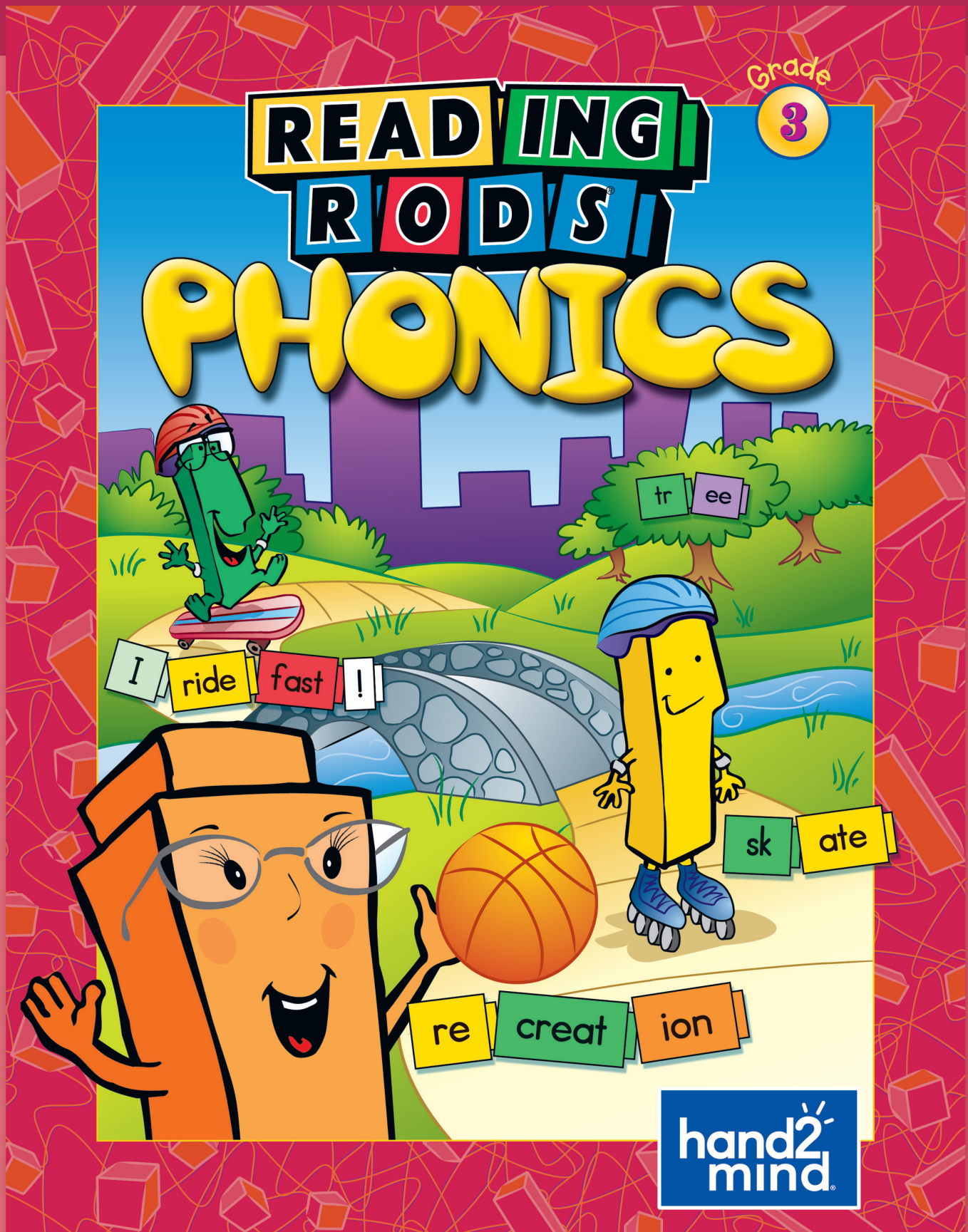


TEACHER'S GUIDE



First Letter in a Word

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); Paper strips; Container for rods

OBJECTIVE

To identify the first letter in words

Introduce the Concept

Inform students that they will use their Reading Rods to play "Go Fish." Let them know they will look for words that have the same first letter. Select the green Reading Rods noun **fish**. Ask several volunteers to name the beginning letter. [f] Work with students to brainstorm other words that begin with *f*. Rotate the rod to display **feet**. Say the two words together: *fish, feet*. Point out that *fish* and *feet* begin with the same letter. [f]

Teach the Concept

Before the activity, place two of each green Reading Rods nouns in a large container. Work with one small group of students at a time. Distribute a paper strip to each student. Demonstrate how to fold the strip in half lengthwise to make a tent. Let students know they will hide their Reading Rods behind the strip.




Give each student five green rods from the container and put the container in the middle of the group. Ask players to check to see if they can make pairs of words that begin with the same letter. Have them connect any matching rods and place them in front of their strip of paper for the rest of the group to see. Ask players to hide their unmatched rods behind their strip. Players take turns asking another player for a word that begins with the same letter as one of their hidden rods. *Do you have a word that begins with p?* If the answer is yes, the opposing player hands over the rod. The student receiving the rod connects the pair, sets it in front of his/her strip, and continues to ask for words that match the first letter of one of his/her hidden rods. The turn continues until a player who is asked for a match cannot offer one. If the opposing player does not have a matching word, he/she says, "Go fish." The player then takes a rod out of the container. If it is a match, the player puts the pair in front of the paper strip, and the turn continues. If it is not a

Sample answers.

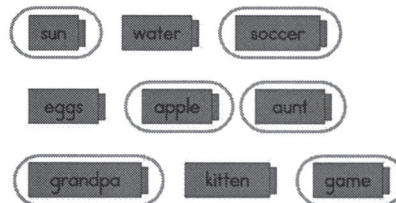


First Letter in a Word

Use **_____**. Find words that start with m, f, and b. Write the words in the chart. Circle the first letter of each word.

 map	 fire	 bear
mom	feet	bat
men	fish	boy
mitt	food	bag
mug	friend	ball

Circle the words in each row that start with the same first letter.



To identify the first letter in words

11

match, it is the next player's turn. The game continues until one player uses all his/her hidden rods. The player who uses all his/her hidden rods first wins the game.

Assess Understanding

Listen as students play the game to informally assess their ability to match initial letters to words. Make a note of any students who may need additional learning experiences isolating initial consonants and vowels.

Extend the Concept

First Letter in a Word Have students find page 11 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using their green Reading Rods words to help them fill in the chart. Then at the bottom of the page, they will circle the words in each row that start with the same letter.

Egg Carton Words Use this activity for students who are able to match letter forms to initial letters in whole words. Distribute egg cartons with a different letter of the alphabet written in each section. Have students place an appropriate Reading Rods word in each section. [The Reading Rods word **nest** would go in the section with the letter *n*.] Have students share their completed cartons with classmates.

Find Letters in Words

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); Blackline Master 1

OBJECTIVES

To identify letters in familiar words; to see how letters are written in a left-to-right sequence

Introduce the Concept

Write your first and last name on the board. Ask volunteers to identify the letters in your name. Explain how both your first and last names begin with uppercase letters and that the other letters are lowercase letters. Have students identify the uppercase letters. Ask other volunteers to identify specific lowercase letters. *Who can point to the letter a in my name? Is there a letter in my name that's in your name?* Let students know they will use Reading Rods to explore letters in words.

Teach the Concept

Before the activity, select the green **bird** rod and write the word letter-by-letter in the first caterpillar on your copy of Blackline Master 1. Draw students' attention to the caterpillar. Have a student identify the letter next to the caterpillar's head. *Who can tell me the name of the first letter?* [Yes. It's a *b*.] *What can you tell me about this letter?* [It's a lowercase letter.] *What are the next three letters on my caterpillar? What can you tell me about them?* [They are lowercase *i*, *r*, and *d*.] Take time to talk about the uppercase and lowercase forms of letters. Discuss how words are made up of a sequence of letters. Point out that letters are read from left to right.

Distribute green noun Reading Rods and blank copies of Blackline Master 1 to students. Have students pick one green rod that has three- or four-letter words on it. Tell them to write the four words on the rod in the four caterpillars. Then have them exchange their activity sheets with a partner. Have the partner match the words on the rod to the words on each caterpillar. Partners should make sure the letters look right and are written in the left-to-right direction.



Find Letters in Words

Use . Find the words that match the pictures. Fill in the missing letters.

1.

m	o	n	e	y
---	---	---	---	---
2.

s	a	n	d	w	i	c	h
---	---	---	---	---	---	---	---
3.

b	a	i	l
---	---	---	---
4.

n	u	m	b	e	r
---	---	---	---	---	---
5.

w	o	m	a	n
---	---	---	---	---
6.

x	-	r	a	y
---	---	---	---	---

What has more letters than the alphabet? Write the letters that are in the circles.

m	a	i	l	b	o	x
1	2	2	3	4	5	6

12

To identify letters in familiar words, to understand that words are written in a left-to-right direction

Assess Understanding

Ask individual students to share their completed caterpillar sheets. Ask students to point out specific letters on the caterpillars. Note if they are pointing to the correct letter.

Extend the Concept

Find Letters in Words Have students find page 12 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will be using their green Reading Rods to help find the missing letters that complete each word. Tell them to use the pictures on the page to help them figure out the words.

Writing Center Have students illustrate the words on their completed caterpillar sheets. Place the illustrated caterpillar sheets in a writing center for students to trace or copy. Have Reading Rods available for them to match the caterpillars to words in print. Challenge students by covering the word illustrations and having them sound out the letters in a caterpillar to guess the word.

Count Words in Sentences

MATERIALS

Reading Rods Sentence Construction Kit;
Overhead tiles

OBJECTIVES

To recognize that written sentences are made up of words; to isolate words

Introduce the Concept

Ask a volunteer to name an object in the room. Write a sentence about the object on the board: *There is a desk.* Help students make the connection between the spoken sentence and the written sentence. Isolate the word *desk*, framing it with your hands. Explain that a sentence is made up of words, such as the word *desk*. Point out the spaces between words. Help students count the number of words in the sentence. *Can you point to the first word? Can you point to the third word? Can you point to the last word?* Help them realize that punctuation is not counted as a word.

Teach the Concept


Use the overhead tiles for the Sentence Construction Reading Rods to build this sentence: **The boy rode a bicycle.** Read the sentence aloud. Help students become aware of the spaces between words. Help them count the words in the sentence [five] and punctuation. [one] Build a second sentence of the same length: **A bird sang yesterday morning.** Have students count the words in this sentence. [five] Point out that even though the words have more letters, the sentence has the same number of words. Then build a longer third sentence: **Grandpa ate a cookie at the party.** Ask, *How many words does this sentence have?* [seven] *Is this sentence longer or shorter than the other two sentences?* [longer]

Assess Understanding

Connect Sentence Construction Reading Rods to build this sentence: **The family has a brown dog.** Hand the rod train sentence to individual students and have them count the words. Have students check their answers by taking the sentence apart and counting the rods one by



Count Words in Sentences

1. Use any . Build a Reading Rods sentence about the picture. Fill in the blank rod.

She is fast




Answers will vary but should be an adjective.

2. Count the Reading Rods. Circle the number of words in your sentence.

1 2 3 4 5 6

3. Is the sentence short or long? Circle your answer.

short long

4. Use any . Build a Reading Rods sentence about the picture. Fill in the blank rod.



It is a nice blue bicycle

Answers will vary but should be an adjective.

5. Count the Reading Rods. Circle the number of words in your sentence.

1 2 3 4 5 6

6. Is the sentence short or long? Circle your answer.

short long

To recognize that written sentences are made up of words; to isolate words

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one. Make sure they count only the colored rods; the white rods are punctuation and do not count as words.

Extend the Concept

Count Words in Sentences Ask students to find page 13 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using their red Reading Rods to find a word that completes each sentence. Tell them that after they write the words they will be counting the words in the sentences and deciding whether the sentence is long or short.

Shake and Spill Use Reading Rods to build book titles, such as *The Cat in the Hat* and *Grandma's Baseball*. Then take the titles apart. Put the rods from each title in a cup. Put only one title in each cup. Have students work with a partner. Tell them to take turns shaking the cup and spilling out the Reading Rods. Direct students to work together connecting the rods to build the title. Have the books available for clues. Discuss how many words are in the titles.



Articles: *a, an, the*

MATERIALS

Reading Rods Sentence Construction Kit: Articles **a, an, the** (pink); All nouns (green)

OBJECTIVE

To identify and use sight words that are articles

Introduce the Concept

Tell students that the class is going to play a game of I Spy. Select an object and give a clue about it, such as *I see something rectangular and black*. Ask students to try to guess the object and use *a, an,* or *the* before naming it. Select objects that require different articles, such as *an eraser, a desk,* or *the door*. After a few tries, tell students that they will be learning more about *a, an,* and *the*, sight words that are called articles.

Teach the Concept

Select the pink Reading Rods **a, an,** and **the** and show them to the class. Model how to connect a pink rod to a green noun rod to form a phrase, such as **a ball**. Ask students to try it. After they have connected a pink rod to a green rod, have them say the phrases as they rotate the connected rods. Examples might be *a ball, an bird, an apple, the book, the city*. Encourage students to decide if the phrases sound right. *Who thinks the city sounds right? Who thinks an bird sounds right? What about an apple?* Continue asking questions. Meanwhile, make a chart of real phrases on the board. Sort the phrases into three columns, *a phrases, an phrases,* and *the phrases*.

Discuss each column with students. Point out that *a* is used with words beginning with consonants. *We decided that a ball sounds right. Look how ball begins with a consonant, the letter b.* Note that *an* is used with words beginning with vowels. *We decided that an apple sounds right. Look how apple begins with a vowel, the letter a.* Note that *the* is used with words beginning with either consonants or vowels. *Look how ball begins with the consonant b and apple begins with the vowel a.*

Sample answers.

LEARN



a, an, the

Use **a** with words that begin with consonants.



1. Find these Reading Rods.



2. Build phrases with these patterns. Say the phrases. See if they sound right.



3. Write the phrases in the chart.

a phrases	an phrases	the phrases
a bat	an apple	the toy
a day	an animal	the ball
a bag	an aunt	the town
a zoo	an uncle	the money
a party	an x-ray	the name

22

To identify and write sight words that are articles

Assess Understanding

Place the pink Reading Rods **a, an,** and **the** and the green Reading Rods **animal, tree,** and **bird** in front of individual students. Have them join pink and green rods to form three phrases and explain their choices.

Extend the Concept

a, an, the Display page 22 of the *Reading Rods Phonics Student Activity Book*. Explain that students will build phrases that contain the articles *a, an,* or *the*. Demonstrate how to build the phrases and complete the chart on the page.

Hold It Up Select several green Reading Rods nouns. Include both words that begin with vowels and those that begin with consonants. Hold up a green rod. Have students work with partners to determine which article, *a* or *an,* needs to be used in front of the noun. When you give the signal, have each pair of students hold up the Reading Rods article **a** or **an**. Check for correct answers.

POCKET CHART



2

Nouns: People, Places, Things

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); Blackline Master 2

OBJECTIVE

To develop and reinforce the use of nouns


Introduce the Concept

Organize small groups to play a word game. Place the green Reading Rods in the center of a table. *I'm thinking of a word that means "a person who lives in your neighborhood."* Find and hold up the green rod **neighbor**. Continue with another clue: *I'm thinking of a word that means "a place where you can buy things."* Hold up the green rod **store**. Repeat the exercise with a question about things we eat for breakfast. Use the discussion to develop the group's knowledge of words that name people, places, and things. Explain to students that they will be learning more about words that name people, places, and things in this activity.

Teach the Concept


Direct students to find the green rod **man**. Have them share what they know about the word. Reinforce the idea that the word *man* names a person. Have them find other rods with words that name people. [**boy, men, aunt, girl, sister, uncle**] Allow time for students to talk about their words. Guide students to summarize that words that name people are called nouns. Challenge students to make the longest train of Reading Rods they can with nouns that name people.

Ask students to find the green rod **sun**. Inform students that the word *sun* names a thing or an object, something you can see. Have them find other Reading Rods with words that name things. [**rain, bicycle, hamburger**] Explain that words that name things are also nouns. Challenge students again to see who can make the longest train of Reading Rods with nouns that are names for objects. Repeat the exercise with place words, such as *zoo*.




Names for People, Places, and Things


Find **A** **The** **pen** **man** **city** **cat** **neighbor**
dog **hat**. Build a phrase for each picture. Write it in the sentence. Say the sentence to see if it makes sense.




1. The man has a bad fever.




2. A pen is on the book.




3. The dog can pull the wagon.




4. A hat is a thing that you wear.



5. A city is a place with buildings.



6. The cat needs some water.



7. The neighbor lives next door.

To identify and use right words that name people, places, and things (nouns)

23


Organize small learning groups. Distribute copies of Blackline Master 2. Have students choose a consonant. Challenge them to find seven nouns that begin with that letter and use them to make a train.

Assess Understanding

Instruct students to write three nouns: a person, a place, and a thing. Allow time for them to share what they know about nouns. Have them read their words and use them in sentences.

Extend the Concept

Names for People, Places, and Things Display page 23 in the *Reading Rods Phonics Student Activity Book*. Direct students to find green Reading Rods to complete each sentence, using the pictures to help students figure out the words they need. They will then read each sentence aloud to make sure it makes sense.



Plural Nouns: People

MATERIALS

Reading Rods Sentence Construction Kit: Nouns that name people (green); Noun endings **s**, **es** (green); Index cards

OBJECTIVES

To spell plural nouns ending in **-s**; to note plural nouns that change spelling

Introduce the Concept

Ask students to say their names, one at a time. Write the word *boy* on the chalkboard each time a boy introduces himself; write the word *girl* each time a girl introduces herself. Have a volunteer count the number of times the words *boy* and *girl* are written on the board. Write the words *boys* and *girls* on the board. Draw students' attention to the letter *s* at the end of *boys* and *girls*. Let them know that the words *boys* and *girls* mean more than one person. Ask volunteers to use the words in a sentence. Tell students that they will be using words that mean more than one person in this activity.

