



PARTS OF SPEECH SENTENCES A & B

PRODUCT CODES: **370 & 375**

PRODUCT CONTENTS

19 cover-weight sheets (18 sets) in A
25 cover-weight sheets (18 sets) in B
10 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last two pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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PARTS OF SPEECH

English words are divided into categories according to usage, and students need to understand word function from the earliest grades. The parts of speech are: verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. Interjections (words of surprise, such as *oh* or *wow*) have not been included since they are rarely used and should be taught separately.

Parts of speech explain how a word is used in a sentence, which means that words often function as multiple parts of speech. This can be quite confusing, as is shown with *more*.

- **ADJECTIVE** More people than ever do not have health insurance.
- **ADVERB** Mother's garden is more beautiful than ever before.
- **NOUN** I liked the idea better the more I thought about it.
- **PRONOUN** More were discovered as the search continued.

To make matters *more* perplexing, there is not universal agreement on every grammatical matter. When there are several parts of speech for a word, it can be challenging to ascertain what the part of speech is based on its usage in the sentence. Conflicts among dictionaries and other reference sources can be found. Confusing usages should be avoided, and teachers should focus on information that benefits students at their instructional levels.

NOUNS

A noun is the name of a person, place, thing, quality, or idea. The articles *the*, *an*, and *a* are noun signals. A good test for nouns is to see if *the* can be used before the word (*the event*).

Proper nouns name a specific person, place, or thing (*George Washington, Ohio, Declaration of Independence*). All major words of proper nouns are capitalized. Common nouns are general naming words and are not capitalized (*explorer, country, toy, freedom*).

“What?” and “Who?” are the questions answered by nouns. Possessive nouns identify which one, thereby functioning as adjectives.

ADJECTIVES

Adjectives modify or describe nouns. Unlike adverbs, adjectives must appear next to the noun that they modify (in almost all cases before the noun) or follow linking verbs.

Articles, determiners, and quantifiers are types of adjectives that precede nouns. The articles (*the, an, a*) signal nouns. *The* refers to specific nouns; *a* and *an* refer to general nouns. Determiners, like articles, tell which one (*this, that, these, his, Bob's*). Quantifiers tell how many (*several, thirty, many*).

Descriptive adjectives tell what kind (*slippery, spectacular, delicious, angry, exciting*). Adjectives express degrees of modification with the comparative and superlative forms (*kind/kinder/kindest, good/better/best, many/more/most*).

PREPOSITIONS

Prepositions are combined with other words into structures called prepositional phrases. The form of the phrase is standard: a preposition, possibly followed by a modifier or two (adjectives), followed by an object of the preposition (noun or pronoun). In turn, the whole phrase takes on a modifying role, acting as either an adjective or adverb. In this product, prepositional phrases are on a single sentence piece and coded as adjectives or adverbs, depending on their function.

To help students to name prepositions, have them think of words indicating relationship to a box (*in, on, inside, under, at, around, near, behind, over*). Other prepositions include: *to, from, of, with, for, by, about, after, during*.

VERBS

Verbs express the action or being in a sentence. Action verbs are the easiest to identify. Have students ask, “Is this something that can be done?” Action verbs often end in –ed or –ing to indicate tense and participles. Since some past tense forms are irregular (*flew, hit, thought*), adding –ing is an effective way to test for verbs.

Linking verbs connect a subject to its complement. They are often forms of the verb *to be* (*am, is, are, was, were*). Other linking verbs are related to the five senses (*look, feel, sound, taste, feel*) or indicate being (*seem, remain, appear*).

Auxiliary verbs are used in conjunction with the main verb (*will, was, should, can, must*). When an auxiliary verb is used, it denotes the tense of the verb.

An infinitive is the root of a verb, plus the word *to* (*to leave, to get, to challenge*). This verb form is not inflected to indicate person, number, or tense. Infinitives are normally identical in English with the first person singular (*I go, to go; I think, to think*). Infinitives are on a single sentence piece.

