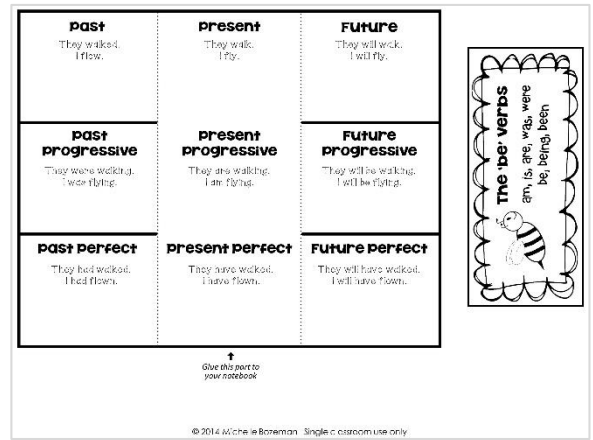


can be either

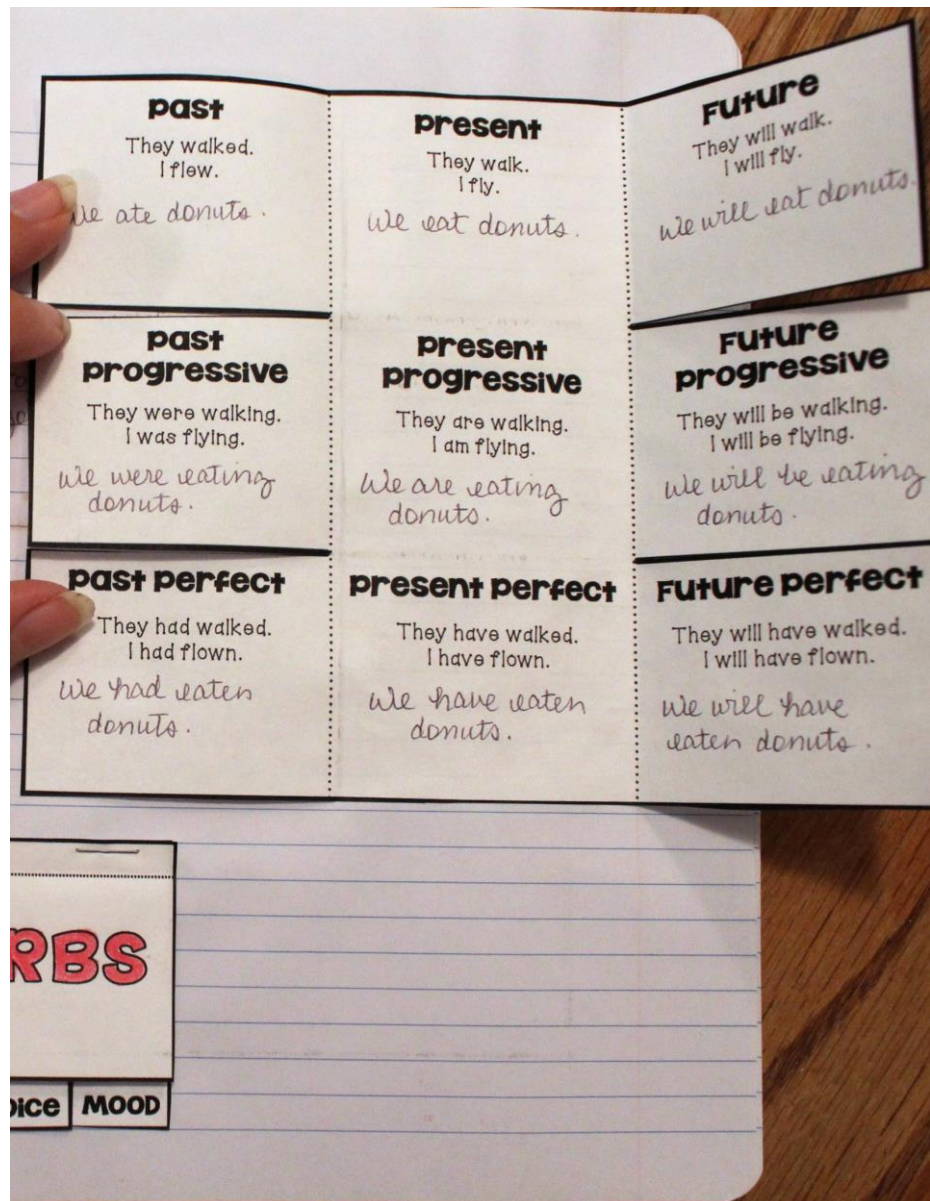
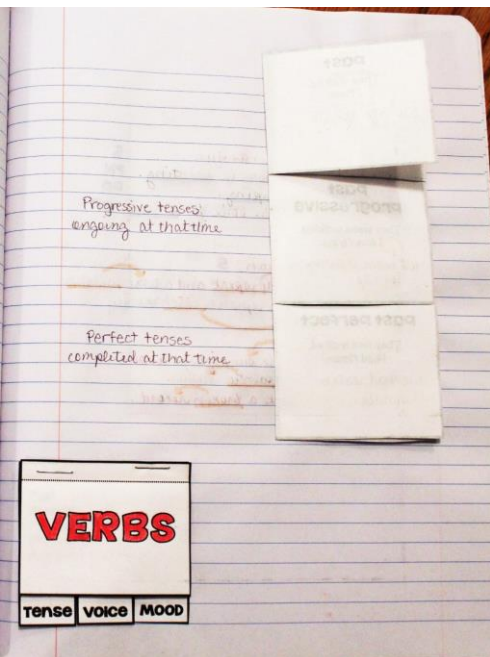
LINKING if followed by a **NOUN** or **ADJECTIVE**
HELPING if followed by a main **VERB**

