

Lesson Plan

Lesson: Compound Words

Length: 30 Minutes

Age or Grade Level Intended: 2nd or 3rd grade

Academic Standard:

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, and raindrop*)

Performance Objective(s):

Given two words, students will make a compound word from the two words with 80% accuracy.

Given a picture of a compound word, students will say the compound word with 80% accuracy.

Given a picture a compound word, students will write out the compound word with 75% accuracy.

Assessment:

Students will complete a worksheet at the end of the lesson. The memory game could also be used as an assessment tool. It is a good way to see if students grasp the concept of finding to words that make a new word. Have a checklist with the students name and document the students as they are playing the game.

Advance Preparation by Teacher:

Make note cards with words that make up a compound word.

Have cards with a plus sign and an equal sign.

Print off worksheet that will be used as assessment. (Copy of worksheet is attached; there were many versions of the worksheet on the website if doing it with students above the picture level)

Procedure:

Introduction/Motivation:

Show students the plus and equal sign and ask students what these signs are. (Bloom's: Knowledge) Today we are going to add something other than numbers. Tell students that we are going to use these to add words together to make a whole new word. These new words that we will make are called compound words.

Step-by-Step Plan:

1. Tell students what a compound word is. "A compound word is formed when two words are joined to make a new word." A compound word takes two words we know and makes a different word.
2. Give students examples. Baseball, ladybug, sandbox, blackboard. Can anyone think of a compound word?

3. Show students with the equal sign and plus sign. Put the word rain then the plus sign then the word drop then the equal sign and ask students if they know what word I made. Use the other note cards to see if students can match up two of the words and put them into the equation.
4. Have students try to think of their own compound words. Also show students more examples of joining two words together so they have a chance to see. (Bloom's: Application)
5. Pass out worksheets (Is "worksheet" a compound word?) to students. Help to students to complete each word. What is the picture of? What two words make up that word? Have students complete all the questions.
6. After the worksheet is completed play memory (Gardner's: Logical-Mathematical) with the cards and have students try to find pairs of words that will make up a compound word. (Bloom's: Interpersonal) If traditional memory is too time consuming, have the first and second words laid out in their own piles and have students match them up that way instead of just one big game of memory.

Closure:

After memory game is over, ask students what a compound word is (Bloom's: Knowledge). Have students give you examples of words to ensure that they understood and grasped that compound words are two words that when put together make up an entirely new word.

Adaptations/Enrichment:

*I made up this lesson plan for the students in my field placement so I had already adapted it for them as I made it. I created it with the students who I would be teaching in mind.

Student with Learning disability in reading comprehension- Have both the word and picture on the card so they can see the picture if they do not know the word. They are not reading anything so they should be okay.

Student with ADHD- Utilize the board so students can get up and out of their seats. Have students write different compound words on the board. Students could even try to act out the two words to see if the others could guess the compound word. Try to get them up and moving.

Student with Gifts and Talents in Creativity- Have students make a list of all the compound words they can think of or have them read a book and make the list with all the compound words they find in the story. These students could also draw their own picture for the worksheet instead of having the picture already there for them.

Self-Reflection:

1. Did students understand the plus and equal sign? Or did it confuse them?
2. Were they able to grasp the concept from the definition of do I need to explain it more?
3. Was the worksheet a successful assessment?
4. Did they have a good time with memory? Or should I do a different game that engages them more?

Name _____

Date _____

Compound Words

Write the two words that make up the compound word. Use it in a sentence.
Write the words and sentences on the lines below.



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____