

Unit 1: Building Background

Day 3: Compound words

Content Objectives:

1. Students will describe the characteristics of compound words.
2. Students will explain what cognates are and provide 2 or more examples of Spanish/English cognates.)

Language objective:

1. Students will identify the two meaningful parts of compound words and explain how they help to figure out the meaning of the whole word.

Teacher materials:

- parts of speech rap song (available for download from <http://www.educationalrap.com/song/parts-of-speech/>)
- rap song lyrics (come with the download)
- cd player or computer and speakers
- *A Mink, a Fink, a Skating Rink: What is a Noun?* by Brian P. Cleary, Millbrook Press
- overhead of compound words worksheet
- overhead marker

Student materials:

- rap song lyrics
- compound words worksheet
- cognate cards
- binder and pencil

Day at a Glance:

- (10) review previous day's activity and introduce objectives
- (10) read *A Mink, A Fink, a Skating Rink*
Cleary, B. (1999). *A Mink, A Fink, a Skating Rink*. Lerner Publishing Group
- (10-15) compound words activity
- (10) (cognate intro activity)
- (5) wrap-up

Activities:

(10 min – review Day 2 and introduce objectives)

So who remembers what we talked about yesterday? [parts of speech]. **Right, we talked about parts of speech – and what parts of speech did we focus on in particular?** [nouns, verbs, and adjectives]. **Right. We listened to a rap song and created acrostics using nouns, verbs, and adjectives that started with the same letters that are in our names. Let’s listen to the rap song again, and see if we can fill in the missing words this time.** [Play the ‘recall’ version where the parts of speech are dubbed out and ask students to sing along and fill in the missing words. The recall version moves pretty quickly, so you may want to project the lyrics and/or allow them to use their copies of the lyrics to prompt themselves. You also may want to play it 2 or 3 times to give them a chance to pick up the words, rhythm, etc.] **Great! That was a lot of fun!**

Now let’s look at our objectives for today. [Project the objectives on the overhead and read them to the class.]

(10 min – book on nouns) **Today I’d like to focus on one part of speech in particular – nouns. Let’s learn more about them by reading this book – *A Mink, a Fink, a Skating Rink*.** [Read the book to the students and engage them in a brief conversation about the different kinds of nouns that are referenced in the book.] **This book ends with the question: So what is a noun? Do you know?** [Help the students to construct a definition that contains the following elements: a noun is a person, place, thing or idea. There are common nouns (general) and proper nouns (specific).]

(15-25 min – compounds) **I’m going to write two nouns on the board right now and I want to see if you can figure out what they have in common.** [Write the words ‘classroom’ and ‘viewpoint’ on the board.]

Let’s look at the word “*viewpoint*.” That’s not an easy word. How can we figure out what it means? Here’s a picture that might help us. [Show transparency of *viewpoint*.] **Imagine that the point where you’re standing is on the beach, and you’re looking at the view in the distance through some binoculars or one of those viewfinders that you put money into. Off in the distance, you see a mountain on one side, and a sailboat on the other.** [Point to these things on the overhead.] **here’s the point at which you are standing** [point to the sign]. **The mountain would look different if**

you were standing on top of it, but you are standing at this point here on the beach, and this is the view you have. Likewise, the people on the sailboat are at a different point, and they have a different view – of us, standing on the beach! So what does *viewpoint* mean? [Anticipated response: The general meaning of “*viewpoint*” is the way you see things.]

What did I do to the word “*viewpoint*” to help me understand it? [Anticipated response: Divided it.] **Yes, I divided it into “*view*” and “*point*,” and then I knew what it meant!!**

[Refer students again to *classroom* and *viewpoint*, written on the board.] **Does anybody know what we call a word like “*classroom*” and “*viewpoint*” - whole words made up of two smaller words? Right, compound words.** [Put up the Compound Words overhead and pass out paper copies to students. Read the definition.] **The dictionary says that a classroom is “a room in a school in which classes take place.” How do the words “class” and “room” help us to figure out the meaning of the whole word classroom?** [Anticipated response: a class is a group of people who are taught together, and a room is the place they are taught.] **Can you think of other compound words that have “room” in them?** [Anticipated response: Answers may include “bedroom” (a room used for sleeping), “bathroom” (a room that contains a sink, and a toilet, and often a tub and a shower), “playroom,” etc. But note that “living room,” and “dining room” are not compound words in form, should the students come up with them.] **Good, let’s take a look at the other word on this worksheet - snowman. If we divide that word, what are its two parts? Right, snow and man. And now that we’ve divided it, we can easily conquer it and figure out its meaning. What’s the meaning of snowman? Right, a man made out of snow. Go ahead and write that on your worksheet.**

Write “snow” and “house” on the board or overhead. Make a game of this, encouraging pairs of students to work quickly. Give them 5 minutes to come up with as many compound words as they can using these two words as a base, and write them on their worksheet, breaking each word down into its two parts. Possibilities include: **House:** *doghouse, greenhouse, birdhouse, dollhouse, schoolhouse, lighthouse, treehouse, playhouse*; **Snow:** *snowman, snowball, snowplow, snowfall, snowflake, snowblower, snowstorm, snowmobile*;

(10 min) Introduce cognates (This whole section is only for the cross-linguistic classes) – **Let’s switch gears for a minute. I’m going to pass out one card to each one of you. There are two different colors of cards, and each card has a word written on it. WHEN I SAY YOU MAY BEGIN, I want you to slowly and quietly get up from your seat, and find the person who has a word that is similar to yours on it. Here’s a clue to help you - that person’s card should be a different color from yours. When you have found your partner, sit quietly together. You may begin.**

[Pass out one card to each student – if there are fewer students than cards, pass out a smaller number of cards, making sure that all of them are pairs. Facilitate the activity and remind students to quietly take their seats when they have found their partners. As each pair sits down, ask them for their words and record them on the white board – color/color, music/música, study/estudiar, family/familia, intelligent/inteligente, art/arte, problem/problema, group/grupo, line/linea, school/escuela, accept/aceptar, important/importante (only write as many of these as you work with). When all partners are seated, continue with the script.] **Great work, everybody!**

Ok, so let’s look at this list of words that we’ve created. What do you notice about these words? [hopefully students will provide answers like, ‘some are in English and some are in Spanish,’ or ‘some are in English and some aren’t’ or ‘they’re cognates’ or ‘some are spelled exactly the same and some aren’t,’ etc.] **Right, these words are called *cognates*. Say that word with me – *cognates*. Cognates are words that have similar forms in two languages – so in this case, in English and Spanish – and they mean the same thing in both languages. So if you know the word in one language, it can help you figure out the meaning in the other language. Sometimes cognates are spelled exactly the same way, like color and color [point to these words], but they’re not pronounced exactly the same way.**

Sometimes the pronunciation, or the way you say the words, is almost the same in the two languages, like group and grupo or art and arte [point to these word pairs], but the spelling is a little different. And sometimes both the spelling and the pronunciation can be a little different in the two languages, like school and escuela [point to this word pair]. So some cognates are easier to recognize than others. For the next several weeks, we’re going to be learning words that are all cognates.

(5 min – Wrap-up). Review the objectives and do a quick thumbs up or down to see whether or not they were met today. Have students put their compound word summary sheets in their binders behind the ‘compound

words' tab and their pencils back in their pencil pouches. Collect the binders.