ADVERBS

Adverbs are quite versatile. They modify verbs (*danced gracefully, just arrived*), adjectives (*very fast, more careless*), or other adverbs (*quite slowly*). Adverbs can be moved around in a sentence, rather than having to be placed next to the word they modify. In order to clarify these multipurpose parts of speech, adverbs are often divided into classes. These are:

- adverbs of manner tell how (*slowly, tightly, well, with caution*); most adverbs of manner are formed by adding –ly to an adjective (*quick/quickly, loud/loudly*)
- adverbs of place tell where (*there, anywhere, outside, at the park, in the bedroom*)
- adverbs of time tell when (*soon, daily, later, yesterday, in 1860, before noon*)
- adverbs of frequency tell how often (*always, often, occasionally, sometimes, rarely*)
- adverbs of degree tell how much or to what extent (*almost, nearly, enough, too, quite*)

Another category of adverbs that tends to be confusing is conjunctive adverbs. These transitional words function as conjunctions when they join two independent clauses. However, there are differences between conjunctive adverbs and coordinating conjunctions. Coordinating conjunctions are preceded by a comma when they join independent clauses. A conjunctive adverb is not strong enough to be preceded by a comma. Instead, when one of these adverbs joins two independent clauses, the clauses must be separated by a semicolon or broken into two sentences. Another difference is that, like other adverbs, conjunctive adverbs can be moved to other positions in sentence.

Conjunctive adverbs are called adverbs; however, they often function as conjunctions.

Conjunctive adverbs are called adverbs. They can, however, function as conjunctions.

CONJUNCTIVE ADVERBS: actually, also, anyway, besides, certainly, consequently, finally, further, furthermore, hence, however, incidentally, indeed, instead, likewise, meanwhile, moreover, nevertheless, next, nonetheless, now, otherwise, surely, still, then, therefore

If conjunctive adverbs are functioning as conjunctions, some reference sources label them conjunctions. This is how they are coded Reading Manipulatives parts of speech sentences since that is the usage students are apt to predict. At the intended level of these products, students should not be expected to understand the intricacies of conjunctive adverbs.

Conjunctive adverbs are one of the four categories of transition words. Teaching students the differences between conjunctive adverbs and conjunctions is more appropriate when they are learning to use transitions effectively.

PRONOUNS

Pronouns take the place of nouns. Pronouns can function as subjects (*I, they, she, we, they, many*) or objects (*me, them, us, it, him*). They refer to who or what is being discussed. Possessive pronouns (*my, his, your, our, their, its*) identify which one and are therefore classified as adjectives.

CONJUNCTIONS

Conjunctions are words that join words, phrases, or clauses. They are broken into three categories.

Coordinating conjunctions link independent clauses or sentence parts. All seven coordinating conjunctions have three or fewer letters (*and, but, for, nor, or, so, yet*). Since these are the only conjunctions that are preceded by a comma when they join independent clauses, students should memorize them. To help students to remember the coordinating conjunctions, teach them to use the acronym BOYFANS (but–or–yet–for–and–nor–so).

Subordinating conjunctions come at the beginning of a dependent clause and establish the relationship between the clause and the rest of the sentence. If the dependent clause starts the sentence, it is followed by a comma. However, a comma is not used after a subordinating conjunction when it begins the second clause of the sentence (in the middle of sentence).

SUBORDINATING CONJUNCTIONS: after, although, as, because, before, even, if, how, once, since, than, that, though, till, unless, until, when, whenever, whereas, whether, while