Teach the Concept

If possible, work with a small group of students. Distribute 10 index cards to each student. Select 10 Reading Rods nouns and display them along with Reading Rods noun endings **s** and **es**. Tell students to write the plural noun for each word on their index cards and then turn them over. [Sample answers: *apples, balls, doors, ducks, fishes, hands, pizzas, trees, walls, years*] Then ask students to build each word with Reading Rods. Allow time for students to complete the task. Ask them to look at their index cards and Reading Rods and check to see if they used the correct plural forms in both. Take time to listen to students tell why they used **-s** or **-es**. Repeat the activity with the other Reading Rods. Ask students to sort their words by endings. Have them share their sorts.

At the end of the activity, allow time for students to talk about what they know about singular and plural nouns. Guide them to understand that the words *man*, *woman*, and *child* change spellings instead of adding **-s** or **-es**. [*men, women, children*]



More Than One Person

Find **my** **the** **s** **girl** **friend** **brother**
women **neighbor** **men**. Build the best phrase for each picture. Write it in the blank Reading Rods. Say the sentence to see if it sounds right.

1. I play ball with

my **friend** **s**



2. I go to the zoo with

my **brother** **s**



3. I gave a paper to

my **neighbor** **s**



4. He took a picture of

the **women**



5. The dog belongs to

the **girl** **s**



6. The sofa is too heavy for

the **men**



Assess Understanding

Observe students as they connect and spell plural nouns that end with **-s** and **-es**. Ask them to find the plural forms of *man*, *woman*, and *child*. Have them write a sentence that uses both a plural form that does not use **-s** or **-es** and a plural form that uses **-s** or **-es**. [*The men took their dogs to the vet.*]

Extend the Concept

More Than One Person Direct students to page 24 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will be building Reading Rods phrases that tell about more than one person. Demonstrate how to build **my friends**. Ask volunteers to share their sentences with the class when they have completed the page.

Plural Nouns: Places, Things

MATERIALS

Reading Rods Sentence Construction Kit: Nouns that name places and things (green); Noun endings **s**, **es** (green); Index cards

OBJECTIVE

To spell plural nouns ending in **-s** and **-es**

Introduce the Concept

Ask students to raise their hand if they have a bike at home. For each raised hand, write the word *bike* on the board. Have a volunteer count the number of times you wrote the word. Then write the word *bikes* on the board. Draw students' attention to the letter *s* at the end of the word *bikes*. Remind students that they can add **-s** to most singular nouns to show more than one.

Write the words *peach*, *fox*, and *fish* on the board. Circle *ch*, *x*, and *sh*. Explain to students that **-es** is added to words ending in *s*, *x*, *ch*, or *sh*. Ask volunteers to use the plural forms in a sentence.


Teach the Concept

If possible, work with a small group of students. Distribute 10 index cards to each student. Select 10 Reading Rods nouns that name things and display them along with Reading Rods noun endings **s** and **es**. Tell students to write the plural noun for each word on their index cards and then turn them over. [Sample answers: *animals*, *bananas*, *cookies*, *faces*, *fishes*, *numbers*, *sandwiches*, *schools*, *teachers*, *towns*, *zoos*] Then ask students to build each word with Reading Rods. Ask students to look at the rods and their index cards and check to see if they used the correct plural forms in both. Listen as students tell why they used **-s** or **-es**.

Ask students to sort their Reading Rods by things and places [**animals**, **bananas**, **cookies**, **fishes**, **numbers**, **sandwiches**, **teachers**; **schools**, **towns**, **zoos**] Ask volunteers to share their sorts and explain their choices

Assess Understanding

Observe students as they connect and spell plural nouns that end with **-s** and **-es**. Ask them to use Reading Rods




LEARN


More Than One Place or Thing

Find **s** **es** **fish** **bat** **kitten** **book** **room**


sandwich. Build words to match the pictures. Say the words. Fill in the blank Reading Rods.




bat s




fish es




room s



book s



sandwich es



kitten s

Write the words in the chart. Add two more words.

Words with s	Words with es
bats	sandwiches
rooms	fishes
books	
kittens	

To identify and spell words for more than one place or thing (plural nouns)

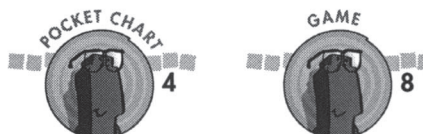
25

to make the plural forms of *hand* and *sandwich*. Have them write a sentence to demonstrate their understanding of nouns ending in **-s** and **-es**.

Extend the Concept

More Than One Place or Thing Display page 25 of the *Reading Rods Phonics Student Activity Book*. Explain that students will build words that end in **-s** or **-es**. After they have filled in the blank Reading Rods, have students complete the chart at the bottom of the page.

Hold It Up Write several singular nouns on cards. Include words that end in *x*, *s*, *ch*, and *sh*. Hold up a word card. Have students work with partners to determine which noun ending should be used to correctly show more than one. When you give the signal, have each pair of students hold up either of the Reading Rods noun endings **s** or **es**. Check for correct answers, and have students discuss why they chose each ending.



Verbs: Action Words

MATERIALS

Reading Rods Sentence Construction Kit: All verbs (yellow)

OBJECTIVE

To identify and use sight words that are action words (verbs)

Introduce the Concept

Engage students in an action-guessing game. Pantomime actions, such as opening a window or closing a door. Allow time for students to guess the actions. Ask volunteers to pantomime other actions. Write sentences that describe the actions on the board. [*Charlie closes a door. Mary opens a window.*] Draw students' attention to the word in the sentence that describes the action. Let them know these words are called *verbs*. Guide them to define a verb as a word that names an action. Let students know they will use their Reading Rods to explore more verbs.


Teach the Concept


Provide students with a handful of yellow Reading Rods with the CVC, CVCe, and CCVCe spelling patterns. Allow time for them to read the word parts. Ask them to find the Reading Rods word **run**. Remind students that action words such as *run* are called verbs. Point out how the word *run* describes an action that you can observe someone do. Ask students to make a train by finding and connecting other Reading Rods verbs that name actions they can watch someone do, such as *write*. Remind them to check all sides of the Reading Rods. Allow time for them to share their words. Ask students to select one word from their train to act out.


Instruct students to find the Reading Rods word **try**. Point out that the word ends with y. Identify the sound for y, /ī/. Explain to students that *try* is a special verb. It names an action that might be hard to see. Ask a volunteer to demonstrate the action word *try*, and have students discuss how hard it is to show the action. Take time to discuss how words such as *try* are verbs even though you cannot easily see the actions they name. People can see you *try* something, but not in the same





Activity Words


Use . Find the words that match the action in the pictures. Say the words. Write the missing letters.


1. 

t	a	s	t	e
---	---	---	---	---
2. 

r	u	n
---	---	---
3. 

t	h	r	o	w
---	---	---	---	---
4. 

f	i	s	h
---	---	---	---
5. 

s	w	i	n	g
---	---	---	---	---
6. 

l	a	u	g	h
---	---	---	---	---

What is a computer's favorite sport? Write the letters that are in the circles.

s u r f i n g
1 2 3 4 4 5 6

To identify and use sight words that are activity words (verbs)

45

way they can see you *jump* over a rock or *kick* a ball. Ask students to find other Reading Rods verbs that name actions that cannot be easily seen, such as *love*.

Assess Understanding

Instruct students to find two Reading Rods verbs. Ask them to use each word in a sentence. Allow time for them to discuss or act out the action of a verb.

Extend the Concept

Activity Words Display page 45 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they are to use Reading Rods to help them figure out a word for each picture.

Grab Bag Place yellow Reading Rods verbs in a bag or box. Ask a volunteer to select one rod. Have the student look at the verbs on all four sides and choose one action word to act out. Allow time for students to guess the action. Challenge them to use the word in a sentence.



Subject-Verb Agreement

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); Noun ending **s** (green); All verbs (yellow); Verb ending **s** (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify and use appropriate subject-verb agreement (with nouns, not pronouns)

Introduce the Concept

Build and display these two Reading Rods sentences:
The dog runs. The cats sit. Ask a volunteer to identify the noun, or naming word, and the verb, or action word, in each sentence. Point out that the word *dog* means “one dog” and *cats* means “more than one cat.” Discuss how the noun and verb “agree,” or sound right together. Let students know that, in this activity, they will learn more about subject-verb agreement.

Teach the Concept

Invite students to collect green and yellow Reading Rods. Take time to identify the nouns, verbs, and endings. Ask students to construct this sentence: **The dog plays with the ball.** Ask students to identify the subject of the sentence (who the sentence is about). [*dog*] Ask them to identify the verb. [*plays*] Discuss how the verb *plays* (with an *s*) sounds right with a naming word for “one thing.” [one dog] Draw attention to the yellow Reading Rods verb ending **s**. Ask students to modify the sentence to read **The dogs play with the ball.** Allow time for students to notice changes made to the sentence. [It changed from one dog to more than one dog.] Point out the green noun ending **s** used to make *dog* mean “more than one dog.” Tell students that when the noun names one person or thing, the verb form ends with *-s*. When the noun names more than one person or thing, the verb form does not end with *-s*. Write the two sentences on the board. Allow time for students to use their Reading Rods to construct and share examples of their own. Students might build and change the following sentence: **The pizza smells good. The pizzas smell good.**

Sample answers.



like or likes

Find **She** **They** **He** **like** **s** **the** **mitt** **hat** **sun** **game** **toast** **banana** **.**
Build sentences using the patterns. Say them to see if they make sense. Fill in the blank Reading Rods.



1. **She** **like** **s** **the** **toast** **.**

2. **She** **like** **s** **the** **banana** **.**



3. **They** **like** **the** **sun** **.**

4. **They** **like** **the** **game** **.**



5. **He** **like** **s** **the** **mitt** **.**

6. **He** **like** **s** **the** **hat** **.**

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To identify and use sight words like, likes (subject-verb agreement)

Assess Understanding

Ask students to compose two related sentences to show how the verb changes to agree with a different subject. Have them read each sentence and tell how the verb agrees, or sounds right, with the subject.

Extend the Concept

like or likes Display page 46 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will build sentences in which the subject agrees with the verb. Remind students to read the sentence to see if it sounds right. Have them use the same pattern to write their own sentences.

Subject Change Challenge Plan time for students to work in pairs to challenge each other to build a sentence, then change the subject while maintaining subject-verb agreement. Encourage them to keep track of the number of changes they are able to make.



Verb Tenses

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); Verb endings **s**, **ed** (yellow); All articles (pink); All prepositions (blue); Period (white); Chart paper

OBJECTIVE

To identify and use present, past, and future verb tenses

Introduce the Concept

Instruct a volunteer to perform a specific action, such as turning on a light or closing a door. Ask students to identify the action as it takes place [*Charlie turns on the light.*], and after it is completed [*Charlie turned on the light.*]. Use questions to guide students to respond with both the present and past tense of the verb. List their responses on a board or chart paper. Invite other volunteers to perform actions. Work with students to describe the actions and when they take place. Point out how verbs can show time as well as action. Guide students to understand that the “time” of a verb is its *tense*. Let them know they will use Reading Rods to learn more about verbs that tell about the present, past, and future.

Teach the Concept

Direct students to find the Reading Rods verb **jump** and the endings **s** and **ed**. Demonstrate how to connect the **s** ending to the verb to make the word **jumps**. Ask several volunteers to use the word in a sentence. Record a few examples on the board. Point out how these verbs end in *-s* and describe an action that takes place in the present. *My cat jumps on the table.*

Ask students to remove the **s** ending from **jumps** and replace it with the **ed** rod. Have volunteers use the word *jumped* in a sentence. Write some of the sentences on the board or chart paper. Draw students' attention to the two different verb endings, *s* and *ed*. Let them know that many past tense verbs end in *-ed*. These words describe actions that took place in the past. *My cat jumped on the table.*

Generate a Word Wall with students. Allow time for students to use other Reading Rods verbs and the verb endings **s** and **ed** to generate words with present and past verb tenses, such as *cooks, cooked; helps, helped; loves, loved;*



ask, asked, will ask

Find **I** **My** **mother** **sister** **brother** **ask** **asked** **will** **ed**.
Build phrases using the patterns. Say each phrase. Write it in the blank Reading Rods. Read the story!

My family likes to eat ice cream. So, we decided to walk to the ice cream

store. **My** **sister** **ask** **ed** for a popsicle.



My **brother** **ask** **ed** for a cone.



My **mother** **ask** **ed** for a sundae.



What do I get? **I** **ask** for an ice cream sandwich. But, what



a mess! **I** **will** **ask** for a napkin, too!



To identify and use right words ask, asked, will ask (verb tenses)

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kicks, kicked; works, worked. List action words and sample sentences on the Word Wall. Encourage students to use the Word Wall as a reference for their own writing.

Extend this lesson to introduce future tense verbs. Ask students to construct the following sentence: **The girl will call her friend tomorrow.** Discuss how using the word *will* and a verb in sentences tells about the future. Have students use the Word Wall with a Reading Rods verb to build sentences that show the future tense, such as *The boy will thank his grandma tomorrow.*

Assess Understanding

Instruct students to find two Reading Rods verbs. Have them write present, past, and future tenses of each verb. Observe what they have written to determine if it is correct. Have them use each verb orally in a sentence.

Extend the Concept

ask, asked, will ask Show students page 47 in the *Reading Rods Phonics Student Activity Book*. Have them find the required rods. Tell them that they will build and record Reading Rods phrases that complete the sentences on the page.

Contractions:
do, can, did, is
with ***not***

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); All verbs (yellow); Verb endings **n, t** (yellow); Adverb **not** (orange); Apostrophe (white); Chart paper

OBJECTIVES

To identify and use sight words *don't, can't, didn't, isn't*; to understand that some words can be combined and made smaller (contractions)

Introduce the Concept

Write the following helping verbs on the board: *do, can, did, is*. Tell students to look through the Reading Rods to select one of these verbs and the orange adverb rod **not**. Have students hold up their verb rod. Ask them to notice that their verb is on a yellow rod, and explain that the yellow color is their clue to finding verbs. Remind students that not all verbs are action words. Then ask students to hold up their orange **not** rod and have them connect the two rods. Discuss how you can build a contraction from the two words. Demonstrate how to join **do, n,** apostrophe, and **t** to build **don't**. Point out that the apostrophe shows where a letter was taken out. Let students know that they will use Reading Rods to learn more about contractions.

Teach the Concept

Write the following paragraph on chart paper.

Tim had a rabbit. One night he did not lock the rabbit's cage. "I can not find the rabbit," he told Mom. "She is not in her cage." Mom said, "Tim, do not worry. I have your rabbit. You can not forget to put the lock on her cage." Tim replied, "Mom, you do not have to worry. I will remember from now on."

Allow time for students to read and comment on the text. Discuss why the story sounds boring and awkward. Explain how writers can add variety to their pieces by combining words to make contractions. Read

Sample answers.

LEARN
to
READ

don't, can't, didn't, isn't

Find do can did is n t ' Build each phrase. Say the phrase. Then build a sentence for each phrase using your Reading Rods. Write it.

1. [do] [n] ['] [t] [run]

I don't run very fast.

2. [can] ['] [t] [ride]

I can't ride the bicycle.

3. [did] [n] ['] [t] [close]

She didn't close the door.

4. [is] [n] ['] [t] [hot]

The pizza isn't hot.

48 ■■■

To identify and use sight words don't, can't, didn't, isn't (contractions)

the text again to focus on the words that should be combined to make contractions. Have several volunteers look at the Reading Rods. Ask them to build Reading Rods contractions to replace *do not*, *can not*, *did not*, and *is not* in the story. Read the same text again, replacing the words with their contractions. Encourage students to use contractions in their own writing to add variety.

Assess Understanding

Record the following sentences on the board:

They do not like snow.

That is not my book.

Sara did not go to the party.

Ask a volunteer to circle the two words in each sentence that could be put together to make a contraction. Ask students to write the contraction. Then have them describe when to use a contraction.

Extend the Concept

don't, can't, didn't, isn't Display page 48 in the *Reading Rods Phonics Student Activity Book*. Have students find the required rods. Explain that they will use the rods to build phrases that use contractions. Then have them build and record a sentence for each phrase.

Contractions: *could, should, would* with *not*

MATERIALS

Reading Rods Sentence Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); Verb endings **s, ed, n, t** (yellow); All articles (pink); All prepositions (blue); Apostrophe (white); Chart paper

OBJECTIVES

To identify and use sight words *couldn't, shouldn't, wouldn't*; to understand that some words can be combined and made smaller (contractions)

Introduce the Concept

Write the following helping verbs on the board: *could, should, would*. Tell students to look through the Reading Rods to select one of these verbs and the orange adverb rod **not**. Have students hold up their verb rod. Ask them to notice that their verb is on a yellow rod, and remind them that the yellow color is their clue to finding verbs. Also remind students that not all verbs are action words. Then ask students to hold up their orange **not** rod and have them connect the two rods. Discuss how you can build a contraction from the two words. Demonstrate how to join **could, n, apostrophe,** and **t** to build the word **couldn't**. Point out that the apostrophe shows where a letter was taken out. Let students know that they will use Reading Rods to learn more about contractions.

Teach the Concept

Write the following paragraph on chart paper.

Alexa could not wait to play with her brother's new kite. When he was away, she went outside to get it. She knew she should not play with it. Alexa picked up the kite. "Billy would not like this," she thought. Alexa did not want to upset Billy. She put down the kite and went inside.

Allow time for students to read and comment on the text. Discuss why the story sounds boring and awkward. Explain how writers can add variety to their pieces by combining words to make contractions. Have several volunteers build Reading Rods contractions to replace *could*

Sample answers.

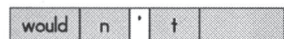
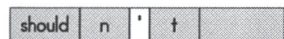


couldn't, shouldn't, wouldn't

1. Find these Reading Rods.



2. Build phrases with these patterns. Say the phrases. See if they sound right.



3. Write the phrases in the chart.

Phrases with couldn't	Phrases with shouldn't	Phrases with wouldn't
couldn't dance	shouldn't open	wouldn't draw
couldn't run	shouldn't hear	wouldn't help
couldn't think	shouldn't begin	wouldn't write

To identify and use sight words *couldn't, shouldn't, wouldn't* (contractions)

49

not, should not, and would not in the story. Read the same text again, replacing the words with their contractions.

Assess Understanding

Record the following sentences on the board:

Mia could not open the door.

A baby should not eat nuts.

The dog would not get in the bath.

Ask a volunteer to circle the two words in each sentence that could be put together to make a contraction. Ask students to write the contraction. Then have them describe when to use a contraction.

