

Dear Teacher:

Welcome to Reading Rods™!

Your Sentence Building Reading Rod Set contains 156 interlocking plastic Rods printed with words representing different parts of speech and punctuation marks. Students link the Rods together in a variety of ways to build sentences, examine parts of speech and add appropriate punctuation. Because Reading Rods are designed to be touched, handled, and manipulated, developing grammar skills and language awareness becomes an inviting and fun-filled hands-on adventure.

The Sentence Building Set contains:

35 green noun Rods
(including four noun ending Rods and one blank Rod)

12 light-green pronoun Rods

36 yellow verb Rods
(including two verb ending Rods)

25 red adjective Rods
(including three adjective ending Rods)

8 pink article Rods

11 orange adverb Rods

10 blue preposition Rods

5 purple conjunction Rods

3 turquoise interjection Rods
(including one blank Rod)

11 white punctuation Rods
(including one blank Rod)

Reading Rods offer many outstanding features!

- They are made from color-coded, lightweight, durable plastic.
- Reading Rods are versatile. Games and activities using Rods can easily be geared up or down to suit students' various needs, abilities, and learning styles.
- Unlike cards and tiles, which have traditionally been used in reading and writing instruction,

Reading Rods stay fixed in position until the teacher or learner deliberately rearranges them.

- Reading Rods can only be linked together from left to right, which supports the same directionality found in reading and writing.
- Students of all ability levels can link Reading Rods together to generate print and experience reading success.

This book is filled with Reading Rod activity ideas to help guide readers through a variety of meaningful exercises and activities. As they engage in these Reading Rod experiences, students will begin to develop reading and writing skills and concepts related to:

- parts of speech, including: nouns, verbs, adjectives, pronouns, adverbs, conjunctions, prepositions, and interjections
- sentence construction and patterns, including: subjects and predicates
- simple, compound, and complex sentences
- punctuation
- subject/predicate agreement

The topics in this book are presented sequentially, so each topic builds on prior knowledge while laying a foundation for new learning to come. Each topic is presented with objectives, a list of supplies necessary to get started, a warm up activity, activities for exploring, assessing and extending the learning, plus a blackline master perfect for reinforcing Reading Rod learning in school or at home.

We know you'll be pleased to allow this innovative, hands-on teaching tool to revolutionize the reading and writing instruction in your classroom.

Read on to discover how to put Reading Rods to work today!



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Lesson 8: Conjunctions

Objectives:

- To introduce conjunctions
- To use conjunctions to join words and sentences

You'll Need:

- Supply of green noun Rods, yellow verb Rods, light-green pronoun Rods, pink article Rods, red adjective Rods, orange adverb Rods, purple conjunction Rods, and white punctuation Rods
- Activity tray
- Chart paper
- Markers
- *What's the Connection?* blackline master

Warming Up

Show children the purple conjunction Rods. As children watch, use Rods to build these sentences and then place them into the activity tray:

Mom and my brother sang.

Dad and Grandma are warm.

Ask children to identify the types of words used to build these sentences. Then ask them to tell what job they think the purple conjunction Rods do in each sentence. (They link the two nouns together.) Tell students that in these sentences, the nouns **Mom**, **brother**, **Dad**, and **Grandma** are the subjects of the sentence because the action happens to them. The verbs **sang** and **are warm** are predicates because they tell something about these subjects. (*Tip: Define predicate for students as "the part of the sentence that tells what happened." Tell students the predicate always includes the verb.*)

Exploring the Concept

Continue exploring conjunctions by building the following single subject sentences and placing them in the tray for the children to read.

The pizza tasted cold.

The girl ran home.

Offer children two more noun subject Rods: **spaghetti** and **boy**, plus two conjunction Rods printed with the word **and**. Show children how to use these Rods to change the single subject in each sentence to a compound subject.

The pizza and spaghetti tasted cold.

The girl and boy ran home.

Have children identify the two subjects (**pizza and spaghetti/girl and boy**) in each sentence. Have them point out the conjunction (**and**) that joins each of these two subjects. Read the words printed on the other purple Rods to learn that other conjunctions include the words **because**, **but**, **for**, **if**, **or**, **so**, **while**, and **yet**.

Assessing Learning

Write the following sentences on the board or on chart paper:

The fish and turtle were fed.

The child and his mom went home.

The pig and the duck ran away.

The cake and ice cream tasted good.

Help students identify and underline the conjunctions and underline the two subject nouns in each sentence. Have children each think of a sentence that contains one of the other conjunctions: **because**, **but**, **for**, **if**, **or**, **so**, **while**, and **yet**.