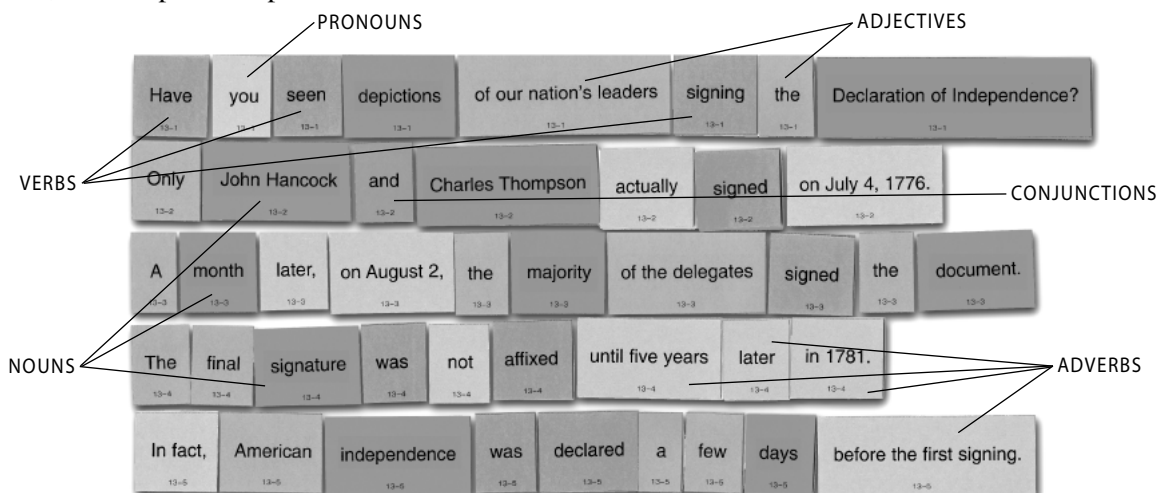
Correlative conjunctions are found in pairs (*either/or, neither/nor, both/and, whether/or*). They join various sentence elements that are equal and balanced grammatically.

Many words are both conjunctions and prepositions. If the word is used with a clause (containing a subject and verb), it is a conjunction; otherwise, it is a preposition.

PARTS OF SPEECH SENTENCES

Parts of Speech Sentences can help students advance usage concepts. After they put together scrambled sentences with color-coded parts of speech, they can analyze the various parts of speech functions.

Each piece has an alphanumeric code that denotes set and sentence set and number. The first task is to sort the words into five sentences. Next students put the sequential scrambled sentences together. Then, as they analyze the sentences, students see how nouns, verbs, adjectives, adverbs, conjunctions, and pronouns are used in sentences. This concrete method shows students the function of words and phrases, or their parts of speech.



PARTS OF SPEECH STUDY GUIDE

The part of speech of a word or phrase depends on how it is used in a sentence.

PART OF SPEECH	DEFINITION	QUESTIONS / FEATURES
NOUN	Names a person, place, thing, quality, or idea. Test with "the _____"	What? Who?
PRONOUN	Takes the place of a noun Subjects and objects (not possessives)	What? Who?
ADJECTIVE	Modifies (describes or signals) a noun Articles are adjectives (<i>the, an, a</i>) Appear next to the noun they modify	What kind? Which one? How many?
VERB	Expresses the action or being Includes helping verbs and infinitives	What is the subject doing? What is linking subject to complement?
ADVERB	Modifies a verb (<i>spoke softly</i>), adjective (<i>quite nervous</i>), or another adverb (<i>too slowly</i>)	How? How often? Where? When? Why? How much? To what extent?
CONJUNCTION	Joins words, phrases, and clauses	Coordinating (<i>and, but, for, nor, or, so, yet</i>) Subordinating begin dependent clauses Correlative pairs (<i>either/or, both/and</i>)
PREPOSITION	Begins prepositional phrase	Phrase structure: preposition, modifiers, object of the preposition Phrase functions as adjective or adverb

SENTENCE PARTS	DEFINITION	FEATURES
SENTENCE	Words expressing a complete thought Contains a subject and predicate	Subject (who or what sentence is about) and predicate (what subject does or is)
CLAUSE	Group of related words that contains a subject and a verb	Independent (stands on own) Dependent (subordinating conjunction)
PHRASE	Group of related words that does not contain a subject or verb	Prepositional phrases are primary type Phrase functions as adjective or adverb

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Since sets are spread out over 6 colors of paper, it is tedious to cut and package this product. The long cuts are best done on a trimmer. It is advisable to cut all the horizontal word strips (11 inches) of every color so that the 18 sets can be sorted and packaged as words are cut apart. Use scissors to cut halfway between the words. If you organize this task to sort as you cut, you will save yourself time. When you get all these pieces mixed together, it is a monumental task to sort and package the sets.