Extend the Concept

couldn't, shouldn't, wouldn't Display page 49 in the *Reading Rods Phonics Student Activity Book*. Tell students to read each item, build the contraction, and say the contraction. Direct their attention to the bottom of the page. Explain that they will use the contractions they made to write phrases.



Pronouns: *I, He, She*

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify pronouns that take the place of a noun as the subject of a sentence


Introduce the Concept

Build and read aloud the sentence **Dad went to the store**. Tell students that pronouns are words that replace nouns. Have students look at the light green Reading Rods. Ask them to find a Reading Rods pronoun to replace the **Dad** rod in the sentence. [**He**] Read the new sentence. Guide students to see how pronouns can take the place of nouns. Let students know they will use their Reading Rods to investigate subject pronouns.

Teach the Concept

Direct students to use their Reading Rods to build the following sentences: **Mom likes pizza. Dad found the book. The boy left the school.** Discuss each sentence, asking volunteers to identify the subject and the verb of each sentence. Then explain to students what a predicate of a sentence is. [the word or words that follow the subject noun] *The predicate of a sentence is the part that expresses what is said about the subject noun. Mom likes pizza. The subject noun is Mom. The predicate is likes pizza.*

Have them separate their Reading Rods into subject and predicate. Let students know a subject pronoun takes the place of a noun or nouns in the subject of a sentence. Ask students to substitute **I, She,** and **He** for the subject nouns in the sentences. Ask volunteers to share their sentences with the class. [**She likes pizza. He found the book. I left the school.**] Tell the class that *She* refers to a woman or girl, *He* refers to a man or boy, and *I* refers to the speaker or writer. Also, point out that the word *She* contains the digraph *sh*, pronounced /sh/.



I, He, She

Find **I** **He** **She** **smile** **sleep** **call** **write**
grow **play** **s**. Make a phrase for each picture.
 Say the phrase. Write it in the blank Reading Rods. Read the story!

Dear Diary,

My name is Soo Lin. I go to Hilltop School. **I** **write** with my right hand. Sometimes **I** **call** my friend Phil on the phone.

He **play** **s** the drum. **He** **grow** **s** flowers.

Sometimes I play with my friend Trudy. **She** **smile** **s** all the time. Time for bed, Dear Diary! **I** **sleep** until seven o'clock.

65

Assess Understanding

Record the following sentences on the board: *She takes care of her students. We did not invite Charlie. I will take it to school.* Ask students to circle the subject pronoun in each sentence. Then ask volunteers to tell who the sentence might be about.

Extend the Concept

I, He, She Display page 65 of the *Reading Rods Phonics Student Activity Book*. Explain that students will be completing a story by building phrases with Reading Rods sentences that use subject pronouns.

What Is a Pronoun? You, It, We, They Use this activity for additional practice with subject pronouns. Ask students to use Reading Rods to build sentences. Have them use pronouns for the subject nouns in their sentences. Ask to what nouns their pronouns refer. Point out that *You* refers to someone else; *It* refers to a thing; *We* refers to yourself and others; and *They* refers to others.

Point out that the word *They* contains the digraph *th*. [Sample sentences: *You and I play baseball. We play baseball. The boy and girl ran home. They ran home. The ball was hit. It was hit.*]



Pronouns: *me*, *him*, *her*

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify pronouns that take the place of a noun as the object of a sentence or a phrase

Introduce the Concept

Build and read aloud the sentence **The dog ran to the girl**. Let students know that pronouns can replace singular or plural nouns used as objects of sentences or phrases. Explain that an object of a sentence is the noun that receives the action of the verb. *The dog ran to the girl*. *Girl is the object of the sentence*. Then tell students they will be working with prepositional phrases. Define “prepositional phrase.” [a phrase that contains a preposition and an object] *The dog ran to the girl*. To the girl *is the prepositional phrase*. *The preposition is to*. *The object is girl*. Have several volunteers look at the light green Reading Rods. Ask them to find a Reading Rods pronoun to replace the words **the girl** in the sentence. [**her**] Read the same sentence again, replacing **the girl** with **her**. Guide students to see how object pronouns can take the place of nouns. Let students know they will use their Reading Rods to investigate pronouns.

Teach the Concept

Direct students to use their Reading Rods to build these sentences: **Mom saw Grandpa. Dad loves Grandma. I called to the boy**. Discuss each sentence, asking volunteers to use the color coding to identify the subject noun, verb, objects, and prepositional phrases. Have them separate their Reading Rods sentences into subjects and predicates. Remind students what a predicate is. [the verb and other words following the subject noun] Also remind them that pronouns replace nouns. Tell them that object pronouns, such as *me*, *him*, and *her*, replace nouns in the predicate and at the end of prepositional phrases. Have them look at the predicates of their sentences and identify the nouns. [green rods: **Grandma, Grandpa, boy**] Have them replace those nouns with light green



to me, to him, to her

Find **me** **him** **her** **She** **to** **give** **s** **a**

Build sentences using the patterns. Say them to see if they make sense. Fill in the blank Reading Rods.



Tell about yourself.

1. She give s eggs to me .

2. She give s milk to me .



Tell about a girl.

3. She give s a bat to her .

4. She give s a mitt to her .



Tell about a boy.

5. She give s a book to him .

6. She give s a pen to him .

object pronoun rods and read each sentence for sense. **Mom saw him. Dad loves her. I called to him.** (They will realize that they should remove **the** before replacing **boy** with **him**.) Help the class discover that *her* refers to a woman or girl, *him* refers to a man or boy, and *me* refers to the speaker or writer.

Assess Understanding

Record the following sentences on the board: *She sings to her. She knew him. They will thank me*. Ask volunteers to circle the object pronoun in each sentence. Then ask volunteers to tell who the sentence might be about.

Extend the Concept

to me, to him, to her Display page 66 of the *Reading Rods Phonics Student Activity Book*. Explain that students will be building Reading Rods sentences that describe a picture and use object pronouns. Be sure that they read each sentence they build to see if it sounds right before filling in the blank Reading Rods.

What Is a Pronoun? You, It, Us, Them Have students use Reading Rods to build and replace the nouns in these sentences with object pronouns. *She likes the boy. She likes the book. She likes our family. She likes the team*. Discuss which ones sound right and why. Point out that the word *them* contains the digraph *th*.

Pronouns: *my*, *his*, *her*

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period, apostrophe (white)

OBJECTIVE

To identify possessive forms of pronouns

Introduce the Concept

Build and read aloud this sentence: **The boy looked for the boy's book.** Tell students that pronouns can replace nouns that show ownership of something. Examine the sentence and ask, *Who owns the book?* [the boy] Have students look at light green pronoun rods **my**, **his**, and **her**, and choose one to replace the words **the boy's** in the sentence. [**his**] Have students read the sentence aloud [**The boy looked for his book.**] and discuss how this sentence reads more like natural speech than the first one. Tell students that, in this lesson, they will use their Reading Rods to investigate these and other pronouns that show possession or ownership.

Teach the Concept

Have students build the following sentence with their Reading Rods: **I ate my mother's banana.** Ask who the banana belongs to. [my mother] Have students look at the light green Reading Rods pronouns and find one [**her**] that can replace the words **my mother's** in the sentence. Have students read their new sentences aloud.

Repeat the activity with this sentence: **The man went to the man's house.**

Review with students that **my** indicates the speaker owns the thing named; **her** indicates that something is owned by a girl or woman; and **his** shows ownership by a boy or man.

Have students use their Reading Rods to build similar sentences that use the possessive pronouns **my**, **his**, and **her**. Have them share their sentences with the group, explaining what noun they might have replaced with the possessive pronouns they have chosen.

Sample answers.



my dog, his fish, her cat

Find **My** **His** **Her** **dog** **fish** **cat** **duck** **bird**.
Build each phrase. Say the phrase. Then build a sentence for each phrase using your Reading Rods. Write it.

My **dog**

My dog is small.



His **fish**

His fish is orange.



Her **cat**

Her cat likes to play.



His **duck**

His duck loves to run and play.



Her **bird**

Her bird sings to her.



To identify and use right words **my**, **his**, **her** (possessive pronouns)

67

Assess Understanding

Record the following sentences on the board: *She takes care of her students. He takes care of his students. I take care of my dog.* Ask volunteers to circle the possessive pronoun in each sentence. Then ask volunteers to explain to whom the possessive pronoun might refer.

Extend the Concept

my dog, his fish, her cat Display page 67 of the *Reading Rods Phonics Student Activity Book*. Explain that students will be building Reading Rods phrases and sentences that use possessive pronouns. Be sure students say their sentences to see if they sound right.

What Is a Pronoun? our, its, their, your Ask students to use Reading Rods to build sentences using the possessive pronouns **our**, **its**, **their**, and **your**. Discuss what each pronoun refers to. Have students read each sentence aloud to check for sense.



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Adjectives: What Kind

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify and use sight words that describe characteristics (adjectives)

Introduce the Concept

Play a game of “I Spy” with students. Use vivid adjectives to describe what you spy. *I spy* [an object in the classroom]. *It has a smooth top and is bright red.* Allow time for students to guess the object. Take time to discuss which words provided the best clues. [*round, wooden, smooth, bright, red*] Let students know that these words are adjectives. Give students time to collect and read all the red Reading Rods. Have volunteers select and use a word to describe an object in the classroom. Let students know they will use Reading Rods to learn more about adjectives.

Teach the Concept




Have students find the red adjective Reading Rods **good**, **new**, **large**, and **slow**. Review the vowel patterns in the words. [*oo, ew, ar, ow*] Ask students to connect **good** to any green noun rod and share their answers. Ask students questions that relate to their phrases. Guide them to the understanding that the red adjective rod provides more detail to the green noun rod. *What kind of dog?* [*good dog*] *What kind of pizza?* [*good pizza*] Point out to the students that without the word *good*, they could not have answered those questions about the nouns. Repeat this process with the other three words.

Have students build this sentence with their Reading Rods: **The dog played with his toy.** Have students identify the nouns in the sentence and then add a red rod before them. Demonstrate how to expand the sentence further with more adjectives. Discuss how an adjective modifies a noun.

Sample answers.



Warm Chocolate Cookie

Find   . Build a phrase for each picture. Say the phrase. Write it in the sentence.

1. I had  a  warm  cookie  of the end of my meal.



2. There is a lot of noise in  the  big  city .



3. I gave food to  the  little  kitten .



4. The bird made a nest in  the  green  tree .



5. She wore a red scarf and  a  blue  hat .



6. I saw  the  happy  girl  at the park.



Assess Understanding

Instruct students to find two red Reading Rods adjectives and connect them to two green Reading Rods nouns. Ask them to write a sentence that uses each phrase. Have them look at the rods and sentences they have written and summarize what they have learned about words that describe.

Extend the Concept

Warm Chocolate Cookie Have students find page 84 in the *Reading Rods Phonics Student Activity Book*. Help students use the pattern to build a phrase for each picture. Then have them fill in the rods and read each sentence.

Adjective Word Web Distribute copies of Blackline Master 6 to students. Have them write a noun in the center oval and pass the paper to another classmate. Allow time for students to use their Reading Rods and other resources to generate adjectives that describe the noun. Invite volunteers to share their word webs.

Adjectives: How Many

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All prepositions (blue); All articles (pink); Period (white)

OBJECTIVE

To identify and use sight words that describe number or general amount (adjectives)

Introduce the Concept

Have students find the **few**, **part**, **some**, and **three** Reading Rods. Review the vowel patterns in the words. [ew, ar, ee] Have students connect **few** to any green rod and share. Ask questions that relate to their phrases: *How many books?* [few books] Repeat with the other words: *How many women?* [three women] *How many cats?* [few cats] *How much pizza?* [part of a pizza]

Teach the Concept

Direct students to collect the pink article and red adjective Reading Rods. Remind them that adjectives are words that tell more about a noun. Ask them to sort the Reading Rods into these three groups: words that are a special kind of adjective called articles [a, an, the]; words that describe something's characteristics [happy, wide, long, funny]; and words that tell about age or number [eight, few, all, old, many].

Ask students to look at the three groups of rods. Have them pick a rod from each group and connect them to nouns to build Reading Rods phrases. For example, **the three children**. Allow time for students to share their phrases with a classmate. Have students read all of their phrases to a partner. Then have the partner point out which phrase could answer the question "how many?"

Have them add more rods to their "how many" phrase to construct a complete sentence, such as **The three children are my neighbors**. Challenge students to see if they can use more than one adjective in the sentence.

Sample answers.



Three Brothers

Find **three**, **few**, **both**, **many**, **some**, **all**, **a**. Build a phrase for each picture. Say the phrase. Fill in the blank Reading Rods. Then build a sentence for each phrase. Write it.

three brother s

I have three brothers.



few car s

We saw a few cars.



both dog s

I will walk both dogs.



many apple s

You can eat many apples.



nine book s

I will read nine books.



To identify and use sight words that describe number or general amount (adjectives)

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Assess Understanding

Instruct students to find the Reading Rods **some**, **fewer**, and **all**, and connect them to Reading Rods nouns. Ask them to build or write a sentence that uses each of the phrases they have just made. Have them look at the rods and sentences they have written and summarize what they have learned in this lesson.

Extend the Concept

Three Brothers Display page 85 in the *Reading Rods Phonics Student Activity Book*. Help students use the pattern to build phrases for each picture. Then have them build a sentence for each phrase and write the sentence on the lines.

Each Add One Instruct students to construct a sentence and pass it to another student. Have the second student add an adjective. You may specify the type of adjective, if you wish. Work with students to construct and expand sentences until everyone has had a turn, a time limit is reached, or ideas run out.

Antonyms

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); Period (white)

OBJECTIVE

To identify and use sight words that are opposites (antonyms)

Introduce the Concept

Use the red Reading Rods. Hold up the red adjective **good** rod for students to see. Read the word aloud with students. Point out the vowel pattern *oo*, pronounced /oo/. Ask students what the opposite of *good* is. When they say the word *bad*, tell them that *good* and *bad* are called antonyms. Explain that antonyms are words that have opposite meanings. Connect the **good** and **bad** rods. Challenge students to connect more pairs of opposites. [**big, little; right, wrong; short, long; many, few; black, white**]

Teach the Concept

Remind students that the words on red rods are describing words, or adjectives. Build the sentence **The cookie is good.** Discuss what the sentence means. Have students substitute **bad** to say the opposite. *What happened to the meaning of the sentence?* Continue with the following sentences, asking how the meanings of the sentences have changed: **The dog is slow. The dog is fast.; The table is long. The table is short.; My bicycle looks old. My bicycle looks new.**

Then have students build a sentence of their own that contains a word that can be replaced with an antonym. Have the students exchange the sentence with a partner and have the partner replace the word with its antonym. The student should then read the new sentence aloud. Remind students that they can use a stickie note on a blank rod if they cannot find the opposite printed on a rod.



Antonyms

Use [rod]. Find each Reading Rods word. Then find the opposite word. Say the words. Fill in the blank Reading Rods.

good bad

slow fast

sad happy

last first

long short

old young

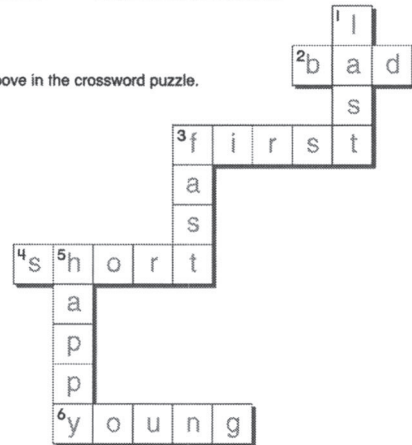
Write the words from above in the crossword puzzle.

Across

2. not good
3. opposite of last
4. not long
6. not old

Down

1. opposite of first
3. not slow
5. not sad



Assess Understanding

Instruct students to connect a pair of Reading Rods adjectives that are antonyms. Ask them to build or write a sentence with the word and then build or write the sentence again, substituting the antonym. Have them look at the rods and sentences they have written and summarize what they have learned in this lesson.

Extend the Concept

Antonyms Direct students to page 86 in the *Reading Rods Phonics Student Activity Book*. Help students use Reading Rods to make each antonym pair. Then have them use the clues to complete the crossword puzzle.



Synonyms

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); Period (white)

OBJECTIVE

To identify and use sight words that mean the same thing (synonyms)

Introduce the Concept

Gather the red Reading Rods and hold up the **good** rod for students to see. Read the word aloud with students. Point out the vowel pattern *oo*, pronounced /3/. Ask students for a word on the same rod that has a meaning similar to *good*. When they suggest the word *great*, tell them that *good* and *great* are called synonyms. Explain that synonyms are words that have similar meanings. Have them rotate the **good** rod to find **great**. Challenge students to find and connect more pairs of synonyms. [**good, nice; big, large; right, correct; short, small; short, little**]

Teach the Concept

Remind students that the words on red rods are describing words, or adjectives. Build the sentence **The banana is good**. Discuss what the sentence means. Ask students to rotate the rod and substitute **great** and read the similar sentence. *What happened to the meaning of the sentence?* Discuss how the sentences are similar even though they may not be exactly the same. Continue with other sentences, asking how the meanings of the sentences have changed: **The snail is small. The snail is little.; That couch is big. That couch is large.**

Challenge students to continue building pairs of sentences that have synonyms. See if they can build a sentence for each of the synonym pairs mentioned in the Introduce the Concept section. Have students share their sentences by reading them aloud. Be sure to point out the variety of nouns that each synonym describes.

Assess Understanding

Instruct students to connect a pair of red Reading Rods adjectives that are synonyms. Ask them to write a sentence with the word and then write the sentence

Sample answers.



Synonyms

Use . Find each Reading Rods word. Then find the word that means the same thing. Say the synonyms. Fill in the blank Reading Rods.

small little

large big

funny happy

hot warm

fast quick

nice good

Look at the picture. Build a Reading Rods sentence that uses one pair of the words. Fill in the blank Reading Rods.

The bicycle is very large .

The bicycle is very big .



To identify and use sight words that mean the same thing (synonyms)

87

again, substituting the synonym. Have them look at the rods and sentences they have written and summarize what they have learned in this lesson.

Extend the Concept

Synonyms Display page 87 in the *Reading Rods Phonics Student Activity Book*. Have students find each Reading Rods word and then find its synonym to build a train. They will fill in the blank Reading Rods. Tell students to then write a sentence pair using the picture at the bottom of the page.

