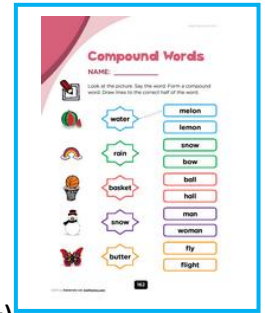


Compound Words (page 48)



Materials:

- letter flashcards Aa-Zz
- picture cards (watermelon, rainbow, basketball, snowman, butterfly)
- word cards (water, melon, rain, bow, basket, ball, snow, man, butter, fly)
- individual word cards for each pair of students (water, melon, rain, bow, basket, ball, snow, man, butter, fly)
- page 48

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 3 minutes

- Show the students a picture card of watermelon.
- Now show them the word water and the word melon on separate word cards.
 - Talk about how watermelon is a **compound word**.
 - Explain that a **compound word** is made of two smaller words put together to make one bigger word.
 - Explain that the big word watermelon is made up of the two small words water and melon.

Modeling: 5-7 minutes

- Spread out the word cards on the floor.
- Show the students the picture card rainbow and ask them what word goes with the picture.

- Now look at the smaller words on the floor. Ask which two smaller words go together to make the bigger compound word.
 - Take the word rain and the word bow and put them together on the whiteboard ledge.
 - Read the two smaller words together and point out this is the compound word rainbow.
- Continue with the rest of the picture cards and word cards.

Guided Practice: 5-7 minutes

- Play Memory.
 - Put students into groups of 2 with an individual set of word cards.
 - They spread the word cards out, between them, face down.
 - One student draws a card from the cards on the floor. They look at the card and say the word.
 - The same student draws another card and says the word.
 - If the student draws two word cards that go together to make a **compound word**, they keep the two cards. If they are different, they put the cards back and it is the next person's turn.
 - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.

Independent Practice: 5-7 minutes

- Explain how to do page 48.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 48 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 48, monitor and give guidance/ support/correction/praise, as needed.
- Use page 48 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review **compound words** by putting the two smaller words together to make the bigger **compound word**.
 - Teacher and students: “water, melon..... watermelon”
 - Teacher and students: “rain, bow..... rainbow”
 - Teacher and students: “basket, ball..... basketball”
 - Teacher and students: “snow, man..... snowman”
 - Teacher and students: “butter, fly..... butterfly”