Cut answer keys and labels apart. If you do this first, you can sort the cut words and phrases from each set onto the accompanying answer key. Place each student set in a zipper bag. The labels can be used as desired to remind students of the paper color for each part of speech.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.



A 1

Amerigo Vespucci was an Italian navigator and explorer.

He sailed to the New World four times between 1497 and 1502.

A German mapmaker read Vespucci's account of his travels.

He named the land America, and the name caught on.

Many scholars doubt that Vespucci actually made these trips.

A 2

An engineer was trying to create synthetic rubber.

On one try, he concocted a most bizarre substance.

It could bounce, stretch, shatter, and lift newsprint.

Someone saw it at a party and put it in a toy catalog.

Millions of plastic eggs containing Silly Putty were sold.

A 3

President Taft was a very overweight man.

He was so big that once he got stuck in a bathtub.

Presidential aides had to help him get out.

Taft ordered a tub large enough to hold four people.

Needless to say, he never got stuck in the tub again.

A 4

Marcella Gruelle found a handmade doll in the attic.

Her father repaired the dusty, torn doll for her.

Marcella was always playing with Raggedy Ann.

Mr. Gruelle, a cartoonist, wrote and illustrated stories about Ann.

His series made Raggedy Ann one of the most popular dolls ever.

A 5

A Danish toy maker wanted a toy to challenge children.

He designed building blocks that would lock together.

Children could use their imaginations to build structures.

He called his creation Legos, which in Danish means *play well*.

Legos are the most popular toy in the world today.

A 6

Elizabeth Foster married a widower, Isaac Goose, in 1692.

She immediately inherited his family of ten children.

Mother Goose recited old rhymes to her children and grandchildren.

When the children grew up, a stepdaughter married a printer.

He published a collection of the rhymes called *Mother Goose's Melodies*.

A 7

Shoes, rather than foot odor, cause feet to stink.

A pair of feet has 250,000 sweat glands. These glands release about one gallon of moisture per week.

The sweat and other secretions feed nearly six-trillion bacteria.

It helps to rotate the pairs of shoes you wear.

A 8

Christopher Columbus did not prove the Earth was round.

The ancient Greeks knew the Earth was round 2000 years earlier.

Columbus studied globes and maps depicting a round world.

People did not think Columbus would sail off Earth's edge.

They thought it was too far to reach the Orient by sailing west.

A 9

In the famous painting, Mona Lisa has no eyebrows.

No, Leonardo da Vinci did not forget to paint them.

Italian women at that time shaved their eyebrows.

They thought they looked more beautiful without them.

Opinions about eyebrows have changed often throughout history.

A 10

Did you know that slime is a living thing?

These pudding-like molds eat and move. If you hack slime into pieces, each piece continues to grow.

A rare 77-pound blob was once found in China.

Scientists took the slime to a lab, but it died in captivity.

A 11

The elephant does not know how to swim.

When elephants need to cross rivers, they walk.

Elephants are huge, so their heads usually stay above water.

Their trunks are handy when water goes over their heads.

Elephants use trunks like snorkels to reach above water for air.

A 12

What animal would willingly enter the crocodile's powerful jaws?

Leeches attach to the gums between teeth of crocodiles.

Crocodiles gladly allow spur-winged plovers to enter their mouths.

These birds pluck the leeches out with their sharp beaks.

Crocodiles get free dentistry while plovers enjoy dinners.

A 13

The small remora has a suction cup growing on its head.

It attaches itself to a shark using the suction cup.

The remora feeds on parasites living in the shark's skin.

In return, the fish gets to travel wherever the shark goes.

The remora is hard to spot because it turns to the shark's color.

A 14

A chimpanzee smoked a cigarette before a crowd in 1905.

Indiana had a law making it illegal to smoke in public.