To Assemble Verb Tenses Flaps

1. Cut along solid lines.
2. Fold on dashed lines.
3. Place eight to ten dots of glue on back of the center section.
4. Glue into notebook.



Under the flaps

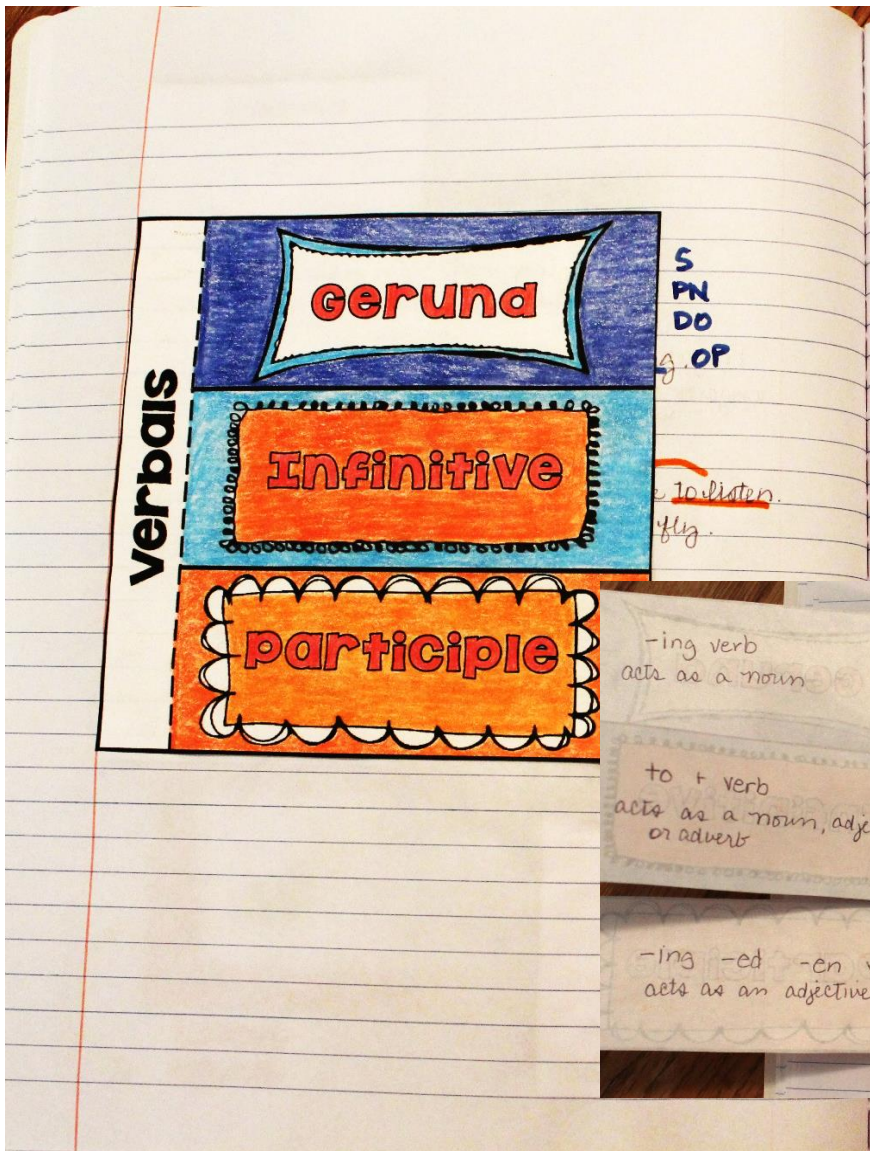
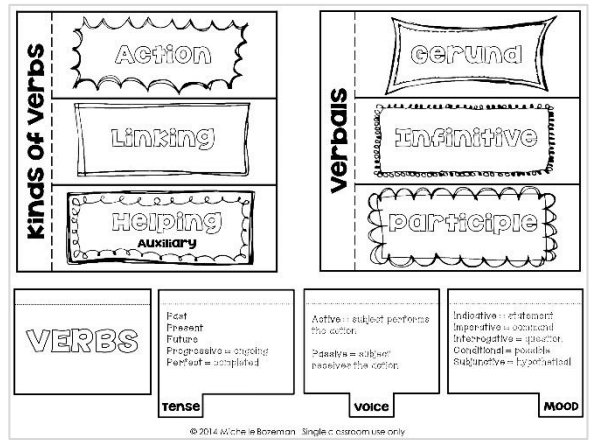


