

Language Objectives

- Decode common compound words using knowledge of base words.
- Use knowledge of base words to spell common compound words.

Building Literacy

Longer words can be intimidating for emerging readers. Pointing out that many longer words are made up of shorter words children can already decode gives them the tools and confidence they need to tackle many of the longer words they encounter when reading and writing. In this lesson:

- Children apply the sound-spellings they have learned to decode longer words made up of two shorter words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

popcorn	fishbowl
football	backyard
rowboat	birthday
bedroom	weekend
beehive	classmates
snowman	hamburgers
notebook	cupcakes
rainbow	everyone
airplane	

**ENGLISH LANGUAGE LEARNERS**

Speakers of languages such as Cantonese, Hmong, and Vietnamese, where words consist of one syllable, may need extra practice with the concept of compound words. For Spanish speakers, offer examples of compound words in Spanish, such as *rascacielos* (skyscraper), *abrelatas* (can opener), and *espantapájaros* (scarecrow).



show me

Have children look at their Targeted Lessons Student Book, p. 64. Today you will learn about compound words. A compound word is a word made up of two shorter words. The meaning of the compound word often comes from the meanings of the two shorter words.

Have children look at the first picture on the page. Point to the word *popcorn*. The word *popcorn* is a compound word. The word *popcorn* is made up of two shorter words: *pop* and *corn*. Listen to the sounds in the word *pop*: /p/ /o/ /p/. Now listen to the sounds in *corn*: /k/ /ôr/ /n/. Now put the two words together: /p/ /o/ /p/ /k/ /ôr/ /n/, *popcorn*. Have children circle the two smaller words that make the compound word *popcorn*.

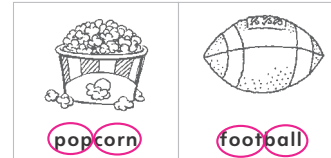
Together with children, segment and blend the sounds in the words *foot*, *ball*, *football*. Have them circle the two smaller words that make the compound word *football*.

SPELLING PATTERNS

A compound word is a word made up of two or more shorter words. Compound words can be represented in several different ways. Many compound words are spelled as one word, like the word *notebook*. Some compound words are hyphenated, like the word *merry-go-round*, and some compound words are written as two words, like *school bus* or *living room*. This lesson focuses only on closed compounds, which are compound words written as one word.

show me

Name the picture. Circle the two shorter words that make each compound word. Then read the whole word.



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➤ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will choose the word from the word bank that completes each compound word and write it on the line.)

The first picture is a rowboat. Let's read the first word in the compound word *rowboat*: /r/ /ō/, row. What is the second word in the compound word *rowboat*? (*boat*) The word *boat* starts with the sound /b/. What letter makes the sound /b/? (*b*) *Point to the word in the box that starts with the letter b.* Segment and blend the sounds to read the word /b/ /ō/ /t/, *boat*. Then have children complete the compound word *rowboat* by writing *boat* in the blank. Repeat the routine for *bedroom* and *beehive*.

➤ guide me

Name each picture. Then pick the word from the box to finish each compound word. Write the word on the line.

hive boat room



row boat



bed room



bee hive

64 PHONICS AND SPELLING

➤ work time

Have children look at their Targeted Lessons Student Book, p. 65. Read the directions together. Have children name the pictures: *snowman*, *notebook*, *rainbow*, *airplane*, *fishbowl*. Then have them segment and blend the sounds to read the shorter words that make up each compound word. Finally, have children write the complete compound word to name each picture.

➤ work time

Name each picture. Read the shorter words that make the compound word. Then write the compound word.



snow + man

1. snowman



note + book

2. notebook



rain + bow

3. rainbow



air + plane

4. airplane



fish + bowl

5. fishbowl

PHONICS AND SPELLING 65

➞ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 66. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have children look at the first word at the top of the page. **This word is *our*.** The word *our* tells about something that belongs to us. This is *our* classroom. It is in *our* school. Who can use *our* in another sentence? The next word is *opens*. What is something that *opens*? Tell children that they will read the words *our* and *opens* as they read the story *Sara's Backyard Party*.

➞ work time

Decodable Text Have children look at the story *Sara's Backyard Party*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children find seven compound words in the story. (*backyard, birthday, weekend, classmates, hamburgers, cupcakes, everyone*) Ask them to circle the shorter words that make up each compound word.

➞ check for understanding

What is a compound word? (a longer word made up of two shorter words) ***Birthday* is a compound word. What two words make up the word *birthday*? (*birth* and *day*)** What are some examples of compound words? Write the examples children name. Then work together to first segment and blend the sounds in the shorter words and then blend together the two shorter words to form the compound word.

Let's spell some of the compound words we learned. The first word we will spell is *popcorn*. What are the two shorter words in *popcorn*? (*pop* and *corn*) What sounds do you hear in *pop*? (/p/ /o/ /p/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on your sheet of paper. What is the letter for the sound /o/? (*o*) Write the letter *o*. What is the letter for the sound /p/? (*p*) Write the letter *p*. Repeat with the word *corn* and then read the full compound word: *popcorn*. Continue with *bathtub, snowman, and raincoat*.

➞ reflect

Have children think about what they have learned. What do you know about reading compound words? How can this help you when you are reading and writing?

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Compound Words

➞ guide me

our

opens

➞ work time

Read the story.

Sara's Backyard Party

Sara's birthday is next weekend.

"What do you want to do?" asks Mom.

"I want to have a party in our backyard," says Sara.


Sara and Mom make plans.

They invite Sara's classmates.

On the day of the party, they eat hamburgers and cupcakes.

Sara opens her gifts.

Everyone has a great time.



66 PHONICS AND SPELLING

Compound Words

➤ show me

Name the picture. Circle the two shorter words that make each compound word. Then read the whole word.



➤ guide me

Name each picture. Then pick the word from the box to finish each compound word. Write the word on the line.

hive	boat	room
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work time

Name each picture. Read the shorter words that make the compound word. Then write the compound word.



snow + man

1. _____



note + book

2. _____



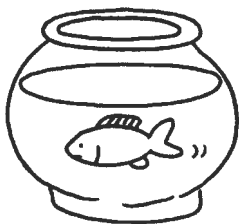
rain + bow

3. _____



air + plane

4. _____



fish + bowl

5. _____

➤ guide me

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our

opens

➤ work time

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