

COMPOUND WORDS

LESSON 10

OBJECTIVE

Students will read and form compound words.

MATERIALS

- Lesson 10 word cards*
- Pictures illustrating compound words and their smaller words (e.g., *dog*, *house*, *cook*, *book*, *doghouse*, *cookbook*)
- Inflatable ball, such as a beach ball or soccer ball
- Sentence reading worksheet*
- Compound word math worksheet*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for a list of compound words.
- Make sure that students have learned the words, or the concepts they represent, that form compound words. For example, if a student had not learned the soft *c* and the word *space* as a sight word, the compound word *spacecraft* would not be appropriate for a lesson.
- When error correction is necessary, separate the compound word into smaller words.
- Provide direct feedback to students.

DAILY REVIEW

CONTRACTIONS

Teacher: Let's review contractions. Can someone give me an example of a contraction?

Patrick: *isn't*

Teacher: Good, *isn't* is a contraction. What two words form the contraction *isn't*?

Patrick: *Is* and *not*.

Teacher: Remember that an apostrophe replaces letters. Let's spell the contraction *isn't*.

[Write the contraction on the board as students spell.]

Teacher: What letter does the apostrophe replace?

Selena: It replaces the *o* in *not*.

Repeat with several contractions.

OPENING

Teacher: In today's lesson, we will begin learning about multisyllabic words. These are words with more than one syllable. We'll begin with compound words.

Compound words are made up of two smaller words. So, you can use the small words you know to read big words! Most of the time, you can even figure out the meaning of a compound word by looking at the smaller words that form it.

You already use compound words in your everyday speech. For example, *homework* is a compound word. It is made up of the words *home* and *work*. We know that *homework* is school work that is done at home.

MODEL AND TEACH: ACTIVITY 1

LEARNING ABOUT COMPOUND WORDS

DECODING

Write **dog** and **house** on the board and have students read the words. Tell students that when the two words are put together, they form a compound word, **doghouse**, which means “a house for a dog.” Show pictures of a dog and a house. Show a picture of a doghouse.

*[Point to **dog** and **house** on the board.]*

Teacher: What are these words?

Students: *Dog* and *house*.

Teacher: Now, if we put the words together...

*[Write **doghouse** on the board.]*

Teacher: ...we get **doghouse**. **Doghouse** is a compound word that means “a house for a dog.”

[Show a picture of a doghouse.]

Teacher: The word **doghouse** is made of two smaller words, **dog**...

*[Underline **dog**.]*

Teacher: ...and **house**.

*[Underline **house**.]*

*[Write **cook** and **book** and show pictures of a cook and a book.]*

Teacher: Read the words, please.

Tony: *cook, book*

Teacher: Let’s put the words together to form the compound word...

*[Write **cookbook**.]*

Teacher: ...**cookbook**: *cook*...

*[Underline **cook**.]*

Teacher: ...book.

*[Underline **book**.]*

Cookbook: Who can tell me what a cookbook is?

Selena: It's a book with recipes you can cook.

Teacher: Exactly.

[Show a picture of a cookbook or an actual cookbook.]

Teacher: So, you can see that many times, you can figure out what a compound word means by looking at the smaller words that form it.

TIP

In a compound word, each smaller word must be a real word, not an affix or partial word. For instance, *reptile* is not a compound word because *rep* does not stand on its own as a word.

MODEL AND TEACH: ACTIVITY 2

READING COMPOUND WORDS

DECODING

Model how to read compound words by looking for the smaller words that form compound words. Write several compound words on the board (e.g., *backbone*, *football*, *homesick*).

Underline the two smaller words that form each compound word. Read each smaller word as you point to it. Then read the whole word.

*[Point to **backbone**.]*

Teacher: This word is longer than the words we have learned in previous lessons, but you can read it by looking at the smaller words that you know within it. I see *back* at the beginning of the word.

*[Underline **back**.]*

Teacher: *Back* is a closed syllable. Then I see *bone*.

[Underline **bone**.]

Bone is a VCe syllable. *Back* and *bone* make *backbone*. Repeat, please.

Students: *Back* and *bone* make *backbone*.

[Point to **football**.]

Teacher: Tony, what is the first small word?

[Point to the word **foot**.]

Tony: *foot*

[Underline **foot**.]

Teacher: What is the second word, Eva?