More Synonyms Challenge students to gather all the printed red Reading Rods and the blank red rods. Tell them they can use stickie notes or erasable pens to build more pairs of synonyms and sentences that use them. Show them how to find synonyms in dictionary definitions. Make a word wall of the synonym pairs they find.



10



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Adverbs: Where

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All verbs (yellow); All articles (pink); All adverbs (orange); All prepositions (blue); Period (white)

OBJECTIVE

To identify and use sight words that tell where (adverbs)

Introduce the Concept

Invite students to place all of the yellow and orange Reading Rods in front of them. Ask a volunteer to classify the yellow words. [verbs] Allow time for them to look at all the words. Let students know that the orange words are adverbs. Explain that an adverb is a word that describes or modifies a verb. It tells when, where, or how an action happens. Have students find the rods **here** and **there**. Point out that *here* and *there* are homophones. Write the word pairs *hear*, *here*, *there*, and *their* on the board. Use the homophones in sentences. Make sure students understand the different meanings of the words. Point out the spelling differences. Note that *here* and *there*, the two orange adverbs, have similar spellings. Review how the words are used.

Tell students that they will use *here* and *there* to learn more about adverbs that tell where.

Teach the Concept

On the board, write the sentence *My brother threw the ball*. Ask students to identify the action verb in the sentence. [*threw*] Have them use their Reading Rods to build the sentence and then add the orange adverb **there** to the sentence. [**My brother threw the ball there.**] Explain to students that the adverb *there* makes the sentence more specific. Write *how*, *when*, and *where* on the board. Say, *Which question does the orange there rod answer?* [where] Remind them that writers use adverbs to provide readers with a clear picture of something they are describing. Note that **there** is at the end of the sentence, and point out that the adverb does not have to be next to the verb it modifies.

Use the same sentence, **My brother threw the ball.**, to repeat the procedure using the orange adverb



here, there

Find the Reading Rods for each sentence. Unscramble the words and build the sentence. Say it to see if it makes sense. Write the sentence.

1. there over is Your . bicycle

Your bicycle is over there.

2. I in pizza . here smell

I smell pizza in here.

3. . before got me She there

She got there before me.

4. use d here to He . live

He used to live here.

5. to would eat I there like .

I would like to eat there.

6. turn You . here should right

You should turn right here.

To identify and use sight words that tell where (adverbs)

97

here. Then have students create their own sentences using the words *here* and *there*.

Assess Understanding

Instruct students to write a simple descriptive paragraph that includes *here* and *there*. Ask them to highlight the adverbs by underlining the words with an orange marker or crayon. Have students explain how using the adverbs made their writing clearer.

Extend the Concept

here, there Display page 97 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will unscramble Reading Rods to build sentences that contain **here** and **there**. Encourage them to build and say the sentence before writing it so they can check to see if it sounds right and makes sense.



12

Adverbs: When

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All articles (pink); All adverbs (orange); Period (white)

OBJECTIVE

To identify and use sight words that tell when (adverbs)

Introduce the Concept

Invite students to place all the yellow and orange Reading Rods in front of them. Ask a volunteer to identify the yellow words and the orange words. [verbs; adverbs] Remind students that an adverb is a word that describes or modifies a verb. Some adverbs tell when an action happens. Have students find **never**, **then**, **again**, **tomorrow**, and **sometimes** on their Reading Rods.

Tell students that they will use these words to learn more about adverbs that tell when.

Teach the Concept

On the board, write the sentence, *The young boy sometimes saw ducks in the water.* Ask students to identify the action verb in the sentence. [*saw*] Then have them identify the adverb that tells when. [*sometimes*] Have them use their Reading Rods to build the sentence. Explain that *sometimes* tells when an action happens.

Have students replace **sometimes** with the adverb **never**. Have them read the sentence and identify their adverb. *What does the adverb tell about the verb?* [It tells when the action happened.] *How did changing sometimes to never change the meaning of the sentence?* [It changed when the action happened.]

Instruct students to make three sentences using other adverbs that tell when, such as **then**, **again**, and **tomorrow**. Be sure they read the sentences aloud for sense. Have them notice the different locations for the adverbs and the different kinds of verbs that must be used with certain adverbs. For instance, a future tense verb will be used with **tomorrow**. (Example: *I will see you tomorrow.*) Have them identify the adverb and the verb it modifies. Help students discover how using adverbs in their writing can help tell a story in a more interesting way and help tell when the action happened.

Sample answers.



sometimes, never

Find **sometimes**, **never**, and **s**. Build a phrase for each picture. Write it in the blank Reading Rods. Say the sentence to see if it makes sense.

1. I **sometimes** **drink** a milkshake for a snack.
2. I **never** **sleep** with my teddy bear anymore.
3. You should **never** **run** during a fire drill.
4. Our dog **sometimes** **sleep** **s** in a doghouse.
5. I **never** **write** with my best handwriting.
6. I **never** **found** my lost toothbrush.

Assess Understanding

Have students write a simple descriptive paragraph that includes adverbs that tell when. Ask them to highlight the adverbs by underlining the words with an orange marker or crayon. Have students explain how using the adverbs made their writing clearer.

Extend the Concept

sometimes, never Display page 98 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will use Reading Rods to build sentences that match the pictures and use the adverbs *sometimes* and *never*.

Add an Adverb Using Reading Rods, make up a simple noun-verb-noun sentence, such as **I saw a rabbit**. Pass the sentence on to a student to read aloud and add an adverb that tells when (or where, to review the previous lesson). Have a second student read the sentence, remove the adverb, and add a different adverb. Continue to pass on the sentence until appropriate adverbs can no longer be added. Repeat the procedure with other sentences, allowing all students to have an opportunity to read a sentence and add an adverb.

Adverbs: How Much

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All adverbs (orange); Period (white)

OBJECTIVE

To identify and use sight words that tell how much (adverbs)

Introduce the Concept

Build and display this Reading Rods sentence: **The very happy boy ran home too quickly.** Say, *What do you notice about the orange adverbs in the sentence?* [There are three of them. **Very** goes before and adds information to a red adjective, **happy**; **quickly** adds information to the verb, **ran**; and **too** adds information to the adverb **quickly**.] Help students generalize that adverbs can modify (tell more about) adjectives, verbs, and other adverbs. They sometimes tell how much. For example, **very** told how happy the boy was, and **too** told how quickly the boy ran. Tell students that in this lesson they will learn more about adverbs that tell how much.

Teach the Concept

Have students find the Reading Rods **very**, **almost**, **too**, **so**, and **really**. Explain that these adverbs tell how much. Guide students to use Reading Rods to build the sentence, **My father sings happily.** Have them identify the action verb in the sentence. [*sings*] Ask them to add the rod **very** to the train of Reading Rods to make the following sentence: **My father sings very happily.** Have students identify the word that tells more about the verb [**happily**], and the word that tells how much. [**very**]

Have students replace **very** with another adverb such as **too**, **so**, or **really**. Have them read the sentence and identify the word that tells how much.

Instruct students to build three more sentences using adverbs that tell how much. Have them identify the verbs and the adverbs. Help students discover how using adverbs in their writing can help tell a story in a more interesting way.

Sample answers.



very funny, so nice

Find **very** **so** **cold** **nice** **funny** **good**.
Build the best phrase for each picture. Say the phrase.
Fill in the blank rod. Then build a sentence for each phrase. Write it.



Tell about

very **cold**

The man is very cold.



Tell about

very **funny**

The book was very funny.



Tell about

so **nice**

My friend is so nice.



Tell about

so **good**

The apple and sandwich were so good!

To identify and use sight words that tell how much (adverbs)

99

Assess Understanding

Have students write a simple descriptive paragraph that includes adverbs that tell how much. Ask them to highlight those adverbs with an orange marker or crayon. Have students explain how using adverbs made their writing clearer and more interesting.

Extend the Concept

very funny, so nice Display page 99 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will use patterns to build and write sentences with the words *very* and *so*.

Spotting Adverbs Tell students that some adverbs can modify adjectives. Ask them to find the orange Reading Rods adverb **never**. Have students find a red Reading Rods adjective to connect with **never**. [**busy**, **funny**, and **happy**] Challenge students to build a sentence that uses the phrase. Have them share their sentences.

Ask students to find other Reading Rods adverbs that might be used to modify an adjective. [**almost**, **often**, **too**, **very**] Ask them to use these adverbs in sentences.

Conjunctions: *and, or*

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All adverbs (orange); All conjunctions (violet); Period (white)

OBJECTIVES

To identify and use sight words *and, or*; to understand that some words connect other words (conjunctions)

Introduce the Concept

Invite students to use Reading Rods to build a sentence with a N-V-N pattern, such as **I ate cereal**. Tell students that they will change the sentence to tell about two people who are doing the action by making a compound subject.

Mom and I ate cereal. is an example of a sentence with a compound subject. *Mom and I* are doing the action. Explain that compound means “more than one.”

Hold up the violet **and** rod. Point out that the word *and* is called a conjunction. It connects words, phrases, and even whole sentences. Explain that *or* is another example of a conjunction. Write a number of sample compound subjects on the board. Ask several volunteers to use Reading Rods and one of the sample compound subjects to build a sentence.

Tell students that they will use Reading Rods to learn more about conjunctions in sentences.

Teach the Concept

Ask students to use Reading Rods to build the sentence **I play baseball**. Explain that *I* is the subject, *play* is the verb, and *baseball* is the object of the sentence. Have students add **Dad** and **and** to the sentence to make a compound subject, **Dad and I play baseball**. Draw students' attention to the conjunction used to connect the two nouns. Allow time for students to use Reading Rods to build more sentences with compound subjects and share them with the class. Have them build and use **The boy and girl play soccer**. as a model.

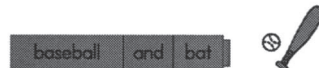
Next, instruct students to build **I saw Grandpa**. Have them identify the subject and object of the sentence. [*I; Grandpa*] Ask them to expand the sentence to make **I saw Grandpa and Grandma**. Have them

Sample answers.

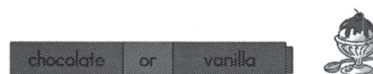


baseball and bat, chocolate or vanilla

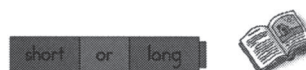
Find **and** or **or**. Build each phrase. Say it. Then build a sentence for each phrase using your Reading Rods. Write it.



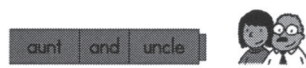
Mom gave me a baseball and bat.



I asked for chocolate or vanilla ice cream.



The book was not short or long.



My aunt and uncle love me.

100

To identify and use sight words *and, or* (conjunctions)

notice that this sentence now has a compound object. [*Grandpa and Grandma*] Allow time for students to build and share two more sentences that have compound objects.

Have students build sentences with the conjunction rod **or** in the subject or object. Invite volunteers to read aloud their sentence. Explain to students that the conjunctions *and* and *or* can be used to connect nouns, verbs, adjectives, phrases, and whole sentences. Challenge students to build sentences that include examples of compound nouns, compound verbs, and compound adjectives. Allow time for students to share and discuss their sentences.

Assess Understanding

Ask individual students to write three sentences with the conjunctions *and* and *or*. Have them identify the conjunction and tell what things it joins together.

Extend the Concept

baseball and bat, chocolate or vanilla Display page 100 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will use the pictures and patterns to build and write sentences with *and* or *or*. Have students use blank rods for additional words.

Conjunctions:

but, if, because

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All conjunctions (violet); Period (white)

OBJECTIVES

To identify and use sight words *but, if, because*; to understand that some words connect words and phrases (conjunctions)

Introduce the Concept

Direct students to place all of the violet Reading Rods in front of them. Explain that the words on these rods are called conjunctions. Allow time for volunteers to read and use some of the conjunctions in oral sentences. Encourage students to pay close attention to where they hear the conjunction used in the sentence. (*at the beginning of a sentence or in the middle?*) Provide examples of shared sentences that are appropriate for your students. [*The boy will run and jump. Grandpa and Grandma are here. I was late for school because I could not find my backpack. If it rains today, we will have gym class indoors.*] Explain to students that a conjunction connects individual words and groups of words.

Tell students that they will use Reading Rods to learn more about conjunctions.

Teach the Concept

Have students find **quick** and **slow** on red rods and **ly** on an orange rod. Tell students that many adjectives turn into adverbs by adding **ly**. Have them build **quickly** and set it aside. Then instruct students to build this sentence: **My brother hit the ball.** Have them add the phrase **and ran quickly** to form the sentence **My brother hit the ball and ran quickly.** *What word joins the two sentence parts?* [*and*]

Ask students to replace the conjunction **and** with **but** and to replace the adverb **quickly** with **slowly** to make the following sentence: **My brother hit the ball but ran slowly.** Have them identify the new conjunction [*but*] and the new adverb. [*slowly*] Discuss

Sample answers.



but, if, because

Find **but** **if** **because** **He** **it** **up** **early**.
Build the best phrase for each picture. Say the phrase.
Write it in the blank Reading Rods. Then build a sentence for each phrase. Write it.



got up early. Why?

He got up early because

He got up early because the sun came up.



can read. Can she?

He can read but

He can read but she cannot.



might buy this bicycle. Will he?

He might buy it if

He might buy it if the bicycle is red.

To identify and use sight words *but, if, because* (conjunctions)

101

how the new conjunction required a new adverb and why. [The adverb *quickly* no longer makes sense.]

Write the following sentence on the board: *The man was happy if he saw a duck.* Ask students to identify the conjunction. [*if*] Allow time for students to build the sentence with Reading Rods and discuss how *if* works as a conjunction.

Repeat the activity with a sentence that includes **because**, such as **I read because I like books.**

Assess Understanding

Ask students to write three sentences that include at least three different conjunctions. Have them explain what parts were joined with a conjunction.

Extend the Concept

but, if, because Display page 101 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will build phrases with *but, if, and because* to match pictures. Then they will write sentences for the phrases.



Prepositions: Position Words

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify and use sight words *in, on, to, by, from* (prepositions)

Introduce the Concept

Ask students to find the blue preposition Reading Rods. Tell them to sort the words on the rods into two groups: words that refer to positions [Examples: *under, over, to, by*] and words that do not [Examples: *for, since, until*]. Have students explain their sorts in their own words. Point out that *to, by*, and *for* are homophones. Review homophones if time permits.

Work with students to write directions to find an item in the classroom. Have them select two prepositions and then use the words in their directions. [*Walk near the wall. Look under the book.*] Provide time for students to have classmates use their directions to find hidden objects.

Tell students that they will use Reading Rods to learn more about prepositions and how to use them in sentences.

Teach the Concept








Direct students to place the following “position” blue preposition rods in front of them: **on, by, over, near, under**. Show students how to build prepositional phrases with them. Examples: **on the pizza, by the cookie, over me, near them, under the cat**. Help students notice the color patterns of the rods, and ask, *What kind of word begins a prepositional phrase?* [preposition] *What kind of word is at the end?* [noun or pronoun] Have students build more phrases with these prepositions. Have them explain the color pattern of each phrase and use the phrase in a sentence. Let them also share how the phrase gives information about location or position. If time permits, have them rotate the preposition rods to find other words that show position

Sample answers.



in, on, to, by, from

Find *in, on, by, to, from*. Build the best phrase for each picture. Say the phrase. Write it in the sentence.

- Dad poured milk *on* the cereal 
- The teacher put a bookmark *in* the book 
- We planted a rosebush *by* the door 
- The lifeguard threw a float *to* the boy 
- She got a present *from* a friend 
- I hung a painting *on* the wall 
- The girl rode her bicycle *to* the park 

102

To identify and use sight words *in, on, to, by, from* (prepositions)

and let them use the words in phrases and sentences.

Tell students that knowing about prepositional phrases will help their reading become more fluent and their writing become more interesting.

Assess Understanding

Instruct students to write five prepositional phrases that include five different prepositions that show position. Have them record the phrases in a journal. Have them write a sentence that includes one of the phrases. Ask students to underline the prepositional phrase and circle the position word.

Extend the Concept

in, on, to, by, from Display page 102 in the *Reading Rods Phonics Student Activity Book*. Explain to students that they will use Reading Rods to build prepositional phrases to complete sentences and match pictures.



14

Prepositions:

with, at, about, for

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); Period (white)

OBJECTIVE

To identify and use sight words *with, at, about, for* (prepositions)

Introduce the Concept

Ask students to find the blue preposition Reading Rods. Ask them to sort the words on the rods into two groups: words that refer to positions [*under, over, to, by*] and words that do not [*with, at, about, for, since, until*]. Have students explain their sorts in their own words.

Work with students to write a simple sentence with a prepositional phrase. Have them select a preposition that does not refer to position and then use the word in their sentence. [*I walk with my brother. This book is about dogs.*] Provide time for students to read aloud their sentences. Invite volunteers to identify the preposition and prepositional phrase in each sentence.

Tell students that they will use Reading Rods to learn more about prepositions and how to use them.

Teach the Concept

Direct students to place the blue preposition Reading Rods that do not refer to position in front of them. [*with, at, about, for*] Ask a student to choose one of these prepositions. Use the preposition to construct a sentence, such as **I left my book at school.** Invite several students to identify the preposition. [*at*] Let students know that *at school* is a prepositional phrase. It begins with a preposition (blue) and ends with a noun (green).

Allow time for students to use their prepositions to construct several prepositional phrases and identify the preposition. Then have them use one of the phrases in a sentence. Write two or three sentences on the board. Use



with, at, about, for

Find the Reading Rods for each sentence. Unscramble the words and build the sentence. Say it to see if it makes sense. Write the sentence.

1. home at . work I my night do
I do my homework at night.

2. for . milk my The is cat
The milk is for my cat.

3. the wrote book about . She
She wrote about the book.

4. built a tree dad He his . house with
He built a treehouse with his dad.

5. four you have for . s I book
I have four books for you.

6. her . left school at hat She
She left her hat at school.

To identify and use sight words with, at, about, for (prepositions)

103

the sentences to discuss the placement of prepositional phrases. Explain that a prepositional phrase can be found almost anyplace in a sentence. Encourage them to use prepositional phrases in their writing.

Assess Understanding

Instruct students to write four sentences that include four different prepositions. [*with, at, about, for*] Have them record the sentences in a journal. Ask students to identify the prepositional phrase and the preposition.

Extend the Concept

with, at, about, for Display page 103 in the *Reading Rods Student Activity Book*. Explain to students that they will use Reading Rods to unscramble and build sentences with the prepositions *with, at, about, for*. Then they will say and write the sentences.