To Assemble Verbs Flipbook

1. Cut along solid lines.
2. Fold on dashed lines.
3. Stack with cover on top, then tense, voice, and mood pages.
4. Glue or staple above dashed line.
5. Glue or staple into notebook.

To Assemble Verbals Flaps

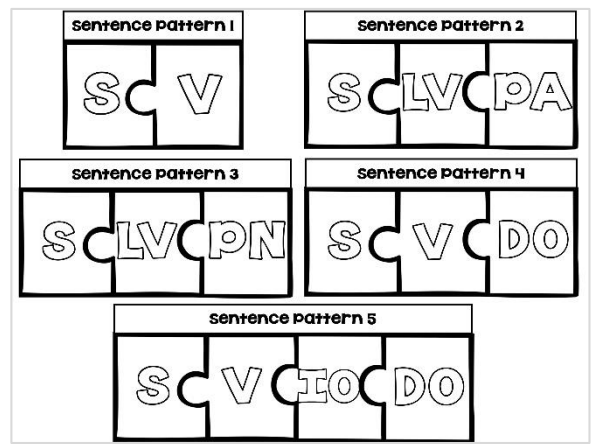
1. Cut along solid lines.
2. Fold on dashed lines.
3. Place four or five dots of glue on back of the "spine," the narrow strip with the title.
4. Glue into notebook.