[Point to **ball**.]

Eva: *ball*

[Underline **ball**.]

Teacher: Patrick, what is the compound word?

Patrick: *football*

Teacher: Right, the word *football* is formed from the words *foot* and *ball*. Everyone, say, "*foot, ball, football*."

Students: *foot, ball, football*

Teacher: Let's read some other compound words in the same way.

Continue segmenting compound words into their smaller words.

TIPS

- Scaffold instruction by reading compound words from the same family (e.g., *fireman*, *firefly*, *firewood*, *fireworks*).
- Make sure that students have learned the smaller words that form compound words.

MODEL AND TEACH: ACTIVITY 3

SPELLING COMPOUND WORDS**ENCODING**

Explain that spelling compound words consists of writing the two individual words without a space between them. Refer back to spelling *doghouse* in Activity 1. Model spelling compound words by using the following steps:

1. Say the compound word.
2. Say the small words that form the compound word.
3. Spell and write the first word.
4. Spell and write the second word, without a space between the two individual words.
5. Check your word by reading it.

Teacher: You have learned that *dog* and *house* can be combined to form one word, *doghouse*. To spell *doghouse*, I follow these steps:

I say the whole word, *doghouse*.

I say each small word: *dog, house*.

[Write **doghouse** as you say the letters.]

Teacher: I spell and write each word without a space between them: *dog: d-o-g; house: h-o-u-s-e; doghouse*.

If you can spell the smaller words, you can spell the compound word. Let's follow the steps to spell a word together. Repeat after me: *sandbox*.

Students: *sandbox*

Teacher: *sand, box*

Students: *sand, box*

[Write **sandbox** as you spell it.]

Teacher: *sand: s-a-n-d; box: b-o-x; sandbox*

[Students write **sandbox** as they say the letters.]

Students: *sand: s-a-n-d; box: b-o-x; sandbox*

Continue dictating compound words for students to spell.

GUIDED PRACTICE: ACTIVITY 1

VOLLEYBALL COMPOUND GAME

DECODING

On each section of an inflatable ball, write a word that forms the beginning of a compound word (e.g., *bed, back, hair, book, snow, home, out, sun*). On the board, list words that form the second part of the compound words (e.g., *room, spread, ground, pack, brush, cut, mark, case, plow, flake, work, side, shine*). Have a student toss the ball to another student. After the second student catches the ball, he or she says a word that is under one of his or her thumbs on the ball. He or she then chooses a word from the board that makes a compound word with the first word and says the two words quickly as a compound word. Write the compound word on the board and have students read it. The student then tosses the ball to another student.

Teacher: This ball has words on it that are the beginning of compound words. The words on the board are the ending of compound words. When you catch the ball, say the word that is under one of your thumbs. Then, say a word from the board that makes a compound word with your word. Finally, say the two words quickly to form a compound word. Make sure your compound word is a real word.

I'll demonstrate the first one. My word from the ball is *snow*; the word I choose from the board is *flake*. *Snow, flake* make *snowflake*. Repeat, please.

Students: *Snow, flake* make *snowflake*.

Teacher: Is *snowflake* a real word?

Students: Yes.

[Toss the ball to Tony.]

Teacher: Read the word under one of your thumbs, read a word from the board that makes a compound word with your word, and then put the words together to read the compound word.

Tony: *Bed, room* make *bedroom*.

Teacher: Everyone, please repeat.

Students: *Bed, room* make *bedroom*.

Teacher: That's right.

[Tony tosses the ball to Patrick.]

Patrick: *Book, pack* make *bookpack*.

Teacher: Does *bookpack* sound like a real word?

Patrick: No, I guess not.

Teacher: Choose another word from the board to make a real word.

Patrick: *Book, case* make *bookcase*.

Continue tossing the ball and forming compound words.

ADAPTATIONS

This activity can be done without the ball:

- On the board or on a worksheet, write two lists of words: one of the beginnings of compound words and the other of the endings of compound words. Have students select words from each list that form compounds and read the words.
- Write words that form compound words on index cards. Distribute the cards to students and have them put the cards together to form compound words.

GUIDED PRACTICE: ACTIVITY 2

RECOGNIZING COMPOUND WORDS

DECODING

Write 10 to 15 compound words on the board. Have students go to the board individually and underline the two small words that form each compound word and then read the compound word. Then have all the students read the compound word.