Statements and Periods

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All verbs (yellow); All adjectives (red); All adverbs (orange); All articles (pink); All prepositions (blue); Period (white); All overhead tiles

OBJECTIVE

To form and identify statements

Introduce the Concept

Invite students to close their eyes and imagine an experience, such as a trip to a carnival, an amusement park, or a zoo. Help them visualize the setting by asking questions: *What are you doing? What do you see?* Invite them to share sentences that tell about their imaginary experience. [*My sister won a stuffed bear. I went on wild rides. I saw an elephant.*]

Point out how, during the course of a day, there are many opportunities to make *statements* (sentences that tell). Let students know they will use their Reading Rods to learn more about statements.

Teach the Concept

Demonstrate how to build a statement. Use Reading Rods (or display the overhead tiles) to construct this sentence: **The big dog jumped over the wall.** Point out the *-ed* ending in *jumped*. Draw students' attention to the meaning of the sentence and the punctuation. Ask several volunteers to identify the punctuation used to complete the statement. [a period] Remind students that a statement provides information and ends with a period.

Ask students to use Reading Rods to compose a statement. Remind them to use the appropriate punctuation mark, a period. Tell students that they may use the blank Reading Rods and self-stick removable notes for words not already printed on the rods. Plan time for students to share and discuss their statements. Have them check to see that their statements make sense.



Statements

Find the Reading Rods for each sentence. Unscramble the words and build the sentence. Say it to see if it makes sense. Write it.

Use a period at the end.

1. ing He fish like . s

He likes fishing.

2. ed quick walk ly She

She walked quickly.

3. was cook help . The ful book

The cookbook was helpful.

4. The er . is ing sing start

The singer is starting.

5. est . kitten is My young the

My kitten is the youngest.

6. cookie ed . s I the enjoy

I enjoyed the cookies.

118

To identify and punctuate statements

Assess Understanding

Ask students to compose three statements to share with a classmate. Have pairs of students exchange statements and compare them. Allow time for students to read the statements and identify the end punctuation mark. [a period]

Extend the Concept

Statements Display page 118 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to unscramble and build statements. They will then say the statement and write it on the page. Remind students to use a period as the punctuation at the end of each statement.



Complete Sentences

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All verbs (yellow); All articles (pink); All prepositions (blue); All conjunctions (violet); Period (white); Chart paper

OBJECTIVE

To form and identify complete sentences and differentiate them from sentence fragments

Introduce the Concept

Write two or three sentence fragments on the board or chart paper. Tap into recent activities and familiar experiences as you compose sentence fragments. Include fragments that need verbs and some that need subjects; for review and practice, choose words that use suffixes (*-ly*, *-able*, *-less*, *-ness*, *-ful*, *-ment*, *-ion*, *-er*, *-or*). Read the fragments aloud and help students conclude that fragments do not make sense on their own. Invite volunteers to turn the fragments into complete sentences. Let students know they will use Reading Rods to learn more about complete sentences.

Teach the Concept

Direct students to use Reading Rods to build this sentence fragment: **The man and the duck.** Ask several volunteers to share what they notice about the fragment and to identify any missing parts. Take time to discuss the absence of an action. Invite suggestions for verbs that will complete the sentence. [*run*, *swim*, *walk*, and so on] Allow time for students to use Reading Rods to complete the sentence. Ask volunteers to share their complete sentences. Repeat the activity using a sentence fragment that needs a subject: **has a younger brother.**

Continue the activity with sentence fragments that lack verbs and subjects, such as: **is washable; This morning she; All the girls; enjoys eating pizza.** Through discussion, help students see that complete sentences need a subject, a verb, and a complete thought.

Sample answers.



Complete Sentences

Find [rod] [rod] [rod] [rod]. Build each sentence fragment. Say it. Then use the rest of your Reading Rods to turn it into a complete sentence. Write it.

The best friend s



The best friends like to swing.

The young man



The young man loves to teach.

enjoy s sing ing



The bird enjoys singing.

was enjoy able



The letter was enjoyable.

To identify sentence fragments and turn them into complete sentences

119

Assess Understanding

Write the following groups of words on the board or chart paper:

We took him home
Sat in our car
I saw a puppy
And was small and furry

Have students identify which are complete sentences and which are sentence fragments. Allow time for them to supply any missing parts to the fragments and suggest punctuation for each sentence.

Extend the Concept

Complete Sentences Display page 119 in the *Reading Rods Phonics Student Activity Book*. Explain that students will use Reading Rods to build sentence fragments that describe pictures. Then they will use the fragment to write a complete sentence.

Pass the Fragment Ask several students to each make a sentence fragment. Have them give the sentence fragment to a classmate, who will add words and punctuation to make a complete sentence. Encourage students to record and share their completed sentences.

Questions

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All verbs (yellow); All adjectives (red); All adverbs (orange); All articles (pink); All prepositions (blue); All punctuation (white); Self-stick removable notes

OBJECTIVE

To form, identify, and punctuate questions

Introduce the Concept

Invite students to close their eyes and imagine an experience, such as a trip to a carnival, an amusement park, or a fair. Help them visualize the setting by asking questions: *What are you doing? What is happening around you? What do you see?* Invite them to share questions that ask about their imaginary experiences. [*How much does a ride on the roller coaster cost? When will the park close? When do we eat lunch?*]

Point out how, during the course of a day, there are many opportunities to ask *questions* (sentences that ask). Let students know they will use their Reading Rods to learn more about questions.

Teach the Concept

Allow time for students to find Reading Rods question words, such as **where**, **when**, **why**, and **how** (orange) and **which**, **who**, and **what** (light green). Ask them what they notice about the color of the rods. [They are either orange (adverb) or light green (pronouns).] Instruct students to use Reading Rods to construct this sentence: **What is your name?** Draw students' attention to the meaning of the sentence and the punctuation. Ask several volunteers to identify the punctuation used to complete the sentence. [a question mark] Remind students that a question is a sentence that asks for information and ends with a question mark.

Ask students to use Reading Rods to compose a question using one of the orange rods. Remind them to use appropriate punctuation, a question mark. Tell students that they may use the blank Reading Rods and self-stick removable notes for words not already printed on the rods. Plan time for students to share and discuss their questions. Have them check to see that their questions make sense.

Sample answers.



Questions

Find **Where** and the rest of your Reading Rods. Build questions using the patterns. Say each question. Fill in the blank Reading Rods. Write it. Remember to use a question mark at the end.

1. **Where** **is** **the** **school** ?

Where is the school?

2. **When** **was** **the** **party** ?

When was the party?

3. **Why** **is** **the** **boy** **happy** ?

Why is the boy happy?

4. **Who** **has** **a** **dog** ?

Who has a dog?

5. **What** **was** **the** **name** ?

What was the name?

120

To identify and punctuate questions

Assess Understanding

Ask students to compose three questions to interview a classmate. Have pairs of students exchange questions and write statements in response to the questions. Share a couple of the students' exchanges by having the students read the sentences aloud to the class. Allow time for students to identify the two forms of sentences [question, statement] and the correct punctuation for each.

Extend the Concept

Questions Display page 120 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to build questions. They will say the question and write it on the page. Remind them of the punctuation mark that is used at the end of a question. [a question mark]



Exclamations

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All articles (pink); All prepositions (blue); All punctuation (white)

OBJECTIVE

To form and identify exclamations

Introduce the Concept

Write the following headings on the board: *Sentences that Tell*; *Sentences that Exclaim*. Encourage students to brainstorm a list of sentences that tell something, such as *I saw a cat*. List some of the suggestions under the appropriate heading. Then ask them to brainstorm sentences that show strong feeling, such as *Grandpa has a new car!* Think aloud as you write sentences under the appropriate heading. Explain that a sentence that shows strong feeling is called an exclamation. Draw attention to how exclamations end with exclamation points. Let students know they will use Reading Rods to learn more about exclamations.

Teach the Concept

Direct students to look through their yellow Reading Rods to find the verbs **jump**, **smell**, and **start**. Use the verb **jump** to build two sentences:

I jumped high.

You jumped the highest!

Ask students to decide which sentence makes a statement [**I jumped high.**] and which sentence shows strong feeling [**You jumped the highest!**]. Write the sentences under the correct headings on the board. Invite several volunteers to read each sentence. Be sure they use appropriate verbal expression for each type of sentence. Continue building sentences, recording and reading them, using the following examples:

I smell a flower.

I smell cookies!

I will start my homework.

The race is starting!

Remind students to use an exclamation point if they are writing a sentence that expresses strong feeling and to use a period if they are writing a statement.

Sample answers.



Exclamations

Find [] [] [] [] []. Build a phrase for each picture. Write it in the blank Reading Rods. Say the sentence.

1. The roller coaster goes

very fast !



2. It is such a

hot day !



3. Look at what

I found !



4. I have lost

my favorite ball !



5. Our vacation was

so much fun !



You must use an exclamation mark at the end !



To identify and punctuate exclamations

121

Assess Understanding

Ask students to think about a favorite topic. Have them write three statements and three exclamatory sentences about their topics. Allow time for them to explain which sentences are statements and which are exclamations. Encourage them to read each sentence aloud with appropriate expression.

Extend the Concept

Exclamations Display page 121 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to build phrases for each picture that completes each sentence. Then have them fill in the rods on the page and read the sentence. Remind them of the punctuation mark that is used at the end of an exclamatory sentence. [an exclamation point]



Commands: Giving Directions

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All articles (pink); All prepositions (blue); Period (white); Self-stick removable notes

OBJECTIVE

To form and identify commands

Introduce the Concept

Invite students to brainstorm a list of common directions or commands, such as *Pick up your room.* and *Wash your hands.* *Beat in eggs.* List some of the suggestions on the board. Discuss the sentences, explaining that a sentence that tells someone to do something is called a command. Also tell students that commands end with a period. Let students know they will use Reading Rods to learn more about commands.

Teach the Concept

Direct students to write the words *Jump*, *Smell*, *Start*, *Bring*, and *Close* on self-stick removable notes. Invite students to attach the words one at a time to the blank rod and build these sentences:

Jump over the table.
Smell this bird.
Start your homework.

Invite several volunteers to read each sentence. Discuss the sentences. *Why are these sentences commands?* [Each sentence tells someone to do something.] Remind students to use a period at the end of a sentence that is making a command. Allow time for students to use Reading Rods to build these sentences:


Bring my book.
Close the door.

Ask them what kind of sentences they have made. [commands] Have volunteers read each sentence. Draw attention to the placement of the verb in a command. [The verb begins the sentence.] Ask students to use Reading Rods to construct two commands of their own and share them.

Sample answers.



Commands: Giving Directions

Use  and the rest of your Reading Rods. Build commands using the patterns. Fill in the blank Reading Rods. Say and write the commands. Remember to use a capital and a period.

A command tells someone to do something.



1. Come in .
Come in.

2. Go out .
Go out.

3. Look around .
Look around.

4. Throw the baseball .
Throw the baseball.

5. Cook a pizza .
Cook a pizza.

6. Find an apple .
Find an apple.

122

To identify and purchase commands

Assess Understanding

Ask students to think about a favorite sport, game, or recipe. Have them write three commands that explain how to play the sport or game. Allow time for them to share their thinking and use specific examples of commands.

Extend the Concept

Commands: Giving Directions Display page 122 in the *Reading Rods Phonics Student Activity Book*. Explain that students should use the blank yellow verb rod and self-stick notes to help build the commands.

Silly Requests Find the following rods: **run** (yellow), **from** (blue), **the** (pink), **rabbit** (green), blank (yellow). Make a self-stick note with *Run* written on it. Have students build this silly command: **Run from the rabbit.** Then have them make a self-stick note with **Please** and attach it to a blank (orange) rod. Ask students to turn the command into a request by changing *Run* to **run** and adding *Please*. Repeat with other commands noting that both commands and requests end with a period.



Interjections

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); All interjections (turquoise); All punctuation (white); Overhead tiles (turquoise); Chart paper

OBJECTIVE

To form and identify interjections

Introduce the Concept

Direct students to collect and read the turquoise Reading Rods as you display the overhead tiles. Allow time for them to share what they notice about the words. [All begin with capitals.] Explain that these words are called interjections. Let them know an interjection is a word or group of words that expresses feeling or emotion. Encourage them to share personal favorites. Record these on the board or chart paper. Ask several volunteers to select one of these interjections and to use it orally with expression in a sentence. Let students know they will use Reading Rods to identify and learn more about interjections.

Teach the Concept

Instruct students to find and join Reading Rods to build the following sentence: **Hey I would like a cookie.** Tell students that interjections with very strong emotion are followed by an exclamation point. Ask a volunteer to point out where to place the exclamation point. Take time to discuss the use of the interjection. Ask students to read the sentence with appropriate emphasis: **Hey! I would like a cookie.**

Ask students to find the turquoise interjection rod **Oh**. Have them use **Oh** to construct a sentence, such as **Oh, she called her brother.** Use this example to draw attention to how interjections that express mild feelings are followed by commas. Allow time for students to build sentences with both mild and strong interjections. Plan time for them to read their sentences aloud. Coach them to read with the expression indicated by choice of words and punctuation.



Wow! Interjections

Find the Reading Rods for the sentences. Unscramble the words and build the sentences. Say them to see if they make sense. Write them.

1. you I Hey know
Hey! I know you.

2. ly I skip You Wow quick
Wow! You skip quickly.

3. here not No do fish
No, do not fish here.

4. very ful Gee He thought is
Gee! He is very thoughtful.

5. the now see Oh store I
Oh, I see the store now.

6. to go sleep will I OK
OK, I will go to sleep.

To identify and punctuate interjections

123

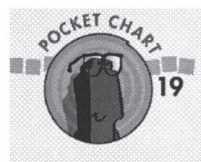
Assess Understanding

Write the following sentences on the board or chart paper. Ask students to choose two sentences to write down. Have them include the correct punctuation. Allow time for them to share what they have learned about interjections.

Hey I would like to come too
Gee would you like this scarf
Oh how much is it
Wow what a great touchdown
Aha you forgot didn't you

Extend the Concept

Wow! Interjections Display page 123 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to unscramble and build sentences using interjections. Remind them that a mild interjection is followed by a comma and an interjection that expresses strong feeling is followed by an exclamation point.



Commas: Three Adjectives in a Series

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All punctuation (white); Blackline Master 10

OBJECTIVE

To learn about and practice using commas to separate adjectives in a series

Introduce the Concept

Direct students to use Reading Rods to construct this sentence: **What is round, cold, and vanilla?** Ask students to answer the riddle. [a scoop of ice cream or frozen yogurt] Have several volunteers create more riddles that include three or more words used to describe something. Write one or two riddles on the board. *What is red, white, and blue?* [the American flag] Point out how commas are needed to separate words in a list or series. Tell students they will use their Reading Rods to learn more about using commas in a series.

Teach the Concept

Write the following sentence on the board: *The book is old important and long.* Ask students to identify the word that contains the prefix *im-*. [*important*] Discuss how it would be easier to read this sentence if it had some punctuation in it. Instruct students to use Reading Rods to build the sentence. Guide them to insert commas in the appropriate places by reminding them that adjectives in a series need to be separated by commas.

Distribute copies of Blackline Master 10. Tell students they will be practicing separating adjectives with commas. Have them select three adjectives and record them on the activity sheet. Allow time for them to build Reading Rods sentences using the chosen adjectives and record them on their papers. After students have completed the activity sheet, invite volunteers to share their sentences.

Sample answers.



Commas: red, white, and blue

Find **and** **is** **What** **?** Build a phrase for each picture. Say it. Fill in the blank Reading Rods. Then build a riddle for each phrase. Write the riddle.

red, white, and blue

Riddle What is red, white, and blue?

Answer The American flag



slow, small, and green

Riddle What is slow, small, and green?

Answer A turtle



little, fast, and red

Riddle What is little, fast, and red?

Answer A toy fire engine



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To clearly read use commas to separate adjectives in a series

Assess Understanding

Ask students to use adjectives in a series to compose two sentences. Have them read their sentences and share what they learned about using commas in a series.

Extend the Concept

Commas: red, white, and blue Instruct students to find page 136 in the *Reading Rods Phonics Student Activity Book*. Tell students they'll be practicing using commas to separate adjectives by writing more riddles.

Sentence Frames Ask students to use their Reading Rods to complete the following sentence frames:
*I read the book and it was _____,
_____, and _____. I built a
treehouse so it was _____,
and _____. Have them select three adjectives with which to build the sentence. Tell students that they will have to build some of the words in the sentence frames, such as **treehouse**. Challenge students to build their own sentence that uses three or more adjectives in a series.*

Commas: Three Nouns in a Series

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All punctuation (white); Blackline Master 10

OBJECTIVE

To learn about and practice using commas to separate nouns in a series

Introduce the Concept

Instruct students to use Reading Rods to build this sentence: **I eat cereal with milk bananas and apples.** Ask them to read the sentence to themselves and think about where to place the commas. Remind them to use commas to separate words in a series. Reinforce that a series identifies three or more similar items. Ask a volunteer to identify the list of nouns included in this sentence. [*milk, bananas, apples*] Show how the last comma is placed before the word *and*.


Tell students they will be using their Reading Rods to build more sentences with nouns in a series.

Teach the Concept

Ask students to build the following sentence: **My brother sister and I picked apples yesterday.** Point out that it would be easier to read this sentence if it had some punctuation in it. Challenge them to punctuate the sentence with commas. Invite a volunteer to explain how they used commas to separate the items in a series. Next, have them build, **I would like you to meet my aunt uncle and cousin.** Instruct them to put commas in the series and share the finished sentence. Challenge students to construct sentences using lists of nouns in a series, such as *hamburger, pizza, spaghetti; dog, rabbit, kitten*. Distribute Blackline Master 10 for use in recording their sentences. Allow time for students to read their sentences aloud and then identify which nouns needed to be set apart by commas.

Sample answers.

LEARN



Commas: aunt, uncle, and cousin

Find . Build a phrase for each picture. Say it to see if it makes sense. Write it in the sentence.

1. went to visit

2. was unable to find

3. took photographs of

4. refuses to eat

5. discovered that she lives by

To identify and use commas to separate nouns in a series

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Assess Understanding

Ask students to use nouns in a series to compose two new sentences. Remind them to include commas in their sentences. Have students read their sentences and share what they learned about using commas in a series to separate nouns.