Extending the Learning

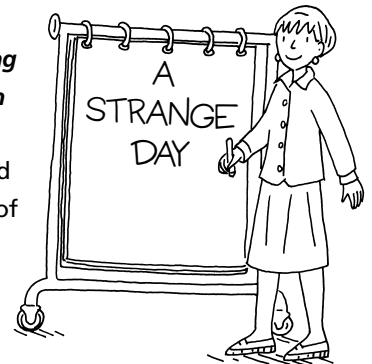
Have children work together to write an add-on story that features conjunctions. Begin by printing this opening story line on a piece of chart paper: **One day, my friend and I were walking through the neighborhood when we spotted something strange.**

Then ask each child in turn to add on a sentence that contains one of the other conjunctions: **because**, **but**, **for**, **if**, **or**, **so**, **while**, and **yet**.

Record the story on chart paper.

Use a purple-colored marker to underline the conjunction in each sentence.

Be prepared to bring the story to a close by adding a final sentence or two of your own. In addition, have children read through other original creative writing pieces to discover examples of how they used conjunctions and compound subjects in their own writing.



Using the Blackline Master

Make copies of the *What's the Connection?* blackline master on page 40. Have children use purple crayons to underline all the conjunctions in the story.

Lesson 11: Plural and Possessive Nouns

Objectives:

- To introduce the concept of plural and possessive nouns
- To build sentences containing plural and possessive nouns

You'll Need:

- All Sentence Building Rods
- Chart paper
- Markers
- *Plural vs. Possessive* blackline master

Warming Up

Use Rods to build the following sentence and place it into the activity tray: **Mom has a bicycle.** Read the sentence together. Ask children to tell how many bicycles Mom has (one). Use Rods to change the sentence so it reads: **Mom has bicycles.** Read the sentence together. Ask children to tell how many bicycles Mom has now (more than one). Ask children to tell what you did to change the sentence so it has this new meaning (took away the article **a** and added an **s** ending to the word **bicycle**). Help children understand that by adding **s** to the end of the word **bicycle**, it changed the word from a singular noun, meaning one bicycle, to a plural noun, meaning more than one bicycle.

Exploring the Concept

Show children noun Rods that can be changed from singular to plural by adding the ending **s**. Then have children add the **s** Rod to each word. For example: **animal-animals** or **store-stores**.

Tell children that some nouns that end in **ch**, **sh** or **x** require an **-es** ending to make them plural. Write several examples on the board or on chart paper. Have children change each word from the singular to the plural form by adding the **-es** ending.

Tell children that by adding an apostrophe plus the letter **s** onto a word, the word can show possession or ownership. Revisit the sentence **Mom has a bicycle.** Ask children to tell who the bicycle belongs to (Mom). As children look on, take the Rod sentence apart and build the phrase **Mom's bicycle.** Tell children that here, the apostrophe and the **s** are used to show that the bicycle belongs to **Mom**.

Assessing Learning

Offer children the following words. Have children change each word from the singular to the plural form by adding **s** or **es** endings: book, rat, beach, arm, match, cousin, etc. Ask children to explain their reasoning for using **s** or **es**. Then, write these sentences on the board or chart paper. Have

children show the possessive form by adding an **'s** to the underlined nouns:

The watch belongs to Dad. It is Dad __ watch.

The feathers are from the duck. They are the duck __ feathers.

That book belongs to the teacher. It is the teacher __ book.

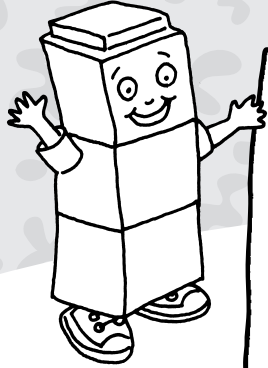
Extending the Learning

Review subjects and predicates as presented in Lesson 8. Then use the Rods to demonstrate how subject-predicate agreement changes depending on whether the subject is singular or plural. Build this sentence and have students read it together: **The man smells pizza.** Identify the sentence's subject (**man**) and predicate (**smells pizza**). Help children identify the subject as a singular noun. Show them the Rod printed with the word **men**. Guide students to agree that the word **men** is a plural noun. As children watch, substitute this Rod for the Rod printed with **man** so the sentence now reads: **The men smells pizza.** Read the sentence together and ask children to tell if it sounds correct. Ask children how they might change the predicate so it sounds better. Help children remove the Rod printed with the **s** ending from the word **smells** and then rebuild the sentence so it correctly reads: **The men smell pizza.** Read the sentence again. Write other sample sentences and have children choose a predicate that will best agree with the single or plural subject. (*Hint: Remind children that a compound subject is a plural subject.*)

Help children look through books and magazines for plural nouns formed with final **s** and **es** endings and for examples of print featuring plural subject-predicate agreement. Have children cut these out and glue them collage-style to construction paper to make a mini-posters of these plural noun forms.