Under the flaps

To Assemble Sentence Pattern Flaps

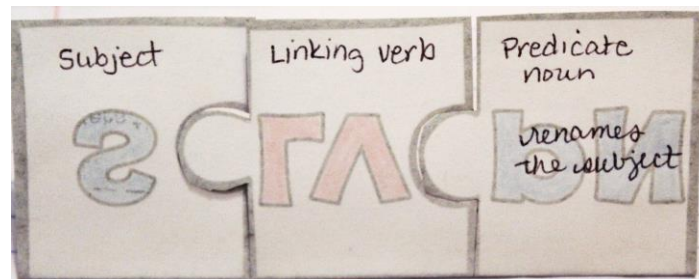
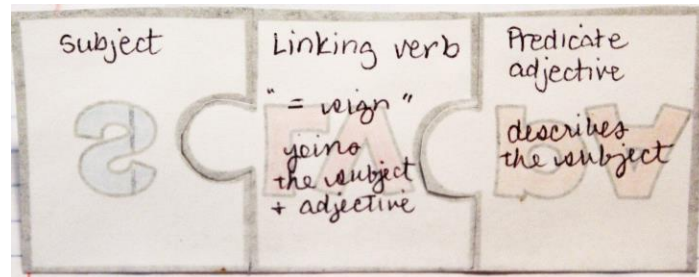
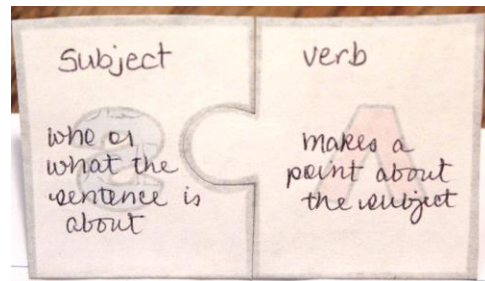
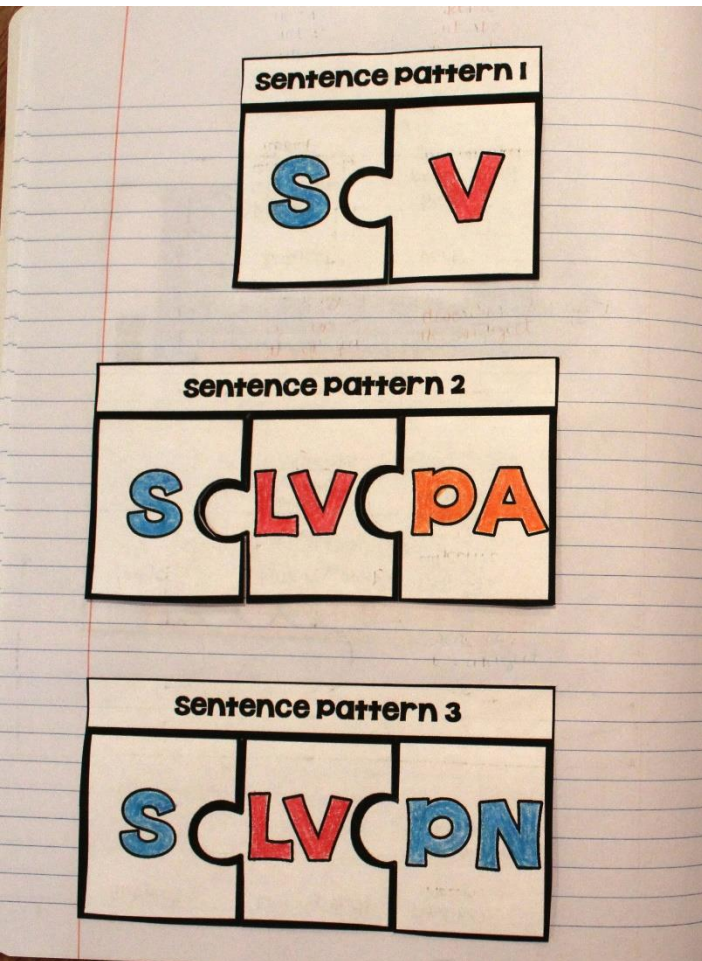
1. Cut outside edges and cut apart the puzzle pieces that make each foldable, keeping them attached to the spine. If cutting along the puzzle shapes is too challenging, students can cut these in a straight line.
2. Place four or five dots of glue on back of the "spine," the narrow strip with the title.
3. Glue into notebook.