Extend the Concept

Commas: aunt, uncle, and cousin Display page 137 in the *Reading Rods Phonics Student Activity Book*. Have students build phrases with nouns in a series that match each picture. Remind students to reread their sentences to confirm that they make sense. Tell them to pause at each comma.

Listing Verbs in a Series Ask students to use their Reading Rods verbs to complete the following sentence frame: *The little boy _____, _____, and _____ down the road.* Have them select three action words. Remind them to use commas to separate similar words in a series. Challenge students to generate their own sentence that uses three or more action words in a series.

Possessives: Singular Form

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); All punctuation (white)

OBJECTIVE

To learn about and practice using apostrophes to signify the singular possessive form

Introduce the Concept

Ask students to find the green Reading Rods noun **neighbor**, the green noun ending **s**, and the white apostrophe. Read the following sentence aloud: *My neighbor's house is white.* As you reread the sentence, help students use Reading Rods to construct the correct form of the word *neighbor*. Invite a volunteer to write a sentence on the board; be sure it includes the correct form of the word. Let students know that they will use their Reading Rods to learn more about apostrophe *s*.

Teach the Concept

Ask students to build this sentence: **The boy's mitt is new.** Have them read the sentence to decide if the word *boy's* in this sentence means "one" or "more than one." Ask them to look at the word and share what they notice. Draw their attention to the apostrophe. Tell them it means "belongs to." When it comes before the *s* it means "belongs to one person." Say, *In the sentence you built, it lets the reader know that one boy owns the mitt.*

Continue by having students build this sentence: **The ducks eggs are blue.** Have them punctuate *ducks* to show the singular possessive form. [*duck's*] Remind them that they need to show that one duck has eggs. Have them hold up their Reading Rods to share their sentences.

Ask students to work with partners to use Reading Rods to make four different sentences with *'s*. Have them select and use the same noun in all of their sentences. Allow time for partners to share their sentences and to discuss how the apostrophe affects the meaning of the sentences.



Apostrophes: the girl's book

Find the Reading Rods for each sentence. Unscramble the words and build the sentence. Say it to see if it makes sense. Write the sentence.

1. [] [gone] [hat] [s] ['] [The] [man] [is] []

The man's hat is gone.

2. [girl] [] [] [book] [I] [s] [a] [found] []

I found a girl's book.

3. [cold] [] [s] [s] [hand] [feel] [baby] ['] [The] []

The baby's hands feel cold.

4. [s] [blue] [is] [My] ['] [car] [] [father] []

My father's car is blue.

5. [my] [ed] [I] [enjoy] ['] [] [s] [party] [family] []

I enjoyed my family's party.

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To identify and use apostrophes to signify the singular possessive form

Assess Understanding

Direct students to compose two sentences on their own. Have them use *'s* in both sentences. Ask them to explain the meaning of each possessive and the placement of the apostrophe.

Extend the Concept

Apostrophes: the girl's book Invite students to practice using *'s* by unscrambling and writing the Reading Rods sentences on page 138 in the *Reading Rods Phonics Student Activity Book*. Remind students to check their work for punctuation and to be sure their sentences make sense.

Build Sentences Take advantage of the Reading Rods color-coding system to help students recognize the green-white-green color pattern of singular possessive nouns. Ask students to use these sentence frames to construct sentences:

_____ Mom's shirt _____ .
_____ friend's bicycle _____ .
_____ kitten's name _____ .

Possessives: Plural Form

MATERIALS

Reading Rods Sentence-Construction Kit: All nouns (green); All pronouns (light green); All verbs (yellow); All adjectives (red); All articles (pink); All prepositions (blue); All punctuation (white)

OBJECTIVE

To learn about and practice using apostrophes to signify the plural possessive form

Introduce the Concept

Ask students to find and collect the green Reading Rods noun **neighbor**, the green noun ending **s**, and the white apostrophe. Read the following sentence aloud: *My neighbors' yards have large trees.* As you reread the sentence, help students use Reading Rods to build the correct form of the word *neighbor*. Invite a volunteer to write the sentence on the board; be sure it includes the correct form of the word. Let students know that they will use their Reading Rods to learn more about *s* apostrophe.

Teach the Concept

Ask students to build this sentence: **The girls' mittens are over there.** Have them read the sentence to decide if the word *girls'* in this sentence means "one" or "more than one." Ask them to look at the word and share what they notice. Draw their attention to the apostrophe after the letter *s*. Let them know the *s'* means "belongs to more than one person." In this sentence, it lets the reader know more than one girl owns the mittens.


Continue by having students build this sentence: **I know the kittens names.** Have them punctuate *kittens* to show the plural possessive form. [**kittens'**] Remind them that they need to show that more than one kitten has a name. Have them hold up their Reading Rods to share their sentences.

Ask students to work with partners to use Reading Rods to make four different sentences with *s'*. Have them select and use the same noun in all of their sentences. Allow time for partners to share their sentences and to discuss how the apostrophe affects the meaning of the sentences.

Sample answers.



Apostrophes: the boys' books

Find . Build a phrase for each picture. Write it in the sentence. Say the sentence to see if it makes sense.

1. The  look disorganized.



2. We recognized our .



3. The  are impressive.



4. I discovered some .



5. He prepared the .



To identify and use apostrophes to signify the plural possessive form

139

Assess Understanding

Direct students to compose two sentences on their own. Have them use *s'* in both sentences. Ask them to explain the meaning of each possessive and the placement of the apostrophe.

Extend the Concept

Apostrophes: the boys' books Instruct students to turn to page 139 in the *Reading Rods Phonics Student Activity Book*. Tell students they will be using pictures to help them build phrases that use plural possessives. Remind students that *s'* is used when more than one person or thing owns something. Discuss the green-green-white color pattern of the plural possessive with Reading Rods phrases before students begin.

More About Plural Possessives Use Reading Rods to demonstrate how to form the possessive of plural words that form their plural without adding an *-s*, such as *children* and *women*. These words form their plural possessive by adding *'s*. Have students form *children's* and *women's* with Reading Rods and use them in sentences. Invite volunteers to think of other examples.

Quotation Marks: Statement

MATERIALS

Reading Rods Sentence-Construction Kit: All rods; Blackline Master 11

OBJECTIVE

To learn about and practice using quotation marks to signify direct speech (statements)

Introduce the Concept

Have students work together to compose a conversation between two characters, such as an ant and a giant. Record their ideas on the board. As you write, identify the character speaking, and write down the character's exact words. Draw students' attention to the comma between the character and his words, the placement of the quotation marks, the use of capital letters to begin a quotation, and the placement of the end punctuation before the last quotation mark. [*The giant said, "Don't cross my bridge."*] Explain how writers use quotation marks to record the exact words of a speaker. Let students know they will use Reading Rods to learn more about using quotation marks to show a direct quotation.

Teach the Concept

Instruct students to build the sentence, **Mom said I would like a cookie.** Ask volunteers to identify who is speaking. [*Mom*] Have them identify Mom's exact words. [*I would like a cookie.*] Show students where to place the quotation marks to show those parts that are direct speech. Draw attention to the placement of the period inside the quotation marks. Take time to discuss the importance of proper punctuation placement to help readers understand the text.

Point out the comma between the words *said* and *I*. Explain that the comma helps to separate a speaker's words from the rest of the sentence. Ask students to build other sentences like this model.

Ask students to build the sentence, **I would like a cookie said Mom.** Ask volunteers where to place the quotation marks. Help students notice that the quoted words are at the start of the sentence. Ask a student to point out what punctuation should be placed at the end. Draw students' attention to where the comma

Sample answers.



Quotation Marks: "Yes."

Find the Reading Rods for each sentence. Unscramble the words and build the sentence. Say it to see if it makes sense. Write the sentence.

1. Yes said go can you . " " " Mom

"Yes, you can go," said Mom.

2. " " " school boy I said like the

"I like school," said the boy.

3. is said " " Dad today . " It nice

"It is nice today," said Dad.

4. " " a the want said dog children

"We want a dog," said the children.

5. you I said . Grandma , love " "

"I love you," said Grandma.

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To identify and use quotation marks to signify direct speech (statements)

should be placed to separate the speaker's words. Allow time for students to build and share other examples of direct quotes, and record them on Blackline Master 11.

Assess Understanding

Display the following sentences on the board:

She said I would like to come to your house

This morning was really cold said Dad

Ask students to punctuate the sentences to demonstrate how to use quotation marks. Have them explain why they used punctuation where they did.

Extend the Concept

Quotation Marks: "Yes." Display page 140 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using their Reading Rods to unscramble and write sentences to practice using quotation marks. Build the first sentence with students, reviewing the placement of punctuation marks.

Quotation Marks: Question

MATERIALS

Reading Rods Sentence-Construction Kit: All rods;
Blackline Master 11

OBJECTIVE

To learn about and practice using quotation marks to signify direct speech (questions)

Introduce the Concept

Have students work together to compose a conversation between a conductor and a passenger on a train. Record their ideas on the board. Guide students' ideas to include questions. [*"Can I have your ticket?" asked the conductor.*] As you write, identify the character speaking, and write down the character's exact words. Draw students' attention the placement of the quotation marks, the use of capital letters to begin a quotation, and the placement of the question mark before the last quotation mark. Let students know they will use Reading Rods to learn more about using quotation marks to show a direct quotation.

Teach the Concept

Instruct students to build the sentence, **Do you like to play soccer? asked my uncle.** Ask volunteers to identify who is speaking. [*my uncle*] Have them identify the uncle's exact words. [*Do you like to play soccer?*] Show students where to place the quotation marks to indicate the part or parts that are direct speech. Draw attention to the placement of the question mark inside the quotation marks. Take time to discuss the importance of proper punctuation placement to help readers understand the text.

Ask students to build the sentence, **My uncle asked Do you like to play soccer?** Ask volunteers where to place the quotation marks. Ask a student to point out what punctuation should be placed at the end. Draw students' attention to where the comma should be placed to separate the speaker's words. Remind students that the beginning of a direct quote needs to be capitalized. Allow time for students to build and share other examples of questions, and record them on Blackline Master 11.

Sample answers.



Quotation Marks: "When?"

Use Reading Rods to build each phrase. Say the phrase. Then build a question for each phrase. Write it.

1. The girl asked, "When is the party?"
2. The baseball player asked, "What is in the bag?"
3. The children asked, "Why do we go to the zoo?"
4. He asked, "Where is the soccer game?"
5. Mom asked, "Who ate the sandwich?"

"Did you use quotation marks around the dialogue?" asked Kelly.



To identify and use quotation marks to signify direct speech (questions)

141

Assess Understanding

Display the following sentences on the board:

How much is it she asked
When will the train come Mom asked

Ask students to punctuate the sentences to demonstrate how to use quotation marks. Have them explain why they used punctuation where they did.

Extend the Concept

Quotation Marks: "When?" Have students find page 141 in the *Reading Rods Phonics Student Activity Book*. Tell students they will be building phrases and expanding them into questions to practice using quotation marks in direct speech questions.

In Search of Punctuation Ask students to search a familiar book for three examples of how an author uses quotation marks. Have them mark the pages with self-stick removable notes. Allow time for students to read the parts and to discuss how authors use quotation marks to signify dialogue and how punctuation helps clarify the meaning of the text.

Inflected Endings: -s, -es, -ing, -ed

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: Suffixes **s, es, ing, ed** (orange); All English base words except CVC words (green); Vowel **i** (red); Overhead tiles **play, help** (green); Index cards; Dictionary

OBJECTIVES

To add **-s, -es, -ing, and -ed** to English base words; to identify appropriate and inappropriate combinations of base words and endings

Introduce the Concept


Ask students to find the green Reading Rods base word **play** as you display the overhead tile. Remind them that the green rods are base words, and that orange rods are suffixes, which can be added to the ends of the green Reading Rods to make new words. Invite students to add the suffix rods **s, es, ing, and ed** to the end of the base word rod **play** to make new words. Demonstrate how to determine if the new words are real by pronouncing the words or looking them up in a dictionary. Create a word list on the board. Inform students that, in this activity, they will combine a variety of base words with these endings to make new words.

Teach the Concept

Ask students to find the green Reading Rods base word **help** as you display the overhead tile. Invite them to add the orange suffix rods **s, ed, and ing** to the end of the word to make new words. Have students say each word and record it on an index card. Then ask them to add **es** to the end of **help**. Decide as a group if the new word looks right, and if not, why.

Invite students to find the green Reading Rods base word **wash** and to add the endings **es, ed, and ing** in turn. Have students read the words aloud and record the words on index cards. Ask students to add the ending **s** to the base word and read the word. Have them share their observations. Repeat the process with the rod **pass**.

Allow time for students to do some word-sorting activities with their index cards. Have them put words ending in **-ed** into a column. Compare the pronunciations




Adding -s, -es, -ing, -ed



Find **hunt** **pass** **treat** **stop** **friend** **work**

Build a word for each picture. Say the word. Fill in the blank Reading Rods. Read the story!


Meet my dog Biscuit. He is a work ing dog. He




pass es around mailboxes. He stop s for cars.



Biscuit relaxes when we get home. He thinks hunt ing



for dog biscuits is fun. He is treat ed like a king! We will



be friend s forever.

108

To build and write words ending with -s, -es, -ing, -ed

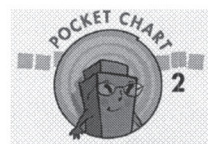
of the words. *What do you notice about pronouncing -ed at the end of a word?* [When **-ed** is at the end of a word, the *e* is usually silent.] Then have students sort words ending in **-es**. Together, generate a list of words. Write the words on the board or on chart paper for everyone to see.

Assess Understanding

Ask students to write the words *talk, miss, and week* at the top of a piece of paper. Have them add endings to the words to make as many new words as they can. Have them select from **-s, -es, -ing, and -ed**.

Extend the Concept

Adding -s, -es, -ing, -ed Display page 108 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using the pictures to help them build words with inflected endings to complete the story. Make sure they fill in the Reading Rods on the page and then read the story.



Spelling Changes

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words
Kit: Suffixes (orange); All English base words (green); All consonants (blue); Vowel **i** (red); All overhead tiles (green); Index cards; Dictionary; Chart paper

OBJECTIVE

To learn how and when to make spelling changes to the end of a base word when adding a suffix

Introduce the Concept

Have students find the green Reading Rods base word **hug** as you display the overhead tile. Invite them to build the word **hugs**. Then ask students to build **hugged**. Point out that *hug* ends in a single consonant and has a single, short vowel. *You will need to make a spelling change to the base word before adding -ed.* Use a blue Reading Rods consonant to double the *g*. Then attach the **ed** rod. Reiterate when to double a final consonant. Now ask students how they might spell *hugging*. Confirm that the same doubling rule applies when adding *-ing*. Have students use their Reading Rods to build the word. Write all the words created from *hug* on the chart paper. Ask students to find the green Reading Rods with **but**, **hop**, **stop**, and **plan** and display the overhead tiles. Invite them to double the final consonant as they make words with *-s*, *-ed*, and *-ing*. Record the words on chart paper.

Inform students that, in this activity, they will learn how and when to double a final consonant as they add suffixes to words like *hug*.

Teach the Concept

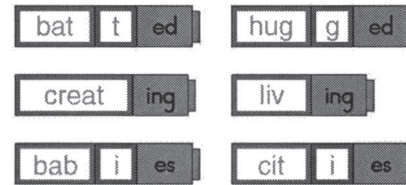
Write the words *create*, *place*, and *live* on chart paper. Have students compare the words. *How are all of the words alike?* [All the words end in *e*.]

Ask students to find the green Reading Rods base word **create**. Invite them to build the word **creates** by adding the suffix **s**. Together, conclude that *creates* is spelled correctly. Point out that the base word did not change when the suffix was added. Have students write *creates* on an index card. Then ask students to add *-ed* to the base word. Point out that *createed* does not look right. Suggest dropping the final *e* from the base word. Demonstrate how to combine **ed** with **creat** (rotate



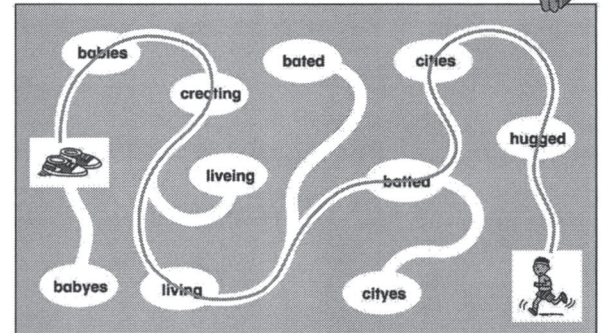
Spelling Changes

Find **create** **bat** **city** **hug** **live** **baby**
Build words using the patterns. Check your spelling. Say the words. Fill in the blank Reading Rods.



Right Wrong
jogged joged
liked likeed
ladies ladies

Look at the maze. Find the words you made. Draw a path from the jogging shoes to the jogger.



To build and write words with a spelling change

109

the **create** rod). Have students record *created* on an index card. Then challenge them to build **creating**, **creator**, **creation**, and **creative**. Have students record each word on an index card. When they are done, help them generate a spelling rule for adding suffixes to words ending in *e*. [Drop the final *e* when adding a suffix beginning with a vowel.]

Assign the base words *place*, *live*, *care*, *store*, *date*, *like*, one per student. Ask them to add any suffix (rotating each rod if necessary) to make as many words as they can. Tell them they may need to drop the final *e*. Encourage them to use a dictionary to check their spelling. Record their words on chart paper.

Finally, draw attention to a spelling change that sometimes occurs when adding *-es*. Have students find the green Reading Rods base word **carry**. Ask if anyone knows how to spell *carries*. Assist students as they build **carries** by combining the rods **carr**, **i**, and **es** (**carr** is on the **carry** rod). Now have students find **baby**. Ask them to build **babies** using the same procedure (**bab** is on the **baby** rod). Have students share their observations. *What spelling change did you notice at the end of these base words?* [The *y* changed to *i*.] Encourage students to generate a spelling rule for adding *-es* to a word ending in "consonant *y*." Students can test their rule by adding **es** to *city*.

Assess Understanding

Choose three base words that are not on the green Reading Rods, such as *clap*, *hope*, and *story*. Ask students to write the words and add suffixes to each base word to make new words and record them in lists. Ask them to explain the spelling changes they had to make to form new words.

