

## **Unit 1: Building Background**

### **Day 3: Compound words**

#### **Content Objectives:**

1. Students will describe the characteristics of compound words.

#### **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:**

- objectives overhead
- 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
- fishing for compounds 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*
- (20-25) compound words activity
  - 5 min intro
  - 10-15 min fishing for compounds
  - 5-10 min discussion
- (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 as our school name. 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).]

(5 min – compounds intro) **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 worksheet transparency 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 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.**

(10-15 min – fishing for compounds). Write “snow” and “house” on the board or overhead. Have students get into groups of 3 or 4 students, and give each group a deck of ‘fishing for compounds’ cards. Tell them that the goal of the game is to create as many compound words as possible that contain either ‘snow’ or ‘house.’ Each student in each group is dealt 5 cards to start, and the remainder of the cards are placed face down in the center of the group. All players look at the cards in their hand and lay down any pairs that create compound words (e.g. ‘doll’ and ‘house’ or ‘snow’ and ‘man’). The player with the birthday closest to today goes first, and then play proceeds in a clockwise direction. The first player asks another player if he has a specific

card that will help him make a compound word (e.g. if the first player has a 'snow' card, he may ask for a 'flake' card). If the player has the card, he must give it to the player who asked for it, who will then place the pair of cards down. If the player does not have the card, he says, "Go fish for compounds," and the first player picks up a card from the center pile. If that card creates a compound word, he puts down the pair; otherwise, he holds it in his hand. Play then proceeds to the next player, and so on.

When all cards have been played or time is up, have the students in each group confirm their compound words with one another. Once they have all agreed on the compound words that they've created, each person writes his particular compound words on his worksheet, breaking each word down into its two parts and writing the meaning of the whole word.

Possibilities include: **House:** *doghouse, greenhouse, birdhouse, dollhouse, schoolhouse, lighthouse, treehouse, playhouse*; **Snow:** *snowman, snowball, snowplow, snowfall, snowflake, snowblower, snowstorm, snowmobile*;

(5-10 min – compounds discussion). With the whole class, solicit compound words from students and write them onto the worksheet overhead, breaking them down as the students did on their worksheets. Correct any mistaken compound words (e.g. 'dollflake') as you go.

(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 playing cards and the binders.