Compound Words Lesson Plan

Purpose:
1. Students will develop an understanding of how compound words are formed.
2. To improve student word recognition decoding and encoding compound words.

MA Frameworks:
General Standard 4: Vocabulary and Concept Development (Grades 1-2):
4.7 -Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday).

Objectives:
1. Students will be able to identify compound words.
2. Students will be able to successfully combine different words to form compound words.
3. Students will be able to predict the meaning of a compound word based on their knowledge of the individual words being combined.

Materials:
Whiteboard & markers
Sheet with example compound words in case students cannot think of any on their own
Berlioz the Bear
Word cards
Handouts
Student journals

Procedure:
Activating activity:
(activation of what we already know)
Today we’re going to be talking about compound words. Has anyone heard of compound words? Can you give me some examples? [Write the examples on the board. If no examples are given, have a board prepared with several compound words- paperclip, sandbox, ladybug, thumbnail.] What do you notice about these words? What do you think makes these compound words? That’s right. They all have 2 words that are put together to make a new word. What words make up the compound words we have on the board? [Mark each individual word as the students call them out.] Great. Can we think of some more compound words?

Core procedures:
(direct instruction & guided practice)
1. Compound words are made up of two smaller words, called root words, that are put together to create a new word with a new meaning. Like the words we already have on the board. You can see the two smaller words [point to a word with each individual word marked.] that make up the larger word. Sometimes you can get hints of the meaning of compound words from those smaller words, the root words, that make it up. For instance, in snowman [write the word on the
board if it wasn’t already given as an example] you have the root words “snow” and “man” [underline each root word, separating them with a line]. From these two root words, you get an idea of what a snowman is, which is a man made out of snow, right? You also know how to pronounce it because you know “snow” and “man” so you combine them to say your new word “snowman.”

2. Can you tell what the definition of outdoors is from the root words? [write the word on the board] What words make up “outdoors”? How can it be segmented, or divided into two root words? That’s right. [Underline “out” & “doors” separating them with a line] So what does outdoors mean? [Students should be able to explain]. And we know how to say it, right?, because we know how to say the smaller root words that make it up- “out”+”doors”=”outdoors”.

3. There are other compound words, though, that are a little trickier and you can’t exactly tell the meaning just from the smaller root words that make it up. For instance, “butterfly” is a compound word. [Write it on the board] What two root words make up butterfly? That’s right “butter” & “fly” [underline them on the board]. We can pronounce this word pretty easily, because we know how to say “butter” and “fly” but if you just went by those root words, what would you think a butterfly was? [After kids give responses…] And what does it really mean? Exactly! So you have to be thinking about the words when you see them. Sometimes you will be able to figure out the meaning from the small root words that make up the compound word. And this can help you figure out some pretty big words! Sometimes, though, you will have to look for other context clues in your reading to figure out the meaning. Remember to question if your guess at the meaning of the compound word makes sense with the story.

4. We’re going to read the book Berlioz the Bear. It has lots of compound words. While I’m reading, every time you hear a compound word, signal thumbs up. At the end, we’ll list all the compound words we can remember. Remember we’re looking to signal thumbs up for the compound words – any word that is made up of two smaller words.

5. After reading the story, asks the students which compound words they heard. Write them on the board. Can you see the two words that make up each compound word? [all words shows are in the book] Him|self; band|wagon

6. Let’s try segmenting the rest together: feather|weight, every|one, tail|coats, no|where, hind|quarters

7. Let’s look at the story again to see if we can figure out what all these compound words mean. [Re-read the story, stopping after the sentences with compound words to figure out the definitions as a class.] Do you get any clues from the root words? For instance, “himself”. What two root words make up himself? Yes, “him” & “self” [underline each word, separating them with a line if not done before.] So these two words give you some good clues. “Him” is referring to Berlioz, the male character, and “self” is talking about him and only him. So himself refers to just Berlioz. No other person is involved. If Berlioz is going to do something “himself” he will do it all alone. Let’s see if we can figure out the meaning of the other compound words in the story.

8. Can you think of other compound words? What two words make up the compound word? What is the definition of the compound word?
9. Place the word cards on the whiteboard. Start with one word beginning [snow], then have students select the 2nd word that will make a compound word. What word can we put with this word to make a compound word that you’ve heard before or makes sense? After a couple, have students select both the first and second words to create a compound word. Discuss the definitions of each word as it’s created.

Snowflake; icecream; shoelace; eyelash; rainbow; sunshine; toothbrush

Closing activity:
(independent practice)
1. On their own or in pairs, have students complete the three worksheets.
2. With the whole class, have students share the sentences they created with compound words.
3. If students did not have time to complete all three worksheets, time can be given in the next class.

Assessment:
Students are able to identify compound words in the story, on the word cards and on their worksheets.
Students are able to accurately predict the meaning of compound words in the story and on their worksheets using both the root words and context clues.
Students are able to combine two words to form a compound word (done both in a group with the word cards and on their own on their worksheets).

Modifications:
Students are allowed to work in pairs for the worksheet for peer support.
Students are modeled the process of combining words to create a compound word.
Teacher is available for support during independent work.
Students can staple the first worksheet into their journals so they don’t have to write out the entire sentences to underline the compound words.

Extensions:
For students who need more practice or more of a challenge the internet game sites can be done solo or in pairs:
Drag & drop cards to make compound words: http://www.oswego.org/ocsd-web/match/dragflip.asp?filename=kderittecompound
Memory match game (hard!): http://www.kico4u.de/english/uebungen/paitcher/compounds.htm

The next lesson would focus on more identification of compound words in sentences or test passages and understanding their definitions. We can also work on more sentence creation with compound words.
COMPOUND WORDS

Compound words are made from two smaller words put together.

Tea + pot = teapot

A. Underline the compound word in each sentence below.

1. Outside there are many different plants.
2. The playground has tall trees along one side.
3. You should not forget to water plants.
4. Would a seed grow if it was in the cupboard?
5. She bought her mother some flowers for her birthday.
6. Do plants need sunlight to grow?

B. Now write 6 sentences of your own using one compound word. If the meaning of the compound word is not clear from its parts, please provide context clues in your sentences.

You can use the words underneath to give you ideas of compound words or get a dictionary to find some.

water thing down ball bed
fish farm shelf can side rain
stairs some paper snow chair gold
not arm noon in room book house
news fall after bow
Resources


Jan Brett (2009) *Berlioz the Bear* activities -
http://www.janbrett.com/piggybacks/berlioz.htm

http://www.primaryresources.co.uk/english/pdfs/9compounds.pdf - 3 compound word worksheets