Extend the Concept

Spelling Changes Display page 109 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to build words that correspond with the patterns on the page. Tell them that they may use a dictionary to check their spelling. After they fill in the rods, they should use the words to help them complete the maze at the bottom of the page.

Words with Endings Display page 110 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using the words in the Word Box to help them answer the clues and complete the crossword puzzle.

Pass the Base Word Work with a small group. Have one student select any base word on any of the green Reading Rods. Have the student pass the base word to the student at his or her left. The next student must create a new word by adding a suffix to that base word. Continue play in this manner. Each time the constructed word is passed, a new word must be generated by replacing the suffix. As each suffix is added, ask if the word is real and if the word looks right. Have students explain spelling changes. Each time someone makes a new word, that student gets a point. When no new words can be generated, a new round begins with another base word chosen by the student who could not make a new word. The student with the most points at the end of the game is the winner.

Sort for -ing Ask students to find the green Reading Rods **play**, **act**, **work**, and other action words of your choice (words should not require spelling changes with

PRACTICE

Words with Endings

Look at the words in the Word Box. All of the words have endings. Say the words. Write the words in the crossword puzzle.

Word Box			
says	washing	goes	tired
farmed	cries	shopped	months

Across

- grew wheat
- another word for sobs
- looked for new clothes
- opposite of stops

Down

- June and July
- you feel this way after a long day
- using soap and water
- speaks words

110

To give students a cumulative review of inflected endings

-ing). Then have students sort the index cards with -ing they made during the lesson on inflected endings, on page 114 of this Teacher's Guide. Challenge students to build more -ing words using their Reading Rods. Each time they build a new word that looks right, they should write it on a new index card and add it to their -ing sort. Have them check a dictionary if there is any question about the spelling of a word.



Suffixes: **-er, -est**

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: Suffixes **er, est** (orange); All English base words (green); Overhead tiles **soft** (green) and **er** (orange); Blackline Master 7

OBJECTIVES

To make words ending in **-er** and **-est**; to use the meanings of the word parts to define the new words

Introduce the Concept

Have students find the green Reading Rods base word **soft** and the orange suffix **er** as you display the overhead tiles. Have them build **softer**. Distribute copies of Blackline Master 7 to help students understand the meanings of suffixes. Work with students to figure out the meaning of *softer* by examining its word parts. Encourage them to use the word orally in sentences to check the definition. [*This new towel is softer than my old one.*] Point out that when they add the ending **-er** to *soft*, the word remains an adjective. The meaning of the word *soft* changes because *softer* means “more soft.” Explain that *softer* is called a comparative adjective. It compares one thing with another.

Inform students that, in this activity, they will make and use adjectives by adding **-er** and **-est** to base words.

Teach the Concept

Ask students to add **est** to **soft**. Have them share their observations about the word they formed. Inform them that **-est** can be added only to adjectives. Challenge a volunteer to use *softest* in a sentence. [*Which animal is softest, a kitten, a turtle, or a lizard?*] Point out that *softest* describes a noun, so it is an adjective in the sentence. As a class, conclude that *softest* is a comparative adjective that compares more than two things.

Assist students as they add **er** and **est** to **fair, soft, safe, clean, and light**. Remind them to drop the final *e* when necessary. [*safe, safer, safest*] Encourage students to use each new word in a sentence. Have them check to see whether each new word is an adjective.







Assess Understanding

Ask students to generate five new adjectives ending in **-er** and **-est**. Have students explain their rationale for



Adding **-er, -est**

Find **er** and **est**. Build words that match the pictures. Say the words. Write the missing letters.

-  c l e a n e s t
-  l i g h t e s t
-  f a i r e r
-  k i n d e r
-  s o f t e s t
-  l i g h t e r

What do you call a fish that purrs? Write the letters that are in the circles.

c a t f i s h
1 2 3 4 5 6

To build and write words ending with **-er, -est**

111

changing or not changing the spelling of the base word when they added the suffix. Ask how they identified the parts of speech of selected words.

Extend the Concept

Adding **-er, -est** Display page 111 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using the pictures to help them build the appropriate words. After they have filled in the blanks to complete the words, have students use the circled letters to complete the riddle at the bottom of the page.

Crazy Words Instruct students to add **est** to base words to build “crazy words” for which they must write logical or feasible sentences, based on the meaning of the word parts. For example: *hoppest: We hop pretty well, but she is the hoppest.* Have them illustrate their best words. Display them in the classroom. Help them realize that *est* can only make sense when it’s added to an adjective.



Suffixes: *-ly*, *-able*

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All English base words (green); Suffixes **ly**, **able** (orange); All vowels (red); All consonants (blue); Overhead tiles **wash**, **soft**, **kind**, **pass** (green) and **ly**, **able** (orange); Blackline Master 7

OBJECTIVES

To make words ending in *-ly* and *-able*; to use the meanings of the word parts to define the new words

Introduce the Concept

Ask students to find the base words **wash** and **soft** and the suffixes **ly** and **able** as you display the overhead tiles. Have them build the words **washable** and **softly**. Remind students that adding suffixes changes the meaning of a word and sometimes changes how it is used in a sentence. Discuss Blackline Master 7 to help students understand the meanings of suffixes. Model how to figure out the meaning of *washable* by examining its parts. Help them conclude that *wash* is a verb that becomes an adjective that means “able to be washed.”

Repeat this activity with *softly*. Have students use this word orally in a sentence to confirm that *soft* is an adjective that becomes an adverb when *-ly* is added to it—you do something *softly*, “in a soft manner or way.”

Inform students that, in this activity, they will make and use words with *-ly* and *-able*.

Teach the Concept

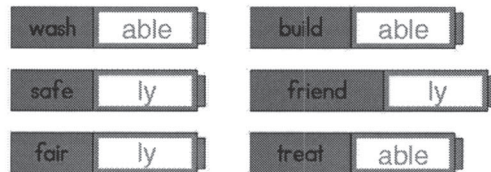
Ask students to find the base words **kind** and **pass** and the suffixes **ly** and **able** as you display the overhead tiles. Have students build the words **kindly** and **passable**. Challenge students to use each of these words in a sentence and determine how they are used in each sentence. (*Kindly* can be both an adjective and an adverb.)

Assist students as they use the remaining base words to build *-ly* and *-able* words in turn. Invite students to begin with *-ly* words. Have them record the words in a column. Then have them build and record words with *-able*. Remind them to drop the final *e* when it is preceded by a consonant, as in *like* and *likable*. See who can make the most words for each suffix. Encourage them to use a dictionary to be sure their combinations are real words.



Adding *-ly*, *-able*

Find *ly* *able*. Build words using the patterns. Say the words. Fill in the blank Reading Rods.



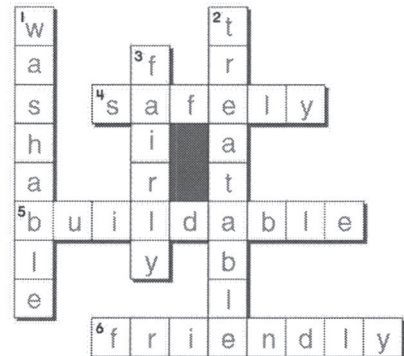
Write the words you made in the crossword puzzle.

Across

4. a way to cross the street
5. a treehouse is this
6. nice people are this

Down

1. dirty clothes are this
2. a broken arm is this
3. a way to make a decision



Assess Understanding

Ask students to generate and write three new words ending in *-able* and three new words ending in *-ly*. Have them use each word orally in a sentence to check if it is real. Observe their responses to determine which students may need additional reinforcement with the suffixes *-ly* and *-able*.

Extend the Concept

Adding *-ly*, *-able* Display page 112 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will be using Reading Rods to build words ending in *-ly* and *-able*. They will then use the words to complete a crossword puzzle.

Building “-ably” Show students how to make the adjective *comfortable* into the adverb *comfortably*. Remove the **able** suffix, and then use the Reading Rods red **a** rod, the blue **b** rod, and the orange **ly** rod to demonstrate this activity. Have students work in pairs, using all the Reading Rods to build other words that can end in *-able* (adjectives) and convert them to words that end in *-ably* (adverbs). [*reasonably*, *enjoyably*, *agreeably*] See which partners can build the most adverbs.

Suffixes: **-less**, **-ness**, **-ful**

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All English base words (green); Suffixes **less**, **ness**, **ful**, **ly**, **li** (orange); All vowels (red); All consonants (blue); Overhead tiles **help**, **like**, **soft** (green) and **less**, **ness**, **ful** (orange); Blackline Masters 2, 7

OBJECTIVES

To build and identify words ending with **-less**, **-ness**, **-ful**

Introduce the Concept

Ask students to find the base word rod **help** and the suffix rods **less**, **ness**, and **ful** as you display the overhead tiles. Guide them to build the word **helpless**. Distribute copies of Blackline Master 7 to help students understand the meanings of suffixes. *What does helpless mean?* Have them use Reading Rods to construct the word **helpful**. Help students understand that this word describes something that can be of help. Have them build the words **helplessness** and **helpfulness**. Allow time to discuss the meanings of all four words.

Teach the Concept

Instruct students to find the green Reading Rods **like** and **soft** as you display the overhead tiles. Ask them to build the words **likeness** and **softness**. Have them tell you the meaning of each word and use it orally in a sentence. Take time to discuss how both words are nouns because they are ideas or qualities. Distribute copies of Blackline Master 2 and have students make column headings for “-ness words,” “-less words,” “-ful words,” and “-liness words.” (Remind them of the change *y* to *i* rule.) Have them record the words *likeness* and *softness* and check that they are real words. Invite them to select other green Reading Rods to make and record as many words as they can by adding **-ness**, **-less**, **-ful**, and **-liness**. [*fairness*, *safeness*, *lightness*; *friendless*, *careless*; *forceful*, *wonderful*; *orderliness*, *friendliness*, *cleanliness*] Challenge them to use each word in a sentence to be sure it is a real word.

Page 113 answers: playful, kindness, homeless, softness, fairness, wonderful

Adding -less, -ness, -ful

Find **less**, **ness**, **ful**. Build words using the patterns. Say the words. Fill in the blank Reading Rods.

play kind

Words with Suffixes

Say each word in the Word Box. Listen to the suffix at the end of the word. Find the picture that matches. Draw a line from the word to the picture.

Word Box

rafting	happily	avoidable
cloudless	nervousness	roughest
colorful	useful	smoother

This suffix means full of.
 playful

114

To give students a cumulative review of suffixes -less, -ness, -ful, -ly, -li, -ness, -ness, -ful

Assess Understanding

Ask students to use *fear*, *joy*, *thought*, and *happy* to write two new adjectives ending in **-ful** and **-less** and two new nouns ending in **-ness**.

Extend the Concept

Adding -less, -ness, -ful Display page 113 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will use Reading Rods to build words using the suffixes **-less**, **-ness**, and **-ful**. They will then find the words in a word search puzzle.

Words with Suffixes Display page 114 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will match the word to the picture it describes.



Suffixes:

-ment, -ion

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All English base words (green); All Greek and Latin root words (light green); Suffixes **ment**, **ion** (orange); Overhead tiles **vis**, **agree**, **ion**, and **ment** (green); Blackline Masters 2, 7, 9

OBJECTIVES


To add *-ment* and *-ion* to base words and root words; to use the meanings of the word parts to define the new words

Introduce the Concept

Invite students to explore the Greek and Latin roots on their Reading Rods. Encourage them to share what they notice about the Reading Rods. Guide students to understand that the light green rods are roots, not entire words like the green base word Reading Rods. Distribute copies of Blackline Master 9 to help students understand root words and their meanings. Explain that many of the words familiar to them are actually based on roots from ancient Greece and Rome (Latin being the language of Rome). Use the overheads to demonstrate how to build the word **vision**. Inform students that, in this activity, they will use the rods **ment** and **ion** with both base words and root words to make and define new words.

Teach the Concept

Instruct students to find the green Reading Rods base word **agree** as you display the overhead tile. Model how to build the word **agreement**. Distribute copies of Blackline Master 7 to help students understand the meanings of suffixes. Have them tell you the meaning of the word and use it orally in a sentence. [the state of agreeing or having the same opinion] Distribute copies of Blackline Master 2, and have students add the headings “*-ment* words” and “*-ion* words.” Have students select other green Reading Rods to build and record as many words as they can by adding **ment**. [**statement**, **wonderment**, and so on] Challenge them to use each word in a sentence. Repeat the activity by adding **ion** to light green root words. [**vision**, **fusion**, **portion**, **notion**, **section**, **diction**, **version**, **traction**] Have









Adding -ment, -ion

Find **ment** **ion** . Build words using the patterns. Say the words. Do they sound right? F!!! in the blank Reading Rods.

treat ment	sect ion
act ion	enjoy ment
employ ment	vis ion

Write the words by the pictures.

 _____ <u>action</u> _____	 _____ <u>vision</u> _____
 _____ <u>enjoyment</u> _____	 _____ <u>treatment</u> _____
 _____ <u>employment</u> _____	 _____ <u>section</u> _____

To build and write words ending with -ment, -ion

115

them record their words on Blackline Master 2 and check to be sure the words they have recorded are real words. Allow time for students to compare their lists.

Assess Understanding

Ask students to write two new words ending in *-ment* and two new words ending in *-ion* using the base words *govern*, *amaze*, *instruct*, and *erupt*. Have them write sentences using these new words.

Extend the Concept

Adding -ment, -ion Display page 115 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be using Reading Rods to build words ending in *-ment* and *-ion*. They will say the words to be sure they look and sound right. Then they will write the words they built under the pictures.

Crazy Words Instruct students to add **ment** and **ion** to base words to build “crazy words” for which they must write logical or feasible sentences, based on the meaning of the word parts. For example: *floatment: A raft is a good floatment.* Have them choose and illustrate the best words they created. Display their illustrations in the classroom.

Suffixes: **-er, -or**

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All English base words (green); Suffixes **er, or** (orange); All consonants (blue); Overhead tiles **wash** (green) and **er** (orange); Blackline Master 7, 2

OBJECTIVES

To make words ending with **-er** and **-or**; to use the meanings of the word parts to define the new words

Introduce the Concept

Ask students to find the base word **wash** and the suffix **er** as you display the overhead tiles. Distribute copies of Blackline Master 7 to help students understand the meanings of suffixes. Have them build **washer**. Explain how when the suffix was added, the verb *wash* became a noun, *washer*. Remind them how that happened with *dine* and *wait* in the Unit 7 opening poem. Take off the **er** suffix, read the word **wash**, and reattach **er**, concluding that *washer* must mean “someone or something that washes or can wash.” Challenge students to confirm the definition by using the word orally in a sentence.

Inform students that, in this activity, they will build and use nouns by adding **er** and **or** to base words.

Teach the Concept

Invite students to add **er** and **or** to base words to build as many words as they can. Remind them that they might need to make spelling changes in the base words. For example, to change the word **bat** to **batter** you need to double the **t**. Distribute copies of Blackline Master 2, and have students sort their words as they record them in two columns, one for “-er words” and the other for “-or words.” Encourage them to use each word in a sentence to determine if it is a real word. Reiterate that they are making nouns, words meaning “someone or something that does something.” [-er words: **player, helper, batter, winner, hunter, worker, farmer, employer**; -or words: **sailor, donor, tractor, professor, instructor**] When students are finished building and listing words, take a poll to see who made the most words. Write the words from the longest list on the board while the student reads them aloud to the class. Encourage students to share words that are not on that list.

Page 116 answers: 1. actor 2. locker 3. porter 4. builder
5. batter 6. tractor

Adding -er, -or

Find **bat** **act** **build** **lock** **tract** **port**

Build a word for each picture. Say the words. Fill in the blank Reading Rods.

Words with Suffixes

Say each picture name. Listen to the suffix at the end of the word. Fill in the circle next to the word that spells the picture name.

<p><input type="radio"/> dryer <input type="radio"/> dryment <input type="radio"/> dryful</p>	<p><input type="radio"/> visment <input type="radio"/> vision <input type="radio"/> visest</p>	<p><input type="radio"/> trection <input type="radio"/> treatly <input type="radio"/> treatment</p>
<p><input type="radio"/> retrievement <input type="radio"/> retrievely <input type="radio"/> retriever</p>	<p><input type="radio"/> instrument <input type="radio"/> instrulless <input type="radio"/> instrulful</p>	<p><input type="radio"/> actment <input type="radio"/> actor <input type="radio"/> actly</p>
<p><input type="radio"/> baseful <input type="radio"/> basement <input type="radio"/> baseable</p>	<p><input type="radio"/> champor <input type="radio"/> champrment <input type="radio"/> champion</p>	<p><input type="radio"/> blender <input type="radio"/> blendment <input type="radio"/> blendful</p>

Assess Understanding

Have students read selected words on their word lists. Ask them to explain their rationale for using **-er** or **-or** and for changing or not changing the spelling of the base word when they added the suffix.

Extend the Concept

Adding -er, -or Display page 116 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will use Reading Rods to build words using the suffixes **-er** and **-or**. Then they will find the words they made in the word search puzzle.

Words with Suffixes Display page 117 in the *Reading Rods Phonics Student Activity Book*. Tell students that they will be looking at pictures and determining which word correctly spells the name of each picture.

Prefixes:

in-, im-, un-

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: Prefixes **in**, **im**, **un** (yellow); All green, light green, orange, red, and blue rods; Dictionary; Blackline Masters 8, 9

OBJECTIVES

To make words beginning with *in-*, *im-*, and *un-*; to use meanings of word parts to define the new words

Introduce the Concept

Ask students to find the Reading Rods base word **kind**. Help them decide whether **in** or **un** should be added to **kind** to build a new word. Have them build the word **unkind** and discuss how the prefix changes the meaning of the original word. Ask them to find another word on the **kind** rod whose meaning is also changed by adding the **un** rod. [*like*] Ask students what they need to add to **unhelp** to make a real word. [the suffix **ful**] Have them build the words **unlike** and **unhelpful**. Tell students they will be using these prefixes to build more words.

