

Compound Creations

Objective: The student will make and identify compound words.

INSTRUCTIONAL CONTENT:

Structural analysis: compound words using short words containing previously taught spelling patterns

INSTRUCTIONAL ACTIVITY:

Compound Creations

Purpose: This activity teaches students to make and identify compound words using familiar, short words.

MATERIAL/AT:

- Word cards for making compound words
- Pocket chart

DELIVERY OF INSTRUCTION:

Grouping: Whole class

1. Identify short words containing previously taught spelling patterns that can be combined to form compound words.
2. Make **first** word cards (e.g., *sun, hair, bed*). Make second word cards (e.g., *set, cut, room*) that match with first word cards to create compound words.
3. Put four or five **second** word cards in the pocket chart on different rows.
4. Hold four or five **first** word cards in your hand.
5. Explain that compound words are made up of two shorter words. Both short words retain their meaning and contribute to the meaning of the larger word.
6. Read the words on the cards in your hand and in the pocket chart to the students; then ask various students to reread the words.

7. Hand one **first** word card to a student and provide a clue about a new word that the student is going to make. For example, "What word is this? (*sun*). Find a word in the pocket chart to combine with *sun* to make a word that means the time of day when the sun goes down" (*set, sunset*).
8. Instruct the student to place his or her word card next to the answer in the pocket chart, name the compound word, spell it, rename it, and use it in a sentence.
9. Follow steps 7 and 8 with three or four other students, using the rest of the word pairs.
10. Repeat steps 3 through 9 with another set of **first** and **second** words.
11. After all compound words have been made, students should record them in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, provide students with a list of the compound words practiced, as well as a few compound words of similar difficulty. Ask students to read the words to you. Use plus and minus signs to indicate correctness of responses. Use that information to determine whether adaptations are needed.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as warranted.

(adapted from Mercer & Mercer, 2001)

Compound Creations (adapted)

(adaptations noted by italics)

Objective: The student will make and identify compound words.

INSTRUCTIONAL CONTENT:

Structural analysis: compound words using *sun* and short words containing previously taught spelling patterns

INSTRUCTIONAL ACTIVITY:

Compound Creations (adapted)

Purpose: This activity teaches students to make and identify compound words using familiar, short words.

MATERIAL/AT:

- Word cards for making compound words
- Pocket chart

DELIVERY OF INSTRUCTION:

Grouping: *Teacher-led group of three to five students*

1. Identify short words containing previously taught spelling patterns that can be combined with *sun* to form compound words.
2. Make several **first** word cards, *all containing the same word*. Make **second** (i.e., the second part of compounds) word cards, *all containing words that can be combined with the first word *sun* (e.g., set, rise, shine, flower, light)*.
3. Put four or five **second** word cards in the pocket chart on different rows.
4. Hold four or five **first** word cards (*sun*) in your hand.
5. Explain that compound words are made up of two shorter words. Both short words retain their meaning and contribute to the meaning of the larger word.

6. Read the *short word* on the cards in your hand and in the pocket chart to the students; then ask various students to reread the words. *Check that each child knows the meaning of the words.*
7. Hand one **first** word card to a student and provide a clue about the new word the student is going to make. For example, "What word is this? (*sun*). Find a word in the pocket chart to combine with *sun* to make a word that means the time of day when the sun goes down" (*set, sunset*).
8. Instruct the student to place the **first** word card next to the answer in the pocket chart, name the compound word, spell it, rename it, and use it in a sentence.
9. Follow the same procedure with another student *with another sun card* to match to a different **second** card in the pocket chart.
10. After all compound words have been made, students should record them in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, provide students with a list of the compound words practiced, as well as a few similar compound words. Ask students to read the words to you. Use plus and minus signs to indicate correctness of responses. Use that information to determine the pace and complexity of further lessons.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as warranted.