The chimpanzee was arrested and put on trial.

It was found guilty and ordered to pay a small fine.

The owner paid the chimp's fine, and it returned to the carnival.

A 15

Coke has a secret ingredient called 7X.

Only two employees of Coca-Cola know what 7X is.

They never travel together in case of an accident.

The mysterious formula for 7X is written down.

The recipe is in a vault at the Trust Company of Georgia.

A 16

Roy Sullivan was a forest ranger in Virginia.

He was struck by lightning seven times during his life.

His hair was set on fire twice, and he had burns on his body.

Once Sullivan was knocked ten feet out of his car.

To protect his family, Sullivan moved away from them during storms.

A 17

Walter Hunt owed \$15 and had to pay it the next day.

This American invented the safety pin in just three hours one evening.

He sold his invention for \$400 and repaid the debt.

The person who bought Hunt's invention got very rich.

Hunt was never paid another penny for his clever tool.

A 18

George Washington lost all his teeth by age 57.

His first false teeth were made of wood and ivory.

The dentures made Washington's face look caved-in.

A portrait artist asked him to stuff cotton in his cheeks.

Painful dentures may be why Washington rarely smiled.

B 1

Hans Augusto Rey's children's books are filled with animals that have personalities.

The most famous, Curious George, may have actually saved Rey's life.

When the Nazis invaded, Rey and his wife were trying to escape Paris on bicycles.

Police thought the Reys were spies, so they were arrested.

After police read the Curious George manuscript, they decided to release them.

B 2

Why are dairy products placed so far from a supermarket's entrance?

Milk is a popular item, and store owners want you to be tempted by other products.

The produce department is the most influential section to shoppers.

Cereals fill most of an aisle because they are so profitable.

The entire market is planned to encourage you to buy more and return again.

B 3

President John Tyler eloped with a woman thirty years younger than he was.

Their secret wedding was held in New York City in June of 1844.

They feared the difference in their ages would cause the public to object.

Julia turned out to be one of the more popular parts of Tyler's presidency.

The last of the Tylers' seven children was born when he was seventy years old.

B 4

Have you seen depictions of our nation's leaders signing the Dec. of Independence?

Only John Hancock and Charles Thompson actually signed on July 4, 1776.

The majority of the delegates signed the document a month later on August 2.

The final signature was not affixed until five years later in 1781.

In fact, American independence was declared a few days before the first signing.

B 5

Candy maker, Frank Mars, told his son to leave the country and not come back.

Forrest Mars went to England in 1930 with his father's recipe for Milky Ways.

There Forrest discovered a candy-coated, chocolate treat that was a British favorite.

He and his partner, Bruce Murrie, named their version M&Ms, after their last name initials.

After much family bickering, the American and British Mars companies merged in 1964.

B 6

In 1957, an Australian company began selling bamboo exercise rings in stores.

Wham-O produced a plastic version, which was named after the hula dance.

This California company sold 20 million hula hoops during the first year.

Sales were fueled by a new power in America, television advertising.

The public lost interest in this fad, and sales evaporated in very little time.

B 7

Texas was a Mexican territory in 1830 when Mexico outlawed slavery.

Many of the settlers were slave-owning farmers and ranchers from the South.

Soon American settlers revolted, and the battle at the Alamo took place.

Texans partially wanted independence so they could keep their slaves.

The Emancipation Proclamation freed U.S. slaves 18 years after Texas became a state.

B 8

George Washington was not the first president of the United States.

He was the first to be elected after the Constitution was ratified in 1789.

However, the United States had already been a sovereign nation for 13 years.

After states adopted the Art. of Confederacy in 1781, John Hanson was elected.

He and seven other presidents who served before Washington have been forgotten.

B 9

Columbus' important voyages led to lasting contact between Europe and America.

However, it was the beginning of a great tragedy for Native Americans.

Indians who did not honor captors with gold and treasures were persecuted.

In a very short time, half the native inhabitants were killed or committed suicide.

Many of the survivors were enslaved and taken back to Spain.