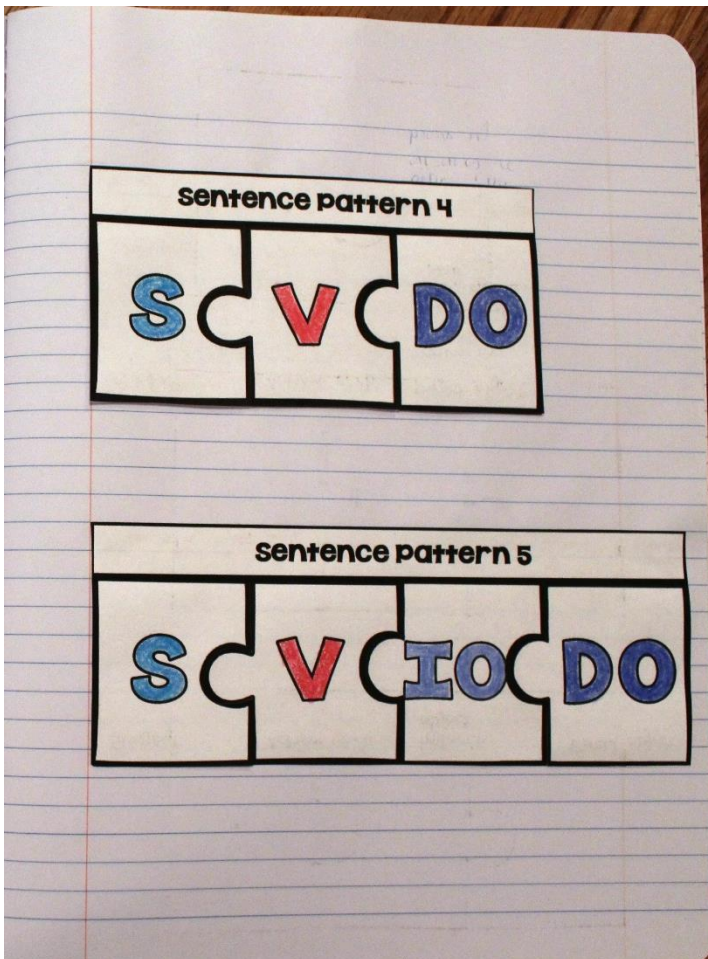
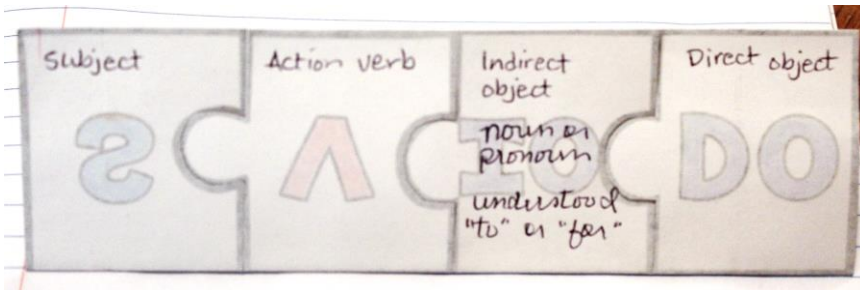
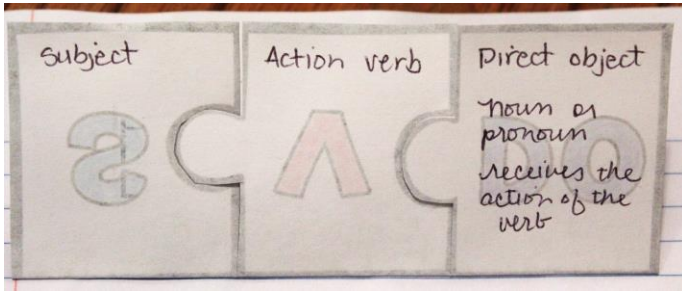
We write definitions and useful reminders on the flaps.

The students write their own examples on the notebook paper under the flap.

*We don't add these all at the same time. Depending on students' prior knowledge, I may split this into two or three different mini-lessons.



Under the flaps



quick reference guide

parts of speech

Describes a person, place, thing, or idea

Answers the questions:

Which one?

What kind?

How many?

Special types of adjectives:

articles -- a, an, the

demonstrative -- this, that, these, those

possessive -- my, his, dog's, Snoopy's

nouns as adjectives -- *football* field

Adjective

Names a person, place, thing, or idea
Answers the question: Who or what?

Types of nouns:

common or proper; concrete or abstract;
singular, plural, or collective; compound

Noun jobs:

subject, predicate noun, direct object, indirect
object, object of preposition, appositive

Noun

Takes the place of a noun

Types of pronouns:

personal -- I, me, you, him, her, it, they

demonstrative -- this, that, these, those

interrogative -- who, whom, what, which,

whoever, whomever

indefinite -- all, some, few, any, each, both,

somebody, nobody

relative -- who, whom, whose, which, that,

where

reflexive & intensive -- myself, yourself, itself

Pronoun

Tells an action or state of being

Answers the question: Does what?

Types of verbs:

action

linking

helping (auxiliary)

Verb tenses:

past, present, future

past perfect, present perfect, future perfect

past progressive, present progressive, future

progressive

Verb

Modifies a verb, an adjective, or another adverb

Answers the questions:

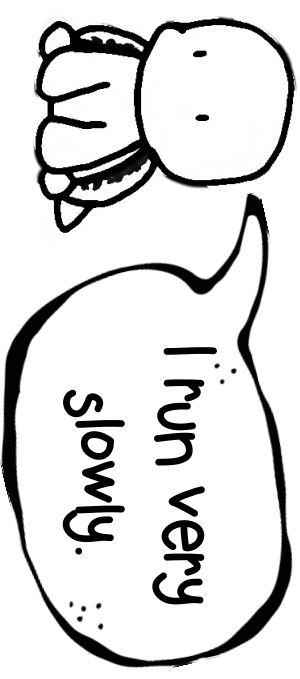
How?