Teacher: Several compound words are on the board. Each of you will underline the two small words that make up a compound word and then read the compound word. The rest of the class will then read the compound word together.

Let's do this one together.

*[Point to **handshake**.]*

Teacher: Hmm, I see *hand*, so I underline it.

*[Underline **hand**.]*

Teacher: Do you see the other small word, Eva?

Eva: Yes, it's the other half of the word: *shake*.

*[Underline **shake**.]*

Teacher: Now I can read the compound word: *handshake*. Repeat, please.

Students: *handshake*

Teacher: Selena, choose a word. Find the two small words and underline them.

*[Selena points to **barnyard**.]*

Selena: There's *barn*, and then there's *yard*.

Teacher: That's exactly right. Underline the small words and then read the compound word.

*[Selena underlines **barn** and **yard**.]*

Selena: *barnyard*

Teacher: Everyone, repeat, please.

Students: *barnyard*

Continue calling students to the board to take a turn.

ADAPTATION

Have students read several of the words again, this time saying the word as a complete unit.

GUIDED PRACTICE: ACTIVITY 3

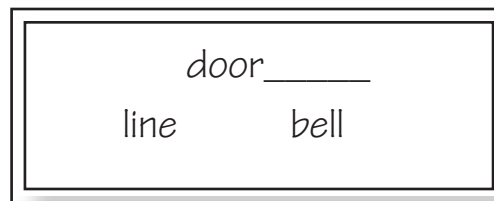
WHICH COMPOUND WORD IS REAL?

DECODING

On the board, write the beginning of three to five compound words in a row (e.g., **door**, **back**, **down**, **bath**, **home**). Under each word, write two endings: one that forms a compound word with the beginning word and one that does not. Have students determine which ending forms a real compound word, read the word, and write the word.

Teacher: The five words on the board are the beginning of compound words. Underneath each word are two choices of endings, but only one of them forms a real compound word with the beginning word. Your task is to figure out which compound word is real.

Let's do the first one together. Eva, please read the first word and the choices under it.



Eva: The word is **door**. The choices for the ending are **line** and **bell**.

Teacher: I'll try forming compound words with both endings to figure out which is the real compound word: **doorline** or **doorbell**. Which one is a real word?

Students: **doorbell**

Teacher: Correct. Everyone, repeat **doorbell** and then write it on your whiteboard.

Students: **doorbell**

*[Students write **doorbell** on their whiteboards.]*

Teacher: Tony, please read the next beginning word and its choices.

Tony: **Bath**: The endings are **stack** and **robe**.

Teacher: Excellent. Now, form compound words with both endings. Then, tell me which is a real word.

Tony: *Bathstack, bathrobe*: The real word is *bathrobe*.

Teacher: Correct. Repeat the word and write it on your whiteboard.

Continue forming compound words and determining which is real.

TIPS

Discuss compound words' meaning and note whether it has a relationship to the smaller words.

ADAPTATION

Make the activity more difficult by increasing the number of choices for each beginning word.

Adapted from MacDonald, L. (2001). *The teachers' mouse pad*. Retrieved from <http://www.teachersmousepad.com/LA/COMPOUND%20WORD%20FUN.htm>

GUIDED PRACTICE: ACTIVITY 4

WHITEBOARD DICTATION

ENCODING

Have students use the spelling process described earlier to write dictated compound words. In a whisper voice, have students repeat the compound word. Then, have students whisper and spell each smaller word on their whiteboards and hold them up when finished.

Teacher: I will dictate a compound word. In a whisper voice, repeat the word, and say and spell each small word that forms it. After you write the compound word, hold the whiteboard up so I can see it.

The first word is *birthday*. Say the whole word, and say and spell each part. Then say the compound word again.

Students: *Birthday: birth, b-i-r-t-h; day, d-a-y. Birthday.*

[Students hold up their whiteboards.]

Teacher: Here is a question from a previous lesson: Where is the *r*-controlled syllable?

Tony: It's in *birth* because of *ir*.

Teacher: Excellent job!

Continue dictating compound words; monitor by listening to students.

TIP

As students gain proficiency and automaticity in recognizing and spelling the smaller words in a compound word, students can follow the encoding steps silently.