Teach the Concept





Ask students to combine the green and light green rods with the **un** rod to make and record as many words as they can. Encourage students to use Blackline Masters 8 and 9 as a reference when building their new words. Repeat the activity adding suffixes to the original words to build more words, such as **unreasonable**. Remind students that they may have to deal with spelling changes as they add suffixes to words. Allow time for students to share their words and to discuss the meaning of the prefix *un-*. [Examples: *unfair*, *unsafe*, *unlock*, *unlikely*, *unhelpful*, *unselfish*]

Next, have students build the word **active** with the base word **act** and the suffix **ive**. Then have them add the prefix **in** to form the word **inactive**. Discuss how the prefix *in-* changes the word's meaning. [It makes it the opposite, or the negative.] Now ask students to build the word **inform**. Talk about the second meaning of the prefix *in-*. ["being or bring in"; *inform* means "to bring information"] Challenge students to build and record other words beginning with *in-*. Discuss the



Adding in-, im-, un-

Find **in** **im** **un** [rods] [rods] [rods] [rods] [rods].
Build words that match the pictures. Say the words.
Write the missing letters.

-  u n l o c k e d
-  u n c l e a n
-  u n h e l p f u l
-  i n j e c t i o n
-  i n s p e c t
-  i m p o r t e
-  u n f r i e n d l y

What do you call a frog with a broken leg? Write the letters that are in the circles.

u n h o p p y
1 2 3 4 5 6 7

128

To build and write words beginning with in-, im-, un-

words, emphasizing the two different meanings of *in-*. [Examples: *invisible*, *inspect*, *inject*, *instruct*, *instructive*]

Tell students how the prefix *im-* acts in the same way as *in-*. Ask them to build the words **import** and **impress**. Discuss how the prefix influences the meaning of the words. Have students build and discuss more words that begin with *im-*.

Assess Understanding

Instruct students to write at least five additional words that begin with *un-* and demonstrate the negative function of the prefix. Have them write three new words that use *in-* and three that use *im-*.

Extend the Concept

Adding in-, im-, un- Have students find page 128 in the *Reading Rods Student Activity Book*. Explain that students will be using the prefixes *in-*, *im-*, and *un-* to build words that match pictures. Then they'll use letters from those words to solve a riddle.



Prefixes: *re-*

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words
Kit: Prefix **re** (yellow); All English base words (green); All Greek and Latin root words (light green); All suffixes (orange); All vowels (red); All consonants (blue); Blackline Masters 8, 9

OBJECTIVES

To make words beginning with *re-*; to use the meanings of word parts to define the new words

Introduce the Concept

Have students find the Reading Rods base word **play**. Have them add the prefix **re**. Discuss how the prefix changes the meaning of the word *play*. [*re-* means “doing it again” or “back.”] Have students rotate the rod to find **back**, **act**, and **cycle**. Ask students to identify which words can also be combined with the prefix **re**. Allow time to build the words and discuss their meanings.

Inform students that they will be creating and defining words using *re-*, base words, root words, and suffixes.

Teach the Concept

Ask students to use the green base word Reading Rods and **re** to make as many words as they can. Write the words on the board or chart paper as students share and discuss each word. Direct students’ attention to the meaning of *re-* in each word. Ask a number of volunteers to give their own explanations of how *re-* influences the meaning of a word. [Examples: *replace*, *rebuild*, *retest*, *rework*, *resign*, *restore*, *retreat*]

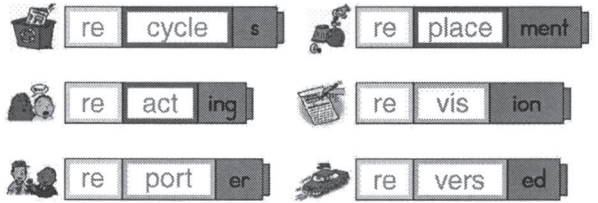
Demonstrate how to build the word **reversible** by joining the rods **re**, **vers**, and **ible**. Talk about the meaning of the root *vers*. [“to turn.”] Invite students to explain the definition for *reversible* using the definition of each word part. Remind them that they can consult Blackline Masters 8 and 9, which list the meanings of word parts.

Plan time for students to use the root words, suffixes, and **re** to make and record as many other words as they can. Encourage students to share their words and discuss the meaning of *re-* and the suffix in each word. [Examples: *reworking*, *reportable*, *repression*, *reformed*, *retractable*, *reconstruct*, *respectable*, *respective*]

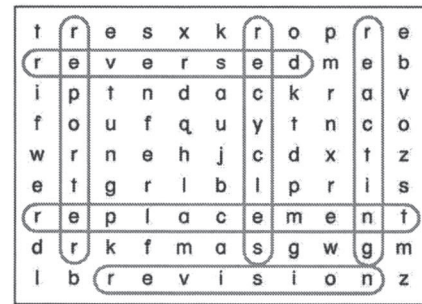


Adding re-

Find **re**, **place**, **ed**, **cycle**, **vers**, **port**, **vis**, **ion**. Build a word for each picture. Say the words. Fill in the blank Reading Rods.



Find the words you made. Circle the words. The words go → and ↓.



To build and write words beginning with re-

129

Assess Understanding

Instruct students to write at least five additional words beginning with *re-* that demonstrate the prefix means “again.” Encourage them to use a dictionary, if needed. Then ask students to explain how the addition of *re-* affects the meaning of each word.

Extend the Concept

Adding re- Display page 129 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be building words that begin with **re** and then locating them in a word search.

Crazy Words Invite students to build crazy words using root words, suffixes, and the prefix **re**. They can also use the red vowel and blue consonant Reading Rods. Ask them to write a logical definition for the words. For example, *rethermable*: “can be heated again.” Challenge students to write a sentence for each crazy word, such as *The soup is rethermable*.



13

Prefixes: *dis-*, *mis-*, *pre-*

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: Prefixes **dis**, **mis**, **pre** (yellow); All green, light green, red, and blue rods; Dictionary; Blackline Masters 8, 9

OBJECTIVES

To make words beginning with *dis-*, *mis-*, *pre-*; to use the meanings of word parts to define the new words

Introduce the Concept

Have students find the Reading Rods base word **like**. Have them add the prefix **dis**. Discuss how the prefix changes the meaning of the word *like*. [to the opposite, or “not like”] Ask students to find the meanings of *dis-*, *mis-*, and *pre-* on Blackline Master 8. Discuss the meanings of the prefixes. Inform students that they will be creating and defining words using *dis-*, *mis-*, *pre-*, and base words or root words in this activity.

Teach the Concept

Ask students to use the green base word Reading Rods and **dis** to make as many words as they can. Write the words on the board as students share and discuss each word. Direct students’ attention to the meaning of *dis-* in each word. Ask a number of volunteers to give their own explanations of how *dis-* influences the meaning of a word. Encourage students to use Blackline Masters 8 and 9 to define words and their parts. [Examples: *dislike*, *disliked*, *disorder*, *disturbing*, *disagree*, *disagreement*, *disrupt*, *disruptive*, *distract*, *distraction*]

Repeat the activity with prefixes **mis** and **pre** and green and light green Reading Rods. Encourage students to make as many words as they can. Write the words on the board as students share and discuss the meaning of each prefix and word. [Examples: *misspell*, *misplace*, *misinform*, *misconduct*; *prewash*, *prevent*, *prevention*, *precede*, *predict*, *predictable*, *prescribe*]

Assess Understanding

Observe students as they work. Ask them to explain how a prefix affects the meaning of selected words.

Page 130 answers: disagree, misspell, dislike, predict, prevent, mistreat; puzzle across: 2. disagree, 3. mistreat, 4. predict; down: 1. prevent, 2. dislike, 3. misspell

Adding dis-, mis-, pre-

Find **dis**, **mis**, **pre**. Build words using the patterns. Say the words. Fill in the blank Reading Rods.

agree

dict

Words with Prefixes

Find real words in the maze. All of the words have prefixes. Draw a path from the leaves to the recycling bag.

Write the words

Across

2. not agree

3. treat someone

4. guess the before

Down

1. stop something happens

2. not like someone

3. spell a word

Look at the maze. Find two real words beginning with **un**. Write them. If you wish, build them with Reading Rods.

unfair unlock

Find two real words beginning with **re**. Write them. If you wish, build them.

recycle reverse

To give students a cumulative review of prefixes dis, mis, and pre, they can use the words dis, mis, and pre.

Extend the Concept

Adding dis-, mis-, pre- Invite students to find page 130 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be building more words with prefixes and using them to complete a crossword puzzle.

Words with Prefixes On page 131 in the *Reading Rods Phonics Student Activity Book* students will find real words with prefixes in a maze. Remind students to use the dictionary or Blackline Masters 8 and 9 if they need help.



Prefixes and Root Words:

tele-, graph

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All prefixes (yellow); All Greek and Latin root words (light green); All vowels (red); All consonants (blue); Blackline Masters 8, 9

OBJECTIVES

To build words with *tele-* and *graph*; to use the meanings of word parts to define the new words

Introduce the Concept


Invite students to explore the prefixes and Greek and Latin roots on their Reading Rods. Reinforce that the yellow rods are prefixes and the light green rods are roots, not entire words like the green base word Reading Rods. Explain that many of the words familiar to them are actually based on roots from ancient Greece and Rome (Latin was the language of Rome). Demonstrate how the prefixes and roots can be combined to create words.

Inform students that, in this activity, they will use **tele**, **graph**, and other prefixes and roots Reading Rods to make and define new words.

Teach the Concept

Ask students to build the word **telephone**. Ask volunteers to describe what people do on a telephone. Share with them that the prefix *tele-* means “over a distance.” Explain that the root *phon* means “about sound” (as in *phonics*). Ask students how this information helps them understand the meaning of *telephone*. Now ask students to use the root Reading Rods (light green) to generate and record more *tele-* words. Remind students to consult Blackline Master 9 for the definitions of the roots. Allow time for students to share their words. Discuss how the definition “over a distance” helps them understand the meaning of each word. [Examples: *telegram*, *telescope*, *television*, *televise*, *telephoto*]

Ask students to build the word **telegraph**. Explain that the root *graph* means “about writing.” Discuss how this information can help them understand the



Words with tele-, graph

Find **tele** **auto** **graph** **photo** **phon** **vis**
scop **ion** **e**. Build a word for each picture. Say the word. Fill in the blank Reading Rods. Read the story!

Karen watched her favorite actor on **tele** **vis** **ion**.

Karen wanted his **auto** **graph**. She also wanted to have a **photo** **graph** taken with him. But most of all, Karen wished that she could talk on the **tele** **phon** **e** with her hero.

That night, Karen looked through her **tele** **scop** **e** and made a wish upon a star.

132 To build and write words with tele-, graph

meaning of the word. Have them build, record, and define other words that include *graph*. Allow time to share and discuss students' words and definitions. [Examples: *autograph*, *monograph*, *photograph*, *paragraph*]

Assess Understanding

Ask students to write three *tele-* words and three *graph* words. Have them write definitions that explain the words based on the definitions of the word parts.

Extend the Concept

Words with tele-, graph Display page 132 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be building words using *tele-* or *graph* to finish a story. Encourage students to build each word as they complete the activity. Remind them to say each word and examine the parts used to build it.

Words with graph Encourage students to continue building words with **graph**, this time using suffixes as well to make words such as *photographic*, *photography*, *biography*, *biographical*, *graphing*, and *autobiography*. Remind students to use a dictionary to check the words they make. Have them record their words on a journal page devoted to *graph*.

Prefixes and Root Words: *uni-*, *bi-*, *tri-*, *semi-*, *port*

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words
Kit: All rods; Dictionary; Blackline Masters 7, 8, 9

OBJECTIVES

To make words beginning with *uni-*, *bi-*, *tri-*, *semi-*; to build words with *port*; to use meanings of the word parts to define the new words

Introduce the Concept

Have students use Reading Rods to form the words **bicycle** and **tricycle**. Allow time to discuss the difference between these two words as a way to explain the meaning of *bi-* and *tri-*. Tell students they will be building words with the prefixes *uni-*, *bi-*, *tri-*, and *semi-*, as well as words with the root *port*.

Teach the Concept

Have students draw five columns on a piece of paper and label them *uni-*, *bi-*, *tri-*, *semi-*, and *port*. Ask them to consult Blackline Master 8 for the definitions of the prefixes. Discuss each prefix's definition. Ask students to use the appropriate root Reading Rods to generate more *uni-*, *bi-*, *tri-*, and *semi-* words. Have them write the words in the appropriate columns and underline the prefix of each word. Invite several students to discuss how the meanings of each prefix help them understand the meanings of the words. [Examples: *uniform*, *unicycle*, *unity*, *unite*, *united*; *biped*, *bicycle*, *bisect*, *biannual*, *bimonthly*; *semiannual*, *semiannually*, *semimonthly*; *triangle*, *trisect*, *trilogy*, *trinity*, *trio*]

Ask students to use the Reading Rods root **port** to build the words **porter** and **transport** and to record the words in the correct column on their papers. Have several volunteers guess the meaning of the root. ["to carry"] Then instruct students to verify the definitions by checking Blackline Master 9. Encourage students to make and record more *port* words. Ask them how the definition "to carry" helps them understand the meaning of each word. [Examples: *report*, *deport*, *export*, *portable*]

Page 133 Sample answers: semimonthly, biannually, portable, unicycle, tricycle, portion

Words with uni-, bi-, tri-, semi-, port

Find *uni* *bi* *tri* *semi* *port*

Build words using the patterns. Say the words. Fill in the blank Reading Rods.

semi ly uni

bi

port

Write the words that belong to each category.

Words with Prefixes

Say the picture names. Many of the words have a prefix at the beginning. Fill in the circle next to the word that spells each picture name.

<p>1 </p> <p><input type="radio"/> semiphone <input checked="" type="radio"/> telephone <input type="radio"/> earphone</p>	<p>2 </p> <p><input type="radio"/> untriangle <input type="radio"/> biangle <input checked="" type="radio"/> triangle</p>	<p>3 </p> <p><input type="radio"/> washable <input type="radio"/> wearable <input checked="" type="radio"/> portable</p>
<p>4 </p> <p><input checked="" type="radio"/> paragraph <input type="radio"/> parachute <input type="radio"/> parakeet</p>	<p>5 </p> <p><input type="radio"/> biform <input type="radio"/> triform <input checked="" type="radio"/> uniform</p>	<p>6 </p> <p><input type="radio"/> envision <input checked="" type="radio"/> television <input type="radio"/> division</p>
<p>7 </p> <p><input type="radio"/> unicycle <input type="radio"/> tricycle <input checked="" type="radio"/> semicircle</p>	<p>8 </p> <p><input type="radio"/> automobile <input checked="" type="radio"/> autograph <input type="radio"/> automatic</p>	<p>9 </p> <p><input checked="" type="radio"/> bicycle <input type="radio"/> unicycle <input type="radio"/> tricycle</p>

134 遊戲與學習資源

To give students a cumulative review of *uni-*, *bi-*, *tri-*, *semi-*, *port*

Assess Understanding

Ask students to choose any three words from the lesson and to write the definition for each word based on the meanings of the word parts.

Extend the Concept

Words with uni-, bi-, tri-, semi-, port Ask students to turn to page 133 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be building and sorting more words with the prefixes and roots they learned about in this lesson.

Words with Prefixes Tell students that on page 134 in the *Reading Rods Phonics Student Activity Book* they will be filling in the circle of the word that correctly names the picture.

Base Word and Root Word Families

MATERIALS

Reading Rods Prefixes, Suffixes, and Root Words Kit: All rods; Dictionary; Blackline Masters 6, 7, 8, 9

OBJECTIVES

To build related words from base words and root words; to learn that related words have similar meanings

Introduce the Concept

Write *care* in the center of a word web on the board. Ask students to find the Reading Rods base word **care** and build the words **cares**, **careful**, and **carefully**. Write the words in the word web. Guide students to notice that the added suffix does not change the form of the base word. Now ask students to build **cared**, **caring**, **uncaring**, and **uncaringly**. Remind students to drop the final **e** rod when adding a suffix that begins with a vowel. Add these words to the web. Discuss how all of the words on the word web are related in meaning.

Teach the Concept

Distribute copies of Blackline Master 6. Assign a light green root word rod or a green base word rod to each student. **Back**, **test**, **plan**, **self**, and **store** would be appropriate Reading Rods to use with this activity. Ask students to build and record word families like the one the class just made with *care*. Tell students to use the Blackline Master 6 word web and to underline each base word. Remind students to drop the final **e** rod when adding a suffix that begins with a vowel. Encourage students to refer to Blackline Masters 7, 8, and 9, as well as the dictionary, for help when building new words. Allow time for students to share their lists, asking students to use the root or base word to explain the meaning of each word they created. Encourage students to help each other add any new words to a classmate's list that might occur to them. [Examples: *self*, *selfless*, *unselfishly*; *back*, *backs*, *backed*, *backing*, *backer*, *backward*; *store*, *stores*, *stored*, *storing*, *storable*, *restore*, *restored*, *restoration*]

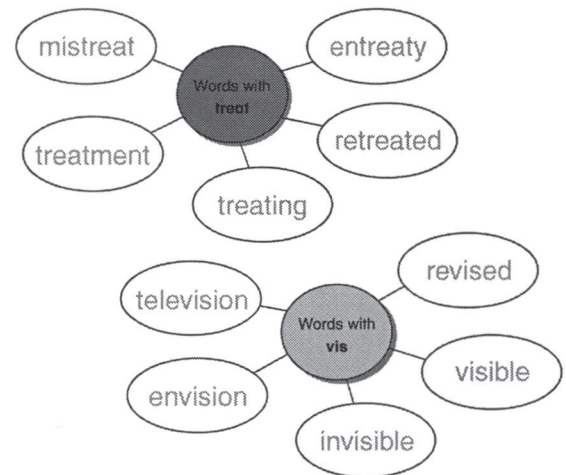
Sample answers.



Word Families

Find **treat**. Add prefixes and suffixes to **treat** to build related words. Say the words. Fill in the word web.

Find **vis**. Add prefixes and suffixes to **vis** to build related words. Say the words. Fill in the word web.



Circle the base word or root word in each word.

retreated untreatable treaty visionary visibility

To build and sort related words

135

Assess Understanding

Select a base word that is not on the Reading Rods, such as *file*, *ask*, or *ocean*. Ask students to generate and record a word family for the base word. Have them write a general definition for the root or base word that allows them to define all the other words in the word family.

Extend the Concept

Word Families Display page 135 of the *Reading Rods Phonics Student Activity Book*. Explain that students will be completing word webs and circling base words.

Pass the Words Ask one student to select a root word rod and then pass it to his or her left. Each student, in turn, has to create a new word in the word family. Each student who is able to do so gets a point. When no one can create another new word with the root, a new root word is selected by the student who could not make a word, and a new round begins. The winner is the student with the most points at the end of the game.





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