When?

Where?

} about a verb

} about an adjective
or adverb



Adverb

Joins two or more words, phrases, or clauses

Types of conjunctions:

Coordinate – FANBOYS

Subordinating – ON A WHITE BUS

Correlative – both/and, either/or, neither/nor

F A N B O Y S
for and nor but or yet so

O only if

N now that

A after, although, as

WH when, whenever, whereas, wherever, while,
whether or not

I if, in case

T though

E even if, even though, ever since

B because, before

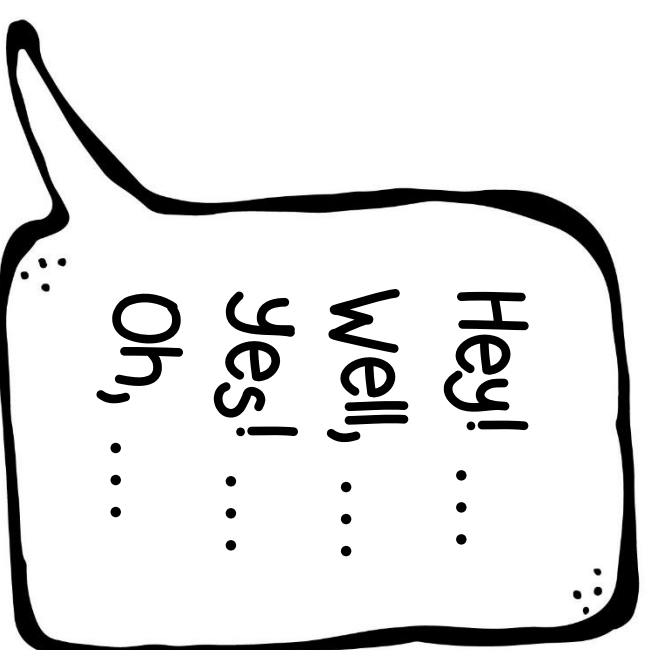
U unless, until

S since, so that

conjunction

Expresses an emotion

Set apart from sentence with comma or exclamation point



Interjection

Assembly Instructions

1. Cut each piece out along the solid black lines.
2. Stack as shown below, with the smallest piece in front, and with all pieces even at the top.
3. Staple at top above the dashed line.
4. You may take

additional notes by folding the pages up and writing on the page above.

Describes a relationship between a noun and another word in the sentence

Introduces a prepositional phrase; without a phrase, a would-be preposition is just an adverb.

Prepositional phrases act as either adjectives or adverbs.

Common prepositions:

about, above, across, after, against, along, among, around, as, at, atop, before, behind, below, beneath, beside, between, beyond, but (except), by, concerning, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, per, regarding, since, through, throughout, till, to, toward, under, underneath, until, unto, up, upon, with, within, without

Preposition



Quick Reference Guide

Noun
Pronoun
Adjective
Verb
Adverb
Conjunction
Interjection
Preposition

Folding vesicle - any, in, and, with, under, the, during, from,

Under, around, over, to, at, with,

as, on, against,

between, through,

underneath,

until, onto,

up, upon, with, within, without,

before, behind, below,

beside, between,

beyond, but (except), by,

concerning,

despite, down,

during, except,

for, from,

in, inside, into,

like, near,

of, off, on,

onto, out,

outside, over,

past, per,

regarding,

since,

through,

throughout,

till, to,

toward,

under, underneath,

until, unto,

up, upon,

with, within, without

Tells an action or state of being

Answers the question: Does what?