INDEPENDENT PRACTICE: ACTIVITY 1

READING COMPOUND WORDS IN SENTENCES

DECODING

Distribute a worksheet with 10 to 15 sentences containing compound words. Have students read the sentences silently and underline the two words that make up each compound word. Then have students read the sentences aloud.

Teacher: Read each sentence silently. When you see a compound word, underline the two words that form it. You will read the sentences aloud later. While you are reading, I might ask you to whisper-read, so I can listen. Please begin.

[Circulate among students and ask some students to whisper-read.]

Teacher: Now, we will read aloud. When I call on you, read the sentence, tell me the compound word, and tell me the words that make up the compound word.

ADAPTATIONS

- Write the sentences on sentence strips.
- Write the sentences on a whiteboard or overhead.
- Have students choose three to four sentences to practice and then read with expression.
- Have students read sentences to a partner.

INDEPENDENT PRACTICE: ACTIVITY 2

3-MINUTE COMPOUND DECODING AND ENCODING

Partner students and have each pair write as many compound words as they can in 3 minutes. Provide guidance to student pairs as you circulate and monitor their work. After the 3 minutes, have each pair read one of their compound words while you write the word on the board. Have the other students mark off the word, if they have it on their list. After students have shared each word, select several of the words written on the board and have students read the words.

Teacher: With your partner, write as many compound words as you can. Make sure they are real words. You will have 3 minutes. At the end of the 3 minutes, each pair will take turns telling me a word. I'll write them on the board. If another team says a word that you have on your list, mark it off, so we don't repeat words. At the end, we'll read the list and see which group came up with the most words.

TIPS

- As students read compound words, ask students to identify the two words that form the compounds.
- For some compound words, briefly discuss whether the meaning can be derived from the smaller words that form the compounds.

INDEPENDENT PRACTICE: ACTIVITY 3

COMPOUND WORD MATH ENCODING

Tell students that another way to think about compound words is a math equation: first small word + second small word = compound word. Distribute the compound word math worksheet to students and dictate compound words. Have students complete both sides of the equation.

Teacher: Compound words are similar to an equation in math: Instead of $1 + 2 = 3$, we'll use words. For example, The **home** plus **sick** equals the compound word **homesick**.

[Write "home + sick = homesick" on the board.]

Teacher: How would you write the equation for the compound word *outside*?

[Write on the board as the student dictates.]

Selena: It would be *out* + *side* = *outside*.

Teacher: Correct. That is what you will do on this worksheet. I'll dictate a compound word, and you will write the two smaller words in the spaces on the left side of the equal sign and the compound word on the right side of the equal sign, just like it is on the board.

ADAPTATION

As an alternative to dictating the compound word, show students a picture of a compound word (such as a bathtub) and have students identify the picture and write the word as an equation.

MONITOR LEARNING

- During the guided practice stage, listen to make sure that students create real words.
- If students are not sure whether a word they formed is a compound word, direct the students to identify the two smaller words.
- Listen closely when students repeat words to ensure that students say the correct word and pronounce it accurately.

GENERALIZATION

- When identifying syllables, compound words are divided between the two smaller words.
- Looking for smaller words and considering the context can be an effective strategy for figuring out the meaning of an unfamiliar word. For example, in the following sentence, the meaning of the compound word *lightweight* can be determined by recognizing the smaller words that form it, along with its context: *The truck was lightweight, yet could carry extremely heavy rocks!*

LESSON 10 WORD CARDS

blacksmith	campfire	cowboy
background	bookcase	coastline

First of 6 pages

SENTENCE READING

COMPOUND WORDS

1. A plain is a landform that can be found in Texas.
2. The tribe ate shellfish, roots, and nuts.
3. The tent kept the men dry in the rainstorm.
4. The flame from the campfire could be seen for miles.
5. The group will take the railroad from east to west.
6. Rick slept late on the day of his airplane ride.
7. The South has a long coastline.
8. Ms. Brown gave us the rules and then let us brainstorm.
9. I like the soft, brown chair at the bookstore.
10. Redwood trees grow on the West Coast.
11. The brim of his cowboy hat will block the harsh rays of the sun.
12. Rose wakes up at 7:00 each weekday.
13. Liz gave me a firm handshake when I met her for the first time.
14. A starfish has five arms!
15. Greg will put each key word in his notebook.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES
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COMPOUND WORD MATH

1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	
15		+		=	

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