Using the Blackline Master

Make copies of the *Plural vs. Possessive* blackline master on page 43. Have the students use green crayons to underline each plural noun and use pencils to add an apostrophe to possessive nouns.



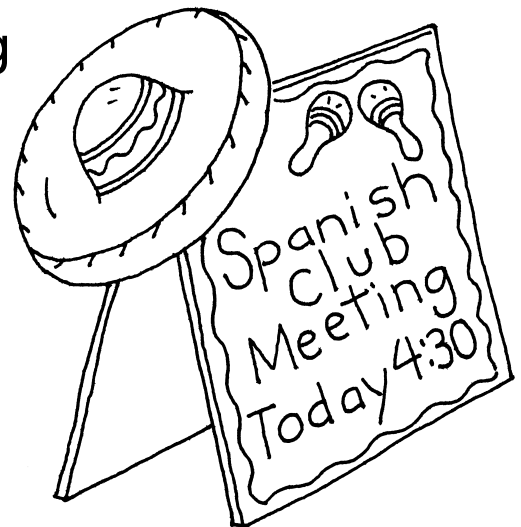
What's the Connection?

- Read the story below.
- Use a purple crayon to underline each conjunction in the story.

**Remember: Conjunctions are words that join other words, phrases, or sentences together. Some conjunctions are: and, because, but, for, if, or, so, while, and yet.*

Spanish Club

All the second and third graders in Miller Avenue School look forward to coming to Spanish Club each week. Katie and Francesca are in third grade. They were the first students to join Spanish Club, but certainly not the last. James and Kevin love to eat Spanish food so they joined the club, too. The children enjoy learning how to speak Spanish and learning about the culture. Mr. Green and Ms. Kelly are the Spanish Club teachers this year, but next year, Mr. Read and Mrs. Smith will lead Spanish Club.



MORE:

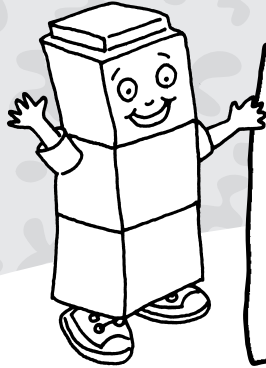
Write this sentence with four different endings. Each time use a different conjunction. *I love to ride horses, and*

Answers: and, and, but, and, so, and, and, but, and

Lesson 11

Identifying Plural and Possessive Noun Forms

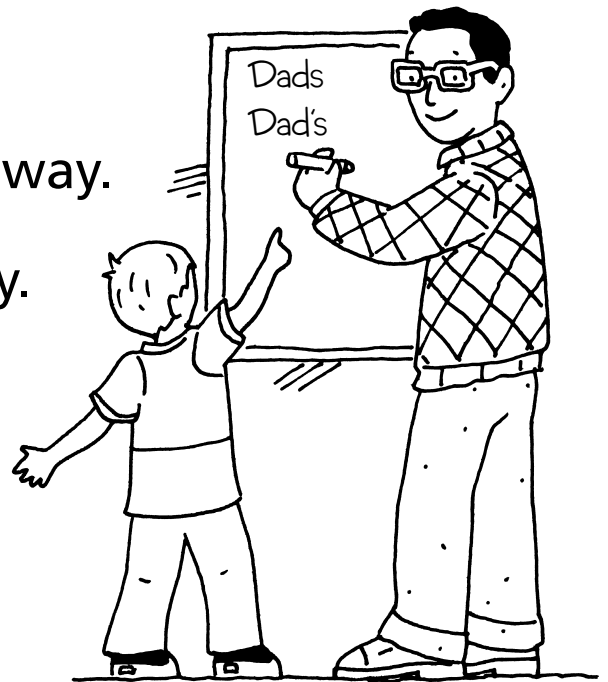
Name _____



Plural vs. Possessive

- Read each sentence.
- Use a green crayon to underline each plural s ending.
- Use a pencil to add an apostrophe before the final s on each of the nouns that show possession.

1. Dads car broke down.
2. Mom cooked two soups.
3. Dads book was due at the library.
4. The computers plug was bent.
5. The seeds grew strong.
6. My great aunts cat ran away.
7. The tests were very tricky.
8. The dogs collar was bright green.



MORE:

Use the back of this page to write one sentence with a plural noun ending with *s*, and one sentence with a possessive noun ending with *'s*.