Types of verbs:

action

linking

helping (auxiliary)

Verb tenses:

past, present, future

past perfect, present perfect, future perfect

past progressive, present progressive, future progressive

Verb

Adverb

Conjunction

Interjection

Preposition

Kinds of Nouns

common

proper

Kinds of Nouns

concrete

abstract

Kinds of Nouns

singular

collective

plural

compound

NOUNS

compound

NOUNS

compound

NOUNS

*Open compound, closed compound,
& hyphenated compound*

Types of pronouns

PERSONAL

Takes the place of a noun
I/me/mine, we/us/ours
you/yours
he/him/his,
she/her/hers, it/its,
they/them/theirs

DEMONSTRATIVE

Indicates which one(s)
this/that
these/those

INTERROGATIVE

Begins a question
who/whom
which
what
where
when

INDEFINITE

Takes the place of non-specified people, places, or things
all/some/few/none
both/each
anyone/someone/
nobody/everybody

RELATIVE

Introduces a dependent adjective clause
who/whom/whose
which/that

REFLEXIVE

Reflects action back to the subject
Adds emphasis
INTENSIVE
myself/ourselves
yourself/yourselves
himself/herself
itself/themselves

→
Glue this part to
your notebook

subject

predicate
noun

Direct
object

Indirect
object

object of
preposition

Appositive

Noun functions in a sentence

3 rd person	2 nd person	1 st person	
He She it they	you	I We	subjective
Him Her it them	you	me us	objective
His Hers its theirs	yours	mine ours	possessive



case



number



person

personal pronouns

Kinds of Verbs

Action

Linking

Helping
Auxiliary

VERBS

Past
Present
Future
Progressive = ongoing
Perfect = completed

Tense

Verbals

Gerund

Infinitive

Participle

Active = subject performs the action
Passive = subject receives the action

Voice

Indicative = statement
Imperative = command
Interrogative = question
Conditional = possible
Subjunctive = hypothetical

Mood

past

They walked.
I flew.

present

They walk.
I fly.

future

They will walk.
I will fly.

past

progressive

They were walking.
I was flying.

present

progressive

They are walking.
I am flying.

future

progressive

They will be walking.
I will be flying.

past perfect

They had walked.
I had flown.

present perfect

They have walked.
I have flown.

future perfect

They will have walked.
I will have flown.

Glue this part to
your notebook



The 'be' verbs
am, is, are, was, were
be, being, been

sentence pattern 1

S C V

sentence pattern 2

S C L V C P A

sentence pattern 3

S C L V C P A N

sentence pattern 4

S C V C D O O

sentence pattern 5

S C V C T O O D O O

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CLICK HERE

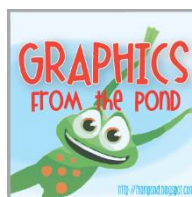
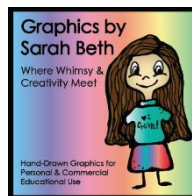
FOLLOW ME

to know about my newest items, which are always 50% for the first 48 hours.



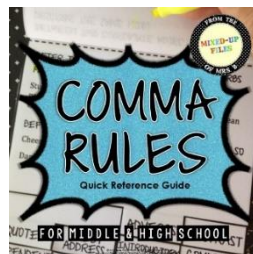
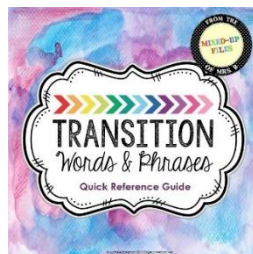
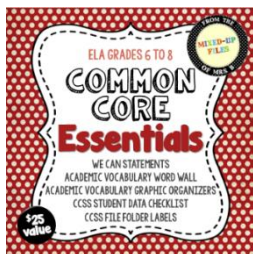
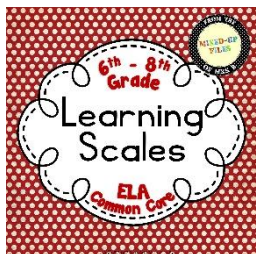
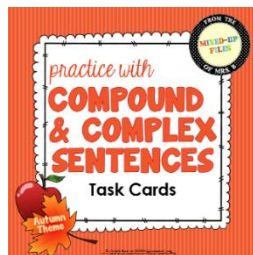
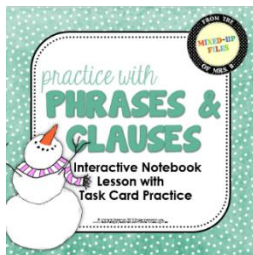
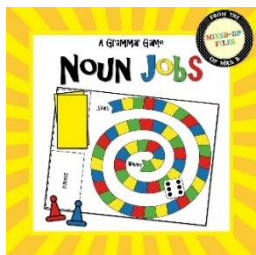
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