B 10

Every day you shed nearly 50 million invisible skin cells.

In addition, the human body makes 30 to 50 ounces of sweat daily.

Bacteria mixing with the skin and sweat create a distinct body odor.

Although you cannot smell it, the scent leaves a trail wherever you go.

Bloodhounds use their excep. sense of smell to track humans by following their scents.

B 11

Theodor Seuss Geisel is better known as Dr. Seuss.

A textbook publisher once asked him to create an interesting children's book.

Geisel was directed to use 220 words or fewer from a list of 400.

On his third try with the list, the words *cat* and *hat* inspired him.

It took Geisel nine months to write the adorable classic, *The Cat in the Hat*.

B 12

Ancient Mayan Indians thought flat heads were attractive.

They strapped boards on the sides of their babies' heads for hours.

This practice was continued over a number of years.

It works because the human skull takes about 20 years to harden.

Once the shape was achieved, the head's squared look lasted for a lifetime.

B 13

Eleven-year-old Grace Bedell wanted Abraham Lincoln to be elected president.

In a letter she wrote Lincoln, Grace suggested that he grow a beard.

She told Lincoln his face was too thin, and whiskers would improve his looks.

Lincoln was clean-shaven when he won the election in 1860.

He started to grow his beard shortly afterward, and he was the first pres. with a beard.

B 14

The great circus performer, Hugo Zacchini, was the original human cannonball.

With a boom and a puff of smoke, Hugo would fly out of a huge cannon.

He went 75 feet into the air and landed in a net 150 feet away.

Zacchini performed his act hundreds of times between 1922 and 1961.

When asked if he was frightened, Hugo said casually, "It is nothing."

B 15

Did all early inhabitants of the Pacific islands of Polynesia come from Asia?

Both Polynesians and Peruvian Indians had legends about a great leader, Kon-Tiki.

Thor Heyerdahl wanted to prove that Polynesians could have come from So. Amer.

He built a 45-foot balsa-log raft and set sail from Peru with a crew of five.

The Kon-Tiki sailed 4,300 miles and reached the reefs of Polynesia 101 days later.

B 16

The first black person to win an Olympic gold medal was Jesse Owens.

The American track-and-field athlete was competing in the 1936 Berlin games.

The Nazis were in power, and Hitler wanted to demonstrate Aryan race supremacy.

German athletes performed remarkably well and had the best team score.

Jesse Owens stopped the Nazi propaganda sweep by winning four gold medals.

B 17

In ancient Rome, slips containing names of young women were put in a box.

On February 15, young men drew the slips and paired with the women.

Christians changed the pagan holiday to honor St. Valentine, a Christian martyr.

They kept the box custom, but now youths drew names of church saints.

The youths preferred the old custom and reverted to the matchmaking valentine box.

B 18

Barbie, the most popular doll ever, has web sites and fan clubs devoted to her.

Ruth Handler, wife of ... founder, designed Barbie and named her after their daughter.

Barbie was created to project little girls' dreams of their grown-up years.

Barbie's appearance was based on prevailing standards of beauty in 1959.

The first Barbie dolls sold for \$3, and today one in excellent condition is worth \$1500.

PARTS OF SPEECH SENTENCES A

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| 1- _____ | 7- _____ | 13- _____ |
| 2- _____ | 8- _____ | 14- _____ |
| 3- _____ | 9- _____ | 15- _____ |
| 4- _____ | 10- _____ | 16- _____ |
| 5- _____ | 11- _____ | 17- _____ |
| 6- _____ | 12- _____ | 18- _____ |

PARTS OF SPEECH SENTENCES B

- | | | |
|----------|-----------|-----------|
| 1- _____ | 7- _____ | 13- _____ |
| 2- _____ | 8- _____ | 14- _____ |
| 3- _____ | 9- _____ | 15- _____ |
| 4- _____ | 10- _____ | 16- _____ |
| 5- _____ | 11- _____ | 17- _____ |
| 6- _____ | 12- _____ | 18- _____ |